CHAPTER I

INTRODUCTION

1.1 Background of the Study

The English literacy program is one of the initiatives that schools can implement to help students read, write, and explain things in English. Many schools, starting from the primary level, have already introduced literacy programs, offering foreign language subjects as part of their curriculum. However, despite its widespread implementation, many stakeholders still struggle to understand how to effectively carry out the program. Nevertheless, many schools have carried out literacy-based activities to ensure that students can read and write in English before formal classroom lessons begin. This literacy movement was developed based on the guidelines outlined in Permendikbud number 23 of 2015, which aims to nurture students' interest in reading, enhance their reading abilities, foster a culture of literacy within schools, create a positive and enjoyable learning environment, sustain the learning process, and develop students' character.

Literacy plays a critical role in education, as it is essential for students to comprehend, absorb, and apply the knowledge they learn at school (Wiedarti et al., 2018). Moreover, by mastering literacy skills, students are expected to apply the knowledge and skills they learn in school to their everyday lives. Early exposure to literacy is anticipated to have a significant, positive impact on young students' development, particularly in enhancing their learning competencies, readiness, and attitudes.

Based on the researcher's observation after participating in the Kampus Mengajar 6 program, where one of the program's objectives is to improve literacy in schools, SDN 175/IV Jambi is one of the primary schools in Jambi that implements the English literacy movement in the school. SDN 175/IV Jambi implements English literacy program that helps all students in the primary school get to know English from vocabulary pronunciation, learning to read and write in English, so that this can help students improve their English literacy and make it easier to learn English in the classroom. The researcher realized that the English literacy activities implemented in the school offered an interesting approach to introduce English language learning at the primary school level. Students are guided to participate in these activities to become familiar with English through the literacy program. For example, students regularly practice to learn the English alphabet, develop phonological awareness, understand symbolic representations, and help expand their English vocabulary knowledge.

In addition, the teacher provides a stimulus for students in the English literacy movement which is expected so that students can demonstrate their understanding about vocabulary knowledge and pronounce the vocabulary learning material learned each week. Thus, the program is beneficial for the students to follow English learning in the classroom as a local content subject at that school, they already have the basic knowledge of English beforehand and can follow the English learning from the teacher according to the lesson plan that the teacher applies in the classroom. Various strategies are carried out by the teacher to optimize the program such as providing school environmental facilities, namely the school field that supports the English literacy movement, teaching the introduction of English literacy from the beginning such as the

introduction of the alphabet, sound recognition, pronunciation, reading and writing in English, providing teaching media in the form of authentic materials that help connect the material taught and its application that helps make it easier for students to understand English literacy material every meeting, but the series of English literacy program activities carried out every week are always the same, there is no variation in the latest teaching techniques causing students to quickly feel bored and lose motivation, thus affecting the English literacy program at the school is not running well.

In the teaching process, especially English, motivational strategies are needed as a key factor to determine the success or failure of any difficult activity. A strategy is needed as a plan to succeed in the ultimate goal of teaching in order to declare that a learner is successful with the right motivational strategy, especially second language learning. In this study, based on the researcher's survey, it is known that this school has implemented an English literacy program that is carried out outside the classroom routinely every Thursday and with only one teacher leading the English literacy activities and directing each session of the English literacy activities. On the other hand, all homeroom teachers are involved to look after each student's study group while participating in the English literacy program. Of course, this is different from other primary schools that do not even have English lessons at school, so there is very little research on English literacy programs in schools, especially in this case study in the scope of a primary school. Departing from these problems, the researcher found a gap in this study that students lost motivation to participate in the English literacy program at the school and then the program did not run smoothly, thus the researcher wanted to know the English literacy program strategies that could motivate students at the primary

school and also to identify the challenges faced by the teacher in implementing these strategies.

1.2 Research Questions

1.) What strategies does the teacher use to motivate students at SDN 175/IV Jambi in English literacy program?

2.) What challenges does the teacher face in implementing these strategies in English literacy program at SDN 175/IV Jambi?

1.3 Objectives of the Research

1.) To find out the strategies used by the teacher in motivating students at SDN 175/IV Jambi in English literacy program.

2.) To explore the challenges faced by the teacher in implementing these strategies and to find out how they overcome these challenges.

1.4 Limitation of the Research

This study focused on exploring the strategies used by the teacher to motivate students at SDN 175/IV Jambi in English literacy instruction implemented outside the classroom. Data collection in this study was limited to one participant, namely one teacher from several other teachers involved in the English literacy program, because the teacher prepared strategies that could motivate students to the program and the research location namely one of the primary schools in Jambi that implements the English literacy program at the school.

1.5 Significances of the Research

1.) For the teachers

Teachers understand the difficulties experienced by students in obtaining additional English lessons through English literacy activities carried out in an interesting way, so that it becomes a reference for teachers to develop the activity as well as a record of teacher performance.

2.) For the school

The school can improve school accreditation and become a school that implements one of the Kurikulum Merdeka program and develops it well.

3.) For the students

Students can learn English at the young learner level in an interesting and gradual way, so that students can gain English lessons outside the classroom through real practice and students easily understand every basic English learning material taught.

4.) For the researcher

This research is beneficial especially for future research in finding out the teachers' strategies to motivate students in English literacy program, especially when the literacy development program is implemented in a school with limited facilities.

1.6 Definition of Key Terms

1.) Teachers' Strategies

Teachers' strategies are the various strategies used in the learning process or the organization of a variety of aspects, content, and products with adjustments to the learning environment and student needs.

2.) Literacy

Adopted based on a statement by Unesco (2025) literacy means a continuum of learning and proficiency in reading, writing, and using numbers throughout life and is

part of a larger set of skills, which include digital skills, media literacy, education for sustainable development and global citizenship as well as job-specific skills.

3.) English literacy

Adopted based on a statement by the Victoria state government (2024) that discusses literacy in English is having the ability to read, write, understand the meaning, and even explain something in English.

4.) Motivation

Motivation implies the activity that drives a person or what a person needs in the process of achieving a goal.

5.) Challenges

Challenges are the difficulties or obstacles faced by teachers in conducting effective and efficient teaching strategies.