

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research questions, the purposes of the study, and the significance of the study.

1.1 Background of the Study

Literacy is one of the most critical foundations for academic and personal success. Hearing people speak and witnessing the communication process help most youngsters organically acquire verbal language abilities. Literacy, or the capacity to read, write and understand the printed text that reflects spoken language, does not develop naturally (Petrová et al., 2020). Talking, listening, watching, shaping, and utilising technology are all part of our modern definitions of literacy. The emphasis is on multi-literacies because they recognise that in order to comprehend the world in which they live, learners must engage with texts in print, oral, and multimedia domains, in a variety of settings, and for a variety of reasons (Burns et al., 2019; González-López, 2021; Kokkosi et al., 2021).

Because childhood is a golden time for children, education is essential and serves as the basis for future growth. Children can achieve their fullest potential by supporting their development and progress during this period. Thus proper stimulation is required. Unlike the traditional ways where children have to sit at a desk with paper and pencils, children's literacy learning is defined as engaging in an environment that improves their communication skills and knowledge abilities. Early literacy is distinguished by informal learning through various relevant but enjoyable activities, so children do not perceive themselves as learning (Bhowmik & Kim, 2021; Febiyanti et al., 2021; Umiarso et al., 2021).

Another requisite aspect of students' learning is students' motivation. It is a crucial aspect of a successful learning process. Recognising motivation as an initiating and supportive aspect of educational activity highlights the relevance of information quality, learning experience, facilitated learning, or a positive attitude toward the act of knowing in attaining school achievement. Any activity with a realistic decisive quality must be accompanied by well-established motivational support to avoid the deployment of a lack of productivity, which is defined by an inversely proportional ratio between the results gained and the work put in (Hachim, 2021; Krstic et al., 2022; Senawati et al., 2021). Following a review of the expert literature on the approach to the motivating phenomena, it states that motivation is at the root of the proper functioning of human action components, independent of the exercise or attainment capacity of the one who makes an effort to attain it.

A sense of freedom and independent learning is also a factor that can motivate students to achieve their personal learning goals. Herbert (2019) states that autonomous learning is high-quality, quick, critical, diverse, relevant, progressive, actual, and factual. Students prioritising independence will always be eager, optimistic, innovative, and willing to attempt something new. Students like this sometimes believe reading good literature is as pleasurable as eating a meal. Laksono (2018) added that literacy cannot be detached from education. Literacy has evolved into a space for children to know, comprehend, and apply what they learn in school. Literacy is also tied to students' lives at home and in the setting in which noble character is nurtured (Nurjani, 2020).

Children perform best in independent learning when they are in an environment that is open to their interests and queries when they feel at liberty to make decisions about their work, and when there is a framework in place to focus those viable alternatives so that students are not weighed

down by the variety of options (Freeman, 2016). He pointed out that keeping a work record of student work patterns helped distinct routines for preparing follow-up work, which motivated students to explore lesson subjects in their independent work.

A literacy framework is built to nurture literacy and provide the best classroom environment for teaching and learning a language (Schwab et al., 2022). Many strategies have been invented and evaluated in these areas of study (Ainscow, 2016), and to have consistency in the curriculum, approach, and instruction that align with the assessment will prepare students to develop the literacy skills needed for their future goals (Darmiyanti & Taufik, 2021).

Vocabulary, spelling, and understanding how to use those are examples of other literacy abilities. Getting further to build literacy skills is a solid foundation for early literacy skills. Those include phonological awareness, understanding of print, vocabulary, spelling, and reading comprehension (Zhou et al., 2012). To nurture literacy skills, one needs a good literacy framework that can cope with the essence of literacy development.

Another crucial aspect of the success in teaching literacy is the teacher. Teaching should be inclusive, and knowing the principle and the best practice of belonging is crucial (Slee, 2019). Teachers should demonstrate caring for students in terms of not only their academic achievements but also their social-emotional health concerns (Miller & Mills, 2019). A balanced literacy framework and proficient teacher will cover four major elements of learning a language (reading, writing, listening and speaking) to provide students with the best learning experience.

