

**PRIORITY ON LITERACY OF HIGHER EDUCATION
STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining The Degree of Bachelor of English Language
Education



by

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : Priority on Literacy of Higher Education Students

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Prioritizing literacy can be a useful strategy for English learners. So that, mastering literacy can be important to improve the students' achievement in their educational programmes. This research was descriptive qualitative research that aimed to identify the students' literacy priority among reading, writing, listening, and speaking and explain the contribution of the students' priority on the development of their knowledge. The participants of this research were twelve students of the English Education Department of UIN Walisongo Semarang. The instruments used in this research were questionnaire guidelines and interview guidelines. The data were analyzed descriptively through data condensation, data display, and conclusion. The literacy in this research includes reading, writing, listening, and speaking as the language literacy. The results of this research are explained as follow: 1) The order of literacy priority is reading and followed by speaking, listening, and writing, the researcher also found that some students put two of English language skills as their first skill that must be concentrated; and 2) The contribution of the literacy priority on the development of their knowledge is by prioritizing literacy by reading and listening, the development of knowledge will be obtained and mastery the skills of students' literacy priorities will build their knowledge and understanding.

Keywords: *contribution, higher education students, literacy, literacy priority*

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved mother and father who always support me emotionally and materially with pray, guide, love, and patience.
2. My beloved young sister always who support me to reach my dream.
3. The only myself.

MOTTO

Man Jadda Wajada

When there is a will, there is a way

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As a human being, the writer realizes that she would not be able to complete this final project without the help of others. Many people had helped the writer during writing this thesis and it would be impossible to mention all of them one by one. In this chance, the writer would like to express deep appreciation to:

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Last but not least, those who cannot be mentioned one by one who has supported and has given motivation to the writer to finish this thesis. The writer realizes that this thesis is far from perfection. The writer needs some suggestions from the readers to make it perfect. Hopefully, this thesis will be useful for the readers and other researchers who conduct the same research. Aamiin...

Semarang, 31 December 2021

The researcher,



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CHAPTER I

INTRODUCTION

This chapter contains an introduction to the research. It describes the writer reasons chooses this topic. The basic details of the research are described as the following topics: background of the study, research question, the objective of the study, the significance of the study.

A. Background of the Study

Literacy is the fundamental thing in the learning process, that can be the essential foundation of education. Literacy has defined as the ability of a person in reading, write, listen, speak, calculate, as well as solve a problem in their daily life.¹ Mastering literacy can be an important indicator to improve the students' achievements. For someone who studies an English major, literacy can be defined as well as their learning language skills. Learning English ideally consists of four skills, they are listening, speaking, reading, and writing and all of them are related to one another.²

¹ Rebecca Aiber. *How Important is Teaching Literacy in All Content Areas?*. (US: Edutopia® and Lucas Education Research™, 2010 and updated 2014) retrived from <https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance> at 17 August 2021 on 18.11 pm.

² Sayuri. *English Speaking Problems of EFL Learners of Mulawarman University*. (Indonesia: Nabil Hussain College, 2016)

Literacy plays a crucial role, beyond the practical stage, in transforming students into socially active people.³ Being able to read, write, listen, and speak means being able to keep up with current events, communicate actively, and consider the problems that affect the environment. It means students need literacy to engage their achievement in their educational programme.

In Islam history, the importance of literacy came since Prophet Muhammad SAW taught us (muslimin) to keep reading, writing, listening, and speaking in delivering Islamic da'wah. Then, Allah also said in the al- Qur'an related to literacy in Surah Al-Alaq: 1-5:

إِفْرَأْ بِإِسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) إِفْرَأْ
وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood, (3) Recite: And your Lord is Most Generous. (4) Who taught by the pen, (5) taught man what he did not know.”⁴

Indonesian Journal of EFL and Linguistics Vol. 1 No. 1 eISSN: 2503-4197, pISSN: 2527-5070 DOI: <http://dx.doi.org/10.201462/ijfl.v1i1.4>. pp. 47

³ Shawba Shapiro and Lisa Leopold. *Perspective: A Critical Role for Role-Playing Pedagogy*. (Canada: TESL Canada Journal, 2012) Vol. 29, No. 2. DOI: 10.18806/tesl.v29i2.1104. pp. 120

⁴ Mustolehudin, “Kajian Terhadap Teks Al-Qur’an Al-Alaq ayat 1-5”, *Analysis Journal*, (Vol.18(1), 2011), pp.148-149

In this verse, Allah SWT repeat the sentence “read” three times. It is emphasized that reading is one important activity in daily life. As we know that reading activity is related to each skill in English. We can not state that “this skill” or that skill” is the most important, because all of the skills are related to each other.

