

CHAPTER I

INTRODUCTION

This chapter presents some essential aspects of this study. It covers the background, research questions, research purposes, research significance, conceptual framework, and previous research of the study.

A. Background

This study intends to determine the perception of EFL teachers and students on the English literacy program (ELP) in a junior high school in Indonesia. English literacy is important in academics because it will show whether someone has sufficient understanding or not about reading. However, this is important to implement, especially for students in today's era whose reading skills are still low. Further, students and teachers have different perceptions on the English literacy program implemented at their school. Therefore, this study explores the perceptions of EFL teachers and students regarding the ELP.

The Indonesian government creates a literacy program to improve literacy skills. A literacy program is a program that encourages students to interact with intensely and comprehensively by reading texts or reading books so they can capture the author's message (Damayanti, Darmawati, & Sukartiningsih, 2019). Further, the Indonesian Ministry of Education and Culture (2017) literacy program is an effort to synergize all public potential in growing, developing, and civilizing literacy in Indonesian. Based on this definition, a literacy program refers to an effort or program that provides literacy services to students to assist students in developing a reading culture in school. Similarly, according to Dewi, Padmadewi, & Artini (2018) literacy program is designed to assist students in developing a reading culture in their school environment. Artini & Padmadewi (2020) state that the literacy program was introduced nationally in 2016, targeting reading activities in the national language (English).

Meanwhile, English literacy is the skill of understanding and using things intelligently through various activities such as reading, viewing, listening, speaking, or writing in English (Green, 2018). Furthermore, literacy refers to the ability to recognize, understand, produce, and compute in various contexts (Montoya, 2018). Based on the definition, an English literacy program (ELP) refers to a program to improve and develop students' reading culture, especially in English texts. According to Ratama, Padmadewi and Artini (2021), the impact of carrying out English literacy activities can be seen in the students' habits of reading English books, and their motivation to read English books increases. Therefore, in the process of a literacy program, English literacy can be the right choice to improve students' English literacy.

This research is important to be conducted for several reasons. First, the ELP has been running since 2016, but no one has evaluated ELP based on the perceptions of teachers and students. Second, ELP is important in improving the reading skill and interest of Indonesian students that are very low. According to the Program for International Student Assessment (PISA, 2018) Indonesia has a low reading rate the survey showed that Indonesia was 74 out of 79 countries. Indonesia is one of the countries with low achievement in terms of literacy quality (OECD, 2019). Further, based on the researcher's preliminary observation in the school where the researcher teaches, approximately thirty students in the tenth grade have difficulty reading English text such as not being able to read fluently, pronouncing incorrectly, and not understanding what they read. Most students are less interested in reading. Then, English literacy is essential because literacy is the basis of the learning process and one of the skills students must use comprehensively in the 21st century. According to Wiedarti et.al (2018), literacy is essential because most educational processes rely on students' literacy skills to know, interpret, and apply what they learn in school.

Furthermore, several studies on the implementations of ELP have been conducted by a number of researchers. One of them is research by Puspitasari,

Nyoman, and Dewi (2021) discussing various kinds of English literacy activities in elementary school. The results showed eight English literacy activities; Directed Reading-Thinking Activity, guided reading, reading with multimedia, thinking aloud, dictation, recognizing letters, and writing. Second, research by Padmadewi, Artini and Nitiasih (2019) the implementation of English literacy activities significantly affected students' English literacy achievement and positively affected students' attitudes. In addition, research by Ghazali, Omar, and Saputra (2021) identify teacher challenges in implementing English Literacy in elementary school.

However, this current research is different from those previous research. The previous research focuses on the effectiveness, challenges and the implementation of ELP in elementary school and senior high school. The current research focuses on the EFL teacher's and students' perceptions of the of the ELP in junior high school.

B. Research Questions

This research seeks to identify the EFL teacher's and students' perceptions of the implementation of ELP in the school. Consequently, it poses two research questions related to the EFL teacher's and students' perceptions. The following are the two research questions:

1. What are the EFL teacher's perceptions concerning the English literacy program in the school?
2. What are the EFL students' perceptions concerning the English literacy program in their school?

C. Research Purposes

This research addresses two research questions concerning the perception of EFL teachers and students on ELP. The following are the two research purposes:

1. To explore the EFL teacher's perceptions of the English literacy program in the school.

2. To explore the EFL students' perceptions of the English literacy program in their school.

D. Research significances

This research is expected to be useful both theoretically and practically:

First, it is theoretically significant in providing solutions and can help create a deeper understanding of student and teacher perceptions of English literacy. It informs and educates students about the importance of English literacy activities that will benefit them towards a better future. Moreover, it can be a reference for further research.

Second, the English literacy program is practically significant to be applied in a school that has not implemented the program. Furthermore, this research gives significance for teachers to evaluate and as an assessment material for schools and the government in knowing the views of teachers and students regarding the literacy programs in school.

E. Conceptual Framework

A conceptual framework is the concepts, assumptions, expectations, beliefs, and theories supporting and informing research (Maxwell, 2005:33). The purpose of the conceptual framework in this research is to describe the theories underlying the research. The conceptual framework combines several theories regarding English literacy, literacy program, and perception in this research.

English literacy is an essential skill using reading and writing competence as fundamental skills (Dewi et.al, 2018). Literacy is the ability to write, read, or speak English (Green, 2018). Based on the theories, English literacy refers to the skill of reasoning, understanding, and using things intelligently through reading, viewing, listening, speaking, or writing. Furthermore, according to Padmadewi, Artini, Budiarta, and Apriliadewi (2020) literacy positively impacts students' learning competence, readiness, and attitude. It means students are expected to be able to apply their knowledge or skills learned in

school to their daily lives through literacy.

