CHAPTER I

INTRODUCTION

A. Research Background

English language is an important course to be taught at schools. In Indonesia, English language is taught to the students as a foreign language. It is given a prominent position in almost all Indonesian's life because it benefits them in both their academic, or non-academic business. In the twentieth era English is the only language spoken by many people in more than a half country in the world that led it to recognition as a global language (Rao, 2019). By then, it is normal to expect that there are lots of people who are able to read, write, listen, or speak using English language properly.

In Indonesia, English language has been taught to the students of elementary school who are considered as young learners since 2004 (Nufus, 2018). The consciousness to teach English during students' golden age is one of several reasons why English is taught for young learners. By teaching English as a foreign language to young learners they are expected to have good basic English skills that cover reading, writing, listening, and speaking skills. From An academic point of view, the students' achievements of those four basic skills of English can be seen by their semester report. The result of students' progress in learning English is reported at the end of the semester by reporting their learning achievement. Indeed, the students' learning achievement report represents their mastery of English skills.

It is necessary to teach English language to young learners gradually or step by step. The first thing that is commonly introduced in teaching young learners is literacy. Literacy is commonly defined as the ability to read and write, and also defined as a basic skill of knowledge. Teaching literacy for young learners is highly recommended. It is literacy which makes children be able to understand and contribute in this world (Liebeskind, Piotrowski, Lapierre, & Linebarger, 2014; Niklas & Schneider, 2013; Raikes et al., 2006, as cited in Frankel et al. (2016). It shows that literacy plays an important role to help the children have a good foundation of basic English knowledge. It is in line with the argument delivered by (Apriani, 2016), we could not deny that people receive information by being literate. By then, the sooner the better it is for young learners to be literate. They may have

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basic knowledge of English language before moving into the higher grade in schools. During Covid-19 pandemic which started from March 2020, all schools in Indonesia are obliged to conduct online learning until the pandemic is over. This obligation is made to decrease the possibility of Covid-19 transmission between teachers and students. The use of technology advancement in teaching-learning process is the answer of this situation. Fortunately, literacy can be done everywhere. As stated by Apriani (2016), the development of information, and communication technology (ICT) brings literacy to the new era which is known as digital literacy. Coming to the school and learning which is strongly banned during this pandemic is no longer the only way for students to be literate. As long as the students have a computer or any gadget and are connected to the internet then literacy can be done everywhere.

Inverse, technological advancement does not only bring good for literacy growth in Indonesia. According to (Wijayanti, 2020), 56% of 1.200 respondents who are Indonesian students reported do not like to read because they have been distracted by social media. What worse is, the same research conducted by Wijayanti (2020) reported that 13% of the respondents straightly confirm that they never read any books in a week at all. The low literacy rate in Indonesia is one of the biggest challenges in the educational field. A study conducted shows that the lower interest of reading that someone has then the lower amount of information they have.

The different way of learning, which is from direct meeting to virtual meeting has become another challenge. Online learning is implemented during Covid-19 pandemic as the solution to keep conducting teaching-and-learning activity. All subjects are taught through online learning, including English. It is hard to teach literacy for students as the report of a study stated above. Now, it is even harder to teach literacy because the challenge increases along with changes in the way of learning. A research conducted by Gillett-Swan (2017) from Queensland University shows that one of the challenges by conducting online learning is the students have varies ability and competency in using different forms of technology. Now it is the teacher's responsibility to conduct interactive online class that does not give more difficulty to the students in order to help the student reach good learning achievements through learning literacy. One of several solutions is to create varies activities to help the students keep motivated during the learning process.

Therefore, North Bali Bilingual School implemented a blended learning system to help students with various skills in using the advancement of technology forms. Beside that, through the use of blended learning system the students may have more chances to experience the interactive learning literacy process from different activities which is useful to create a good atmosphere of learning. In North Bali Bilingual School, blended learning system is implemented by using the forms of technology advancement such as weekly projects which can be done at home, Schoology, and Zoom meetings. Those three activities are applicable to be done from home as how the Indonesia's Government obliges schools to conduct virtual meetings. By then, the researcher is interested to know in detail the kinds of literacy activities that are carried out by first grade students at North Bali Bilingual School, what are teacher's responses toward teaching literacy using blended learning system, and how students learning achievements after learning literacy using blended learning system.

B. Problem Identification

1) Theoretical significance of the present research is to analyze the implementation of teaching literacy using blended learning system, the activities that are carried out by the first-grade students, and students' learning achievements after learning literacy using blended learning system.

2) Practical significance for: 1) readers would know what kinds of activity that are carried out by first grade students in North Bali Bilingual School when learning literacy using blended learning system, 2) English language teacher would be able to teach literacy using blended learning system for young learners, 3) future researcher would be able to make use as a reference in designing similar study with deeper analysis.

C. Scope of the Study

1) The present research focused on how teaching literacy using blended learning system during Covid-19 pandemic is implemented for first grade students at North Bali Bilingual School.

2) The subject chosen is restricted to first grade students.

3) The blended learning system is restricted to North Bali Bilingual School's learning system which combines weekly projects, Schoology, and zoom sessions for students.

D. Research Questions

1) What kind of literacy activities are carried out by first grade students in learning English as foreign language at North Bali Bilingual School?
2) What are the teacher's responses toward teaching literacy using a blended learning system?
3) How is the students' learning achievement after learning literacy through a blended learning system?

E. Research Objectives

1. To describe the kind of literacy activities are carried out by first grade students in learning English as foreign language at North Bali Bilingual School
2. To describe the teacher's responses toward learning literacy using blended learning system at North Bali Bilingual School.
3. To distinguish the students' learning achievement after learning literacy using blended learning system.

F. Research Significance

1. Theoretical significance of the present research is to describe the kind of literacy activities that are carried out by first grade students in learning English as foreign language, to describe teacher's responses towards teaching literacy using blended learning system at North Bali Bilingual School, and to analyze how learning literacy using blended learning system affect students' learning achievement.
2. Practical significance for: 1) The teacher would be able to implement blended learning system in teaching literacy, 2) future researchers would be able to make use as a reference to teach literacy using blended learning system.
3. The present research findings are not generalizable or applicable across different populations and settings.