

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Literacy is defined as the ability to write and read (Purcell-Gates, 2012). But nowadays, literacy is more complex than ability to read and write. UNESCO (2008) states that literacy refers to the ability to define, understand, interpret, create, communicate, and compute the information whether from printed or written source which is associated with varying contexts. Therefore, UNESCO (United Nations Educational, Scientific and Cultural Organization) states that the goal of this organization is to eradicate illiteracy and ensure all people can write and read. So then, literacy is a right for all people around the world and not a privilege (Lumsford, 1990).

The fact shows that literacy is very important in this 21<sup>th</sup> century. Through literacy, someone is able to know, understand, practice, create something and do something that is useful for him/herself, other, and the society (Ahmadi A. Y., 2017). Alberta Education also claims that literacy has always been a basic foundation of learning. Therefore, a good literacy skill partly determine someone's future (Morrow L. , 2007).

But sadly, Indonesia is categorized as country that has a low level of literacy. PISA (Programme for International Student Assessment) reports that Indonesian students was ranked 39<sup>th</sup> out of 41 countries for reading literacy in 2003. In 2006, level of reading literacy of Indonesian students ranked 48<sup>th</sup> out 56 countries. In 2009, Indonesian students was ranked 57<sup>th</sup> out of 65 countries

and ranked 64<sup>th</sup> out of 65 countries in 2012. And in 2015, Indonesia students have improved the mean score of reading literacy from 327 into 397. Although in 2015 Indonesian students have already improved since 2003, the result of the PISA report shows that Indonesia still in the low level for the reading literacy.

Low level of reading literacy in Indonesia occurs because several reasons such as the motivation of reading and the supported facility. Motivation of reading can be seen as the students' goal of reading which leads to the choice of literacy and comprehension strategy (Pintrich, 1992). Students' who has their own goal for reading is classified as intrinsic motivation (Pintrich, 1992). They read a book because they want it, enjoy to read, and like reading (Guthrie, 1996). Learners read many books as their need and it becomes their life style. Therefore, students who has intrinsic motivation will read books without any instruction because they already know the importance of literacy. Meanwhile, extrinsic motivation refers to a motivation which comes from the outside of the learners (Pintrich, 1992). Students motivate to read because of external factor such as preferring to please a teacher, doing their homework, getting a higher score, facing the exam, and so on (Guthrie, 1996) which unfortunately most of Indonesian students' did (Witanto, 2018). Students with extrinsic motivation do not realize yet the important of reading for their life. Therefore they will read a book when they are ordered to read. Besides that, the facility also affect the level of students' reading literacy for example the use of library is not optimal yet, lack of reading book for students, school – only literacy, where the school focus on the text book of school, and low reading culture from students' environment (Sari, 2018).

Regarding with this, the Ministry of Education and Culture tries to develop a program which focus on increasing students' literacy in order to build a literacy habit. In 2015, based on the Regulation of the Minister of Education and Culture No. 23 of 2015, the Minister of Education and Culture announced officially *Gerakan Literasi Sekolah (GLS)* or called as School Literacy Movement. GLS is a reading activity where students have to read a book 15 minutes before learning activity. The aim of GLS is to increase the interest of literacy both for school and citizen (Faizah, et al., 2016).

However, English literacy still has limited supervision and facilitation in Indonesia to improve literacy skill in English as a foreign language (Dewi, 2018). It can be seen at the K13 curriculum where English subject belongs to a local content, not compulsory subject at the primary level. It means that, English as a foreign language is an additional subject taught in elementary school which has less time to be learnt and practiced. Besides that, the textbook used by the teacher does not reflect the real context materials. The materials that are presented in the textbook do not show real context which occur in the students' environment. Therefore, it is difficult for students to understand the basic concept of English lesson in the real context (Nurpratiwi, Artini, & Marhaeni, 2013). At the same time, English literacy is important for students' life as today English is used as lingua franca and international language of communication (Ariati, 2018).

In Accordance with the research, Dewi, Padmadewi, and Artini (2017) conducted a research about describing literacy program that integrates reading and writing activity for young learners. The qualitative method was used to

reveal the strategies that were used at NBBS (North Bali Bilingual School). The result of interview and observation shows that there are several strategies that were implemented in the classroom. They were reading bodies, cooperative literacy program, interactive storytelling, reading respond journal, and novel study. These strategies integrated reading and writing skill which can improve not only students' reading and writing skill, but also listening, speaking, and making them better thinkers. Besides that, strategies used also motivate students and encourage them to learn collaboratively with their friends, trained students about responsibility, creativity, and team work in doing the task.

