

CHAPTER II

THEORETICAL FOUNDATION

A. Teaching Literacy

1. Definition of Teaching

Teaching is an educational activity that the teachers or instructors give the information to the student or learner. Teaching is the activity at school where the teacher gives the useful thing, like science, knowledge and information, a teacher must know the nature of learning teaching strategies.

According to Gage, "Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person." Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."¹

From the definition above, the researcher can make a conclusion. Teaching is an educational activity that the teachers or instructors give the information to the student or learner. Teaching

¹ MCC B A Functional English, *Teaching and Communication: Module 1*
<http://www.funenglishmcc.com/m1---teaching--communication.html>.

is the activity at school where the teacher gives the useful thing, like science, knowledge, and information in order to be absorbed by the students. Teachers who see teaching as a process of imparting information and transmitting knowledge tend to have a focus on the subject matter and how it may best be organized and presented to facilitate acquisition by students.²

The main task of teacher is to organize learning activities. This brief statement, in using the term organize, reinforces dewey's point on the responsibility of educator. Organization implies planning, selection, monitoring, and decision making.³ That was held with the activities effectively, a teacher must know the nature of learning, teaching and teaching strategies.

Teaching interpreted as an attempt to create a system environment that consist of components of teaching, the purpose of teaching, learners, teaching materials, teaching methods, media, teaching and adm inistration as well as the cost factor that enables an optim al learning process. Teaching sets up the practice games of language learning. The opportunities for learners to listen, think,

² Ireson, Judith, *Learners, Learning and Educational Activity* (Routledge: Taylor & Francis Ltd, 2008), 27.

³ Maggioli, Gabriel Diaz. *Teaching Language Teachers: Scaffolding Professional Learning* (R & L Education, 2012), 57.

take risks, set goals, and process feedback from the coach and then recycle through the skills that they are trying to master.⁴

2. Definition of Literacy

Language is generally considered very important not only because human beings can distinguish the animals but also the tools to communicate with other human beings. Many people including communication experts believe that the future of civilization is the information society, the civilization in which information has become a major commodity and human interaction has been based on information technology and communications. To understand the contents of the information we need to have the language skills, better known by the term literacy.

The craft of teaching is becoming increasingly complex and nowhere is this more evident than in the area of literacy. Effective teachers are capable of ensuring that an increasingly diverse group of students have the literacy skills to cope with the demands of life beyond school in their careers and/or college.⁵

⁴ Brown H. Douglas, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 5.

⁵ Ready Generation, *Effective Teaching Of Literacy* (Sheena Hervey, Generation Ready: 2013), 1.

When talking about language and how language is used must not be separated from the discussion on culture because language itself is part of the culture. In a simple literacy can be defined as an ability to read and write, we know with literacy or literacy. But now, literacy has a broad meaning that literacy is no longer a single meaningful but contains various meanings (multiple literacies).

A broader definition of literacy is usually adopted by those who see literacy development as a social process, which develops through exposure to literacy practices within a particular environment and which cannot be separated from its social and cultural context. The primary purpose of this article is to explore the nature of reading as a social process in urban, middle school classrooms. Of special concern is how reading as a social and cultural process mediates students' interaction with and interpretation of printed text.⁶

This view rejects the notion that literacy can be defined in terms of a set of narrow psychological skills, and places emphasis

⁶ Graddol, David, Janet Maybin, and Barry Stierer, eds. *Researching Language and Literacy in Social Context: A Reader* (England: Multilingual matters, 1994), 100.

on literacy as a process of deriving meaning from text. This definition of literacy usually covers other language skills such as listening and speaking, as well as a range of other skills including the interpretation of visual material, the use and understanding of mathematical concepts and notation, computer literacy', and critical thinking.⁷

a. Kind of Literacy

There are various literacy eg computer literacy, media literacy, functional literacy, cultural literacy, and information literacy. Thus the term literacy can be defined as technology literacy, information literacy, critical thinking and even environmentally sensitive politically sensitive. Someone could say literat if he can understand something by reading the right information and do something based on his understanding of the content of the reading.

