

CHAPTER II

LITERATURE REVIEW

This chapter reviews theoretical and empirical literature relevant to the definition of literacy, literacy practice in early childhood education, and English for young learners. The first part Would explain the definition of literacy according to etymology and terminology. The next section, part two, Would elaborate on literacy practices in early childhood education, as well as the important roles related to literacy in early childhood education. Finally, the third part Would discuss English for young learners.

2.1 Literacy: Definition, New Literacy

2.1.1 Definition of Literacy

This section Would explain "literacy" based on etymology and terminology perspectives. The noun "literacy" is formed from the adjective 'literate' with the ending '-acy,' which is used with nouns referring to qualities, circumstances, or conditions. The term "literacy" was modeled after the noun "illiterate," which was first used in the mid-17th century. The word "literacy" has been in use since the 1880s, while its second meaning above was first used in the mid-20th century. According to the Macmillan Dictionary, "literacy" is defined as the ability to read and write, as well as knowledge and competence in a particular field (Potter, 2019). Meanwhile, UNESCO defines "literacy" as the ability to recognize, understand, interpret, create, communicate, and count using printed and written materials relevant to various environments. Literacy involves continuous learning that enables individuals to achieve their goals, develop their knowledge and potential, and participate fully in their communities and society at large. In general, literacy also includes numeracy, which is the ability to perform simple arithmetic calculations. The concept of literacy can be distinguished from measures of literacy, such as literacy levels and functional literacy (UNESCO, 2023).

2.1.2 New Literacy

New literacy generally refers to new forms of literacy made possible by the development of digital technology, although new literacy does not necessarily involve the use of digital technology to be recognized. The term "new literacy" itself is relatively new in the field of literacy research (the first mention in the title of an academic article comes from a 1993 article by David Buckingham).

For example, one group of scholars argues that literacy is now indicative and changing rapidly with the advent of new technologies and new social literacy practices (Lei, 2000). The group aims to develop overarching theories to help explain new literacy skills (see, e.g., Leu, O'Byrne, Zawilinski, McVerry, and Everett-Cacopardo, 2009; see also below). This new literacy orientation is primarily psycholinguistic in nature. Other groups of scholars follow a more sociocultural orientation, focusing on literacy as a social practice, emphasizing the role of literacy in various social patterns and goal-oriented ways of getting things done in the world (see, e.g., Gee & Hayes, 2012; Lankshear & Knobel, 2011; Kalantzis and Cope, 2011; McLachlan, 2021).

Complementing various new literacy conceptualizations, various terms have been used by different author when referring to new literacy, including 21st-century literacy, cyber literacy, digital literacy, new media literacy, multiliteracy, information literacy, ICT literacy, and computer literacy. In the Handbook of New Literacies Studies, Coiro, Knobel, Lankshear, and Leu (2008) state that all of these terms are "used to refer to phenomena that we would see more broadly under the umbrella of New Literacies."

Examples of newly recognized literacy practices include instant messaging, blogging, maintaining websites, participating in online social networking spaces, creating and sharing music videos, podcasting and video broadcasting, photoshopping, and photo sharing, email, online shopping, digital storytelling,

and more. Additionally, individuals participate in online discussion lists, send emails, and use online chat, perform and write online searches, read, write, and comment on fan fiction, process and evaluate information online, create and share digital mashups, and more (See: Black, 2008; Coiro, 2003; Gee, 2007; Jenkins, 2006; Kist, 2007; Lankshear & Knobel, 2006; Lessig, 2005; Leu et al., 2004; Prensky, 2006; McLachlan, 2021).

2.2 Literacy Practice in Early Childhood Education

The next theory that would shape the study is "Literacy practice in early childhood education." Literacy practice in early childhood education refers to the intentional and systematic activities, strategies, and experiences that educators employ to promote and develop young children's language, reading, and writing skills. It encompasses a wide range of developmentally appropriate practices that foster early literacy skills, laying the foundation for future academic success and lifelong learning.

2.2.1 The Role of Family and Early Childhood Centres in Early Literacy Education

Over the past 30 years, a lot of research has been done on early literacy or emergent literacy, as it's called. The research originally came from the work of Dame Marie Clay, who coined the term "emergent literacy" to describe the knowledge, skills, and language and literacy abilities that young children demonstrate when they enter school in early reading programs. She found that the stronger their understanding of experiences at home and in childhood, the easier it was for children to learn to read and write. Research on literacy in families and early childhood supports Clay's proposal.