According to Chaplain (2016), teachers should implement a classroom management plan that is based on the following: the design and organisation of the classroom environmentally - physical environment; the acquisition of social skills required for the establishment of lasting relationships in a classroom - physical and social environment; and the teaching skills teachers should grow -

teaching environment. The term "physical environment" refers not only to the physical surroundings but also to the setting where a student may express himself/herself and connect with others (Maureen et al., 2020; Vairamidou & Stravakou, 2020).

According to the OECD's GPS Education in 2016, literacy rates in Indonesia are relatively low. Indonesia ranks 61st out of 62 countries in a CSSU poll on literacy behaviour. Literacy behaviour in Indonesia is quite poor, according to 2016 data. The CSSU survey results are congruent with UNESCO figures, which reveal that the Indonesian population's reading interest is only 0.001 per cent, suggesting that only one in every 1000 Indonesians reads (Ahmad et al., 2022; Darmiyanti & Taufik, 2021; Kya, 2018).

Taken from Indonesian ministry circular letter number 2774/H.H1/KR.00.01/2022, to facilitate the post-covid-19 learning process, the Government of Indonesia launched the Merdeka Belajar curriculum through the Kemendikbud 56 2022 policy, which is expected to fill the gap of learning losses during the Covid 19 pandemic. The instructional hours are one of the significant modifications brought in by the Merdeka Belajar curriculum. The lesson hours (JP) of the 2013 curriculum are determined per week, but the Merdeka Belajar curriculum uses JP per year. With these reforms, schools and teachers will have greater freedom and authority to arrange teaching and learning in the most effective way feasible (Darmiyanti & Taufik, 2021; Kemendikbud, 2019; Kemendikbukristek Republik Indonesia, 2022).

The Indonesian government also launched The School Literacy Movement (GLS) starting March 2016 by the Directorate General Primary and Secondary Education Ministry of Education and Culture by conducting outreach and coordination with all Provincial Education Offices and City/District Education Office (Fatkhurronji, 2022; Kemendikbud, 2019; Sa'diyah et al., 2022). This movement's purpose is to increase reading literacy abilities. To be effective in creating a

literacy-based school, solutions for the growth of the school Literacy Movement may be done by improving the management side of library management. This management may be improved through library management and learning management in the classroom to enhance literacy activities in general. Thus, things that may be improved in the literacy activities that have been carried out will be observed (Fatkhurronji, 2022).

Furthermore, The School Literacy Movement has effectively implemented actions responding to enrichment books during literacy activities, collections of enrichment books, different services given in the school area, activities to acknowledge literacy successes for students, and the establishment of a school literacy team to be responsible for leading and overseeing of implementing literacy in schools (Fatkhurronji, 2022; Sa'diyah et al., 2022).

One of the literacy frameworks worth discussing and implementing to accommodate the gap of learning loss and continuing teaching and learning language literacy process post-pandemic Covid-19 is the Daily Five literacy framework introduced by Gail Boushey and Joan Moser. This literacy framework is not embedded in a particular curriculum or standard that allows its users, especially education practitioners, to adapt to the classroom's needs (Buchan, 2016; Penland, 2019a, pp. 12, 36–46). It aims to assist all involved in students' literacy development, such as teachers, parents/guardians, and students, enforcing an independent literacy habit that will eventually create a literacy behaviour. An optimal time frame for the execution of this framework is 150 minutes with five basic literacy blocks (read to self, read to someone, word work, work on writing, and listening to reading), which was previously difficult to accept and adapt in the Indonesian educational system. However, with the new curriculum Merdeka Belajar, this time frame is no longer an impediment.

Features of instructions and practices that identify classrooms designed to reach all learners in a full-inclusion environment are important in structuring a literacy framework. The teachers need to concentrate on the underlying everyday activities of classroom instruction to achieve high-quality, egalitarian, and individualised education. Completing those indicates the underlying principles of the school and classroom that enable all learners to be reached and succeed. The systemic supports and strategies that guarantee that all learners may engage, learn, and be a part of the class community are the complexity that remains in the inclusion procedures, particularly regarding support and curriculum (Simón et al., 2021).