Meanwhile, the literacy program in Indonesia is part of the government's effort to enhance students' reading interests (Arafik, 2017). Literacy programs encourage students to interact intensely and deeply with reading texts or reading books to capture the message and take valuable life lessons from the text (Damayanti et.al, 2019). According to Wandasari, Kristiawan, and Arafat (2019) the literacy program aims to get students close to books as a source of literacy. Thus, it is expected to develop students' character and improve literacy skills.

The stages of the implementation of the literacy program are classified into three stages; the habituation stage, the development stage, and the learning stage (Retnaningdyah et.al 2016). The three stages are student literacy activities (Ahmadi and Yulianto, 2017). At the habituation stage, students read fifteen minutes before class starts (Slam, 2017). Meanwhile, at the development stage, after students read for fifteen minutes, students discuss and make a report (Wiedarti et.al 2018). The next stage is the learning stage. Activities at this stage are the same as in other stages. However, literacy activities are combined with academic activities, such as students reading academic books, and non-academic and students should make a report.

Furthermore, students' perceptions are a student's point of view on anything that occurs throughout the learning process (shidu, 2003). Perception involves applying students' perceptions of facts in their minds (Milton, 2009). According to Cole and Chan (1994), perceptions affect students' willingness to participate actively in question and answer sessions. Meanwhile, the teacher's perception can improve the teaching process and lead to specific activities such as preparation, action strategies, attitudes, actions, and techniques to enable students to overcome challenges in the classroom (Unimeri, 2009). As a result, teacher and student perceptions are important to know the facts based on their views.

F. Previous Studies

This study aims to find out the EFL teacher's and students' perceptions of the implementation of ELP. Several previous studies are relevant to the current research. The previous studies were conducted in Indonesian and non-Indonesian contexts. In addition, the previous studies validated the importance of this research topic.

One of them was conducted by Padmadewi et.al (2019). This study explored the implementation of Basic English Literacy activities in elementary school in Indonesia and sought to determine the effects on students' language competence in English. This study uses a triangulation mixed method with fourth-grade students and English teachers as a participant. The instrumentations of this research used tests, observation, and interviews. The result of the study showed that the implementation of English literacy activities had a significant effect on the students' English literacy achievement and had a good effect on students' attitudes. This research is relevant to the current research in terms of the English literacy program. However, while it focused on implementing primary English literacy activities at elementary school, it used a triangulation mixed method with tests, observations, and interviews as instruments. The current research focuses on the teacher's and students' perceptions of the ELP, and uses qualitative research with a case study method. Therefore, the data collecting used questionnaires and interviews.

The next relevant research was conducted by Puspitasari et.al (2021). This study investigated various English literacy activities in elementary school in Indonesia. This study uses a qualitative research design. English teachers in the first, second, and third grades were selected as research subjects. The instruments of this research were observations, interviews, and questionnaires. The results showed eight English literacy activities: Directed Reading-Thinking Activity, guided reading, reading with multimedia, thinking aloud, reading aloud, dictation, recognizing letters, and writing. This research is relevant to the current research in terms of English literacy. However, while it focuses on the various English literacy activities, the participants of this

research are teachers and students in elementary school. The current research focuses on the teacher's and students' perceptions of the ELP. The current research participants are EFL teacher and students' in junior high school.

In non-Indonesian context, Aka (2019) investigates the effects of a reading program on the development of senior high school in Japan students' English language knowledge and reading skills. The research method used is experimental design. This research divided the participants into a control (n = 205) and experimental group (n = 200), with the former receiving regular grammar instruction and the latter receiving extensive reading instruction. Participants in this study were 405 students 15 to 16 years of age. The instruments of this research are tests. The results showed that the implementation of a one-year extensive reading program had been proven to improve EFL students' English skills. Meanwhile, the current research investigates EFL teachers' and students' perceptions of the ELP. The current research uses qualitative research with a case study. Therefore, the instruments used are questionnaires and interviews.

Then, Gao et.al (2018) focus on the reading program to develop students' reading skills in China. This research used an experimental design. The instrument used was a three-block survey given to 4108 students in primary school. This research shows that the reading program significantly improves students' reading skills, language test scores, and reading of other subjects. Meanwhile, the current research focuses on EFL teachers' and students' perceptions of the ELP. The current research uses qualitative research with a case study. Moreover, the instruments used are questionnaires and interviews. Therefore, the participants are EFL teachers and students in junior high school.

Moreover, Ghazali et.al (2021) focus on teacher challenges in implementing English literacy in Malaysia. This research uses a qualitative method by conducting a review literature analysis. The instruments of this research were interview, observation, and document analysis. The result show that there are two main factors challenge teachers in the implementation of English Literacy. The first factor is teachers' challenge in the best management and planning to

improve English literacy programs' achievement. The second factor is teacher effectiveness. This research is relevant to the current research in terms of English literacy. However, while the previous research focuses on teacher challenges in implementing English literacy, and the participants of this research is teacher in elementary school. The current research focuses on EFL teacher's and students' perceptions of the ELP. The current research participants are EFL teacher and students' in junior high school.

Previous studies used various approaches. They concentrate on elementary school and high school. In addition, this current research is based on a case study approach to ELP. This study focuses on EFL teacher's and students' perceptions of ELP in junior high schools. Therefore, there are differences between this study and previous studies.

