

CHAPTER I

INTRODUCTION

1.1 Research Background

Reading is a learning process and part of students' daily activities (Stephenson and Harold, 2009). Reading is the process of developing meaning from existing texts (Macalister, 2011) with students elaborating on the reading they read. Reading is an essential part of literacy (Kiszczak, 2019), as a unique form of human activity and capability, so literacy is an important competency that students need in the 21st-century era (Sulistiyarini & Sabirin, 2020). Literacy is known as the process of reading, writing, and spoken language in an integrated form with critical meaning (Frankel et al., 2016). Literacy cannot be separated from reading as a foundation in the 21st century. A person's ability to read is not automatic because they have to make reading an activity and habit as a manifestation of their interest in reading. By generating interest in reading, it makes it easier to realize reading as a literacy for future children (Fitria, 2019). Reading is still the main indicator in the literacy index in the world (Wijayanti, 2020), including in Indonesia.

However, the current trend, based on statistical data from UNESCO, the facts show that the Indonesian public's interest in reading is still low, with a reading index reaching 0.001. According to the UNESCO Development Education Index, in 2015 Indonesia ranked 69th out of 127 countries in terms of interest in literacy. In 2017, according to data from UNESCO, Indonesian children's reading interest was very low at 0.001%. This means that if the data is compared to 1000 children, only 1 child likes to read. In 2018, according to the Indonesian PISA Study,

Indonesian children were ranked 74th out of 80 countries, which means Indonesia is still in the bottom 6th rank. A total of 15,941 third-grade elementary school children spread across 7 provinces showed that almost all of the children could read but most did not understand what they were reading (Yanti & Eliza, 2020).

The cause of the students' low interest in reading is their lack of readiness to read meaningfully and carry out real literacy (Kristiyaningrum & Ismanto, 2020). Students still lack exposure to literacy activities which results in their low interest in reading (Prawira et al., 2023). Children remaining in school without preparation has an impact on their readiness to read. This has negative consequences for the children themselves.

Children are presented with *calistung-shaped* activity sheets compared to activities that can support their readiness to read (Yanti & Eliza, 2020). Additionally, students should be assisted in mastering their readiness for reading because students' readiness for good reading has been linked to successful language literacy. Supposedly, students who have good preparation tend to show good understanding when reading, whereas students who are weak in reading have difficulty carrying out meaningful literacy because they do not understand what they read (Ledy et al., 2023).

In fact, students still struggle with the reading they use to be literate, when they have difficulty with the complexity of the reading they also have to express what they think, which causes them to be frustrated and bored (Puspitarini & Hanif, 2019). As a result, students immediately stop practicing reading because they feel reading is a form of activity that is tiring, difficult, and boring. Students' reading

style through textbooks looks tricky and unable to reach students. Therefore, reading activity is depicted as a burden that feels heavy and less interesting (Damaianti et al., 2020).

Students are still not interested in the media used to read, they are not given the opportunity, and full support leaves them less ready to read well (Wisianto & Subyantoro, 2015). Overall, reading activities should be made as simple as possible to encourage children to understand the reading being done and be ready with the reading provided so that they can master the material provided. Finding friendly reading material is necessary to help students relieve their boredom and re-engage their interests.

Foreign Language Teaching requires materials that place the material in students' enjoyment and interest in learning. By teaching using stories, students avoid boredom from reading using a course book. In delivering the materials, teachers need to use relevant learning media. According to Puspitarini and Hanif (2019), teachers also need additional media assistance to encourage students' interest in reading. There are several kinds of learning media such as digital and printed stories (Ratminingsih et al., 2020). Using stories in teaching students literacy, makes students comfortable, relaxed, and active in understanding the reading given using simple language (Aura et al., 2021). Involving stories as an alternative, awakens their critical thinking and they feel entertained by the stories they read (Naul & Liu, 2020).

English stories build a fascinating context for students, making them interested and comfortable, motivating them to continue reading. English stories

with interesting narratives encourage students to consider English as a tool for creativity and expression, making literacy activities enjoyable (Gelizon, 2024).

