

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

The process of delivering messages in writing is the basis used to convey ideas and information. The teacher's role is very important in encouraging students to be more motivated and begin to hone students' writing skills slowly. There needs to be an effort from the teacher to be able to present learning resources that can facilitate students in learning, one of which is by applying literacy-based learning. The benefits of reading and writing activities can help students to broaden their horizons about everything. Through literacy-based learning activities, students will be able to obtain information through reading activities (Suhendra et al., 2020). There are still many students who have not made reading and writing an important need to be accustomed from an early age which can make the generation of a better nation and state. This habit can also affect the implementation of the school literacy movement which is still minimally implemented in each school. The process of developing writing skills for students is one indicator of academic success that is very productive in learning. As Suarmi and Fatimah (2019) says through this literacy-based instruction, writing is a good strategy to support students' ability to read and write. By writing, students can organize and express their ideas which can make students more interested in learning more. In creating students' reading skills, literacy is a strategy that can be implemented for specific purposes. In addition, students must be able to understand how to use, apply,

and make what makes them able to read and write comprehensively (Khairuddiniyah, 2018).

English is one of the foreign languages whose existence is very taken into account in the education curriculum in Indonesia. English has become one of the subjects that must be taught in schools, it is important to introduce English to students from an early age to be able to hone their knowledge in introducing the target language or the language being studied. As believed by Harmer (2008) the faster the acquisition process is introduced, the better the acquisition of the language mastered. The purpose of learning English in general is to achieve the communicative competence mentioned by Hymes (1972). This is related to students being able to use the target language they have learned as a tool to communicate with others. Thus, communicative competence can be interpreted as skills in carrying out communicative tasks or activities that are carried out effectively to be able to focus students on the language they have learned.

In general, learning English is to be able to develop communication competence to students so that they have the ability in spoken form. In addition, students must also be able to have an awareness of the nature and importance of English to increase competitiveness in today's global society. English in the era of world globalization is increasingly becoming an effective medium for teaching and learning (Khamkhien, 2010). The way of teaching is one of the important components that can affect the success or failure of learning. As stated in Khamkhien (2010) English lessons are very important to learn as a foreign language. This is because English is a

compulsory subject to be taught for three years in junior high school and senior high school. Not only that but English has also been taught to elementary school students as an elective subject since the implementation of the 1994 Curriculum. Students' expectations are not following the reality of student learning outcomes which many cases have shown that student's English skills are still very low during years of study. Thus, the parameters are used to revise the English teaching program in the form of syllabus design, lesson plans, and good material design. The success or failure of students in the EFL can be judged from the accuracy of the language obtained during learning.

English is one of the most influential languages in the world of education. English has become the view of all media as good communication in Indonesia. Overall, English is considered as teaching and learning that belongs to an integral part of the Indonesian education system (Mappiasse & Bin Sihes, 2014). The need for a clear curriculum in knowing how the acquisition of knowledge is obtained to realize quality language dissemination. However, to ensure that appropriate knowledge is imparted to learners there must be a way of assessing what is being taught in different schools and at different levels. Literacy-based instruction activities can help students to broaden their horizons about everything. Referring to Suhendra et al (2020) through literacy-based learning activities, students will be able to obtain information through reading activities. There are still many students who have not made reading and writing an important need to get used to it from an early age which can make it a better generation of the

nation and state. This habit can also affect the implementation of the school literacy movement which is still minimally implemented in each school. Literacy became more popular internationally when UNESCO launched a literacy project on various issues or fields in education, media, information, technology, and literacy for reading and writing on the report of (Ahmadi & Yulianto, 2017). Currently, literacy is very important in the era of globalization because through literacy a person can know, understand, and create something useful for themselves. Regarding the literacy program carried out by UNESCO, literacy in Indonesia has discussed various fields, including literacy to read and write to media literacy.