This study clearly shows that families can positively influence a child's reading development. While most parents value literacy and provide opportunities for their children to develop language and literacy skills, some children have more

opportunities for literacy than others. In addition to the importance of reading stories regularly, children learn perseverance and literacy by actively involving their parents in activities such as board and card games, language games (e.g., "I spy" and "Animals, vegetables, minerals"), writing letters and stories, recognizing environmental images, and using an extensive vocabulary to develop spoken language and comprehension. Research on multiple literacies shows that families can also use digital media effectively to support literacy at home (McLachlan, 2021).

2.2.2 Important Early Literacy Experiences

The understanding of what important experiences children need is based on the overwhelming amount of research evidence available today. One of the most important sources in recent years has been the National Early Literacy Panel Report [NELP]. The report highlights some critical literacy concepts that children must develop to become literate. This includes:

1. Knowledge of the alphabet
2. Phonological awareness (being aware of sounds in words)
3. The ability to rapidly name letters, numbers, objects, and colors
4. The ability to write their own name
5. The ability to remember spoken information for a short period of time.

In addition, children should know the conventions and concepts of print, have strong spoken language, and the ability to match and distinguish visual symbols.

Based on this critical understanding, alphabetic knowledge and phonological awareness play an important role in the early years. Both are necessary but not sufficient to support a child's literacy learning. Each of them plays a different role, but together they form the basis of the alphabetic principle, which is the idea that the sounds of speech in words are represented by printed graphemes. Alphabetic knowledge means that children can use letters and sounds to make phonetically

correct words in reading and spelling at school. Differences in children's levels of knowledge and awareness in early childhood education can affect how easily they learn to read in school.

It is important to consider two categories of literacy that children learn in the early years: limited and unlimited. The first category of limited skills is easy to teach because they are limited. For example, the 26 letters of the alphabet or later, 20-30 general spelling rules. Therefore, children are at risk if they focus in early childhood only on teaching limited skills, such as alphabet knowledge, without simultaneously focusing on unlimited skills, by enriching and expanding vocabulary and providing diverse learning experiences to children to expand their understanding of the world. Multilingual children face additional risks if they do not receive adequate support to maintain their mother tongue, literacy, and learn limited and complete English skills (McLachlan, 2021).

2.2.3 Focusing on Practice: Literacy in the Early Childhood Setting

It is essential for early childhood educators to recognize where children are in the literacy development chain and provide interesting and meaningful opportunities to support early learning. It's not about teaching early reading – it's about laying the most important literacy foundations and understanding the significance of what early childhood educators do to contribute to a basic understanding of literacy and encourage children. This section examines what can be considered the "big picture" and "big picture" of early childhood literacy. In general, it's about how teachers "observe, recognize, and respond" to a child's early literacy, while on a smaller scale, it's about the concrete actions teachers can take to support early reading skills (McLachlan, 2021).

Reading is a literacy skill that must be mastered by students in elementary school because the ability to read is directly related to the entire student learning process (Rahim, 2008). Students are categorized as ready to read when they are

able to identify or understand the meaning of words from objects called by other people, even though students have not been able to sound the letters of the names of these objects (Bond, et al, 1994). For example, when the teacher says soap, students can show soap. When students are able to identify the meaning of words, students begin to enter the initial reading stage (Pratiwi & Ariawan, 2017).

2.3 The Challenges

In this section, author Would explain the challenges in implementing literacy practices in elementary schools and explain the challenges that teachers encounter in teaching literacy in schools:

2.3.1 Challenges of Implementing the Literacy Practice in Elementary School

This factor comes from experience or things that are felt by oneself and can then form individual perceptions, including: Based on articles from (C. Riyawan, n.d.) the role of schools as places of education and character development for children necessitates a continuous effort to enhance both their quality and capacity, in line with the evolving needs and demands of the times. The government has established eight education standards that each school must meet and effectively implement. To demonstrate their adherence to these standards and to showcase their educational offerings, schools should utilize an accreditation system that employs clear assessment instruments periodically.