Based on the result of preliminary observation, the English teacher was only focus on the English worksheet that material and activity did not reflect the real life situation. The activity were mostly focus on grammar and answering question like arranging words into correct sentence, arranging sentence into right paragraph, answering question, and so on. The text and dialogue that existed in the book also did not reflect the use of English language in students' environment. Besides that, the atmosphere of classroom also did not support students to practice well since both teacher and students communicated in Indonesia language almost all of the time. Therefore, students had limited source to learn and practice the language.

Concerning on that problem, it is necessary that English must be taught by presenting the language used in students' daily life as soon as possible. The learning process of English language is not only about grammar and answering question, but more focus on the language used in the real context through activity that reflect on real world. The activities reflected to the real world give

more chance for students to learn and practice their language skill as well as their literacy skill. Therefore, it is important to make students know how to use the language since in the early age. Artini (2017) mention two main reasons of the important of introducing English as foreign language to young learner. First, from the age perspective, young learners are considered having a flexible “tool” in learning language. This tool refers to an ability in acquiring language from their environment. Therefore, children will absorb the language easily from their environment. Second, the demand of English in public give a positive impact toward learning foreign language. As the international language, students need to learn English as foreign language in order to develop and compete in global. So then, many parents start to introduce English as foreign language to their children as soon as possible.

Dealing with the need of activities that can improve young learners’ language skill as well as their literacy skill, therefore this study attempts to develop English literacy-based activity which can gives more chance to learn English language and build a literacy habit. The product which is developed will be in the form of student’s worksheet that contain contextual material and real world literacy activities that can be implemented by the teacher in teaching English literacy. It also enable the teacher to give chance to young learners to experience how the language used directly in real life situation.

## **1.2 Identified Problems**



1.2.1 Students' literacy skill is low. Students show unsatisfactory performance during the process of English learning in the classroom. It can be seen when students speak Bahasa Indonesia during learning English language almost all of the time. This case means that they do not practice their language during English class. Besides that, they feel difficult to understand and English text and answer the question in English. on the other hand, it is clearly stated that by having literacy skill allows students to use, communicate and understand English in the text or verbally. This situation shows that students are not able to use or communicate in English because they have a low literacy skill

1.2.2 The lack of learning source that can support students to improve their English literacy skill during learning process. Based on the observation, English book or students' worksheet with enjoyable and authentic activities is still limited. In the other words, the worksheet that used by the students in the elementary school do not have a activities which reflect the real life situation. The students are not exposed to experience real world activities in the classroom.

### **1.3 Limitation of The Problem**

The limitation of the problem was concerned on the developing English literacy-based activity for the second semester of 6<sup>th</sup> second semester of elementary and discovering its effectiveness.

### **1.4 Research Questions**

Based on the background of study, there are several question to be answered by conducting this research. They are as follows:

1.4.1 How to develop English literacy-based activity for the second semester of 6<sup>th</sup> second semester elementary school students?

1.4.2 What kind of English literacy-based activity are develop for the second semester of 6<sup>th</sup> second semester elementary school students?

1.4.3 How effective is the English literacy-based activities for the second semester of 6<sup>th</sup> second semester elementary school students?

### **1.5 Research Objectives**

The objectives of this research formulated as follows:

#### **1. General Objectives**

This study is expected to present how the English literacy-based activity are develop for the young learners, especially for students of 6<sup>th</sup> elementary school on the second semester. This research is going to investigate the effectiveness of the English literacy-based activity as well.

#### **2. Specific Objectives**

a. To describe the process of developing English literacy-based activities for the second semester of 6<sup>th</sup> second semester elementary students.

b. To develop English literacy-based activities for the second semester of 6<sup>th</sup> elementary students.

- c. To test the effectiveness of English literacy-based activities developed for the second semester of 6<sup>th</sup> second semester elementary students.

