

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research study which covers background of the study, identification of the study, limitation of the study, statements of the problem, purpose of the study, significant of the study and definition of key term.

1.1 Research Background

Literacy is a term used to refer to essential reading and writing skills (Dewi et al., 2018). Literacy learning is important in 21st-century learning since humans could use a language to obtain information by reading and writing (Padmadewi, 2022). Literacy plays a crucial role in increasing individual capabilities related to languages (both written or spoken and digitally). But it is not as simple as that; (Padmadewi, 2022) also define literacy as a skill that involves receiving knowledge, interpreting, communicating, and allowing a person to share information and understand what is stated. Critical literacy skills also encourage students to ask questions and analyze what they read, hear, receive, and express various points of view (Saraswati, 2020).

English literacy skills are particular things that must be mastered by students, especially young learners, as early as possible. Young learners need to improve their oracy skills. Still, they also need to improve their literacy since reading and writing play an essential role in developing their language consciousness from an early age (Kartikarini, 2020). English literacy skills contribute to young learners improving oral

languages and equip them with a strong foundation for developing their capability (Kartikarini, 2020). In addition, young learners have more 'tools' to learn a language from an age perspective (Dewi et al., 2018). So, literacy is critical as their foundation in children's lives. Similarly, literacy refers to students' basic abilities (Dewi et al., 2018). Hence, literacy learning becomes basic learning that must be taught starting in elementary school to fulfill the curriculum and achieve the learning objectives and students' knowledge in their daily lives related to students' analysis and critical thinking.

The problem is that the students' lack of literacy level in Indonesia affects their long-term cognitive abilities. The literacy levels in Indonesia are not good enough. According to the Progress in International Reading Literacy Study (PIRLS) data, Indonesia is ranked 41 out of 45 participants (Sukmayadi & Yahya, 2020). In addition to this data, (Sukmayadi & Yahya, 2020) also added that according to the Indonesian survey Agency (Badan Pusat Statistik) in 2017, the Indonesian population had a high level of literacy behavior was only 17.66%. Similar problems also occur in SDN 3 Banjar Jawa. Students' literacy ability is not maximal enough, especially at the beginner level. Of course, with this urgency, the English literacy problems must address immediately to improving students' English literacy awareness and behavior starting from elementary school as soon as possible. As the paper's starting point, English literacy is an important base in the current era of education to create students who have analysis and critical thinking. Educational institutions should be more optimal in improving students' English literacy skills.

To improve English literacy in this era, the development of technology should encourage various educational institutions to optimize further and utilize

learning methods to increase the effectiveness and flexibility of learning (Rintaningrum, 2009). One of the learning methods that allow the implementation of learning to be more flexible and effective nowadays is blended-based learning. Blended-based learning is defined as a purposeful arrangement of media, techniques, and ways of organizing learning situations by combining conventional media with elements of electronic learning (e-learning) (Gusnita et al., 2021). Also, blended-based learning is a learning method that combines face-to-face learning with e-learning, which allows the delivery of material in the classroom and remotely (Hazmi et al., 2021).

With the blended-based learning method, English literacy learning could improve students' English literacy skills, affecting their ability to master the languages. Besides making the learning activities more flexible and practical, using technology at once can also introduce one of the uses of technology in English teaching to the students. Another benefit of using blended learning is also; combining face-to-face learning with e-learning allows students to interact with the language inside and outside the classroom. The use of blended-based learning also has benefits such as 1) helping students to develop better in the learning process based on their learning styles and preferences, 2) providing practical-relational opportunities for teachers and students to learn more independently, functional, and continue to grow, 3) increase the flexibility of learning schedule adjustments for students (Gusnita et al., 2021).

The use of blended-based learning in English literacy learning allows teachers to choose more varied learning media for students at the beginner level. One of the suitable media to be used in teaching literacy using the blended-based

learning method to young learners is the picture storybooks. The use of picture storybooks could be combined with face-to-face learning in the classroom or published digitally on the e-learning platform. As stated by several experts, there are some benefits of using stories in literacy learning, including 1) the storybooks can accommodate children with a range of literacy, 2) a storybook not only improves students' reading comprehension, it may also develop students' vocabulary, 3) teaching using storybooks can build students' happiness and enjoyment, 4) teaching young learners with stories could have a considerable effect on students' listening skills and speaking performance, 5) students could develop their independence in reading and find the right strategies in developing their reading comprehension (Ratminingsih & Budasi, 2018).

Several studies related to the use of learning media in the form of picture storybooks and blended-based learning methods have been carried out several times. As research conducted by (Ratminingsih et al., 2020) and (Zananda, 2019), research related to the use of picture storybooks integrated with the application of technology in increasing students' reading competence has had a significant effect. In addition, the application of blended-based learning methods has also been carried out by (Rachmawati, 2017), that the use of picture storybooks has succeeded in increasing students' vocabulary mastery. Currently, the author implements the use of picture storybooks integrated with the blended-based learning method. Considering that this is also a research gap, where the researcher has not found the implementation of the learning media in the form of picture storybooks integrated with the blended-based learning method, especially the implementation for IV grade students at SDN 3 Banjar Jawa.

