

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literacy skill in the field of education is inevitable especially for the students, Suragangga (2017) stated that literacy becomes so essential to be mastered by the students, since the literacy ability itself facilitates them to transform and enhance the advancement of any aspects in their life. This skill is not only knowing how to read, and write, but also mastering the literacy skill helps students to acquire the knowledge, to solve the problems happen, and to prepare them to be a helpful and useful individual for the society in the future life, and to appreciate the cultural aspects (Febrianti and Irianto, 2017).

Supporting the importance of literacy skill in educational field, Akbar(2017) mentioned that school as a formal institution becomes the main agent in promoting and upgrading the students' literacy skill which means that school as the formal institution should be a place which has responsibility to assist students to have a better knowledge and facilitate them to upgrade their reading skill and create the meaningful learning.

The effort to upgrade students' literacy skill, Indonesian ministry of education released the school literacy movement as one of new program in the national curriculum of 2013. This program has a focal goal to transform students' literacy skill from reading, writing and memorizing information given into the deeper understanding such as analyzing, interpreting, evaluating, reflecting accessing information, and thinking creatively from the context given (Laksono, 2018). This should be accomplished to all school's subjects included English.

The program should be carried out with the supports from the internal environment and members of the school such as the principles and the teachers which means teachers must teach the literacy effectively during the school literacy movement. Moreover, the plan to replace the national examination with the minimum competency assessment, requires the teachers to teach the literacy to the students, therefore, teachers' role in implementing the school literacy movement is so pivotal, since teachers directly do the interaction and transfer the knowledge to the students (Hariyani, 2020).

The effort to upgrade the quality of students' literacy skill in language by doing the literacy school movement might be fruitful, yet in its implementation teachers experience the major challenges, for instance what happened in La Tahzaan Islamic school, where students have less interest to read, the time to implement the program is insufficient, and the place

only relies in the school's library most of times, therefore teachers cannot provide various activities and instructions to support the school literacy movement effectively. Those realities that happen in Laa Tahzaan Islamic junior high school are in line to the results from Programme for International Student Assessment (PISA), which is an international program that measures international students' ability specifically in literacy ability, mathematics, and science knowledge and conducted every three years.

This based on the result scores of Indonesian students' reading literacy ability that fluctuate and inconsistent each year, but the lowest scores of Indonesian students' reading literacy ability happen on 2018 where Indonesia achieves 371 as the lowest scores among 80 countries (Hewi & Shaleh, 2020). This number is lower than the result on 2015 that shows the number of 397 as the reading ability score among 72 countries and in the Southeast Asia where Indonesia is in the bottom two along with the Philippines which achieve the lowest score in reading ability. The results represent that the low scores for Indonesian is due to the less of interest and willingness of Indonesian students, included Laa Tahzaan Islami junior high school students to read.

Based on that reality it grows the interest to find out how English teachers integrate the literacy in their classroom to optimize the ineffective school literacy movement, since there are not many of previous studies that discussed about the integration of literacy in language classroom in Indonesian context, especially in English subject. However, there is not many of previous studies that discussed about the integration of literacy in language classroom, therefore it is interesting to explore this topic as the new research focuses on integrating literacy in language classroom.

There are several previous studies focuses about incorporating literacy in language classroom, for instance (Guccione, 2011; Tong et al., 2014; Wagoner, 2020) who conducted the same topics in different subject and level of schools, while in Indonesian context are done by Subandiyah, (2017) who conduct the integration of literacy in Indonesian subject junior high school level. Therefore, the author has an interest to do the study about teachers' strategy in integrating literacy in English subject and in junior high school to fill the void or the gap for future study.

1.2 Research Questions

Based on the background above, the interests of this study is to find out the answer of these questions below:

1. How do the English teachers apply the effective strategies to teach literacy in the class?
2. What are teachers' reflection of the strategies they use in the class?

1.3 Aims of the Study

1. This study aims to know the English teachers' strategies in integrate the literacy in English classroom.
2. This study's purpose is to get the insight from teachers' self- reflection of the strategies they use in the class.

1.4 Scope of the Study

This study focuses on the strategies that the English teachers use in their class since, they are being responsible to upgrade students' literacy skill especially due to inadequate and not effective literacy activity in literacy school movement.

1.5 Significance of the Study

Theoretically:

1. This study gives contribution to educational or pedagogical field specifically for language teachers to incorporate the literacy in language classroom
2. This study can be an inspiration for the authors to develop or conduct future research that relates to this topic
3. This study adds new knowledge for teachers related to kind of strategies that can be possibly effective applied in their classroom

Practically:

1. This study gives new insight for in-service English or English pre-service teachers about the effective way to teach literacy in EFL classroom.
2. This study helps English teachers to evaluate or review the way they teach English to the students and how they integrate the literacy in English teaching-learning activities
3. This study adds knowledge for the teachers to have their own self-reflection to develop their professionalism as language teacher.

1.6 Definition of Key Terms

The definitions below clarify the key terms:

1. Literacy skill: emphasized literacy skill as the essential life-skill to assist people in mastering the ability in understanding, evaluating, engaging, and reflecting the text (Millar et al., 2020)
2. Integrating the literacy: The effort to teach literacy in language classroom by applying the right strategies, materials, and the media to deliver it (Lisnawati & Ertinawati, 2019)

3. Effective literacy teaching : Teaching activity that depends on instruction and strategies that the teachers prepare for the students, the characteristics of good literacy teaching should consider the discrepancy of students' literacy ability (Fenty & Brydon, 2017).
4. Teachers' Self-Reflection : The pivotal part of teachers' life, because with the self-reflection, teachers can develop their personal resilience, such as evaluate their teaching and overcome challenges that they experience in doing their profession (Wosnitza et al., 2018).

1.7 Organization of the Paper

This paper contains of six chapters, which in the first chapter discusses about the introduction and of this study. The second chapter provides the theoretical framework, five previous related studies and conceptual framework. The third chapter discusses the methods used in this study which describes the research approach or designs, the research participants, the research instruments, and research procedures in gathering the data. The fourth chapter provides the finding or the result from the participants. The fifth chapter provides the result of the data analysis and the last chapter provides the conclusion and suggestions from this study which can give a contribution to the future research.