1. Computer Literacy

According to Cooper, literacy is better defined as “the ability to communicate in real-world situations, which involves the abilities of individuals to read, write, speak, listen, view, and

⁷ Ibid, 3.

think". This definition and view seem reasonable and could be considered inclusive of the technological innovation advancements in technology described as an impetus for changing the views of literacy.⁸

Computer literacy is a set of skills, attitudes and knowledge required to understand and operate the basic functions of information and communication technologies, including devices and equipment such as personal computers (PCs), laptops, cell phones, iPods and so forth.

2. Media Literacy

The idea of media literacy incorporates many different skills. Some types of media foster the development of one set of skills, while other media help with the development of another set of skills. An extensive list of text and Internet-based resources for teachers of media education provided by Kathleen Tyner.⁹ The key to becoming more literate lies not in arguing for the importance of one set of skills over another but in developing a broad set of skills that can help with any type of

⁸ Tan Wee Hin, Leo, ed. *Handbook of Research on Literacy in Technology at the K-12 Level* (National Institute of Education Singapore: Igi Global, 2005), 39.

⁹ Kenny, Robert. *Teaching TV Production in A Digital World: Integrating Media Literacy* (Libraries Unlimited; 2 edition December 30, 2004), 11.

message from any type of medium. Skills are the tools that help us gain control over our mental programming. Skills are essential, but we need more.¹⁰

Media literacy is a set of skills, attitudes and knowledge required to understand and use different types of media and formats in which information is communicated from the sender to receiver, such as images, sound, and video and whether a transaction between individuals, or as a transaction mass between single sender and a lot receiver or vice versa.

3. Functional Literacy

Functional literacy is often called basic literacy is the ability to learn basic literacy or conventional systems such as how to read, write and perform numerical calculations and operate so that each individual can function and have the opportunity to participate in society, at home, at the office or at school.

4. Cultural Literacy

Literacy is cultural literacy culture means knowledge and understanding of how a country, a religion, an ethnic group or a

¹⁰ Potter, W. James. *Media Literacy* (United States: Sage Publications, 2015), 17.

tribe, religion, symbols, celebrations, and how traditional communication, creation, storage, handling, communication, preservation and archiving of data, information and knowledge using technology. An important element of understanding the information literacy is an awareness of how cultural factors impacting positively or negatively in terms of the use of modern information and communication technologies.

5. Information Literacy

Information literacy is closely related to learning for learning, and critical thinking, which is the goal of formal education, but often not integrated into the curriculum, syllabus and lesson plans, sometimes in some countries more often use the term information competencies or information fluency, or even another term. The information literate student determines the nature and extent of the information needed.¹¹

The Australian Information Literacy Standards include the statement: "Achieving information literacy fluency requires an understanding that such development is not extraneous to the

¹¹ Burkhardt, Joanna M., Mary C. MacDonald, and Andrée J. Rathemacher. *Teaching Information Literacy: 35 Practical, Standards-Based Exercises for College Students* (Chicago: American Library Association, 2003), 97.

curriculum but is woven into its content, structure, and sequence”¹². Various literacy above as a reference that the importance of mastering the language or literacy as the ability to understand information and developments taking place around us. But only limited knowledge of the above understanding, because that will be examined on literacy lesson using picture books. Etymologically, the latin word “litteratura” is derived from “littera” (letter), which is the smallest element of alphabetical writing.

There are various literacy eg computer literacy, media literacy, functional literacy, cultural literacy, and information literacy. Thus the term literacy can be defined as technology literacy, information literacy, critical thinking and even environmentally sensitive politically sensitive. Someone could say literat if he can understand something by reading and writing the right information and do something based on his understanding of the content of the reading and writing. The focused of the literacy in this paper is writing ability.

¹² Shinew, Dawn M., and Scott Walter. *Information Literacy Instruction for Educators: Professional Knowledge for An Information Age* (Washington State Univ: Psychology Press, 2003), 55.