Therefore, combining English teaching with blended-based learning methods by utilizing picture storybooks as the learning media is expected to impact students significantly. Through literacy learning with these media and teaching methods, it is hoped that it could also help teachers and students achieve the learning objectives themselves and improve students' literacy skills.

1.2 Problem Identification of the Study

The researcher carried out this research based on the background of the phenomenon that is currently happening. English literacy learning has not been able to produce maximum and significant output for young learners. Implementing English literacy learning methods with appropriate learning media for young learners is urgently needed because the early introduction can enhance (Ratminingsih & Budasi, 2018). The researcher conducted this research to apply learning media in the form of picture storybooks combined with blended-based learning methods for young learners to improve English literacy. The use of picture storybooks is considered attractive, especially for young learners. Picture storybooks can easily integrate with any learning platform of blended-based learning methods in its application. The researcher believes that this method is quite suitable and has become an effective solution to overcome the current problems of English literacy learning.

1.3 Limitation of the Study

Due to time and resources constraints in this study, in research, the author focuses on experimenting blended-based learning methods with learning media in the form of picture storybooks to teach English literacy learning for young learners

of 4th grade students at SDN 3 Banjar Jawa. The researcher also wants to know the responses from students regarding the implementation of literacy learning with the blended-based learning method using picture storybooks in the classroom.

1.4 Research Question

Based on the background that has been described, the author proposes some formulation of the research problem in the following:

- a) Is there any significant effect of teaching using picture storybooks integrated with blended-based learning method towards students' score in English literacy skills at SDN 3 Banjar Jawa?
- b) How are students' responses to the implementation of picture storybooks integrated with the blended-based learning method in the process of literacy learning?

1.5 Objective of the Study

Based on the research questions formulated by the author, the objectives of this study are as follows.

- a) This study aims to investigate the impact of the use of learning media in the form of a picture storybooks integrated with the blended-based learning method in English literacy teaching in IV grade students at SDN 3 Banjar Jawa.
- b) This research also aims to analyze students' responses to using picture storybooks as the learning media integrated with the blended-based learning in teaching English literacy.

1.6 Significance of the Study

This study aims to provide theoretical and practical importance for English language teaching and the learning process for students, especially young learners. By conducting this study, the author expects to make a meaningful contribution both theoretically and practically.

1. Theoretical Significance

Theoretically, this research is expected to support theories related to learning to the use of learning media, especially in the form of picture storybooks integrated with the application of blended-based learning methods. In addition, this research aims to provide insight and knowledge that may be useful in the future.

2. Practical Significance

Practically, this research was carried out in order to make a valuable contribution to young learners, English teachers, and other researchers.

a. For Young Learners

This study is expected to help young learners and support their learning process, especially in English literacy learning. Through literacy learning using picture storybooks that are integrated with the application of blended-based learning methods, young learners are expected to build their awareness of literacy as early as possible to improve their literacy skills.

b. For English Teachers

This research is expected to help teachers in English literacy teaching for young learners to choose learning media and teaching methods that

are more effective for students. In addition, the implementation of blended-based learning is expected to introduce the use and the benefits of using technology to support the learning process.

c. For Other Researchers

This research is expected to reference the research conducted by other researchers in a similar field. This research also aims to be empirical evidence that can be useful to strengthen studies carried out by other researchers.

1.7 Definition of Key Terms

1. Literacy

a) Conceptual Definition

Literacy is defined as the ability to communicate, which includes listening, speaking, reading, and writing, as well as the ability to think critically in certain situations (Rintaningrum, 2009),

b) Operational Definition

In this study, literacy is defined as the ability of students who are owned by IV grade students SDN 3 Banjar Jawa in using English as indicated through the scores on reading and writing in English test given to them after they learn to use picture storybooks that are integrated with technology in the form of a blended-based learning method.

2. Blended-based Learning

a) Conceptual Definition

Blended learning is a learning model that combines face-to-face learning with e-learning (Hazmi et al., 2021).

b) Operational Definition

The blended-based learning method in this study is operationally defined as the combination of the teaching process which combined Google Classroom as the Learning Management System (LMS) supported by digital picture storybooks in face-to-face learning.

3. Picture Storybooks

a) Conceptual Definition

A picture storybook is a type of book that integrates the use of text with images that are made to provide aesthetic value (Ratminingsih & Budasi, 2018).

b) Operational Definition

Picture storybook is operationally defined in this study as the learning media in the form of digital material that contains a story accompanied by visualization in pictures of characters and settings to make it easier for readers to understand the story showed by using PowerPoint media and published in the Google Classroom (LMS).