### **1.6 The Specification of The Product**

There are several specifications of the product. They are formulated as follows:

- 1.6.1 The product was developed in the form of students' worksheet. This students' worksheet was developed for the second semester of 6<sup>th</sup> second semester elementary students.
- 1.6.2 The worksheet can be used by students in learning English by doing the activities that is provided in the book. The activity in the book is focus on real-world literacy activity that can improve students' literacy skill as well as their language skill.
- 1.6.3 The worksheet presents interesting pictures, exercise, and activities that integrates with four skills of English (listening, speaking, reading, and writing)

### **1.7 Significance of The Research**

This research was expected to give theoretical and practical significance. The theoretical and practical significance of this research could be described as follows:

- 1.7.1 Theoretical Significant



The result of this study is beneficial for teacher in education field. It will give more information and knowledge in designing English literacy activity especially in reading and writing activity in the classroom.

#### 1.7.2 Practical Significance

##### 1) For Teacher

The contribution of this study for teacher is to expand teacher knowledge about conducting reading and writing activity in the classroom especially for young learners

##### 2) For Students of Education University

This research can be the additional source for students of university especially for educational students when they learn about English literacy activity for young learners

##### 3) For the other researcher

The other researcher who wants to conduct research about English literacy-based activity can use this study as one of reference.

### 1.8 Assumption and The Limitation of The Product

The limitations of development tells about the restrictiveness of the product in order to cope the problem. In this study, the assumption and the limitation of the development product formulated as follows:

1.8.1 The product is developed based on the characteristic from result of analysis. The students' worksheet that was developed is only of the second semester of 6<sup>th</sup> second semester elementary students.

### **1.9 Definition of Key Term**

Definition of key term deals with explaining and defining the related terminologies of the research. It needs to be presented in the beginning of the research in order to give concept or perception of particular terminologies since different perception may come from individuals. Therefore, the explanation of the particular terminologies needs to be presented to avoid the misperception. So, the unity of thought toward particular terminologies can be achieved. The explanation for each terminologies is defined conceptually and operationally.

#### **1.9.1 Conceptual Definition**

Conceptual definition is definition that comes from the existing concept or theory by the expert that related to this current study. There are several terminologies that are defined here. They are literacy, real world literacy activity, and young learner. The definition of each terminologies is defined as follows:

##### **a. Literacy**

Literacy refers to the ability to define, understand, interpret, create, communicate, and compute the information whether from printed or written source which is associated with varying contexts (UNESCO, 2008). Literacy also indicates the ability to construct the meaning through reading and writing activity (Morrow, 2007 in Padmadewi, 2017). Through literacy,

someone is able to know, understand, practice, create something and do something that is useful for him/herself, other, and the society (Ahmadi A. Y., 2017). Therefore, a good literacy skill partly determine someone's future (Morrow L. , 2007).

b. Real World Literacy

Purcell-Gates (2012) defines that literacy is activities of reading, writing or listening to real world text for the real world purpose.

Real world text refers to types of the text that commonly can be found in daily life. Meanwhile, real world purpose indicates to the activity where the people do in the real life situation. So then, it can be conclude that real world literacy is literacy activity where students learn the material that can be implemented in their daily life by using text that exist in their common environment.

c. Young Learner

Young learner is defined as students from the age five years or six years old until eleven or twelve years old (Phillips, 1993).

Young learners are able to build their understanding through experience (Cameron as cited in Juhana, 2004). Hamer (2001) as cited in Juhana (2014) also stated that young learners do not only build their understanding form explanation given but they can construct the mean form what they see and hear or from doing something directly. So, it can be said that young learners could

understand and construct their comprehension through experience it or doing it directly during learning process.

### 1.9.2 Operational Definition

Operational definition refers to the definition key that derived from the conceptual definition. This operational definition is interpreted and adjusted to the research. The terminologies are used operationally.

#### 1. Literacy

In this study, literacy refers to the ability to read and write in order to understand and use the language. Students can construct their understanding through reading and writing then deliver it by using English language.

#### 2. English Literacy-based Activity

English literacy-based activity refers to the activities that are developed to enhance students' literacy skill by doing some activities which are familiar in their daily life. This activity are integrated to the four skills of language (speaking, listening, reading and writing) and reflect to the real life situation. The activities are developed based on the topics, indicators, and learning material that gained from the syllabus of second semester of sixth second semester elementary students.

#### 3. Young Learner

Young learner on this study refers to the second semester of sixth second semester elementary students who aged is around thirteen years old. The English literacy-based activities

worksheet is for the second semester of sixth second semester elementary students.

