

ABSTRACT

Derianty, Anna Patrisia. (2022). *Students' Literacy Development in the Book Report Class of ELESP*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Reading is involved in subjects at school these days, for reading helps students gain considerably more knowledge. In the English Language Education Study Program (ELESP) of Sanata Dharma University, the students have the chance to experience several reading courses. One of them is Book Report which is offered for second-semester students. In the Book Report class, students work on their reading and writing, which could affect their literacy development. Thus, this study attempted to know if the students in the Book Report class of ELESP develop their literacy through the learning activities.

Two research questions are formulated to elicit detailed information for this study: (1) What are the learning activities conducted in Book Report class? (2) What are the ways that the learning activities develop students' literacy?

This study employed qualitative descriptive research. There were three research instruments, namely interviews, documents, and field notes in order to collect the data. The data from the interview was analyzed using coding produced by Creswell (2015) and Tesch (2013). Moreover, the data from the documents and field notes was analyzed using three steps of content analysis by Bowen (2009).

The results of this study indicated that students in the Book Report class acknowledged that their literacy was improving. Three learning activities were conducted in Book Report class, namely Extensive Reading, Daily Journals, and Literature Circle. Along with those three learning activities, five features aided the students' literacy development. The first four were; using different book formats and story genre preferences; reading many books enhances writing skills; writing daily journals to improve reading comprehension; presenting and discussing the reviews of literary and non-literary works, and the last one was implementing the literary and non-literary works in daily life. Progressively, the students in the Book Report class became aware that they improved their reading and writing skills when they participate in learning activities.

Keywords: literacy development, reading, writing, Book Report

ABSTRAK

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Saat ini membaca dilibatkan dalam mata pelajaran sekolah karena membantu siswa memperoleh pengetahuan lebih banyak. Dalam Program Studi Pendidikan Bahasa Inggris (PBI) Universitas Sanata Dharma, mahasiswa memiliki kesempatan untuk mengikuti beberapa mata kuliah membaca. Salah satunya *Book Report* untuk mahasiswa semester kedua. Dalam kelas ini mahasiswa melatih keterampilan membaca dan menulis, yang mampu memengaruhi pengembangan literasi mereka. Oleh karena itu, penelitian ini berusaha mengetahui apakah literasi mahasiswa kelas *Book Report* berkembang melalui kegiatan pembelajarannya.

Dua pertanyaan penelitian dirumuskan untuk memperoleh informasi rinci untuk penelitian ini: (1) Kegiatan pembelajaran apa yang dilakukan dalam kelas *Book Report*? (2) Apa saja cara kegiatan pembelajaran meningkatkan literasi mahasiswa?

Penelitian ini menggunakan penelitian deskriptif kualitatif. Terdapat tiga instrument penelitian untuk mengumpulkan data, yaitu wawancara, dokumen, dan catatan lapangan. Data dari wawancara dianalisis menggunakan pengkodean oleh Creswell (2015) dan Tesch (2013). Selain itu, data dari dokumen dan catatan lapangan dianalisis menggunakan tiga langkah analisis konten oleh Bowen (2009).

Hasil dari penelitian ini mengindikasikan bahwa mahasiswa kelas *Book Report* mengakui literasi mereka meningkat. Terdapat tiga kegiatan pembelajaran yang dilakukan di kelas *Book Report*, yaitu membaca ekstensif, jurnal harian, dan lingkaran sastra. Bersamaan dengan tiga kegiatan pembelajaran tersebut terdapat lima cara yang membantu perkembangan literasi mahasiswa. Cara-cara tersebut adalah: menggunakan format buku dan preferensi genre cerita yang berbeda; meningkatkan keterampilan menulis dengan membaca yang banyak; menulis jurnal harian untuk meningkatkan pemahaman membaca; mempresentasikan dan mendiskusikan ulasan karya sastra dan non-sastra, dan terakhir mengimplementasikan karya sastra dan non-sastra di kehidupan sehari-hari. Secara bertahap, mahasiswa dalam kelas *Book Report* menyadari bahwa keterampilan membaca dan menulis mereka meningkat ketika berpartisipasi dalam kegiatan pembelajaran.

Kata kunci: *literacy development, reading, writing, Book Report*