B. Writing

1. Definition of Writing

Writing is the activity requiring the ability to make the word become a sentence. It is also activity of constructing sentence into a text. Hovart says that “writing is among the most complex human activities. It involves the developments of a design idea, the capture of mental representations of knowledge and experience with subjects.”¹³

Writing is a process that can't do only one more, but also more than one, two or three more. Meanwhile, Harmer states that “writing be used as an integral part of a large activity where the focus is on something else such as language practice, acting out, or speaking”.¹⁴

Writing is not easy. It is the most difficult subject in the school since the students have to produce a text by using English. It takes series of a practices to develop this skill, it cannot be learnt

¹³ Jozsef Hovarth, *Advanced Writing in English as A Foreign Language* (London: Lingua Franca Csopot, 2001), 5.

¹⁴ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 33.

only one time. The student have to write what they think in their mind and state it on a paper by using procedure.

Writing is an activity of expressing ideas, thoughts, experiences and knowledge into the form of notes using symbols, symbols or symbols that are systematically made so that they can be easily understood by others. Writing is one of the complex activities that include the movement of fingers, hands, arms and eyes in an integrated manner.

Writing skills is a motor skills that can be developed with other activities to support success in writing such as when playing while writing whatever it does. The success of writing is to use symbols of language understood by writers and readers who use the same language.¹⁵

From the opinion above, write can be said that writing is an significant skill since it involves a process of communication to express feeling, ideas, thought in written form. Finally, writing

¹⁵ Padamu Admin "*Pengertian Menulis dan Tahapannya*", (3 Oktober 2016) <https://www.padamu.net/pengertian-menulis>

process need a certain technique that can make it communicative in order to send a message to others.

C. Young Learners

1. Definition of Young Learners

In Henry Ford states that “*anyone who stops learning is old, ... Anyone who keeps learning stays young. The greatest in life is to keep your mind young.*”¹⁶ Learners is who people join the process of learning. Young learners learn best through activities that are concrete and meaningful, and evidence of their language learning is most likely to be present in language use assessment tasks that have similar characteristics to those in the child’s real world.¹⁷

Five to seven year olds as the young language learners are depicted by Scott and Ytreberg. For a start, they sensitize teachers about typical activities that 5-7 aged children can do.¹⁸

¹⁶ Ma'mur Ilzamudin, *Membangun Budaya Literasi Meretas komunikasi Global* (Jakarta pusat: 2010), 11.

¹⁷ McKay, Penny. *Assessing Young Language Learners* (Ernst Klett Sprachen, Cambridge University Press: 2006), 100.

¹⁸ Mickiewicz Adam, *Teaching English to children - Chapter I - World Scientific News*, (Poland: Wieniawskiego Street: 2013), 1.

According to statement above can be concluded young learners is a child who is instructive to follow the process of learning.

Teenagers are the age of transition. An individual, has left childhood a weak and full of dependence, but has not been able to a strong age and full of responsibility, both to himself and to society. The number of times this transition depends on the existence and the social level of the community in which it lives. The more advanced the society the longer the adolescent juvenile, because he must prepare himself to adjust in a society that many terms and demands.

2. Phases of Adolescent (Young Learners)

In the developmental phases, the position of adolescent age is explained by several experts such as:

- a. Aristotle: divides the phase of human development in 3 times 7 years

0 - 7 years	: childhood
14 - 14 years	: childhood school
14 - 21 years	: adolescence / puberty.
- b. Stanley Hall's adolescence ranged from the age of 15 years to 23 years

c. Meanwhile, according to DR. Zakiah Daradjat adolescence is approximately between 13 - 21 years.

d. The division of phases of a rather broad development is explained by Arthur T. Jersild cs. In his book "Child Psychology" as follows:

x-0 years : The beginning of life (the period of conception)

Prenatal life (prenatal)

Period of birth process

0-1 years : infancy

1-5 years : childhood (Early childhood)

5-12 years : childhood (middle childhood)

15-18 years : adolescence (adolescence).¹⁹

To define what young learners is, it is related to the word "childhood". According to Violetta and Irene, the world childhood various to country to country. In many parts of the world kids take on "adult" responsibilities at ages when in other countries they are still protected within their school. Therefore the age plays important

¹⁹ "Pengertian Pelajar," <https://www.scribd.com/doc/56434313/PENGERTIAN-PELAJAR>

role to define the young learner starting from becoming young learner to the end phase of young learner.