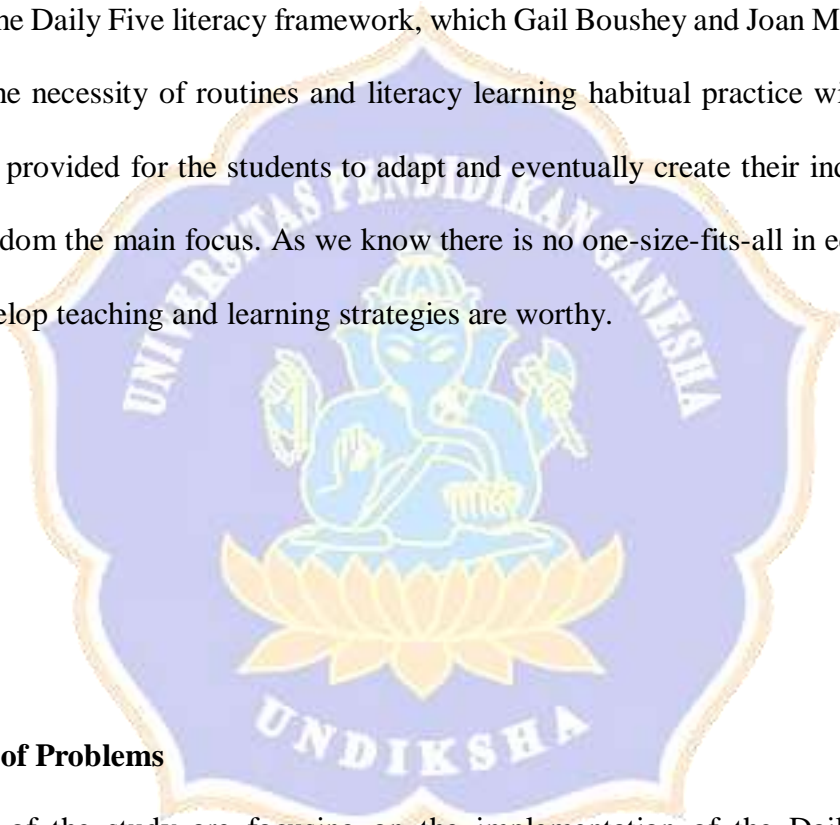
Feedback is also a necessity in the student's learning process. Teachers should know how to give and deliver feedback on students' learning progress most effectively to support students' development process (Dantes et al., 2022; Molloy et al., 2020). By studying students' perspectives on feedback processes using a huge data set generated from feedback research, we may identify features of feedback literacy or how students interpret and apply feedback to their learning. Learner feedback literacy is classified into seven categories: grasping feedback aims and duties, acquiring information, making work quality assessments, managing emotions, and processing and utilising information for future work. By identifying these realised components of feedback literacy in the form of instructive examples, the emerging collection of skills might enable investigations into the development of feedback literacy and improved feedback designs (Iswati, 2022; Kurnia, 2020; Molloy et al., 2020; Nutbrown, 2021).

The gradual-release-of-responsibility paradigm is one strategy teachers use to give clear, personalised education (Pearson & Gallagher, 1983). This paradigm highlights the importance of interaction-based learning and incorporates the ideas of various theorists, including Piaget (1952). He outlined four phases of cognitive development: the sensorimotor, pre-operational, concrete

