



## How Text-Based Teaching Promote Dimensions of Literacy Skills in EFL Class

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**Abstract:** This case study aimed to reveal how high school teachers in a municipality of Central Java as participants promoted dimension of literacy in text-based teaching in EFL classrooms because they were responsible to equip students with literacy skills in order to be smart and have critical thinking. The data were collected by recording, structured open-ended interviews, and classroom observations. Teachers whose students' English proficiency belonged to fair tent to promote linguistic dimensions of literacy. They spent most of the teaching session by discussing elements of language such as structure or vocabulary and aims of text as an effort to promote socio cultural dimension. Teachers whose students had a good English proficiency promoted linguistic, socio cultural, cognitive and developmental dimension of literacy. The practical pedagogical implication is that teachers' awareness of integrated particular teaching methods in the classroom is needed to promote students' proficiency of literacy dimensions and equip students with 21<sup>st</sup> literacy skills.

**Abstrak:** Studi kasus ini bertujuan untuk memaparkan bagaimana guru di sebuah kota di Jawa Tengah sebagai partisipan meningkatkan dimensi literasi dalam pengajaran berbasis teks di dalam kelas karena mereka bertanggung jawab membekali siswa dengan kemampuan literasi supaya mereka menjadi cerdas dan mempunyai kemampuan berpikir kritis. Data dikumpulkan dengan analisis dokumen, rekaman, kuesioner, interview terbuka yang terstruktur, dan observasi kelas. Guru yang siswanya mempunyai kemampuan menengah fokus pada peningkatan pengetahuan linguistic. Mereka cenderung menghabiskan waktu pengajaran dengan diskusi mengenai struktur atau kosakata dan tujuan teks sebagai upaya untuk dimensi sosiokultural dari literasi. Guru yang siswa mempunyai kemampuan Bahasa Inggris baik meningkatkan dimensi literasi linguistic, kognitif, sosiokultural dan pengemabangan. Implikasi pedagogis penelitian ini adalah bahwa kesadaran guru mengenai metode pengajaran terintegrasi secara khusus di dalam kelas diperlukan untuk meningkatkan penguasaan dimensi literasi dan membekali siswa dengan keterampilan literasi abad 21.

**Keywords:** *Cognitive, Linguistic, Literacy, Sociocultural*

## INTRODUCTION

Formal education is not only responsible to prepare students to be smart in reasoning but also in thinking critically. However, Kompas (21/8/2020) presents the facts that practical learnings that are held by teachers have not facilitated students to have critical and creative thinking. It results in graduates who are good at memorizing. As young educated citizens, some of them are incapable of tolerating and respecting others (Kompas.com.15/11/2019). This fact actually relates with a study in literacy Merga, Roni & Malpique, (2020) that indicates the key barrier of literacy teaching is time. It is not easy for teachers to find time to support struggling literacy learners in the classroom.

Critical thinking has a very close relationship with literacy. This means there is a challenge for teachers to improve critical thinking by teaching literacy skills. In general, literacy refers to reading and writing. The fact is supported by Patriann Smith, S. Joel Warrican & Alex Kumi-Yeboah (2016) that shows it is teachers who mostly teach how to comprehend written text in most countries. In line with (Trudell & Schroeder, 2007) social expectations of literacy and the methodologies used for teaching literacy both have significant implications for successful literacy acquisition. They are in charge of literacy instruction. Due to the global era, students of the high schools as adult members of global citizens face the 21<sup>st</sup> century and have an access to the written information from the internet. They (Vacca et al., 2021) need an advanced level of literacy to lead their personal lives as citizens to do their daily household and to perform their study or work.

To get success in this 21<sup>st</sup> century, advanced literacy is a compulsory skill to achieve. It is a prerequisite for all adults' success. This refers to (Kern, 2009) idea that informs advanced literacy does not mean simply the ability to decode words or read a text, as necessary as these elementary skills are. It is the skill to make use of reading to get access to the world of knowledge, to synthesize information from different sources, to evaluate arguments, and to learn

totally new subjects. These higher-level skills are now essential to youngsters who wish to explore any fields of life such as science, technology, or social sciences to succeed in either vocational or academic high school or higher education, to earn a decent living, and to perform personally in social life due to the complex problems in knowledge-based globalized era. Literacy (Liddicoat, 2004) is very much based on a view of print literacy with the reading of written information being privileged as the central literacy skills.