Most of Indonesian young learners do finish elementary school education at age of twelve. Moreover, in Indonesia the learners generally learn English in the fourth grade for public school and in the first grade for private school, and there is issue that the subject will be removed from elementary curriculum. However, nowadays, the learners still learn English.

From those statements, we may conclude that Young Learners are students who are studying in Elementary or Senior High School aging 7-15 and they are studying English as second language for about one up to four years. In other words, we may say that Young Learners are English foreign language learners, aging 9-17.

D. Picture Books

1. Definition of Picture Books

The demand for materials suitable for use with young learners continues to grow. Many of the materials currently available offer sets of activities which the teacher can draw upon to

supplement regular course materials, or to introduce novelty.²⁰

Reading and discussing picture books helps to develop a love of story and helps the children to understand storyline or story structure. Picture book typically refers to any book that has more illustrations than text. The pictures and the text work together to support comprehension (for example, predict, determine main idea, detect sequence, note cause and effect, infer) and vocabulary development.²¹

Picture books may be familiar to all of us, but what is picture books? “Picture books... represent a unique visual and literacy art form that engages young readers and older readers in many levels of learning and pleasure.”²² Picture books help children develop a sense of self. Before they can read children respond to images in an effort to place themselves and the others in their lives into the world around them.

²⁰ Phillips, Diane, Sarah Burwood, and Helen Dunford. *Projects With Young Learners* (Oxford: Oxford University Press, 1999), 9.

²¹ Trehearne, Miriam P, *Learning to Write and Loving It! Preschool Kindergarten* (California: Corwin Press, 2011), 133.

²² Booker Kelly, *Using Picture books to Empower and Inspire Readers and Writers in the Upper Primary Classroom* (Australia: the middle years: 2012 Vol:20), i.

A picture is worth a thousand words. Educators are always searching for effective ways to increase the literacy levels of their students. The momentum to engage students in reading activities at the pre-k and kindergarten.²³ A picture book combines visual and verbal narrative in a book format, most often aimed at young children. The images in picture books use range of media such as oil paints, acrylics, watercolor, and pencil, among others.

The picture book contains both text and illustrations that complement each other and work together as a whole unit. The illustrations are integral to the story and must match the text. Two excellent definitions of picture books come from authorities who have written noted works on picture books: A picture book is text, illustrations, total design: an item of manufacture and a commercial product; a social, cultural, historical document; and foremost an experience for a child. As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page.

. The picture book is unique, and our experience of it will be something magical and personal, one that will change with each

²³ Weeks, Elaine. *The Power of Pictures: The Role of Picture books in the Development of Young Learners* (Florida: Diss. University of Florida, 2013), 14.

reading, a combination of image and idea that allows the reader to come away with more than the sum of the parts. We can no more look at a single illustration in the book or examine the words without the pictures than we can view 5 minutes of a 2-hour film or see an opera without hearing the singers' voices and say we have experienced the whole.

2. The Benefits of Using Picture Books

Have you ever thought of using picture books to teach middle or high school level literacy? It might not have crossed your mind, but they are actually a great tool to use to teach many literacy concepts. Reading picture books to middle and high school students might seem inappropriate for their age, but you may be surprised of the outcome. What are the benefits?

- a. **Expand Vocabulary:** Prior to reading a picture book aloud, you can introduce a few key vocabulary words that will be found throughout the story that may be challenging for your audience. Explain what they mean and discuss them throughout the reading.
- b. **Teach How to Use Context Clues:** Picture books are a great way to teach how to use context clues to determine the

meaning of words. Often while reading adult books you may find some words you don't understand. This is why learning to use context clues is an important skill to have.

- c. **Increase Reading Comprehension:** Although the students are not doing the reading, they are listening and understanding the story elements. You should ask questions during and after the reading to check for comprehension and keep readers engaged.
- d. **Teach How to Make Inferences:** By reading aloud, you can model how to make an inference by pausing throughout the story and thinking aloud how you made a specific inference based on information read in the story.
- e. **For Enjoyment:** Reading should be fun and if some people do not find it fun, reading picture books aloud should hopefully help readers develop a joy for reading. While reading, be sure to use expression.
- f. **Make Predictions:** Picture books are great for making predictions which is an important reading comprehension skill to understand. When students make predictions, it

keeps them engaged in wanting to know what will happen next.²⁴

Believe it or not, middle and high school students will find picture books intriguing. There are many good picture books out there that contain a rich vocabulary and great story line. Besides, who doesn't like to listen to a good story? Picture books are short, and for this reason, a great teaching tool to quickly model the teaching points listed above.

