

## CHAPTER I

### INTRODUCTION

#### 1.1. Research Background

Literacy is a basic skill in getting an education because literacy is defined as reading and writing to build student readiness in learning (Pilgrim & Martinez, 2013; Rittner, 2018). According to August et al. (2014), literacy components such as decoding, oral reading fluency, vocabulary, and writing are crucial skills to master and serve as a key to learning all areas of information. Artini (2017) and Sonnenschein et al. (2017) emphasize the significance of teaching English from a young age. Based on prior research, they conclude that age confers benefits in terms of efficacy, long-term outcomes, and adaptability. Winarni et al. (2020) go on to say that language acquisition is inextricably linked to language abilities such as listening, speaking, writing and reading. They go on to say that this approach is appropriate for *Kurikulum 2013*, which focuses on improving literacy and language abilities. Primary school pupils are expected to be able to read and write in English by the end of the sixth grade, according to Fuchs et al. (2021).

The importance of English literacy is increasingly real and significant in the 21st Century education era and is one of the 21st-century educational skills that students must master (P21, 2010). Students are required to be able to use English not only for the demands of the curriculum in schools but the demands of life because learning at this time is not enough only from teachers, but students must deal with information obtained online and often have to connect with people in other parts of the world. Students must be able to use English to process information

and provide interpretation in order to understand the interactions and communications that occur. Literacy is related to student life both at home and in the environment around students (Wiedarti et al., 2018).

Referring to the importance of literacy, learning for students must refer to literacy learning to be used as a provision for life, not only regarding the ability to read and write for the benefit of completing school assignments (Padmadewi et al., 2018). The emphasis on the importance of real-life literacy as literacy for provision of life is emphasized by Purcell-Gates et al. (2012) that literacy learning should involve reading and writing activities carried out by students about real life for the benefit of understanding life in the real world itself.

To carry out literacy learning, in order to achieve literacy as the basis of life and based on 21st-century education, is not an easy job because teachers are expected to build other skills, both life and career skills, learning and innovations skills related to (communication and collaboration, critical thinking skills, problem-solving and creativity skills), as well as the media and technology literacy (P21, 2010; Trilling & Fadel, 2009). Teachers must have readiness in teaching both regarding the understanding of 21st-century education skills and skills to instill and shape these skills to provide students with life in this era.

The level 2 beginners are those who have learned English in formal education for a year and at least already have the ability to compose simple sentences in English. Most of them are in elementary school. Based on the preliminary observation, most elementary schools in Bali, especially public elementary schools, have not established any English literacy program. Some literacy programs do not

include English as a topic. It is regarded as a distinct entity. Furthermore, some literacy programs encourage just a small amount of parental participation in encouraging their children to participate in literacy activities. Parents are not always involved in encouraging literacy activities at home in certain programs. It creates a problem since level 2 beginners are considered young learners who require parental direction when practicing home literacy. This problem contributes to the effectiveness of school-based literacy programs.

The researcher also conducted document analysis in a private school that had developed an English literacy program for level 2 beginners. The results of document analysis on the textbook and exercises revealed that phonemic sounds are used to promote English literacy to level 2 beginners. The lesson's themes are constructed based on phonemic sounds. Furthermore, the offered worksheets are confined to introducing English vocabulary based on phonemic sounds. This type of textbook and worksheets are created in accordance with the curriculum used in private schools.

Preliminary observations show that a literacy model is needed to address the difficulties that have been identified in existing literacy programs. Students must be able to study in both online and face-to-face settings, according to the literacy model. The literacy curriculum must be linked with other educational courses, particularly English. Furthermore, for primary school kids, maximum parental engagement in the literacy program is required. The subjects used to teach English literacy to elementary school children in Indonesia must be tailored to the needs of level 2 beginners in Indonesia. Developing a blended learning-based English

literacy model might be the answer to addressing the problem with existing literacy programs.

This research and development study aimed to design a teachers' guide for teaching English literacy using blended learning for level 2 beginners. The problems faced by instructors in teaching English and fostering literacy through blended learning for level 2 beginners inspired the development of teachers' guide for teaching English literacy using blended learning. This study is a part of bigger research that aims at producing guidelines for teachers in conducting blended learning in teaching English literacy for beginners. This research will result in the development of a teacher's guidebook for implementing blended learning for English literacy in a simple yet engaging manner. It will offer direction to level 2 beginners' English teachers on how to use a blended learning approach to teach English and improve English literacy.

## **1.2. Problem Identification**

Literacy has become one of the most pressing issues in education (Wijayanti, 2020). Literacy programs such as reading period, reading rocket, reading log, and reading writing have been implemented in many Bali schools. The majority of literacy program implementation is restricted to in-class programs with an extremely limited time commitment. Literacy programs, which have been implemented in a number of Bali schools, are viewed as distinct programs in the curriculum that are not incorporated into school subjects. Furthermore, during the COVID-19 epidemic, no face-to-face training is provided, making the implementation of a literacy program impossible. According to the researcher's

second observations in this study, literacy programs that are integrated into English classes and encouraged at home are uncommon for level 2 beginners in primary school. As a result, a literacy model that is connected with the English subject and capable of facilitating literacy at home for level 2 beginners in elementary school is required. To carry out the literacy program both at school and at home, a blended learning-based English literacy model for level 2 beginners must be designed.

### **1.3. Research Delimitation**

The delimitation of this study focused on developing a blended learning model to improve English literacy for level 2 beginners. The level 2 beginners are those who have learned English for a year and already have the ability to compose simple sentences in English. The model developed by the research and development design promoted by Thiagarajan et al. (1974) includes four procedures which are known as the 4D model. The product is a teachers' guideline, which includes teaching materials, teaching steps, worksheets, homework, English literacy activities with the sources, parents' involvement, and assessment.