The facts above due to literacy challenges do not mean that the young recent generation has declined their literacy skill. It is today's complex matters that challenge them facing the demand of having more advanced skills than ever before. In other words, teachers of language need to better prepare for fulfilling twenty first-century literacy demands for students as youngsters to lead their life in the global era.

A report delivered by the head of Early Childhood and Schools OECD is another fact in Indonesia. This shows that the reading performance of students as one of indicators in literacy level is still low. Based on the data of reading performance score in 2018, the Indonesian students' mean is 371. This indicates a decrease of 21 points from the year of 2015. As a result, Indonesia is placed far below the OECD average of 487.

Referring to the report which is presented by OECD in its PISA, the trend of reading performance tests actually shows stagnant or downward (The Jakarta Post, 04/12/2019). The data is in the context of the vast strides in which increasing enrolment has been made. The sample taken when Indonesia took part firstly in 2001 was only 46 percent of students by the age of 15 years old. In 2018 the sample of the study in reading performance was 85 percent. This means that an improvement of literacy education in Indonesia is needed. It is in line with the minister of Education and Culture (2019) that states "the result of study is valuable input for evaluating and improving the quality of education in Indonesia. We have to have the courage to change and improve". The literacy challenge confronting

students, teachers, and policy makers, and their families has two parts. A universal need to better prepare students for twenty-first-century literacy demands is the first matter. The second one is the specific need to reduce the disparities in literacy outcomes and literacy programs. Those facts are supported (Capstick, 2019) that in the context of a globalized-world in which dominant discourses of adult literacy emphasize the economic interests of industry and nation, it is pertinent to better understand the power dimensions involved in adult achievements and literacy-related activities.

Considering the issues above, related with the finding of the study and the demand for advanced literacy in the twenty-first century, a study related with literacy education is an urgent need. This article was also written to respond to the presented-phenomena above due to aspects of literacy that were rarely studied so far. This aimed to reveal teachers' professional practice in teaching English as a Foreign Language especially how aspects of literacy are taught. It is expected that the results motivate English teachers to improve their teaching practices in order to enhance students' literacy performance and policy makers might take a response to it. Thus, teachers and important people in management are able to equip students as the next generation with competencies of literacy which facilitate them to go beyond the ability to recognize words and decode text.

Referring to Jenkins (2006) and (Apriani, 2016) literacy skills in the twenty-first century are skills that enable participation in the new communities emerging within a networked society. It is assumed that one's success in the twenty-first century depends increasingly on advanced literacy ability, literacy education makes it possible for educators, policy makers, and society to understand what advanced literacy is. In short, a new definition of literacy is required—one that highlights the skills that children need to deal with the new demands.

In general concept literacy (Holme, 2004) is defined traditionally as skills of reading and writing. This is not only discussed in the

classroom but also out of it. Nowadays, the notion of literacy has emerged and expanded to visual literacy, media literacy, health literacy, etc. in the past ten to fifteen years (Cope and Kalantzis, 2000). Readers are no longer confined to simply decoding and comprehending the printed word. They need to respond to and critique texts and comprehend information from sources they get (Apriani, 2016). Referring to that concept, there is a common idea of literacy that is using printed symbols and images to capture meaning for relevant communication in terms of personnel, cultural, and purposeful matters. That is why reading is often supposed to be the sole presumed meaning of the term literacy

Due to English language teaching, literacy is about how teaching is managed to make sense and engage them in advanced language skills such as listening, speaking, reading, and writing. In accordance with language teaching field of study, another possible interpretation that support principles of literacy entail the important technical capacity to read and write words, however some experts say that literacy is also socially embedded semantic system, and part of a multimodal framework that considers writing, reading, talk and listening alongside other modes of communication (Wyse, 2009). Thus, advanced literacy ability is actually represented by being able to engage English with those four language skills in any setting of matters to lead one's life.

