

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of this research including the background of the research, research questions, research objectives, research significances, limitation of the research, and definition of key terms.

### 1.1 Research Background

The Ministry of Education and Culture announced Independent Learning policy through a press release in *SiaranPersNomor408/sipres/A5.3/XII/2019* (Kemdikbud, 2019). There are four main points of the policy of independent learning, they are about school examination, national examination, lesson plan, and student admission. One of the policies is about the abolition of national examination. National examination was replaced by national assessment to assess the quality of national education (Kemdikbud, 2020). The national assessment is conducted in basic and middle levels of education. It consists of minimum competency assessment, character survey, and learning environment survey. This assessment is not a determinant of students' graduation to the higher level (Kemdikbud, 2019). One part of the minimum competency assessment is literacy. Literacy is basic competence that should be possessed by students regardless of their future dreams (Kemdikbud, 2020).

There are several definitions of literacy. Literacy generally refers to the ability to read and write effectively in various range of context (Pilgrim & Martinez, 2013). Burnett (2005) mentioned that literacy is the key to enhance human capabilities which is related to written language (printed or digital), involving reading and writing ability. Further, Glaze (2017) argued that literacy is not only the ability to read and write, but it also covers the ability to listen and speak to others, to view and represent ideas, and to think critically while doing all of these. Montoya (2018) defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Mashuri (2012) emphasizes that literacy is the ability to read which can be used as a power to change the social status of the citizen in one country. Therefore, literacy can be defined as the ability to identify and communicate ideas in various range of context, involving the ability to read, write, listen, and speak.

Literacy ranges from the basic ability to read, write, listen and comprehend, to higher level processing skills where the learner is able to deduce, interpret, monitor, and elaborate on what was learnt (August & Shanahan, 2010). Therefore, literacy is very important because most educational process depend on literacy abilities and awareness. Literacy is a means for students to know, understand, and apply the knowledge they get at school. Literacy is also related to the lives of students, both at home and in the surrounding environment (Wiedarti et al., 2018). Muhajang & Pangestika (2018) claimed that literacy has significantly impacted on students' competence in learning. Moreover, Rittner (2018) found that literacy could build students' readiness in learning. Harosid (2017) also mentioned that literacy is an

important aspect in education because through literacy, students are expected to be able to implement their knowledge or skills that they get in the school to their daily life. Thus, literacy is very important in education, as it impacts students' learning competence, build learning readiness, and enable students to implement their knowledge and skills in real life.

Literacy has become a worldwide trending topic. Indonesia is one of the countries which encounter literacy crisis (Dirjen Dikdasmen, 2016a). It can be seen from the survey of some international institutions that the literacy culture of the Indonesian people was far behind other countries in the world. The results of PIRLS (Progress in International Reading Literacy Study) in 2011 shows that Indonesia was the 45<sup>th</sup> position out of 48 countries. Furthermore in PISA 2018, Indonesia was in the 74<sup>th</sup> position out of 79 countries (Khidhir, 2018). It shows that Indonesia is one of the lowest positions in literacy among all other countries.

There are a number of factors that affect Indonesian students' literacy, such as home parental involvement, students' perceptions of reading, reading activities outside school, and information and communications technology (Ratri, 2015). Padmadewi & Artini (2018) add that the students' low literacy ability is caused by students' lack of reading habit, school as formal education do not have literacy development programs and do not foster a literacy culture systematically. Wahyuni (2019) also added that one of the factors that lead to students' low reading ability is learning models that generally do not expect students to read a lot but the teacher focused more in teaching and learning process.

Considering this phenomenon, the government set up a program to support literacy called school literacy movement (*Gerakan Literasi Sekolah/GLS*) to overcome this problem. GLS is a comprehensive effort to make the school a learning organization which leads the school community becomes lifelong learners (Dirjen Dikdasmen, 2016a). GLS was first introduced in 2015 based on formal instruction from the Ministry of Education and Culture Number 23 of 2015. GLS is a program that born as an effect of the low level of Indonesian literacy skill and nine priority agendas (*Nawa cita*) related to the tasks and functions of the Ministry of Education and Culture. The points of *Nawa cita* that relate to education sector include numbers 5, 6, 8, and 9. Those items are: (5) improving human and Indonesian's life quality, (6) increasing Indonesian people's productivity and competitiveness in international market so that they can improve with other Asian nations, (8) carrying out national character revolution, (9) strengthen diversity and Indonesian social restoration.

There are four stages of literacy development, namely: early literacy, primary literacy, early independent literacy, and independent reading literacy. Early literacy is the early level of literacy which has characteristic that students are able to convey the meaning from text/pictures. Primary literacy is the literacy level in which students' ability begins to develop their literacy skill. Early independent literacy is the level of students' literacy in which students begin to have a reading desire based on the information they are interested in and begin to write an idea they have through reading. Independent reading literacy is the level of literacy in which students begin to understand what they read from the text through their own understanding.

