

Incorporating Literacy in EFL Classroom: Teacher's Strategy and Students' Opinions

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ABSTRACT

The aim of this study are to explore teachers' strategy to teach literacy in EFL classroom and to find out their reflection in their literacy teaching. This study was conducted in descriptive qualitative approach, by using observation and interview to collect the data from the participants which were seven grades English teacher and ten students in seven grade in an Islamic private junior high school. The results showed that teachers applied various strategies to incorporate literacy in EFLclassroom. They also shared students' opinions as English teachers related to their belief and experience towards the teachers' strategy and their effectiveness in teaching the literacy in English subject

Keywords: Literacy, Strategies, EFL

INTRODUCTION

Literacy skill and education cannot be separated from one to another. They are inevitable in human life, especially for students who are connected directly to the literacy. Suragangga (2017) mentioned that literacy skill is like a bridge that deliver students to have better future life and facilitate them to have better advancement in any aspects of their life.

Nowadays, the meaning of literacy itself is not only defined as the ability to read and write, but also it defines in the wider definition and context (Keefe & Copeland, 2011). Cross (2011) revealed that literacy is the foundation and the essential ability in educational field, and also it is embedded in language teaching and learning Saomah (2017).

Therefore, teachers, should be responsible and ready to teach the literacy in the classroom, as the sequence of its essentiality in students' life, including in language classroom (Moje & Ellison 2016).

In Indonesian context itself, the ministry launched new program called school literacy movement, in which has the focus to transform students' literacy ability from just reading and writing activity into deeper understanding to use the text, access the information and reflect the text given to them (Laksono 2018).

Hariyani (2020) explained that teachers have such obligation to engage and teach the literacy from the school literacy movement, yet in its implementation, it seems ineffective, since the teachers experience the

insufficient times, inadequate reading sources, and the place to do the school literacy movement is only relies in the library, which is monotonous. One more important challenge is that the students do not have a big interested in literacy activity, therefore the program is not effectively implemented in schools.

The situation above is found in one of private Islamic junior high school which the school literacy movement is not implemented effectively due to students' lack of interested to read and teachers feel limited to give the literacy instruction to them due to similar problems above.

However, empirical study with similar topic in Indonesian context has been done by Nurdianti & Suryanto (2010) that focused to Indonesian language teachers in elementary school in incorporated the literacy.

This emerges the interest to find out how the English teachers in junior high school incorporate the literacy in EFL classroom and how are students' opinions towards the effectiveness of the strategies applied, since there are not many empirical studies in Indonesian context that discussed about teachers' strategy to incorporate the literacy in EFL classroom.

METHOD

This study employed the qualitative design, because it involves the interpretation of the phenomenon happened in natural settings and often

associates with personal experience and life story (Aspers & Corte, 2019). Therefore, this study used the descriptive qualitative, because this study will explore the participants experience and stories related to how they teach the literacy in EFL classroom. This study used the purposive sampling which is one of the sampling strategy that allows author to get the information from the participants who have the experience or knowledge related to the research itself (Whitehead & Whitehead, 2016). Therefore, the participants of this study were English teacher in seven grade that teach in Islamic junior high School. And ten seven grader students. To obtain the data and information from the participants, this study used the observations and semi-structured interview that adopts from (Moraru, 2014).For its trustworthiness, author employed the member checking triangulation. Carlson (2010) pointed that member checking is recommended to avoid the miss communication between the researcher and the participants.

FINDINGS

1. English Teacher's Strategy to Incorporate the Literacy

English teachers' strategies to incorporate or to teach the literacy in EFL classroom were varied, Furthermore, based on the observation here are seven grade English teacher's called as Mr. Alvi (pseudonym) strategy to teach the literacy:

a) Questions and Answers Strategy

Teacher1 who teaches in seven grade applied this strategy when they checked students' understanding of what materials they were going to learn and when it came to reading session. He read the text for the students, and provided the audio for the students

b) Discussion strategy

This strategy was applied by teacher 1 which in the observations, teacher 1 did the class discussion or answer the questions together to grammar or reading session, so that after they answer all the grammar exercise, he explained the materials about grammar to the students if he felt that the students did not really understand the grammar exercise. As stated by the students:

c) Phonological and Vocabularies Strategy

Phonological and vocabularies strategy was applied by teacher 1 as the English teacher in seven grade to introduce the new words based on the materials they learnt that meeting. He started his teaching sequence from greeted his students and asked their condition that day, after that he shared the share screen and explained the materials that they were going to learn on that meeting. Then, he

presented some pictures with the words and asked the students to read the vocab and spell the letters of it

Table 1. Teacher 1's applied strategies

Teachers' strategies	Descriptions
Phonological/vocabularies strategies	Providing or presenting the pictures of vocabularies and new words and asked students to read and spell the vocabs
Questions and answers	Asking the questions from the book to the students one by one.
Discussion strategy	Discussing together the materials or information given to students.

2. Students's opinions towards Teacher's Literacy Teaching

Regarding students' interview, they gave their opinions related to the strategies applied in their English class and how are their opinions to the teachers' way in delivering the materials.