In terms of language teaching (Kern, 2009) literacy covers linguistic, cognitive, sociolinguistic, and developmental dimensions. This is not intended to involve any fields of literacy, rather to specify literacy in the specific context of academic matters of second and foreign language teaching and learning. Along with related words of literacy in this context, it is viewed as the use of socially, historically, and culturally-situated practices of creating and interpreting meaning through texts. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genre, and on cultural knowledge.

Generally English teaching as foreign language in high schools in Indonesia is using text-based instruction. It is implicitly and explicitly guided by reading texts. Based on this point of view, text is used as a basis for implementation of professional practice in teaching and learning English as a foreign language. In this concept, the assumption is that literacy ability of students improves when teachers introduce students to complete spoken and written texts within an appropriate situation; teachers help students to improve an awareness of the linguistic features of spoken and written texts and generic structure of the texts or how texts are structured. Teachers and students construct texts together before students work on their own (Johnson, 2002). This is in line with Derewianka (2015) that defines text-based approach as the way to language and literacy education that combines an understanding of genre and genre teaching together in the EFL class.

A text-based approach to teaching and learning uses 'texts' as the basis for developing a teaching and learning program. This approach is based on the idea that learning to use English is improved when: teachers introduce students to complete spoken and written texts within an appropriate situation; (Johnson, 2002) teachers help students to develop an awareness of the linguistic features of spoken and written texts and how they are structured; teachers and students construct texts together before students work on their own.

In literacy teaching, (Danielson, 2008) the classroom is the cornerstone of the evidence of a teacher's skill. Engaging students in important learning is rightly considered to be the key to professional practice. What teachers do in their interaction with students is what matters most in influencing student learning. Given the profession of teaching is becoming important, teachers need to ensure that professional practice of teaching meets the expectation. In achieving this, teachers need to be committed to their professional learning, seeking to deepen their knowledge, expand their teaching skills and adapt their

teaching to developments of current teaching methodology

## **METHOD**

This is a research-based article that reveals phenomena of literacy teaching of English as a foreign language. The study belongs to a case study that tried to seek to engage with and report the complexity of classroom social activity in order to represent the meanings that individual social actors bring to the settings and manufacture in them. English as a Foreign Language classroom using literacy-based teaching. As Stark, S. and Torrance (2005) put it, "case study seeks to engage with and report the complexity of social activity in order to represent the meanings that individual social actors bring to the settings and manufacture in them".

To collect the data, the writer utilized the following techniques: recording, questionnaire, structured open-ended interviews, and classroom observations of five high school teachers. The writer got 21 English teachers and determined participants in this research that have been certified and experienced teaching for more than fifteen years in Magelang Municipality, Central Java. There were 11 who fulfilled the criteria but only five of them from all public high schools agreed to be participants after the researchers sent them formal letters to get permission. While analyzing the data, the writer studied a social classroom situation to describe and capture a larger pattern with such concepts as values, value-orientation, core values, ethos, world view and cognitive orientation in literacy-based teaching.

## **RESULTS AND DISCUSSION**

Referring to the concept of literacy that the dimension of it is categorized into three, i.e. linguistic, cognitive and sociocultural dimension. Based on those categories the result of data analysis, the most dominant teachers' view of literacy refers to reading and writing. Consequently, literacy teaching involves reading and writing. How teachers view literacy affects their professional practice that is applied in English as a foreign

language classroom. This fact is in line with Margaret Vaughn, Joshua Premo, Danielle Erickson & Christine McManus (2020) who emphasize that a central dimension of classroom literacy instruction is fostering agency in students so that they can develop as independent readers and writers. Ilana Snyder (2001) language and literacy educators are beginning to think critically about their use and to provide their students with the skills to do.

Based on the finding, the following discussion reveals how English teachers' view of text-based teaching promotes dimensions of literacy that is realized in their professional practice of EFL classroom.