Indonesia's ranking in the PISA 2021 survey is 62 out of 70 countries. These results indicate that the ranking occupied by Indonesia is still low. Findings from the survey results, the Indonesian government through the ministry of education to cultivate literacy for all students. To be able to advance literacy, there is a need for comprehensive cooperation involving all school members such as teachers, students, and parents to support literacy. Through literacy, it cannot be interpreted as reading skills only but also able to encourage the growth of higher-order thinking skills through reading. This literacy is expected to foster students' skills so that they run according to the correct meaning for future generations.

In line with Tiro's (2018) the low level of educational process skills has proven that the competencies and interests possessed by students are still not developed in terms of knowledge. As a learning organization that hopes to make citizens lifelong learners, it has not been implemented

properly. The process for developing writing skills for students is an indicator of academic success which is very productive in learning. It also can be used to communicate with others in written forms. In the Pocket Book of the School Literacy Movement put forward by Ki Hadjar Dewantara as cited in Tiro, (2018, pp.1-2) "Education is an effort to advance the growth of children's minds, attitudes, and bodies. They are inseparable so that we can advance the perfection of our children's lives." Therefore, literacy is defined as the ability to understand, access, and use information intelligently.

Literacy-based instruction can strengthen critical learning patterns. In this context, the teacher's role is very useful in facilitating students to learn effectively in collaborative and interactive teaching and learning activities as reported (Hakim et al., 2021). A literacy-based learning process that engages the reader to engage with logistical investigations that lead to critical thinking for understanding, applications contained in the text, and his thinking with prior thinking. A literacy-based teaching focus can help students to develop their literacy skills by teaching grammar rules and showing students one word or sentence at a time. In addition, it is necessary to hold training for students from an early age so that they can think critically about what they see, read, and hear critically in order to anticipate hoax information on the news or social media. Thus, students become more selective in reading and sorting out interesting and useful reading.

In general, literacy-based learning is the responsibility of a teacher to his students to be able to improve students' reading and writing skills. In

the context of literacy, it can be seen through the 21st century with context standards that focus on the material taught by the teacher. In other words, the teacher thinks about how the process of delivering the material is delivered and this is where literacy-based learning is carried out. These strategies are used to attract students' interest and make learning more effective, through which students are required to be able to think critically. The ultimate goal of teaching literacy-based instruction is to build students' comprehension, writing, and reading skills. Literacy can equip students with important things such as the ability to grow and develop properly to become more successful. Literacy has an understanding as reading and writing skills to understand meaning. As Bifuh-Ambe (2009) suggests, in an academic context it can affect language proficiency which includes the ability to use language skills effectively. Academic literacy is based on the integration of different perspectives on English (Charubusp & Chinwonno, 2014). Through the application of literacy-based learning, it is emphasized that reading can go beyond literal meaning or grammar and vocabulary towards understanding certain meanings of a text.

Literacy refers to the development that enables students to understand how meaning is made through language and texts. Literacy is related to learning English because students can develop literacy practices that cannot be separated from learning English as a subject in the 21st century. In strengthening the quality of teaching English in Indonesia, especially in the era of globalization, currently efforts have been made to implement literacy strategies in Indonesia. The role of the English language

is currently defined and will remain so for the time being. That is why English literacy is needed for today's future. In the Decree of the Minister of Education and Culture Number 19 of 2005 concerning National Education Standards as a guideline for developing educational frameworks and formulating strategic plans in education development that are relevant to the global era. The school literacy movement in implementing literacy-based learning in writing related to the current curriculum in Indonesia is an obligation. This is one solution to be able to improve literacy standards and develop better human resources (Khairuddiniyah, 2018). In improving the culture of language literacy in schools, the various books provided for students to read in the library are not only related to subjects at school. Such as comics, novels, magazines, and others. In addition, the school literacy movement can encourage students' enthusiasm. So that students need real examples of literacy culture, such as the role of teachers in carrying out literacy-based learning and teacher collaboration is also needed in this case to familiarize students with making reading and writing activities an obligation.

Knowing the current situation of the Covid-19 pandemic, teachers are required to plan online learning activities, including developing literacy skills (Norris et al., 2012). During the pandemic, learning activities that were originally carried out manually or face-to-face have shifted to online learning using online platforms. In this Covid-19 pandemic situation, it is very influential on the activities of the teaching and learning process faced by students. In times of a pandemic like this, the digital era makes it easier

for teachers to learn and communicate with students. Through this digital era, students can easily improve their literacy skills. This is due to Generation Z which allows students to more easily come into contact with the digital world. The role of the teacher is only to update about the progress of the times to invite students to read anywhere (Tetep & Suparman, 2019). The rapid changes that were originally face-to-face learning activities in schools are now online learning which can cause problems for teachers and students who are not ready to adapt. So it is necessary to think about adaptations regarding appropriate learning in the era of the Covid-19 pandemic. So if you can't adapt, you will be left behind or miss information and knowledge in the field of education (Hazizah & Ismaniar, 2020). So in that case a different learning strategy is needed or using an adaptive learning approach that is adapted to the times and must adapt to situations and conditions.

Literacy-based instruction involves teaching reading through exposure to literature. In other words, students learn how to analyze texts by reading and analyzing texts. The focus of literature-based teaching is to help children develop literacy skills through real-life literary experiences. This is in stark contrast to programs that teach reading by talking about grammatical rules and showing student's one word or sentence at a time. In literature-based teaching, everything is based on literary texts. Because it does not allow every student to choose the book they want to read with the guidance of the teacher. Thus, the role of the teacher is needed to be able to assist students in suggesting the selection of books based on their level of



interest and interest in reading. As Sari (2021) claims that the application of literacy-based learning has changed the pandemic which is undergoing a transition from face-to-face learning to online learning, where teaching is carried out using digital platforms. Changes in online learning have not become commonplace for all students or teachers in Indonesia because they are still accustomed to learning with traditional learning methods. Classroom learning has also started to use a lot of creative activities by utilizing technology. This situation provides a new perspective where literacy practices can be seen and practical issues begin to emerge in literacy programs. The switch to online learning is nothing new. However, before this pandemic, we were also familiar with the internet and digital literacy in the form of various activities that use the internet.

Literacy-based instruction involves teaching reading and writing. In other words, students learn how to analyze text. The focus of literacy-based learning can help students develop literacy skills through real-life literary experiences. According to the results of interviews with teachers at SMP Negeri 1 Tejakula, literacy-based learning has not been effectively implemented in a pandemic situation like this. This can be seen through the acquisition of student scores during the learning process. In addition, students at SMP Negeri 1 Tejakula need to increase their awareness of learning. The application of literacy-based learning is used to analyze students' reading and writing interests so that it can be carried out effectively through the application. Thus, there is interest in the application of literacy-based instruction for further analysis.

The need for a flexible education system can allow students to be able to adjust the learning path according to their interests and abilities. Based on Lynch as cited in (Muhdi et al., 2020) several aspects that need to be considered in implementing online learning are planning, measuring student needs, teacher competence, support systems, material design, choosing the right platform, and evaluating progress of learning outcomes. In addition, to emphasized another opinion stating that aspects that need to be considered in learning are about students, teachers, learning materials that include quality and flexibility, the quality of the technology or platform used, and the learning environment. English in Indonesia is only taught as a subject in schools. This causes very limited time to teach this subject, both as a compulsory subject and cross-interest. To illustrate the research pedagogy of EFL writing, some publications report on teaching or research practices on EFL writing that involve literacy-focused theoretical developments.