### **1.4. Research Question**

Based on the background, the problems of the study are formulated into the following questions.

1. What teachers' guide should be developed for teaching English literacy using blended learning for level 2 beginners?
2. What is the quality of the teachers' guide for teaching English literacy using blended learning for level 2 beginners?

3. How is the effectiveness of the resulting teachers' guide for teaching English literacy using blended learning for level 2 beginners?

### **1.5. Research Objective**

The objectives of this study are as follow:

1. To analyze the kind of teachers' guide that needs to be developed for teaching English literacy by using blended learning for beginner level 2.
2. To investigate the quality of teachers' guide for teaching English literacy by using blended learning for beginner level 2.
3. To investigate the effect of teachers' guide for teaching English literacy by using blended learning toward beginner level 2.

### **1.6. Research Significance**

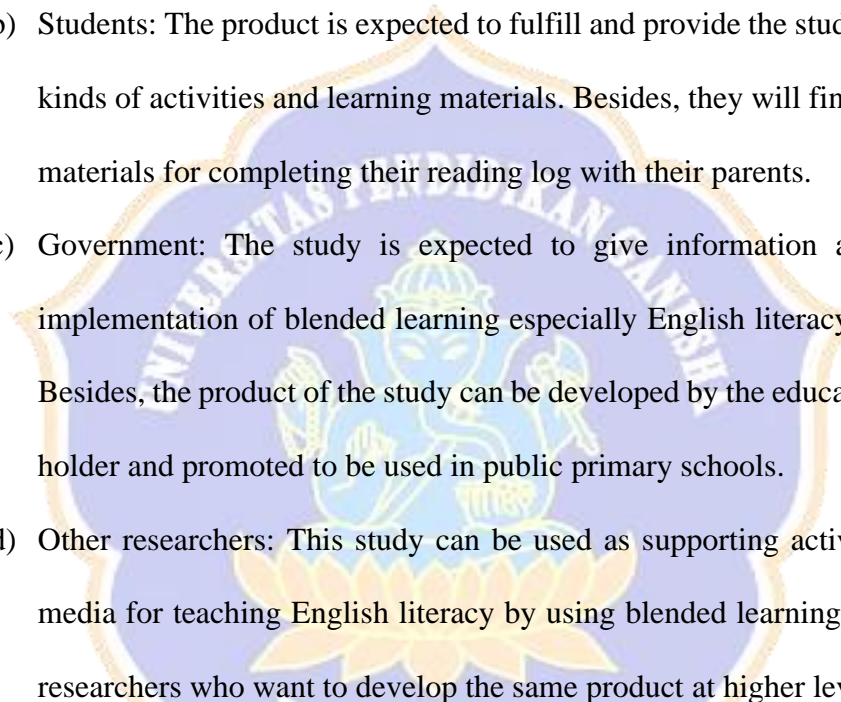
Regarding the research problems and research objectives, this research will have significance in the implementation of 21<sup>st</sup>-century education as follows.

#### **1.6.1. Theoretical Significance:**

Theoretically, the result of this study analyzes the problems faced by the teachers in using the blended learning method, especially for teaching English literacy for students. The resulting teachers' guide from this study will facilitate the teachers in teaching English literacy using the blended learning method.

#### **1.6.2. Practical Significance:**

Practically, the result of the present study shows the product is expected to be beneficial for the following:

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- a) Teachers: Primary school teachers, especially those who teach students in beginner level two, are able to use the product as a teaching guide or as supplementary materials for the students. The product also provides the teachers with references of online and offline materials and guidelines in creating online games, online class discussions, and online-based assessment guidelines.
  - b) Students: The product is expected to fulfill and provide the students with kinds of activities and learning materials. Besides, they will find reading materials for completing their reading log with their parents.
  - c) Government: The study is expected to give information about the implementation of blended learning especially English literacy activity. Besides, the product of the study can be developed by the education stick holder and promoted to be used in public primary schools.
  - d) Other researchers: This study can be used as supporting activities and media for teaching English literacy by using blended learning for other researchers who want to develop the same product at higher levels.

## **1.7. Key Terms Definition**

### **1.7.1. Conceptual definition**

#### 1) Blended Learning

Blended learning is a thoughtful integration between face-to-face and online learning-based experiences (Hughes et al., 2019; McPhee & Pickren, 2017). It allows the combination of synchronous and asynchronous learning activities with four models of blended learning,

such as station rotation model, lab rotation model, flex model, and flipped classroom (Truitt & Ku, 2018).

2) Literacy

An ability to communicate in the form of printed and digital media is defined as literacy (Ward, 2011). Murray (2021) explains that preparing basic literacy skills should be done from an early age.

3) Beginner

According to Hepple et al. (2014), a beginner student is someone who starts to learn English. It means that these students have no experience in learning English. They just started to learn English through formal or informal education.

**1.7.2. Practical definition**

1) Blended Learning

The integration of face-to-face and online learning teaching and learning elements are developed through a teachers' guide in the present study. Learning goals, teaching framework, materials, worksheets, homework, and literacy program are developed based on onsite and online learning activities.

2) Literacy

Reading, writing, speaking, and listening are the basic literacy emphasized in the present study. These skills are developed through the product in the present research.

3) Beginner



The present study follows criteria from CEFR for beginner level

2. The criteria include the students with a year of English learning experience in formal education and the ability to make simple sentences.