### ***Promoting Linguistic Dimension***

Teachers' perspective of advanced literacy ability demand of students as youngsters, especially senior high school students, requires a shift from a grammar-driven curriculum to one which is based on student transactions with authentic English texts. This relates to an understanding to facilitate English learning opportunities for all students. Teachers' personal and professional experience and their knowledge about English literature and education and their willingness to expand are implemented in their professional practice. Aligned with (Smith et al., 2016) linguistic patterns enabled teachers to rethink their previous notions of the language structures favored in a discourse of teaching in the classroom. Besides curricular freedom is afforded through teachers' projects. Literacy instruction, thus constituted of the informed effort by the English teacher to prepare and equip students linguistically, cognitively, socially, and emotionally when they interact with reading activities as laid out in methodologies based on the content literacy model.

Due to the aim of high school English teaching is to prepare the students to achieve an informational level of literacy that is indicated by being able to access knowledge using English, students as members of the global community have to know how to communicate appropriately in a particular

context. This of course relates with the role that literacy in communication. According to (Kucher, 2009) opinion literacy is conceived as dynamic and multidimensional in nature. Literacy-based teaching that applies text-based teaching simultaneously controls the linguistic, cognitive, sociocultural, and developmental dimensions of written language.

Based on the data that were obtained during the data collection period, all teachers' professional practice in the classroom in discussion with students led them to identify linguistic features of text. The following excerpt presents the evidence.

T : Ok, look at this procedure text. Look at the grammatical features. Do you understand my explanation about grammatical features?

Stds: yes.....present tense

T : ok, excellent.....what's next?

Stds: imperative

T : Ok, imperative and we also use firstly, secondly, thirdly. What are these?

T : adverb of.....?

Stds: frequent.....

Std : time.....

T : well.....frequency or sequences makers,

T1 as subject 1 (T1) in this data presents his professional practice that reflects an understanding and knowledge about the importance of students' mastery about linguistic elements in text-based teaching. Linguistics features become the first topic to discuss among the teacher and students. It also occurs in every learning process of any text. The focus of discussion is elements of language such as grammatical pattern, the use of tense, sentence linkers of sequence makers, as well as vocabulary. These revealed the teacher's concern to improve students' mastery of the linguistic dimension of literacy.

Below is another data that shows teacher's (T1) awareness in improving students' structural pattern of language.

T : read this sentence..... It is interesting..... They are fascinating.

Let's see the structure..... *Lihatlah struktur kalimatnya*. What is after subject?

Std: to be.....

Std: auxiliary verb.....

T : well..... To be or auxiliary verb.....

What is next? Selanjutnya, setelah itu?

Std : interesting.....

Std : fascinating..... sir.....

T : very good..... so the structure or *susunannya adalah* ..... subject plus to be or auxiliary verb plus adjective (the teacher wrote and say the construction)

The data above convince the reader that the teacher tried to improve students' mastery of grammatical construction of sentences. They discussed the rule of nominal sentences which are constructed from elements of language. It consists of Noun as Subject + Auxiliary verb / to be + adjective as complement.

The next excerpt reveals another data which proves the teacher's (T2) concern about the element of language i.e. vocabulary as a linguistic dimension of literacy.

*'interesting. Ini kan kata sifat. .... the synonym of it is nice. song kan jelas kata benda. Song is a noun, so di depannya ini is an adjective'* (T3)

The teachers used a song to teach since she believed that it is deemed to be beneficial in improving their language skills. Besides, (Hendriani et al., 2020) it is also believed that songs can improve their vocabulary mastery. The data above which was taken from T3 revealed that vocabulary and part of speech were also mostly the linguistic dimension of literacy that was discussed. The teacher always discussed words that were used in the texts presented, part of speech, as well as the synonyms of them. The teacher thought that knowledge of word construction rules is needed in communication. So, she also discussed the word construction into phrases or sentences.