E. How To Teach Literacy

How to teach literacy? Literacy is a term for someone who has been able to read and write or terms for someone who is able to understand science. This is the ways to teach literacy.

Table 1.1: Four practices of the literacy learner

Break the code of texts	Recognizing and using the fundamental features and architecture of texts including: alphabet, sounds in words, spelling, conventions and patterns of sentence structure and text.
Participate in the meanings of texts	Understanding the meaningful written, visual and spoken texts from within the meaning systems of particular cultures, institutions, families, communities,

²⁴ Ann Navaro, "The Benefits of Using Picture Books with Secondary Level Students," <http://blog.enroll.com/post/The-Benefits-of-Using-Picture-Books-with-Secondary-Level-Students>.

	nation-states and so forth
Use text functionally	Traversing the social relations around texts; knowing about and acting on the different cultural and social functions that various texts perform both inside and outside school and knowing that these functions shape the way texts are structured, their tone, their degree of formality and their sequence of components
Critically analyse and transform texts	Understanding and acting on the knowledge that texts are not neutral, that they represent particular views and silence other points of view, influence people's ideas; and that their designs and discourses can be critiqued and redesigned, in novel and hybrid ways. ²⁵

Here are some ways to teach literacy:

1. Set reading challenges for students. Students are given reading activities in their learning. The book they have read has been signed first by the teacher and the teacher who signed the book has the right to question to make sure the student is reading the book.
2. Make the wall read. This reading wall is taped to a public place that all can see. The reading wall is for the names of teachers and students who are reading, and what they are

²⁵ Law Shu Yen, *Effective Strategies for Teaching Young Children Critical Thinking Through Picture Book Reading* (Wellington: Victoria University of Wellington: 2012), 23.

reading. This is done to make students interest in reading and interested to read.

3. Take advantage of short stories. Reading short stories is a popular activity among schools.
4. Make the word carpet. The activity of talking and listening that never fails is the word carpet, and according to any age and text. You use that text to show a great example of depiction of a scene and write it down on a big card. Children are asked to contribute some of their own descriptive words and expressions and write them down on card pieces as well. You can add your own words so you want the children to learn.
5. Involve reluctant readers. The choice of text is clearly part of the answer, but what we found to work for us was a shared experience of everyone who studied the same text regardless of their reading level - we found a way to make it accessible to everyone.
6. Give students time to understand exactly what they are writing. Often in class, we see students from one post to another and accidentally implant bad literacy. As children

begin to be proud of their writing, they are willing to work on their mistakes. We tend to remember things we like as well. Redrafting and slowing down the writing process is key.

7. Role play. Have students read the text aloud in different ways to show expression and intonation. Then we can take this step further by inviting them to improvise scenarios to explore how characters can sense a particular event or situation. Role play is a good way to develop students' awareness of how dialogue is spoken as they read silently and I feel it is good for word decoding. In addition, both techniques can be a useful and fun way to develop oral skills.
8. Ensure mistakes are being picked up in students' work across all subjects: One strategy we've used to improve student literacy is giving all departments training on how to assess and mark writing for accuracy.
9. Engage reluctant readers: Choice of text is obviously part of the answer, but what we've found to work for us is the shared experience of everyone studying the same text

regardless of their reading level – we find ways to make it accessible to all.

10. Give students the time to properly invest in what they're writing: Often in class we can rush students from one piece of writing to another and in doing so inadvertently embed poor literacy. When children start to take pride in their writing, they are willing to work on their errors. We tend to remember the things we take pride in as well. Redrafting and slowing down the writing process are key.²⁶

²⁶ Holly Welham, "Ten ways to improve student literacy," Thursday 8 May 2014 13.00 BST <https://www.theguardian.com/teacher-network/teacher-blog/2014/may/08/ten-ways-improve-student-literacy>.