operational, and formal operational stages. To proceed to the next phase, children should overcome certain cognitive impairments and obtain particular developmental outcomes at each stage (Babakr et al., 2019). According to Vygotsky's social development theory, social interactions might regulate and mediate a child's cognitive growth and learning ability. He claims that knowledge is a vitally social activity rather than a solo voyage of discovery. He goes on to say that a child's learning is considerably aided by being directed by a more knowing member of the community, such as a parent or teacher (Vasileva & Balyasnikova, 2019). In a deeper sense, he added that children acquire and learn from the opinions and perspectives they observe around them. He felt that culture was crucial in moulding cognitive development and that this development differed between cultures. Vygotsky also emphasised the significance of language as the foundation of all learning. Adding to this theory, Bandura (1977), in his self-efficacy theory, stated that self-efficacy is people's expectation, perception, confidence and belief in the abilities needed to achieve a specific goal successfully (Dantes et al., 2022; Zhang, 2021). Teachers progressively shift responsibility for a task to students using this form of instruction through four components: demonstration, shared demonstration, guided practice, and autonomous practice (Fisher & Frey, 2008). Part of the progressive release of responsibilities is a demonstration or a focus lesson in which the teacher communicates the expectations and purpose to the students. Teachers and students work together to improve thinking and comprehension. Students practice their new skills with the teacher's help. The ultimate goal of the progressive release is for students to be able to use the material independently. Students can put their knowledge into order, adapt, and change during solo practice. Combining these four factors shifts accountability from the educator to the students (Buchan, 2016). There is no time limitation for the gradual release to terminate or continue. Teachers' and students' readiness are the main key to progress and to make further steps.

1.2 Problems Identification

There are tremendous numbers of studies on how to support the learning process of literacy skills to facilitate teaching and learning in language and literacy. From strategies to techniques up to the activities during the learning process. Most of the study's purpose is to find a literacy framework that best benefits the success of learning language and literacy. Among those frameworks is the Daily Five literacy framework, which Gail Boushey and Joan Moser introduced. Nevertheless, the necessity of routines and literacy learning habitual practice with the adequate amount of time provided for the students to adapt and eventually create their individual literacy behaviour is seldom the main focus. As we know there is no one-size-fits-all in education, all the attempts to develop teaching and learning strategies are worthy.



1.3 Limitation of Problems

Limitations of the study are focusing on the implementation of the Daily Five literacy framework, focusing on how the teachers implement the Daily Five literacy framework, challenges and strategies used by teachers to overcome those, and the literacy behaviour that the teachers have observed in students through the implementation of the Daily Five Literacy framework.

1.4 Research Questions

Based on the statement of problems, the purposes of the present study can be formulated as follows.

- 1) How do the teachers in Bamboo Garden School implement the Daily Five literacy framework in semester 2, the academic year 2022- 2023?
- 2) What are the teachers' strategies to overcome the challenges in implementing the Daily Five Literacy framework in Bamboo Garden School semester 2, the academic year 2022-2023?
- 3) What literacy behaviours have the teachers observed in students through implementing the Daily Five Literacy framework in Bamboo Garden School semester 2, the academic year 2022-2023?

1.5 Purposes of the Study

The purpose of the study is to oversee and attempt to find relevant shreds of evidence and answers to the research questions as follows:

- 1) To elaborate on the implementation process of the Daily Five literacy framework by teachers of Bamboo Garden School in semester 2, the academic year 2022-2023.
- 2) To discover the strategies used to overcome the challenges in implementing the framework by the teachers in Bamboo Garden School in semester 2, academic year 2022 - 2023.
- 3) To identify literacy behaviours observed among the students through implementing the Daily Five Literacy framework by the teachers in Bamboo Garden School in semester 2, the academic year 2022 - 2023.

1.6 Significances of the Study

The significance of the study is to provide data, analysis and explanation of the implementation of the Daily Five literacy framework related to social interactions. Moreover, other researchers can develop another deeper study on how Daily Five implementations assist the students' literacy competence development.

1.7 Research Assumption

In this research there are three major assumptions can be drawn. The first is by looking at the implementation of the daily five literacy framework, knowledge of the efficiency of this literacy framework will be obtained in more depth of understanding. Furthermore, to oversee how choices of materials and resources affect teachers' performance during the implementation and affect classroom atmospheres. Third, the results of the habituation of the daily five will enhance students' literacy skills and competencies that are inherent in students as their knowledge capital in the lifelong learning process.