Before you answer my question, please pay attention to the feature of language in analytical exposition. Apa structure *bahasa yang digunakan dalam analytical?* pay attention please. Mention what the tense uses in analytical, please..... What is the tense in analytical?' (T4)

*'we have discussed ..... this is a verb so this is not kesimpulan, what .....? as we know Verb not kesimpulan. Kesimpulan is a noun, so (not clear) is a verb the meaning is not kesimpulan but menyimpulkan. Well..... ok, Ilham please. What is the synonym of question number one?'* (T5)

Referring to the data above, T5 concerned the feature of language in analytical exposition. He did not only discuss the tense with the students in the text, but also discussed part of speech and synonyms of words as well. This revealed the teacher paid much attention to the linguistic dimension of literacy.

### ***Promoting Cognitive Dimension***

Another dimension of literacy is cognitive which does not only require sensory motor skill but also more than perceptual (Kerns, 2009). Due to literacy, (Pittman, 2002) states that metacognitive instruction encourages students to think about what they are learning.

It needs the reader's active participation as a cognitive skill. The data below shows the manifestation of teachers' professional practice in promoting the dimension of cognition.

*'in task 1 you must find the meaning of the whole text and you can find the meaning. First please....you have to guess it from the context, because those words are from the text, so... at least you have to read it first and you guess later... ..uhm...the meaning of words in the context of that text'* (T3)

Based on the excerpt data taken from T3, the subjects of this research concerned the cognitive dimension of literacy. She asked students to find the meaning of the whole text. The result of observation showed the teacher mostly just assigned the students to use their understanding of vocabulary to conclude the content of the text after they guessed the meaning of words in the text. This finding revealed that the teacher seldom developed students' cognitive dimension of literacy.

'You can analyze the moral value of the text. Please state the moral value of the text.'(T4)

The data above shows the fact how the teacher promotes students' cognitive dimension of literacy. Critical thinking practice is applied by the teacher in order to promote students' cognitive dimension of literacy. Students had to determine the moral value of the text. This is a very good practice of achieving advanced literacy skills by activating students' critical thinking. Interview result as data revealed that in professional practice, T4 employed students' knowledge of the generic structure and linguistic features as well as recalling memory of the meaning of words in the text to state moral value to facilitate students in improving cognitive dimension of student's literacy.

'please..... first answer the question based on the text ..... and then rewrite ..... Write again about the text using your own words. you may change the words or using your own word, use vocabulary that we discussed so far OK..... is it clear? the generic structure..... The main event is what happened with the character. The main event is an accident and three died after attending a birthday. How did the accident happen, and who was the victim, ok.....? Elaboration is the second generic structure.' And then elaboration. *Ada elaboration selain main event ..... elaboration..... what is elaboration .....itu apa?* Yes..... it is an explanation about the

main event...*elaborasi*, we can call it plot  *mungkin bisa latar belakangnya* participant, time *juga bisa* and place ya..... related with accident *jadi* time, place, participant relating to the accident. detailed information about the accident which informs the readers. Then..... resource. Resource may be weakness, or statement or treatment of the authority, for example this news is taken from the Jakarta post. It is a resource, is it clear? Do you understand it? (T1)

The data above of T1's professional practice revealed that the teacher tried to promote and control students' cognitive dimension of literacy. That teacher's professional practice facilitated students to use their background knowledge that might be suitable with text. Students tried to employ their self-monitor to unfold worlds of meaning when they interacted with written text. The teacher accessed The Jakarta Post as a printed learning resource of an English newspaper published in Indonesia. The teacher motivated the students to analyze generic structure by making use of their knowledge about the text that they have discussed previously. Then she assigned students to rewrite using their own words. This professional practice is aligned with (Pittman, 2002) opinion in her study that writing provides a more naturalistic way of building cognitive literacy skills.

The data showed that in promoting students' cognitive dimension of literacy the teachers helped students to relate the written symbols they perceive to the knowledge of language and content areas in order to result in meaning to a text. In this reading practice, the thinking process of a student to predict the meaning of linguistic symbols, moral values, and the content of the text are efforts of the teacher to improve cognitive dimension. Further data also shows that writing practice assigned by T1 to students requires active thinking and problem solving. Students had to rewrite an argumentative text using their own words based on an article they read in a newspaper. The data showed that the teachers

develop students' cognitive dimension of literacy by facilitating them to be active readers and writers at cognitive level.