Most children naturally develop verbal language skills by hearing others speak and observing communication process; however their ability to read and write the printed text do not develop as fast as verbal skills (Moore, 2008). It is important to develop literacy since early age as young learners' brain are considered to develop faster than any other time of life (Hill, 2011; Rusu et al., 2017). Studies of literacy of young learners was conducted by several researchers. Dewi et al. (2018) investigated strategies used in primary literacy program in grade 4, 5, and 6 in an elementary school in Bali. The study found cooperative literacy program, interactive storytelling, reading response journal, and novel study were effective strategies utilized in conducting primary literacy program. Wicaksana (2019) found that literacy program conducted in elementary school was proven to give a significant effect on students' literacy; in which the students' literacy skill was improved after the implementation of literacy program. Similarly, Padmadewi et al. (2020) investigated the implementation of primary English literacy activities at an elementary school in Bali found that the implementation of primary literacy guidelines which consisted of introduction stage, implementation stage, and establishment stage had a good impact on students' language competence and attitude. There are a lot of research conducted on literacy previously, but investigation about literacy taught by English speaker with exposure of English daily conversations in teaching English as a foreign language in the context of 'national plus school' is rare to find.

This present research took place in Jembatan Budaya Primary School. Jembatan Budaya Primary School is located in Jalan Raya Kuta number 1, Kuta, Badung, Bali. This primary school conducts the teaching-learning process in three languages; Bahasa

Indonesia, English, and Mandarin. As a primary school, this school has six level of students which further classified into groups, grade 1, 2, 3 as small classes and 4, 5, 6 as big classes. Based on preliminary study conducted in Jembatan Budaya primary school, it was found that this school has implemented school literacy movement. The school has a comfortable library which can be visited by students. In addition, the school provides students with a reading corner in the school lobby where students can read during school break. Moreover, a small reading corner is also provided in every classroom. The books in the reading corner are distributed to other classroom every month so that students get new books each month. Specifically in English subject, the teachers conduct literacy activities every week to strengthen students' English literacy.

There are two reasons for choosing Jembatan Budaya Primary School as a place to conduct the research. The first reason is Jembatan Budaya Primary School develops English skill in the school area. All students were introduced to English as a part of their daily communication since they were in kindergarten level. The students use English in their daily communication. For example, they greet the teachers in English when opening and closing the lesson, pray to God using English in the morning when starting the lesson and using Bahasa Indonesia in the afternoon before going home, and speak in English to the English teachers in classroom and outside the class. By these activities, the students are accustomed to speak English and they can improve their English skills especially listening and speaking. Moreover, they are taught by English native speakers so they can use the language naturally. By this real situation of school context in Jembatan Budaya Primary School, there is a relevance and appropriateness of deciding this school as the place of research. It is also believed that since this school

applies English as a means of communication in school life, this study can meet the objectives which has been determined.

The second reason is Jembatan Budaya Primary School is one of multilingual schools in Kuta. English is one of the flagship program of this school along with Chinese language. The school concerns with students' English and Chinese language. This school inserts literacy in English subject. Besides of using the primary source, the teachers also use additional source like colorful storybook to make students are interested in listening or reading a story. The teachers also conducts a project every month to make students familiar with writing. In conducting literacy in the lesson, the teachers use various teaching techniques which are appropriate with students' characteristics. In short, this school has various literacy teaching and learning activities which are conducted systematically. This is consideration of choosing this school for this research. It is believed that the school provides valid and reliable data for this research.

This study was conducted to observe how literacy activities were implemented in English instruction. Instruction refers to the purposeful direction of the learning process which is very vital in education as it transfers the learning from one person to another (Huitt, 2003). Brookhart (in Jones, 2000) identified three interactive components in educational instruction, namely: planning, teaching, and assessment. Planning involves the establishment of instructional objectives and learning outcomes, which leads to decisions about the types of learning activities that will enable students to successfully achieve the required outcomes. The desired learning outcomes and

instructional activities then guide the assessment techniques. Finally, the assessment results direct, and even modify, the teaching approach.

Considering these three components of instruction, this research investigated how literacy activities are planned, implemented, and assessed in English instruction in Jembatan Budaya Primary School. This study focused on the types of literacy activities conducted in English instruction to support school literacy movement, the planning of literacy activities, the implementation of literacy activities in the classroom, and the assessment used to assess students' literacy.