English story is closely related to English literacy because it covers various language skills that must be mastered by students. By reading stories in English, it can improve understanding of texts consisting of various sentence structures and the use of various language styles (Aura et al., 2020). In addition, stories can also enrich vocabulary with a clear context (Ahmmed, 2016). With the exposure of the story given, readers can understand the grammar naturally poured into every communication built through the story (Naul & Liu, 2020). By reading English stories, students can also analyze stories to develop critical thinking patterns. English literacy also has a scope in terms of writing skills that are included in English language skills, therefore English stories can inspire readers to write summaries, reviews, or produce their own stories. In addition, English literacy is also related to the ability to listen and retell stories that can train listening and speaking skills in English. This can help students to improve their understanding orally and increase students' confidence in speaking (Firdaus et al., 2023). Thus, English stories are related to student literacy because English stories play a role not only as storytelling entertainment but also as an effective medium for developing English literacy as a whole.

This also affects their readiness to read because the stories are given by selecting interesting story topics and stories that are useful for them (Mufrihah & Nisa', 2021). Readiness is defined as a cognitive precursor to behavior in the form of resistance and support for forms of change (Repal et al., 2022). This plays a role in the students' learning process because their readiness influences their process in

achieving their learning goals it means students' readiness to learn has a big influence on the degree of success achieved by students (Masrom et al., 2021). So it is concluded that student readiness has an influence on the pedagogical results achieved by students at the end by paying attention to cognitive and behavioristic aspects. It is important to analyze student readiness because this readiness has a big influence on students' success in reading and understanding the reading material given.

Student readiness refers to how prepared students are to be involved in the learning carried out, including the factors involved. The readiness of students provides the final result of how effectively students can participate and benefit from learning using stories (Repal et al., 2022). Meanwhile, student perception involves how students view their abilities or assess their engagement with other subjects (Martin and Bolliger, 2018)

Students' readiness shapes students' perceptions. When students have high readiness and feel ready for learning, it means they have fulfillment of the resources, they also tend to produce positive perceptions of the learning carried out (Kristiyaningrum & Ismanto, 2020). Positive perceptions felt by students result in higher student involvement in learning, and a deeper willingness to participate. When students feel they do not have sufficient readiness for literacy using stories, students can create negative perceptions that can hinder student involvement (Masrom et al., 2021). Therefore, students' readiness can often shape their overall perception at the end of the lesson.

The readiness to carry out literacy using stories can also be seen in several studies that have discussed this matter. Goodman & Dent (2019) obtained a positive result from the use of storytelling story acting for 3 - 5 students' school readiness, the results prove that there is a significant difference in the school readiness of children who received storytelling picture book treatment compared to those who did not receive treatment.

In addition, Mufrihah & Nisa' (2021) also obtained similar results. Using storytelling to get kindergarten students' school readiness, involving True-Experimental Posttest-Only Design. Storytelling was used for the experimental group and treatment was given. The results prove that the treatment used for the experimental group had earlier school readiness than the control group. In the end, the experimental group possessed more school readiness than the control group. With readiness, the difference is 37% age equivalent for eight-year-old students and 29.6% equivalent to 7 years old.

Research conducted by Ledy et al. (2023), investigated three important components, namely students' perceptions, vocabulary, and short stories. This research examined what students think about using short stories to improve their vocabulary. This research used mixed methods to conduct an analysis of understanding how elementary school students view vocabulary development and this approach combined quantitative and qualitative research methods to conduct comprehensive data collection. Involving 30 grade 6 students at Cahaya Rabbani Kepahiang IT Elementary School, collecting and understanding students' perceptions of vocabulary learning through short stories. Most students 80% have

a positive perception of using short stories to learn vocabulary because they find these short stories interesting and useful and help them understand new words.

Research conducted by Oktaviana & Aminin (2021) examined students' perceptions from the application of story maps to determine their reading. This research uses a population from senior high schools in Lamongan and takes tenth-grade students, using questionnaires and interview instruments by applying qualitative research design. The results show positive students' perceptions from the use of story maps in their reading, many students felt that they experienced improvements in reading, understood reading more quickly, and also students felt that reading was a fun activity using story maps

The similarities that can be achieved from all the findings above are that they all used stories for students, stories in the form of digital storytelling, story reading, and short stories. The methods used were experimental design and qualitative design to see the readiness of using stories on students' language literacy. And mixed methods for students' perception regarding the use of stories for reading and vocabulary. By using the research method above, the selected population was only EFL students including upper kindergarten, and primary school / pre-intermediate classes. All of the studies that have been carried out above yielded research results that using stories can have a positive impact on language literacy. Students agree that they get positive results from stories for their English literacy readiness. Overall the research above prioritizes experimental with a focus on stories for students, the research above does not provide details of language literacy. Therefore, following what previous research suggests, the researcher explores how

the students' readiness and perception to use stories on students' literacy more deeply.