The teacher facilitated students to improve vocabulary mastery by understanding printed text. When learning a resource is a newspaper, texts are contextual so to comprehend texts taken from newspapers of course students do not only have to know the characteristics of text but also understand the meaning of words. Critical thinking became something possible in high school classrooms, students can practice it to improve advanced literacy ability. In this case, they must synthesize their knowledge about events written on the news and knowledge of English as foreign language that people do not use English as a medium of daily communication but is only used in education and formal international meetings.

Correction symbol was used in writing class to promote students' cognitive dimension literacy. Based on an interview with T, the teacher asked the students to write texts then submitted it at the end of the lesson. T1 checked students' composition by having correction symbols and returned them to the students in the next meeting of her professional practice. Students had to rewrite their compositions based on correction symbols. This was done to improve the cognitive dimension of literacy in writing a text. Sometimes the teacher assigned students to write on blogs or send them via email. Those are related with students (Pasnak et al., 2008) who cannot easily and quickly solve problems in their heads, with concrete objects in front of them that can be examined and compared, may not be able to quickly and easily identify and separate the relevant from the irrelevant aspects of many items and events they encounter in the classroom and elsewhere.

Teacher 5 stated that he seldom develops students' cognitive dimension in writing due to limitation of linguistic elements mastery such as vocabulary and structure. While, data of T3 reflected professional practice to develop students' cognitive practice. Students utilized linguistic analysis of linguistic

features and vocabulary to interact with various types of written language (Kucher, 2009). Another fact shows that those teachers who tended to prepare the students to face national exams put emphasis on reading practice. Students just comprehend the texts presented on the question sheet of the national exam.

### ***Promoting Socio-Cultural Dimension***

Referring to the idea of Kucher (2009) that reading and writing are patterned social acts and behavior of the group, they are not simply individual acts of thought and language and language. This indicates that literacy covers sociocultural dimensions. Data of the study presents all teachers promoting students' sociocultural dimension of literacy. They facilitated them to improve that knowledge. Below is the excerpt of the data analysis.

Let's discuss our habits as Indonesians, especially Javanese. We often eat fried rice in the morning, so we must cook it for breakfast. OK, cooking fried rice....., we discuss text..... so what text .....we cook fried rice.....it is a procedure text. The procedure text how to make fried rice. Let's talk about it first aim ..... then.....some steps to cook fried rice..... some steps to do (T3).

Based on data analysis, T3 facilitated to improve students' socio cultural dimension of literacy. The excerpt of discussion led by the teacher about daily life to prepare breakfast is an example of social matters. The teacher presented a socio cultural perspective of text in terms of the purpose(s) for literacy activity (Kucher, 2009) and social membership or 'beingness'. The word "we" as a personal deictic expression (Yule, 2003) refers to you or students as listeners and I or the teacher as speaker. This is inherent with beingness that (Kucher, 2009) calls social identity of culture. This covers an individual perceived view of the behaviors, values, norms, and ways of knowing that are appropriate to the Javanese as an ethnic group together with the value and effect that are attached to the feature. This

finding is supported by (Trudell & Schroeder, 2007) that presents the fact that the majority of literacy learners in the West are fluent in the language of instruction makes the expectation of comprehension as a learning outcome a viable one.

Ok..... what is it..... please make a conclusion after you watched that kind of movie what message or what kinds of impressions you get based on the story of that movie? Possibly.....maybe ..... it makes you smile, sad or whatever. Is it some kind of entertaining .....movie” (T1).

The excerpt data from T1’s classroom presents information to note the frequent use of literacy for particular purposes. The teacher promoted students’ literacy of sociocultural dimension by discussing the purpose of the literary work of movies for entertainment.

Now .....the next text. What kind of text is it? What is it? It is about.....?