First question was **How is/are teacher's attitude when he teaches in your class?**

The ten students stated the positive opinions towards the teacher in which they described their teacher as responsible teacher, that can provide and deliver materials so well to them, the teacher was well, friendly and never shout to them, and others positive attitudes was the teacher was so patient in teaching and come punctually every sessions.

“ Pak Alvi (pseudonym) baik, selalu ajarin untuk bicara bahasa Inggris pelan-pelan ortangnya sabar.”

“ Beliau sabar banget ngajarin apalagi pas lagi suruh jawab sendiri-sendiri terus kita gatau, pasti pelan-pelan di arahin.”

“ Pak guru orangnya jarang marah, gak pernah galak.”

“ Pak Alvi, menurutku orangnya sabar dan dekat dengan murid, ya pokoknya baik.”

After that we moved to question number two, **Does the teachers' attitude influence you in your learning activity?**

Ten students answered that ya, it did give the influence in their learning activity, especially English was one subject that most of them hated. Five students told that teachers' attitude brought them to be more relax, did not afraid to learn English, but five others told that the teachers' attitude brought them to not really focused on the subject

and did not pay attention to the lesson seriously.

“ Aku suka –suka aja sama cara mengajar bapaknya, ga bikin tegang.”

“ Hmm bapak itu bikin aku semangat ngikutin pelajaran soalnya dia baik sih, yah walaupun ku gak suka bahasa Inggris.”

“ Saya suka pas bapak ngajar ga bikin takut, tapi keadaan kelas jadi ga kekontrol soalnya, anak-anak suka rame sendiri jadi yang serius belajar jadi ga fokus, bapak nyta ga marahin yang berisik.”

“ Menurutku bapak terlalu baik, jadi ga konsen kalo pas ada yang berisik.”

After that in the third question, **How do you assess your relationship with your teachers?**

All of the students revealed the same opinions that they agreed if their relationship was good enough, which means that the teacher create good condition in their classroom, therefore the students and teachers can implement the teaching-learning activity well, flexible, and not rigid.

“ Baik-baik aja sih, karena bapaknya baik jadi ga kaku”

“ Hubungannya ya bagus aja, karena pak Alvi nya enak orangnya ga galak jadi kita ga ragu-ragu kalo ada masalah.”

The last question was **What are the most effective teaching literacy strategy in your opinion?**

Five students shared the positive opinions towards discussion strategy, and five other agreed to both discussion and phonological strategy which means that this was the most effective to them. They told that question-answer strategy was boring and monotonous to be applied as the most frequent strategy used and they felt there was no problem with the phonological strategy, since it was interesting to see the visual that the teacher provided for them.

“ Aku suka nya kalo lagi bahas soal bareng-bareng, soalnya ga bikin deg-degan.”

“ Diskusi lebih asyik sih daripada tanya jawab biasa bikin bingung, kan kalau diskusi bareng misal sama yang jago bahasa Inggris kan lebih asik dan biar lebih paham.”

“ Aku rasa diskusi lebih efektif , kalo yang lain kayak jawab soal sendiri-sendiri apalagi kalo baca teks gatau artinya, terus ga ngerti soalnya, biasanya bapak minta dibahas bersama, nah jadi aku jadi tau dari situ.”

“ Aku suka sama yang kosa-kata baru soalnya menarik dikasih gambar jadi aku ga bosan.”

“ Belajar pakai gambar tuh seru tau, nanti kadang bapaknya suka bikin games gitu jadi abis dikasih lihat gambar terus

ditanyain lagi deh jadi suruh cepet-cepetan jawab.”

RESULT

Based on the results above, seven grade English teacher incorporated literacy in EFL class by applying these three strategies, there were phonological strategy, question-answer strategy, and phonological strategy, from three strategies mentioned, the most frequent strategy applied was the question-answer strategy. Those strategies were similar to the study conducted by (Guccione, 2011; Psaltou-Joycey et al., 2018; Tong et al., 2014) that revealed the strategy to teach literacy in foreign or second classroom by the inquiry or discussion strategy, doing question and answer strategy, phonological strategy.

Discussion strategy was classified as a part of social strategy which engaging students to be collaborative to their friends, question-answer strategy as the part of metacognitive strategy that always providing students with list of questions, and phonological as the part of compensation and memory strategy, because through the phonological activity, students got new vocabularies that would enrich their skill in writing and speaking (Psaltou-Joycey et al., 2018).

Students opinions towards teacher literacy teaching were mostly showing the positive opinions, which they could assess their good relationship with the teachers, they could evaluate the teacher's attitude as the good and responsible teacher and

they could decided the most effective strategy for them in which they all gave positive opinions to discussion strategy.

Students opinions to the teachers were showing the positive opinions towards teachers' attitude, teachers' relationship to the students , however students showed their different answered related to the most effective strategy in their opinions, in which they mentioned the discussion strategy as the most effective strategy.

CONCLUSION

Exploring teachers' strategy to incorporate the literacy in EFL classroom and to find out students' opinion towards the teacher were the aim of this study, teachers' revealed three strategies to teach the literacy in EFL classroom, such as question answer, discussion, and phonological strategy.

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