The use of ICT among the younger generation is attracting the attention of the world of education today, especially in the era of the Covid-19 pandemic which has an impact on the use of ICT and digital readers (Hu & Yu, 2021). The introduction of ICT and rapid technological advances is very beneficial for students, especially at the basic education level. The effect of using new learning technology can make a major contribution to the literacy learning that is carried out. On the other hand, various advantages are obtained in using ICT; including providing support for students, expanding access to resources, and helping students learn

anywhere and anytime. The urgent need to develop human resources influences the demands of the information age to maintain ICT literacy and skills through education, training, and lifelong learning (Iftekhar & Jihye, 2016). Thus, the application of literacy-based instruction is related to digital media which makes it easier to obtain information for each user to share information (Fernanda et al., 2020). The use of digital media is growing with the influence of literacy in the school environment, especially for grade 9 students. One of the programs carried out by the government to grow student skills, especially grade 9 students is to implement the School Literacy Movement. Thus, the learning process can involve students in the process of developing knowledge. The learning that is expected for grade 9 students is to be able to realize the importance of learning, know how to learn, and be able to acquire various knowledge and skills as a result of learning activities.

### **1.1. Problem Identification**

Investigating is to observe or study close examination and systematic inquiry. An investigation is a thorough search for fact, the goal of an investigation is usually to determine how or why something happened. Students do not only need academic skills such as language and arts. An investigation can know a process or obstacles that arise in the implementation process through the implementation that has been following the plan or specified standard. In addition, students need 21<sup>st</sup> century skills which are categorized to include literacy skills, critical thinking,

persistence, ability to collaborate, problem-solving, and curiosity. The process for developing writing skills for students is an indicator of academic success which is very productive in learning. In this case, literacy-based instruction can also appropriate to help the students to increase their writing skills. In other words, it takes some processes to make a student's writing skill develops. Students often met difficulties in writing a text such as grammar, lack of vocabulary, getting the ideas, and organizing the ideas. However, the need to implement innovative teaching techniques which help the students to improve their writing skill is crucial. In addition, the previous researchers propose that to utilize literacy-based strategies as the teaching to solve the problem.

## **1.2. Problem Statements**

- 1.3.1 Is there any significant influence of literacy-based instruction aided by ICT and non-literacy-based instruction of 9<sup>th</sup> grade class in SMP Negeri 1 Tejakula?
- 1.3.2 What are the drawbacks of the implementation of literacy-based instruction aided by ICT in 9<sup>th</sup> grade students in SMP Negeri 1 Tejakula?

## **1.3. Research Objectives**

- 1.4.1 General research objectives are to analyze EFL students' investigating the effect of literacy-based instruction on English

course and difficulties faced by the students in grade 9<sup>th</sup> in SMP Negeri 1 Tejakula.

1.4.2 Specific research objectives are: 1) to analyze the investigation the effect of literacy-based instruction on English course in grade 9<sup>th</sup> students in SMP Negeri 1 Tejakula, and 2) to identify the EFL students' difficulties in English course when investigate the effect of literacy-based instruction in SMP Negeri 1 Tejakula.

#### **1.4. Research Significance**

Theoretical significance is to improve EFL quality and investigating the effect of literacy-based instruction on English course in grade 9<sup>th</sup> students in SMP Negeri 1 Tejakula. Practical significance: 1) for EFL students, 2) to improve the students' learning activity and outputs of literacy-based instruction on English course. For EFL teachers: to improve quality of teaching English course in literacy-based instruction. For future researchers: to provide data in order to proceed more deeply of teaching English course in literacy-based instruction.

#### **1.5. Research Scope**

The proposed research is limited on investigating the effect of literacy-based instruction on English course in grade 9<sup>th</sup> students in SMP Negeri 1 Tejakula. It is also limited on three research objects, namely: writing lesson plan on the ninth grade level of Junior High School in school academic year 2021/2022.

### 1.6. Assumption and Limitation

It is assumed the EFL teacher will prepare and investigating the effect of literacy-based instruction on English course in grade 9<sup>th</sup> students in SMP Negeri 1 Tejakula. The result of the proposed research is limited on investigating the effect of literacy-based instruction aided by ICT on English course by selecting 9<sup>th</sup> students to analyze their literacy skills at SMP Negeri 1 Tejakula.

