

Exploring English Literacy Insights From SMA Negeri 1 Hawu Mehara Students Activities

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history: Received 03 September 2023 Received 02 October 2023 Accepted 20 November 2023 Available online 01 December 2023</p> <p>Keywords: factors, literacy activities, SMAN1 Hawu Mehara</p> | <p>The purpose of this study was to identify the elements that helped and hindered the implementation of English literacy programs at SMA Negeri 1 Hawu Mehara. The descriptive qualitative method is used in this study. Open-ended questionnaires, interviews, and observation are the methods utilized to collect data. Students, librarians, English teachers, and school principals are the research's data sources. Based on the data, the author examines and discusses the factors that help and impede English literacy in SMA Negeri 1 Hawu Mehara. Two factors help. 1. internal elements, such as the students' condition, interest, motivation, and mode of learning. 2. External variables, specifically the community and the parents of students. English literacy is hampered by several internal and external factors, such as low student motivation and students who spend a lot of time on social media for play rather than to promote an English-literate culture. Other external factors include government and teacher support for the implementation of English literacy programs.</p> |

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INTRODUCTION

Naturally, humans are social creatures and will always interact and collaborate with other humans. For all their wants to be met, people must be present. Language is the medium of communication that is required in interpersonal relationships (Santoso, 2017). Zaim (2014) went on to say that language is an essential component of human existence and cannot be isolated from it. Language is an integral part of human activity and cannot be isolated from humans. Since language is necessary for human communication. As a result, language is defined as a tool for spoken and written human communication. Thus, language allows people to express themselves in written form as well as in daily communication with other people.

Literacy, or the capacity to read, is intimately linked to language proficiency since it enhances one's capacity to communicate and access relevant information. But according to Sari (2018), literacy is mostly connected to language and how it is utilized. It is also asserted that language and literacy are related since reading fosters critical thinking abilities. Literacy exercises focus on teaching students to embrace the different languages included in each book. The idea is that by making reading more enjoyable, students' enthusiasm for reading will grow, which will ultimately impact their language proficiency. Students can use literacy as a tool to recognize, comprehend, and put knowledge to use. School literacy initiatives, according to Faizah et al. (2016), are a social movement supported by cooperative components. Students' reading habits are one way that efforts are being made to make it happen. To achieve this habituation, read for fifteen minutes. Once a reading habit has been established, it will focus on learning and development (supported by the Bill based on the 2013 Curriculum). Proficiency in literacy is a crucial skill that each student needs to have. Students must possess literacy skills to excel in a variety of subjects. Students must be able to advance their literacy skills to meet the requirements of each subject, which include mastery of the domains of knowledge, skills, and attitudes. The Literacy Movement is one way that character development is facilitated in schools, according to Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character. Reading non-lesson books for fifteen minutes before the start of learning activities is one way to develop this habit. It seeks to boost pupils' enthusiasm for reading to improve their literacy.

When learning English as a foreign language (EFL) in the classroom, literacy is crucial. The concept underlying the instruction of foreign languages to children determines the response. The objectives, which include fostering favorable attitudes toward (learning foreign languages), raising children's self-esteem via accomplishment-based emotions, and establishing and preserving fundamental communication skills, are generally acknowledged by the students.

Hidayat et al. (2018) state that although implementing school literacy has many benefits, there are also many drawbacks. For instance, there are three major issues that literacy programs must deal with: teachers' lack of experience and expertise in teaching development literacy; a shortage of reading resources; and a lack of program-related facilities. Furthermore, for continued successful GLS implementation, principals' and teachers' knowledge and abilities must be enhanced.

According to Kurniawan et al. (2019), insufficient parental support and students' disinterest in reading constitute additional issues. But the foundation of these studies is first language (L1) literacy.

Lack of interest in literacy necessitates strong encouragement and motivation, which will undoubtedly hinder the advancement of the Indonesian people and state. Students have very little interest in reading in the field of education. This is brought on by several issues, including insufficient school libraries, a dearth of books and other reading materials, an unsupportive atmosphere, parents and teachers who don't push their kids to read regularly, and a decline in students' reading engagement. More time is spent playing by students than reading books. The significance of literacy awareness contributes significantly to students' ability to solve a variety of issues. Students will become acclimated to reading and contributing information through literacy activities in the classroom.

According to the above description, the author was curious about the elements that support and undermine students' literacy at SMA Negeri 1 Hawu Mehara. These issues were addressed in a study titled "An Analysis of Students' English Literacy Activities at SMA Negeri 1 Hawu Mehara."

RESEARCH METHOD

The author employed a descriptive qualitative method in this study. A descriptive qualitative method involves gathering data through data description. The data was identified using the descriptive design following the entity content and the phenomena. According to Moeleong (2018:6), descriptive qualitative research was used to gather information about research subjects' experiences, perceptions, motivations, actions, and other phenomena in a holistic manner. This was accomplished by using a variety of scientific methods in conjunction with descriptive language and form in a unique natural context.

The SMA Negeri 1 Hawu Mehara pupils were selected by the author to be the research's subjects. The author selected class XI, which is made up of ten classes. The writer enrolled in class XI IPA2, which had 35 students in it. The principal, the librarian, and one English teacher are among the other school personnel mentioned by the author. The author employed observation sheets, questionnaires, and interview sheets as research instruments. The study's data resources are made up of both primary and secondary data. From the start of the study to its conclusion, data analysis

was done both inside and outside the field utilizing methods including data reduction, data display, and verification that were suggested by Miles and Huberman (Sugiyono: 2013).