### **1.2 Research Questions**

Based on the explanation of the background above, the problems of this study are:

1. What kinds of English literacy activities are implemented at Jembatan Budaya Primary School?
2. How the English literacy activities are planned at Jembatan Budaya Primary School?
3. How the English literacy activities are implemented at Jembatan Budaya Primary School?
4. How do the teachers of Jembatan Budaya Primary School assess the students' English literacy?

### **1.3 Research Objectives**

Based on the research questions, the purposes of the study are stated as follows:



1. To describe the kinds of English literacy activities which are implemented in Jembatan Budaya Primary School.
2. To describe the planning of English literacy activities in Jembatan Budaya Primary School.
3. To describe the implementation of English literacy activities in Jembatan Budaya Primary School.
4. To describe the assessment used by the teachers of Jembatan Budaya Primary School to assess the students' English literacy.

#### **1.4 Research Significances**

##### **1.4.1 Theoretical Significance**

Theoretically, this study is expected to be an additional resource to conduct a further research with the similar study and can be used to enrich the knowledge in terms of implementation of literacy activities for young learners in English classroom in Indonesia, especially in Bali.

##### **1.4.2 Practical Significance**

The results of this research are expected to give positive contributions or significances to teachers, students, and other researchers who study about literacy especially in school literacy movement program.

- a. For teachers

The results of this research are expected to be useful for English teachers. Teachers can use this study as reflection in order to be more innovative in terms of building literacy habit for young learners.

b. For the School

This study is beneficial for the school development in terms of developing the strategies or method of learning to build literacy habit in the school.

c. For Other Researchers

The results of this research are expected to become an alternative source, guidance, and inspiration for those who are interested to do similar research about literacy activities for young learners.

### **1.5 Limitation of the Research**

The study of this research is limited as it is only in the area of Jembatan Budaya Primary School. The researcher observed the kind of literacy activities carried out in English classrooms of grade 1, 2, and 3 Jembatan Budaya Primary School. The study also observes how literacy activity is planned by the English teachers, how literacy activity is implemented in the classroom, as well as how the English teachers assess the students' literacy. Thus, this study is limited in the area of English instruction.

### **1.6 Definition of Key Terms**

The definition of key terms is the definition of related terminologies in this research. It is written in order to avoid misunderstanding toward the use of some terms.

The definition of key terms is divided into two; conceptual definition and operational definition. The definition of key terms are elaborated as follows.

### **1.6.1 Conceptual Definition**

The conceptual definition is the definitions that are based on the theories of experts in certain fields. The conceptual definition of this research involves literacy, teaching strategy, and assessment. The followings are the explanation of conceptual definition.

#### **a. Literacy**

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts (Montoya, 2018).

#### **b. Literacy Activities**

Literacy activities are the activities that provide opportunities to practice and consolidate literacy (Roskos & Christie, 2013).

#### **c. English Instruction**

English instruction means English as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers (UNESCO, 2007). According to Brookhart (in Jones, 2000) there are three interactive elements in instruction, namely: planning, teaching / implementation, and assessment.

#### **d. Planning**

Planning is the organization of teaching and learning process which involves creating the learning atmosphere and arranging it sufficiently (Gallego, 2007).

e. Implementation

Smith (in Ababio, 2013) defined implementation as the process of carrying out activities that has shown to be effective in getting students to learn.

f. Assessment

Assessment as a systematic process of data collection, analysis and interpretations aimed to reach certain educated conclusions (Hussain et al., 2018).

g. Young learners

Young learners are described as students between age 5 to 9; they do not just focus on what is being taught. They learn other things at the same time, taking information from whatever is going around them but have fairly short attention span (Harmer, 2007).

### 1.6.2 Operational Definition

Operational definition refers to definitions derived from the conceptual definition. Operational definition emphasizes to how the definition is used operationally. The operational definition of this research involves literacy,

teaching strategy, and assessment. Followings are explanation of operational definition.

a. Literacy

Literacy is operationally defined as the ability to read and write which are possessed by students of Jembatan Budaya primary school.

b. Literacy activities

Literacy activities refer to any activities that give opportunities for students of the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade to practice their reading and writing skills on English subject at Jembatan Budaya Primary School. In this school, students do some English literacy activities including story reading and writing.

c. English Instruction

English instruction is the purposeful learning direction in English learning process which involves planning, implementation, and assessment.

d. Planning

Planning is the process of organizing literacy activities in the English subject conducted by English teachers on the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade of Jembatan Budaya Primary School.

e. Implementation

Implementation is the process of carrying out the literacy activities that had been planned on the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade conducted in English subject by the English teachers of Jembatan Budaya Primary School.

f. Assessment

Assessment is a process of gathering information in order to develop a deep understanding of what students know, understand, and can do with their knowledge of English on the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade.

g. Young learners

Young learners refer to students of grade 1, 2, 3 at Jembatan Budaya Primary School.