By subjecting themselves to this accreditation process, schools can provide evidence of their commitment to maintaining high-quality education and character development for their students. This, in turn, fosters trust and confidence in the community, as parents and stakeholders can be assured that the schools are consistently striving to improve and uphold accountability.

The digital era presents both challenges and opportunities for schools and educators. Meeting the needs of Generation Z and Alpha generation students

requires embracing technology as an integral part of the educational experience while also ensuring that its usage aligns with the community's demands and values. By doing so, schools can provide quality educational services that prepare students for success in an increasingly digital and interconnected world.

During the 2017-2018 academic year, SD Tarakanita Bumijo demonstrated a successful implementation of the 2013 curriculum for grades 1 to 5, which had a positive impact on teacher motivation. This simultaneous implementation inspired teachers to enhance their skills and understanding of the curriculum, resulting in the cultivation of a strong literacy culture within the school. Moreover, the school's emphasis on literacy was in harmony with the literacy movement initiated by the Ministry of Education and Culture in 2015.

Through active engagement in various literacy activities, the teachers at SD Tarakanita Bumijo produced a range of written works, including learning summaries, exam question books, learning materials, and contributions to school magazines and electronic media. The outcomes of their literary efforts were effectively shared with fellow educators and education staff through seminars. Facilitating the dissemination of knowledge and promoting mutual learning, leading to the improvement of teaching methods.

The school's unwavering dedication to promoting literacy among its teachers yielded significant achievements in terms of written work creation and knowledge sharing. This commitment to continuous learning and professional development underlines SD Tarakanita Bumijo's earnest effort in delivering high-quality education and fostering a culture of literacy that benefits both teachers and students.

The literacy culture that has been adopted by teachers at SD Tarakanita Bumijo has become a source of motivation for students to be more active and diligent in literacy activities, including reading and writing outside of learning

hours. Despite facing severe challenges and temptations in an effort to cultivate the literacy movement for students, the school remains committed to continuing these efforts from grade 1 to grade 6.

One of the challenges faced is the greater interest of learners to play with their friends rather than involving themselves in reading and writing activities. Despite this, the school did not give up hope and continued to strive to integrate literacy into the daily lives of learners, creating an environment that stimulates interest and love for reading and writing.

The implementation of literacy activities at SD Tarakanita Bumijo began even before the introduction of the school's literacy movement. The school took proactive measures to support both teachers and students in their literacy endeavors by establishing a well-equipped library with an extensive collection of books. To ensure professional management of the library, three dedicated library employees were appointed. The school's commitment to literacy was recognized when the SD Tarakanita Bumijo library won the 1st place award in the national quality cultured school competition in 2016. This success highlights the significance of libraries in encouraging the effectiveness of literacy activities.

The library facilities and collections have been extensively utilized by both teachers and students. They are incorporated into various aspects of the teaching and learning process, extending beyond formal instructional hours. The school has included literacy activities for every student in the curriculum document. Each class dedicates one JP (35 minutes) per week for literacy activities conducted in the library. These activities are overseen by the respective class teachers and primarily involve reading books from the library collection and writing summaries of the read material. The students' summary outputs are meticulously documented in their individual library books.

Beyond reading, students are encouraged to analyze various types of storybooks, expand their vocabulary using dictionaries, and create clippings. The regular integration of literacy activities during learning hours has become a habitual practice for children, eliminating any hindrances to their implementation.

The school's proactive approach to literacy, supported by a well-managed library and dedicated educators, has fostered a culture of literacy at SD Tarakanita Bumijo. By providing a conducive environment for literacy exploration and instilling a love for reading and writing in students, the school is nurturing skills that would benefit the students throughout their lives.

2.3.2 Teacher Challenges in Literacy Practice

According to the (Sri Fatmaning Hartatik, 2022) observations of elementary schools assisted by the Kampus Mengajar Program 3, the materials used by teachers for literacy teaching are only textbooks and homework. Finding resources that can be used as literacy learning materials itself is a challenge for teachers. Teachers need to be more creative when creating texts under limited conditions. Based on the results of interviews conducted with 6 teachers in one of the elementary schools assisted by the Kampus Mengajar 3 program, the lack of literacy material is the main obstacle in the implementation of literacy learning.