A language is a tool for communication and as a human, we communicate with others to express our ideas and to know others’ ideas as well. In expressing the ideas commonly we say it or write it and to know the others’ ideas we can listen to it or read what they want to deliver to us. While the role of literacy in the language is a person able to express ideas by reading, writing, listening, and speaking.

It is important to understand the component of literacy skills which help learners develop component skills as they perform practical literacy tasks, also increase the literacy skills that will be used outside the classroom.⁵ In addition, activities that integrate reading and writing instruction contribute to the development of both skills and also for listening and speaking activities. They require some of the same knowledge and cognitive and linguistic processes, such as knowledge of

⁵ *Improving Adult Literacy Instruction: Developing Reading and Writing*. (National Academies Press, 2012) pp.3-4. Retrieved from Google Play Books at 23 December 2020 on 18.50 p.m.

vocabulary, spelling patterns, text structure, so learning and insights in one area can lead to the others.

The development of a student's language skills has a significant impact on their reading ability. Appropriate literacy stimulation is thought to help children improve their literacy skills. Understanding language, phonological awareness, basic reading skills, necessary writing skills, and reading motivation are the five main elements. The creation of early childhood literacy stimulation will be more effective if the priority criteria are understood. It means that a stimulating development model based on the priority scale of completion is required.⁶

Furthermore, some studies have proved the topic on digital literacy as the research by Claire McGuinness and Crysal Fulton (2019)⁷, this study has done with the postgraduate students in the School of Information & Communication Studies in Ireland and its finding showed that the e-tutorials proved to be a positive addition to the students' learning. Another study explained the students' priority skill of English by Markus Deli

⁶ Kurttila, M., Pesonen, M., Kangas, J., & Kajanus, M. (2000). Utilizing the analytic hierarchy process (AHP) in SWOT analysis—a hybrid method and its application to a forest-certification case. *Forest policy and economics*, 1(1), 41-52.

⁷ McGuinness, C., & Fulton, C. (2019). Digital literacy in higher education: A case study of student engagement with e-tutorials using blended learning. *Journal of Information Technology Education: Innovations in Practice*, 18, 1-28. <https://doi.org/10.28945/4190>

Girik Allo and Herni Pabisa (2018)⁸, this study has been done in SMK Toraja Wisata and its finding showed that the student's priority skill of English needs by the eleventh-grade students at SMK Toraja Wisata is speaking. While in this research the researcher wants to show the priority on literacy of higher education students and how it contributes to the development of knowledge in learning English as a foreign language.

Through highlighting both the positive and the challenging impacts of the students' priority on literacy, this qualitative study contributes useful insights to the body of literature on priority on literacy with the contribution of the priority to the development of their knowledge in higher education students, as well as students' interest, desire, and experience of learning English language skills.

B. Research Questions

1. Which literacy is prioritized by the students of the English Education Department in UIN Walisongo Semarang among reading, writing, listening, and speaking?

⁸ Allo, M. D. G., & Pabisa, H. (2018). The Students' Priority Skill of English Needs by the Eleventh Grade Students at SMK Toraja Wisata. *Journal al-Lisan*, Vol. 3, No. 1. ISSN 2442-8965 & E ISSN 2442-8973. <http://jornal.iaingorontalo.ac.ud/index.php/al>

2. How does the priority contribute to the development of knowledge of students of the English Education Department in UIN Walisongo Semarang?

C. The objective of the Study

1. To identify the students' literacy priority among reading, writing, listening, and speaking of the English Education Department students in UIN Walisongo Semarang.
2. To explain the contribution of the priority to the development of knowledge of the English Education Department students in UIN Walisongo Semarang.

D. Significance of Study

1. