

CHAPTER I

INTRODUCTION

1.1. Research Background

The current national phenomenon shows that the reading ability of Indonesian children is very low compared to children in other countries. The results of the PISA (the Program for International Student Assessment), from 2000 to 2012 were unsatisfactory: in 2000 the average value of Indonesian students in reading was 371 (the average international score of 500) ranked 39th out of 41 countries, in 2003, the average reading value of 382 ranked 39th from 40 countries, in 2006, the average reading value was 393, there was a ranking of 48 out of 56 countries, in 2009 the reading value was 402 ranked 57 out of 65 countries. While in 2012 the value of reading only 396 was ranked 64 out of 65 countries (www.indonesiapisacentre.com). Based on this data, it can be seen that the literacy skill in Indonesia was still in low level. Whereas, the Indonesian human resource needs literacy skill in order to not only improve reading, but generally to be more professional.

Literacy generally refers to the ability to read and write (Pilgrim & Martinez, 2013). It is again confirmed by UNESCO in (Keefe & Copeland, 2011) that literacy is significant for it ensures how someone is able to write and read. However, literacy is not only about reading and writing ability. According to UNESCO (2003), literacy is a social phenomenon which relates connection and communication to develop any context of life through text. In other words,

literacy is also about how an individual understands meaning of text contextually and communicates it to life. Developing literacy skill can improve individual's reading, writing, and contextual thinking skills as well as make individual to be more knowledgeable. These facts about literacy are the key factors of developing society.

According to Pilgrim and Martinez (2013), literacy generally refers to the use of reading and writing in a various context and it expanded into another type of literacy based on 21st Century such as information literacy, multiple literacy, digital literacy and web literacy. Because of that, there were 2 major types of literacy namely literacy used by the people from a decade ago or it could be called as basic literacy and literacy in 21st century. This study emphasized on basic literacy because this study had something to do with reading and writing for young learner.

In relation to Indonesia, literacy becomes the national problem because the habit of reading and writing in Indonesia is still low (Yuliyati, 2014). Teeuw (in Suryaman, 2015) stated that the people with lower rate of literacy development resulted bad civilization in which the people become illiterate which meant the people could not read and write and could not gather and select the information from their surrounding. To deal with this problem, the government created a program called (GLS) Gerakan Literasi Sekolah, one of the activities in GLS is the students should read books for 15 minutes before the teacher starts the lesson. Through the establishment of this activity, it is expected

that the students can improve their literacy skill (Rokhmawan & Firmansyah, 2017). In addition, this program specifically has a goal to increase the literacy rate of young learners who are prepared as a better future generation for Indonesia.

Young learners are different from adult learners, the difference between them is because of their characteristics that they have. Young learners are very active and have short attention span. Fletcher (2009) stated that students will feel bored if their teacher uses traditional way in which the students are forced to memorize a lot of things. Harmer also stated that young learner frequently learn indirectly rather than directly. According to Yazıcı & Bolay (2017), it will be better to teach the English for students since the early age that around 4-5 years old. In this period the teacher should use different methods and techniques to teaching them. Rahmawati (2013) explained that the method that is possibly used is TPR (Total Physical Response). This method involves activities that will take the students to play. Teacher may invite the students to do finger plays, singing, and playing. Besides that the teacher also can invite the students to do some body movements such as running, jumping, dancing etc. The simplest way of learning English in that age is that by introducing easy vocabularies related to their current daily life.

However, along the implementation of literacy activities that is programmed by the government, it was identified that the teacher's comprehension and media used to teach literacy to students is very limited.

Based on pre-observation in one of schools in Buleleng, it can be seen that the literacy was not implemented well due to unavailability of teacher's guide book that guides teacher how to teach literacy. Thus, developing guide book which contained literacy activities is vitally needed in order to improve literacy skill in Bali.

Based on rationale above, it is important to develop literacy book containing activities that can be done in teaching process, especially in teaching English. This study is designed to discover appropriate literacy activities for teaching English for young learners in age 4-5 years old. Besides it is also interesting to know about topics and the quality of the appropriate literacy based activities for teaching English for young learners age 4-5 years old.

1.2. Research questions

Based on the previous background, the problems of this study are:

1. How are the English literacy based activities developed for teaching English for young learners at level A of kindergarten?
2. What are the topics of English literacy based activities developed?
3. What is the quality of developed literacy based activities of teaching English for young learners for level A of kindergarten?

1.3. Purpose of the study

The purpose of this study is to examine how literacy based activities are developed for young learner especially in level A of kindergarten. Besides, this

study also shows the topics of developed literacy based activities and the quality of developed literacy based activities.

1.4. Significance of the Study

This study is hopefully able to give contribution to teachers, students and other researcher.

1.4.1. Theoretically

Theoretically, this study is expected to describe how the English literacy-based activities is developed in teaching level A of kindergarten reflecting from the theories used in conducting this research. Besides, this study is also purpose to explain the topic and the quality of the developed English literacy-based activities based on the theories from the literatures used.

1.4.2 Practical Significance

a. For the students

From this study, the students were able to improve their literacy skills in learning English.

b. For the English teachers

This study could help the teacher in the teaching process conducted to level A of kindergarten and also will be a source of the information of the teachers.

c. For Other researcher

This study is expected to be useful in accordance of being additional reference for his/her study which might be related with this study.

1.4.3. Definition of Key Terms

1.4.3.1. English Literacy

Generally, literacy is an ability to read and write conventionally (B.Keefe & R. Copeland, 2015). Literacy also known as the ability to use language and images in rich varied forms to write, read, listen, speak, represent, view and think critically about ideas (Ontario Ministri of Education, 2004)