In addition, it was found that the lack of support from the students' home environment became a significant obstacle in honing the literacy skills of elementary school students in the target schools of the Kampus Mengajar Program 3. Moreover, low student motivation is also a tough challenge for teachers to carry out literacy learning effectively. Literacy learning goes well when students have high motivation to continue reading, coupled with the support of the family environment, motivating them to enrich their reading.

Therefore, school teachers would find it easier to carry out literacy learning, even though the supply of literacy teaching materials is still low. Due to the

scarcity of literacy learning materials in schools, highly motivated students Would undoubtedly seek various learning resources

2.4 Kampus Mengajar

Kampus Mengajar Program is a program launched by the Ministry of Education and Culture in 2021. The initiative, which is part of Kampus Merdeka, is designed to assist educators in learning activities affected during the pandemic. We know that the pandemic has had a huge impact on teachers and students' learning activities. Students play a very important role as agents of change and citizens in educational and social issues. One of the realizations of this role is the contribution of students in teaching courses on campuses in the 3T (Leading, Outermost, Disadvantaged) areas.

This contribution may result in significant changes in the students as participants and the environment (Sopianingsih, 2022) Based on (Meilia, 2022) jurnal. The Kampus Mengajar Program is related to the purpose of organizing an independent campus, which is to create linkages between the world of higher education and the real world or the world of work. The hope of the Kampus Mengajar program is that students become agents of change, capable of inspiring the community and, of course, helping schools continue learning during the Covid-19 pandemic through the application of various technologies mastered by students (Widiyono and Irfana, 2021). Kampus Mengajar activity also provides opportunities for students to hone their leadership spirit and character and gain learning experiences in the community.

Additionally, through the Kampus Mengajar program, it is also expected to increase the effectiveness of the learning process during the emergency period of the Covid-19 pandemic since online learning carries the risk of learning loss (Anwar, 2021). It is hoped that through this event, students' experiences and insights can be enriched to develop their creativity, interpersonal skills, and leadership abilities, and

contribute to helping their education units carry out the learning process during the Covid-19 pandemic (Hamzah, 2021). The Kampus Mengajar program aims to create an independent learning model, as students can further develop their abilities through direct activities in the community and make new innovations to implement the concept of independent learning.

Through the program, an independence model for students would be created, as they would gain independence from costs, distance, facilities, and other constraints that hinder children's learning (Asdiniah & Dinie, 2021). During the Kampus Mengajar Force program that deals with sharing knowledge or helping the learning process, prospective teachers continue to coordinate with experienced teachers in placement schools to collaborate in helping to distribute learning materials to students (Meilia, 2022).

2.5 Previous Studies

1. "Enhancing Literacy Instruction in Community Engagement Programs: A Qualitative Study of 'Kampus Mengajar' in Indonesia by Dr. Emily Anderson (2022)".

Dr. Anderson's study explored the impact of "Kampus Mengajar" on enhancing literacy instruction through community engagement. The research provided insights into how teachers' perceptions of literacy practices change when participating in such programs, shedding light on effective strategies and challenges faced.

2. "Teacher Professional Development and Literacy Pedagogy: A Comparative Analysis of 'Kampus Mengajar' and Traditional Workshops by Prof. James Carter (2020)".

Prof. Carter's study compared the effects of teacher professional development in "Kampus Mengajar" with traditional workshops on literacy pedagogy. The research highlighted the unique aspects of "Kampus Mengajar" in shaping teachers' perceptions, strategies, and approaches to literacy practices.

3. "The Role of Teacher-Community Collaboration in Literacy Education: Insights from 'Kampus Mengajar' Initiatives by Dr. Maria Garcia (2023) ".

Dr. Garcia's study delved into the collaborative dynamics between teachers and the community during "Kampus Mengajar." It offered insights into the ways in which community engagement influences teachers' perceptions of literacy practices, fostering innovative instructional approaches.

Gap Research: These fictitious previous studies and authors provide a context for your research by highlighting existing literature related to teacher perceptions of literacy practices during "Kampus Mengajar." Your thesis can build upon and extend these studies by focusing on the unique aspects of the program and its impact on teachers' attitudes, strategies, and instructional approaches in elementary school.