After seeing many findings regarding students' readiness, school readiness, and reading readiness in literacy, the research above does not sufficiently take into account the readiness experience that students have in learning using stories for their English literacy skills, therefore students' readiness still beneficial to study to fulfill the gap of the previous studies. Therefore the novelty of this study lies in the analysis of students' readiness and perception which was conducted using a mixed method research of quantitative and qualitative.

So this research examined the use of stories on students' readiness and perceptions at SD 3 Banjar Jawa and SD Lab Undiksha. So far, teachers have implemented the use of stories which are given directly to students in every English lesson. Students learn using stories that have been chosen by the teacher and presented in class. Teachers have been proven to apply stories in classroom learning through short interviews conducted. In this interview, the teachers said that students had been taught using stories in English. This research was conducted to see how prepared and perceived students were regarding the use of stories that had been given by teachers.

The research entitled "Using Stories In English Language Learning: Students' Readiness And Perceptions On Their English Literacy" is umbrella research which is part of the research of Ratminingsih et al. (2024), in relation to umbrella research, this study has a larger research framework whose aim is to provide an understanding of aspects of readiness and perceptions of literacy. The

use of stories which is the focus of this research aims to identify students' readiness and find out how they view the story for their perceived literacy using mixed methods so that the results obtained are more comprehensive. Providing different insights regarding how students can respond to stories used in their literacy.

This umbrella research also has a broader aim by being able to provide a concept of students' readiness to learn English using stories to produce effective, innovative literacy. By using story-based learning media, this research not only focuses on stories but also looks at students' readiness in terms of motivation, learning styles, media, and facilities.

1.2 Problem Identification

Based on the background of the research as described above, the problem identification that can be obtained includes:

- 1.2.1 Literacy among Indonesian children is still low and more attention is needed to regain their interest.
- 1.2.2 Their lack of readiness to read meaningfully and carry out real literacy.
- 1.2.3 Students still have no interest in their reading media, without providing maximum opportunities and support, they are less ready to read well.
- 1.2.4 Innovative media that is suitable for students literacy which makes them feel that reading is a fun activity.
- 1.2.5 Requires digital and print-based stories media to revive students' readiness to use stories on their literacy and their perceptions.

Based on the problem identification above, it can be concluded that children in Indonesia need more attention to arouse their low interest in reading through innovative media based on digital and print stories, using stories that are fun and useful for students to reach their interest in reading to find out how far students are ready to use this story in their language literacy.

1.3 Research Limitation

This research is limited to finding out the students' readiness in using stories in English language learning and the perceptions of students to use stories in English language learning on students' English literacy skills.

1.4 Research Questions

Based on the background of the research and problem identification that has been explained previously, the research questions are:

- 1) How is the students' readiness to use stories in English Language Learning?
- 2) What is the students' perception of using stories in English Language Learning on students' English literacy skills?

1.5 Research Objectives

There are two research objectives :

- 1) To find out students' readiness to use stories in English Language Learning.
- 2) To recognize the students' perception of using stories in English Language Learning on students' English literacy skills.

1.6 Significance of the study

1.6.1 The theoretical significance

This study contribute theoretically in terms of the concept of students' readiness in learning English using stories, which is perceived from motivation, learning styles, media, and facilities. It also provide a theoretical understanding of literacy skills as the foundation of 21st-century skills.

1.6.2 The practical significance

For the students, this study is going to be beneficial for them to understand that they should gain their interest in reading using stories as a fun learning media.

For the teachers, this study is going to enrich their knowledge about students' readiness and perception which may affect their English literacy skills.

For other researchers, this research also contribute to other researchers as a source of information related to students' readiness and English literacy skills which can be further studied using different research designs.