Message .....OK?, it is about a message. And what does the message tell you? Who sent it the message? Jack..... And then how about Miss Jane has to do? Well..... Jack asks Miss Jane to buy a ticket for the train and also book a room? Single room or Mr. Jack will stay in the hotel. And then, how long Mr. Jack want to stay in that hotel? Two days. (T4)

The data above shows that the teacher asked students to analyze literacy events written in the text to know the purpose of the text. The social members who are involved in the text as a message are Mr. Jack who sends the message to Jane. The literacy event of the text is reading mail that is sent by Mr. Jack. While the purpose of the text is sending a message to buy a ticket and reserve a hotel room. Analyzing the purpose of literacy activity and considering the social group of membership that is impacted by printed text in this manner are efforts to improve students’ sociocultural dimension of literacy.

What is the function, the social function of report. The purpose of the report. Ok.....

Report text, do you remember? To describe something in general. Now we are going to discuss analytical exposition. What is the social function of analytical exposition text?. Don’t be confused about what social function. Social function same with aims, same with.....objective (T5)

The data shows that T5 compared two literacy events, report and analytical exposition text. She explained to students about the social function of report, i.e. to describe something in general. To improve students’ sociocultural dimension of literacy, she presented the social function of the texts and told them not to be confused with the word ‘aim’ because aim is actually synonymous with purpose.

Well.....Now what is the purpose? What is the meaning of purpose? Tujuan. So the purpose of an explanation text is to explain or to inform the readers. Here to tell the readers how oil refineries or how crude oil changed ..... Ya how is the crude oil changed into different kinds of products or many products (T2).

To improve the socio cultural dimension of literacy, based on the data, T2 asked students to comprehend a text discussed. The teacher did not discuss the purpose of the explanation text as a written literacy event, they analyzed it in general. The teacher explained to students about the purpose of the text after they comprehended detailed information of the text.

Based on the excerpts above all teachers as subjects of the study tried to develop students’ socio cultural dimension of literacy that covers the purpose of literacy activity and considers social group membership impacted use of print in this manner. This is in line with (Kucher, 2009) that says literacy as social practices has received increased attention that focus on both function or purpose and forms of group literacy activity. One of the teachers invited students to identify the purpose of literacy activity that relates to ordinary family life including obtaining food. One other

teacher invited students to have a literacy activity that relates with passing the time in an enjoyable manner using television comedy programs. Referring to that case social group membership and social identity of the text is socioeconomic status or class of television viewers.

To promote students' sociocultural dimension of literacy, the teacher relates literacy activities that involve the social group of family in daily life to improve students' knowledge using report text. The next teacher related literacy activities to improve the students' knowledge using report text that was used by people who are concerned with floods. Then, T2 relates literacy activities to a group of people in the work-place of oil companies, especially how the oil products are processed. They talked about the purposes of literacy practices across social groups to improve an understanding of rules and norms for transacting with written language within and across social groups. Making use of their knowledge of particular literary forms and functions that are valued and supported by social groups, students are able to improve their advanced literacy of socio cultural dimension. Those teachers' professional practices in classrooms are in line with (Wirth et al., 2020) that both reading and writing as receptive and expressive language skills have shown to be important for the understanding of emotion and for successful interactions with others.

### ***Promoting Developmental Dimension***

Literacy learning does not only cover foundational literacies and skills (Apriani, 2016) such as such as comprehension, phonics, vocabulary knowledge, phonemic awareness, writing, and spelling but also involves far more than the mere acquisition of graphonemic relations and orthographic knowledge (Kucer, 2009). In line with (Munir, 2016) memorizing linguistics elements as learning materials such as the meaning of vocabulary and sentence structure has positive impact for students in the development of being literate. Learners need to continue to build on these foundational

literacies and skills in order to adopt and adjust to literacies of the future (Apriani, 2016).

The use of authentic texts take for example news items, short stories and songs in literacy-based learning can encourage students to continue reading and writing in order to develop their literacy skills. These are supported by the finding of the previous research (Syukri2, 2017) and (Hendriani et al., 2020) about the positive impacts of using authentic text that they encourage students to read more even outside class. Munir & Hartono (2016) add that using authentic text could positively motivate student to read.

