

# CHAPTER I

## INTRODUCTION

This chapter presented subtopics, namely: research background, identification of problem, limitation of problem, research questions, research objectives, the specification of product, research significance, assumption and the limitation of the development, and definition of key terms.

### 1. 1 Research Background

English is known as a global language that should be mastered by everyone in the world. English is not only taught to adult learners, but it is also taught to young learners in order to survive in the globalization era. Literacy is also important to be taught since early years. Morison (2013) suggests that language mastery is a birth in all children regardless of culture and religion which means that from birth to age 6 years old children already have the ability in literacy.

In this 21<sup>st</sup> century era, the definition of literacy is not only limited to the ability to read and write. Literacy has evolved into much more than the ability to read and write. Kern (2000) reveals that literacy involves interpretation, collaboration, convention, cultural knowledge, problem solving, reflection and self-reflection, and the use of language that is done between speakers and listeners. PISA (The Program for International Student Assessment) further defines literacy in a more active and interactive way. PISA defines literacy as an individual's capacity to understand, use, and reflect on written texts as a means of achieving the goals, developing potential knowledge in order to participate in the society (Keefe and Copeland, 2011).

According to Ariati, Padmadewi, and Agustini (2013), literacy as an oral skill requires the students to be able to speak fluently, independently, and effectively in the society. In addition, Padmadewi & Artini (2018) also agree that by enhancing literacy from early ages, it will be easy to monitor how well the children are able to read and write in the following grades. However, teaching literacy from earlier age is not an easy task to do, especially when teaching literacy in form of English as foreign language to Indonesian learners.

Huda (2018) in her study found out that young learners in Indonesia still have low reading interest which is caused by several factors such as students have lack motivation to read the books by themselves, lack of availability of reading materials in the library, and also low reading culture in students' family environment. Those conditions make teaching literacy especially English literacy is not easy to the young learners. The curriculum in Indonesia has undergone many changes since 1945 when the first curriculum was introduced and only in 1994 that the government started giving permission to elementary schools to introduce English as a subject (Sepyanda, 2017). English subject is fully exposed to young learners mostly in grade 4. The reason is due to lack of qualified English teachers to teach English in several elementary schools in Indonesia. This is the reason why the young learners mostly learn English when they are in 4<sup>th</sup> grade.

In order to be able to introduce and implement literacy culture for young learners at school, the role of teachers as educators and the parents of the students are also important in this case. Therefore, it becomes the teacher's responsibility to support the learning process by creating interesting literacy-based activities that can attract the students' interest in improving their literacy skill, especially English lesson. However in the reality, most of the teachers teach English literacy in elementary school based on textbook only.

Based on the preliminary observation, schools provided books in library that can be borrowed and read by the students. The sources of the books were from the school's library,

the students, and the students' parents who donated books for the students voluntarily. However, there were not enough English books for students to borrow. Furthermore, the students were only asked to read and there were no questions related to the book that they had read from the teacher. This means the teacher did not check the understanding of the students about what they had read. The school does not demand the students to read any books everyday 15 minutes before the lesson starts.

There are many obstacles faced by the school in implementing literacy in school. First, there is no official textbook that can specifically help students improving their literacy. Most of the books in the school were gotten from the government only focus on the grammar. The second problem found is that the literacy the school applied is mostly based on textbook. Teachers rarely and never connect what they have taught from the books to the real life, despite the fact that the 21<sup>st</sup> century teaching demands authentic and scientific learning to be applied in the classroom.

In line with the explanation before, this study aimed to develop English-literacy based activities worksheet for the second semester of 4<sup>th</sup> grade elementary students using D&D model as well as to find the quality and the effectiveness of the developed product.

## **1. 2 Identification of Problems**

There are several problems identified in this study, namely:

- a. The teaching of English literacy at schools is not optimal. Based on the preliminary observation, teaching English and literacy with fun activities is not done in most schools since the teaching depends on the textbook only. This causes the lack of interest from students to learn English and also their literacy skill is not improved.
- b. There is not enough book or story book in English to be read by the students. From the preliminary observation, it was found that there were not enough English books in

the schools library to accommodate the students in the school. This causes the students' English literacy skill does not improve.

### **1. 3 Limitation of the Problem**

This study focused on the developing English literacy-based activities for teaching the second semester of 4<sup>th</sup> grade elementary students, as well as testing the effectiveness of the literacy-based activities.

### **1. 4 Research Questions**

Based on the background of study that has been explained, the problems of this research can be formulated in three questions, as follows:

- a. How to develop English literacy-based activities for the second semester of 4<sup>th</sup> grade elementary students?
- b. What literacy based activities is produced for the second semester of 4<sup>th</sup> grade elementary students?
- c. How effective is English literacy-based activities for the second semester of 4<sup>th</sup> grade elementary students?

### **1. 5 Research Objectives**

There are two objectives of this study, namely:

#### **1.5.1 General Objectives**

From this study, it is expected that the research can show how the English literacy-based activities are developed for young learners, especially for the second semester of 4<sup>th</sup> grade

elementary students. The quality of the English literacy-based activities is examined through this research.

### **1.5.2 Specific Objectives**

- a. To describe the process of developing English literacy-based activities for the second semester of 4<sup>th</sup> grade elementary students.
- b. To develop English literacy-based activities for the second semester of 4<sup>th</sup> grade elementary students.
- c. To test the quality of English literacy-based activities developed for the second semester of 4<sup>th</sup> grade elementary students.

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

The specification of the product of this research is formulated as follows:

- a. The English literacy-based activities worksheet for the second semester of 4<sup>th</sup> grade was designed in order to be used by the students in the 4<sup>th</sup> grade elementary school only.
- b. English literacy-based activities worksheet for the second semester of 4<sup>th</sup> grade contained interesting and colorful pictures as well as activities for students.

### **1.7 Research Significance**

The result of this study is expected to give contribution to the following:

#### **1.7.1 Theoretical Significance**

This study is expected to provide relevant empirical account that can support relevant theories especially those related to the development of English literacy-based activities for teaching the second semester of 4<sup>th</sup> grade elementary students.

### **1.7.2 Practical Significance**

The result of this study is intended to contribute and bring inspiration to the students, the teachers, and other researchers as well.

a. For the students of elementary school

This study is expected to be able to increase the students' understanding towards the importance of English literacy, as well as to increase the students' motivation in learning English.

b. For English teachers of elementary school

This research provides numerous additional information which are very useful to support the English literacy teaching. This study provides the development of English literacy-based activities in teaching English literacy for the 4<sup>th</sup> grade elementary students

c. For other researchers

This study is expected to be used as a useful reference by other researchers in conducting study related to the development of English literacy-based activities for teaching the 4<sup>th</sup> grade elementary students.

### **1. 8 Assumption and the Limitation of the Development**

The syllabus and present situation are used to identify and define the topics contained in the English literacy-based activities worksheet for the second semester of the 4<sup>th</sup> grade elementary students. The assumption and the limitation of the development of English literacy-based activities worksheet is formulated as follows.

- a. The product is developed based on the syllabus and characteristics of the 4<sup>th</sup> grade elementary students.
- b. The product is developed for the second grade of the 4<sup>th</sup> grade only. Further research is needed in order to make the product better.

## **1. 9 Definition of Key Terms**

In order to avoid misinterpretation and misunderstanding, here are some key terms explained based on the conceptual definition and the operational definition in defining the terms used in this research.

### **1.9.1 Conceptual Definition**

#### **1.9.1.1 Literacy**

Literacy theory proposed by Keefe and Copeland (2011) referred the concept of literacy as the ability to understand, use, and reflect on written texts with the aim to develop knowledge and be able to interact with the society. Purvell-Gates (2012) defines that literacy is activities of reading, writing, or listening to real world text for the real world purpose.

#### **1.9.1.2 Young Learners**

Halliwell (2009) in Uysal&Yavuz(2015) states that young learners are usually considered to be pupils between six to twelve years age. This age group is commonly represented in the elementary school students. Furthermore, young learners are known to be keen and enthusiastic in learning. It is mainly because of the fact that they do not have the inhibition about learning which older children have.

### **1.9.2 Operational Definition**

### **1.9.2.1 Literacy**

In this study, literacy refers to the students' ability to read and write to understand and use the language which was developed by the researcher for the second semester of the 4<sup>th</sup> grade elementary students.

### **1.9.2.2 Young Learners**

Young learners in this study refer to the second semester of the 4th grade elementary students especially in North Bali that have been chosen as the subject of this study whose age is around ten years old.

