CHAPTER II

REVIEW OF RELATED LITERATURE

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2.1 Literacy

2.1.1 The Definition of Literacy

Based on Webster dictionary, literacy is the ability to read and write one word for knowledge and interest, write coherently, and think critically about the written word. This definition is important as it looks at literacy, at least to some extent, from a more contextualized perspective. The definition of literate then, depends on the skills needed within a particular environment. Besides, literacy is emphasized on English. Literacy is as the basic knowledge to write and read letter for the primary school. In English especially for the elementary school literacy is very important.

According to Hiebert in Valenzuela (2002), he said that a new perspective on literacy and the learning processes through which literacy is acquired, has been emerging for some time now. This new perspective does not consist of old ideas with a new name, but rather it represents a profound shift from a text definition of literacy to a view of literacy as active transformation of texts. In the old view, meaning was assumed to reside primarily within text, whereas, in the new view, meaning is created through an interaction of reader and text. It is clear that literacy is not only a text but in the new view, literacy can be a picture and animation picture that can create an interaction from the learner.

2.1.2 The Importance of Literacy

Literacy is very important ability in learning language. It is the necessary lesson which can be the basic that link to two skills; those are reading and writing. We will not master those two skills if we are less of literacy. Parlakian (2003), he stated that we use the term "early," or "emergent literacy," we are referring to what children know about communication, language (verbal and nonverbal), reading, and writing before they can actually read and write. It encompasses all the experiences children have had with conversation, stories (oral and written), books, and print.

Literacy will be also very important when the learner have to write, read for the first time and interaction with other people. How can we write or read if we do not know the letter and how to pronounce it that we want to write or read? Those explanations show how important literacy is, especially for the learners in learning English at the next level.

2.1.3 How to Learn Literacy

In the early school years, literacy instruction introduces children to the fundamentals of reading and writing can increase awareness of language and motivation to learn. There are many way in learning literacy. The teacher can use dictionary, read aloud, video, game, CALL, etc. For the children, it is not necessary using dictionary because it is still too difficult for them in using dictionary. Most of teachers use games, songs, and also poems as the media of teaching so that the children will feel fun and enjoyable. Neuman (1998) said that in literacy-rich classrooms, some children are able to learn the skills and strategies

necessary for reading and writing through engagement in meaningful activities. Finger plays, songs, poems, games that appropriate with the topic such a; Animal squares (word puzzles) and selling and buying things (in which ten students were shop keepers selling fruits and fruits to rest of the class), book listening and discussion all help children to pick up new vocabularies, understand the similarities and differences in language, and develop phonemic awareness . However, it is important for teachers to adjust teaching strategies according to children's needs.

Some children need explicit, direct instruction in order to master the task, and teachers must try to achieve a balance between meaningful activities and skill practices. Children may need to see or hear the alphabetic letters isolated from the context in order to better capture their shape and form (Neuman in Hui Lin, 2013). If a child fails to make expected progress in literacy learning or if his or her literacy skills are advanced, teachers also need to prepare more individualized instructional strategies to meet the child's needs (NAEYC in Hui Lin, 2013).

The newest way that begins to be applied in Indonesia is learning literacy instruction (alphabet) using CALL (Computer Assisted Language Learning). CALL means a process in learning language using computer as the media. Explanation about CALL will be explained to the next point.

2.2 Developing Material

In developing material, we have to know the characteristic of the student. In this case, the researcher takes the 1st grade students of elementary school as the subject. On that level, the researcher has to know about competency-based

teaching approach, and also student need. Schneck (1978) argued that "competence-based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized instruction. It is outcome-based and is adaptive to the changing needs of students, teachers and community."

English is not their mother tongue. For students, English is a new language. That is why, teachers cannot teach English as fast as they want. Teachers should use their mother tongue first in introducing English to make student clear. Besides, students also like hear story and read something with full of pictures because they are still children who still like to have fun, so that the material which is developed can be fun so that they will not feel bored and always want to learn language especially English.

2.3 CALL

CALL or Computer Assisted Language Learning is a kind of process in learning language which uses computer as the media. It has developed over the last 30 years and been actively applied to second language (L2) but it has come out in early 1980s, replacing the older term CALI (Computer Assisted Language Instruction). Davies & Higgins (1982) said that the term CALI (Computer-assisted language instruction) was in use before CALL, reflecting its origins as a subset of the general term CAI (Computer-assisted instruction). CALI fell out of favour among language teachers, however, as it appeared to imply a teacher-centred approach (instructional), whereas language teachers are more inclined to prefer a student-centred approach, focusing on learning rather than instruction.

CALL began to replace CALI in the early 1980s. Nowadays, computer is not the new thing anymore. Everyone has been familiar hear about this thing even the children can operate it by themselves. Computer offers many advantages for the people to do anything even some of them depend their life or job to the computer. It can happen that computer will take place of all jobs or activities. The student can learn faster, easier and more enjoyable using computer.

CALL is one of ways in learning language. It can be as the alternative media for the teacher to teach easier. The problems which are happened in our country that is some of teachers especially in primary school have difficulty to teaching language. They complained that they do not really master the material. The amounts of students are too big in each classroom, the allocated time is not enough, and they cannot make a media of teaching because there is no time, etc. It should not happen if they try to be more creative and know about CALL.

In Indonesia, CALL has been introduced and applied as language learning media. Some of school in Indonesia now has completed with set computers. That is why it is possible for the researcher to develop the material using CALL Instruction. CALL also can use in learning English especially for primary school. Students in primary school need innovation in learning English so that the researcher will develop the material use one of CALL that is Autorun.

2.3.1   Autorun

Autorun is one of software media in CALL. It is a way in teaching and learning second foreign language instruction which uses computer as the media. According to Paul (2009) autorun provides instruction which matches with the

student's level of interest understanding, and pace of learning. In Indonesia, most of the teachers are still using the inappropriate strategy. They do learning activity by giving the example of the pronunciation of word and then ask students to repeat any instructions given. It can be happened because many teachers do not know deeply about the benefits of computers in particular autorun.

Autorun teaches the language in different and more interesting, attractive ways and present language through games, animated graphics and problem-solving techniques. As a result even tedious drills become more interesting. In fact, CALL motivates the students to go beyond the point of initial mastery and practice activity until they become habit. (Ravichandran, 2000). In this program there are many features which are useful for student and also can help the teacher to give innovation in learning media. Autorun offers menu to make material more interesting. Teachers can add picture, colorful animation, song, variety text, and many more. Besides, the teachers can make exercise as like the interesting game so it can make students do not feel bored and learning process will be joyful. In this case, the researcher will develop about literacy instruction (alphabet) and autorun is the alternative program to create a material about literacy instruction.

2.4   Review of Previous Studies

The previous study is reviewed in order to avoid imitation. In this study, there are three previous studies. The first is a thesis entitled "Developing English vocabulary material using CALL instruction on the 3rd grade students SD Muhammadiyah Manyar GKB" it was done by Dian Kurnia Oktaviani (2008). The research problem is how the English vocabulary material is using CALL

instruction on the 3rd grade students of SD Muhammadiyah Manyar GKB developed. The result of this study shows that this product is in the form of CD-ROM, it just should be inserted on CD-ROM, and run it. So, it is easy in operating. In the class, there are four students's scores of six students are increase. They feel happy and fun could try it because they have never learned with this kind of media.

The second was done by Dewi Aisyah (2011) with title "Developing video tutorial for young learners in Madrasah Ibtidaiyah Poemusgri Gresik". The design is Research & Development (R&D) and the subject is 1st Grade Student of MI POEMUSGRI. She develops the material by using Ulead Video Studio program. The result of the study shows that from twenty three students there are fifteen students's scores are increase. Most of them feel happy and fun could try this media. That will be new thing for them in learning English.

The third is thesis with title "Developing English Vocabullary Material by using J-Cross Program for Eight Grade of MTsN Gresik." This thesis was done by Sovy Oktavianti (2013). The research problem is how to develop English vocabulary material by using J-Cross program for the eighth grade of MTSN Gresik. The result of the study shows that from All of students said that they were very happy, felt easy to understand the material, and could try this media.

Although these previous studies above almost similar and use Computer Assisted Language Learning (CALL) but it is different in collect data, objective of the study and develop the material using CALL media. The previous studies use a different part of CALL program as like Hot potatoes (j-cross, j-mix, j-match, j-cloze, j-quiz) and Ulead. In this study researcher describs developing material by

using longtion autorun program and uses Research and Development design. Related to those studies, the researcher tries to find a different way in introducing letter especially alphabet using different media. The researcher uses this media because in this program provides many features like video, picture, clip, and also include lots of extra content like backgrounds, panels, buttons, sound effects and more. From opening documents, to running programs, viewing websites and sending email, it could be easier. This study is to teach alphabet in first grade in SD Muhammadiyah Manyar by using autorun program.