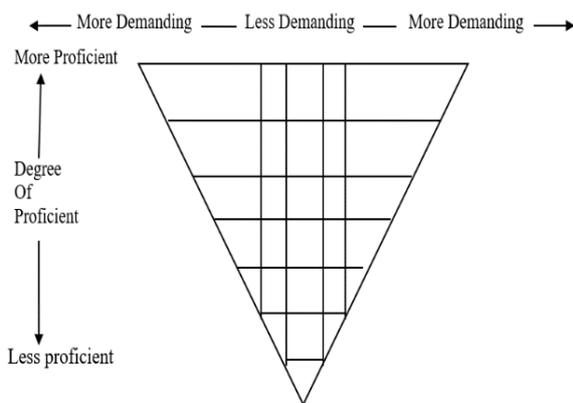
As Kucer (2009:270) notes, growth in written language involves the learner's ability to maneuver and orchestrate the various levels of literacy dimensions of language with more control, more flexibility, on expanding landscapes. These are negotiated and grappled with all at once, not within neat and tidy, linear, and step-by-step stages.

As documented, it is clear to all involved that teachers initiate classroom interaction by asking question. Students are the identified to respond or reply to the questions and the then the teachers explicitly evaluate the adequacy of the response. However, the facts in 4 among 4 schools observed show the students voluntarily respond except being appointed by the teachers. In school with low grade of English proficiency, much attention is given the asking and answering of 'what' question.

Selective attention is given to the segmentation of items and meanings in the text as they are discussed and analyzed. Students are expected to listen as audience to the questions and answer and then to respond and display what they know when called on. Brainstorming was applied, since it could increase students, creativity and to generate a lot of ideas in a short time, by extending the viewpoint of any aspects or thought (Suhaimi, 2016). The writer only found in one school only where the students voluntarily answered the teacher's question because they mastered dimensions of English literacy or in other words they had good English proficiency.

Development reflects growth in the individual's ability to effectively and efficiently engage the linguistic, cognitive, and sociocultural dimensions of literacy in a range of context. Based on data analysis, the learners who have limited knowledge of these dimensions are able to effectively and efficiently apply this knowledge in only a relatively narrow range of context. They seem to know little about the text when given less supportive texts to read. On the other hand, development involve increasing the range of materials and contexts in which the cognitive, linguistic, and sociocultural strategies can be employed.

This development is represented in an inverted triangle as a profile of literacy development. Figure 1 presents the dimension of literacy in learning.



**Figure 1: Present the Dimension of Literacy in Learning**

## CONCLUSION

Teachers' views of literacy affect the way they approach text-based teaching of English as a foreign language in the classroom. All teachers view literacy as reading and writing, consequently literacy-based teaching involves reading and writing. Parallel to this in teaching English, they concern with promoting students' literacy skills of English that cover linguistic, cognitive, and sociocultural dimensions of written texts.

Based on data analysis, teachers who assume that their students have limited knowledge of these literacy dimensions apply the knowledge in only a relatively narrow range of context. They seem to know little

about the text when given less supportive texts to read. In the classroom when the teachers use English as a medium of instruction, they often switch into Indonesian to clarify the explanation. They mostly focus only on the linguistic dimension of literacy. They seldom improve the developmental dimension of literacy, because they spend most of their time discussing elements of language as the linguistics dimension of literacy. On the other hand, developmental dimensions that involve increasing the range of materials and contexts in which the cognitive, linguistic, and sociocultural strategies are employed in a school where the students are accustomed to use English as a medium of interaction in the classroom. They of course have better English proficiency

Based on the findings above, the practical pedagogical implication of the study shows that teachers' awareness of integrated particular teaching methods in the classroom is needed to equip students with 21<sup>st</sup> literacy skill. They have to develop teaching materials and apply teaching

methodology based on students' need in order to be efficient and successful literacy teaching.

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