FINDINGS AND DISCUSSIONS

The collected data came from observation, questionnaires given to thirty-five students, and follow-up interviews conducted at SMA Negeri 1 Hawu Mehara with five students, a librarian, and an English teacher. The implementation of English literacy activities at SMA Negeri 1 Hawu Mehara was influenced by two elements, according to the research findings.

Factors that Improve Students' English Literacy Activities

1. Internal Factors that Improve Students' English Literacy Activities

a. Students' interest

According to Abidin (2017), interest is a shift in a person's energy that manifests as the formation of emotions and activities to accomplish objectives. According to the above-mentioned research findings, class XI IPA2 students at SMA Negeri 1 Hawu Mehara exhibit a respectable level of interest in English literacy. The writer's observation—those kids created bulletin boards in class—supported this.

b. Students' Motivation

Twenty out of the thirty-five students who responded to a questionnaire on their motivation to learn and discover resources that assist English literacy at SMA Negeri 1 Hawu Mehara indicated they were motivated to practice English literacy. The statement "I have a strong motivation to read" was also supported by the student who participated in the interviews, Septe, who said, "I have motivation, but only to do schoolwork." Thus, while some children at SMA Negeri 1 Hawu Mehara lacked motivation, most did have it for English literacy. Based on the explanation by Abidin,(2017) Motivation was a series of efforts to prepare certain conditions, therefore someone wants to do something. Motivation was important and must be owned by every student sothat a student was enthusiastic about doing English literacy.

c. How the students learn

How SMA Negeri 1 students learn in class XI IPA 2 Hawu Mehara has an impact on their perception of English literacy as well. They can comprehend

the teachings well, according to the answers to the questionnaire they completed during the teacher-led in-class learning technique. This was corroborated by Abidin's (2017) viewpoint. Students employed the method of "how to learn" to gain a deeper understanding of the content being taught or studied, naturally based on their preferred learning style.

d. Students' Condition

The English literacy skills of SMA Negeri 1 Hawu Mehara's class XI IPA2 students are also impacted by health issues. Their responses to the questionnaire, which stated that they were "in good health and of course they were very enthusiastic about carrying out English literacy activities," provided evidence of this. According to Abidin's (2017) perspective, students' learning is influenced by their physical and spiritual surroundings, hence they need to be in conducive environments to engage in literacy activities.

2. External Factors that Improve Students' English Literacy Activities

The success of this English literacy exercise was greatly influenced by the role that parents and society played (Abidin, 2017). According to the principal of the school and the results of student surveys, parents at SMA Negeri 1 Hawu Mehara assist their children in learning by providing English literacy activities and training them at home. Parents participate in committee meetings to support their children in implementing English literacy at school.

Factors that Inhibit Students' English Literacy

1. Internal Factors that Inhibit Students' English Literacy

It was discovered that not every student in class XI IPA 2 SMA Negeri 1 Hawu Mehara had the same desire for and interest in English literacy based on the findings of observations, open surveys, and interviews. Only twenty students—out of the thirty-five who completed the questionnaire—said they were motivated to learn English. It is influenced by several internal elements, including student attitudes, and reading proficiency as well as age and gender.

2. External Factors that Inhibit Students' English Literacy

The availability of gadgets also had an impact on students' interest in English literacy. While gadgets aid in the development of English literacy, overuse of them can have negative effects as well. This is particularly true when teaching English literacy in class XI IPA2, SMA Negeri 1 Hawu Mehara, where it is discovered that using gadgets is not the same as developing English literacy.

According to the students' questionnaire responses, the teacher gave the class fifteen minutes to practice English literacy before class started, but the students chose to spend that time on social media instead of reading the assigned material.

CONCLUSION

The findings and analysis eventually came to two conclusions regarding both improving and inhibiting factors that influenced English literacy skills. In terms of elements that enhance the English literacy practices of SMA Negeri 1 Hawu Mehara students, the English literacy programs at the school are supported by two factors namely internal and external factors. Regarding the internal factors, it was discovered that the conditions, learning strategies, and motivation of the students all had an impact on how well English literacy was being taught in the classroom. The community's and parents' support were the external factors at the same time. In contrast, some things prevent SMA Negeri 1 Hawu Mehara students from engaging in English literacy activities. Obstacles can come from both internal and external sources, such as students' excessive use of technology, teachers' lack of support, poorly managed school facilities, and a dearth of reading materials in Indonesian English. Internal factors include students' lack of interest in reading and their motivation to practice English literacy.

SUGGESTIONS

The author offers some recommendations for SMA Negeri 1 Hawu Mehara students, instructors, and other researchers based on the conclusions above. First and foremost, SMA Negeri 1 Hawu Mehara students who are the focus of English literacy activities need to be more concerned with literacy activities and have a strong desire to learn because they cannot understand what they read if they lack internal motivation. Second, teachers should encourage students to make reading corners and bulletin boards in the classroom. This is especially important for English teachers, who need to be more imaginative to support their students' in-class learning activities. In addition to the community and parents, students still need support from the outside world to be motivated to learn, even at home where they receive excellent reading instruction. Third, the author hopes that this research continues for other researchers. When researching literacy, particularly English literacy, this study can be used as a reference. Other researchers can examine a variety of issues related to English

literacy. Many researchers and English Study Program students who are interested in similar research are advised to conduct a more thorough analysis of it.

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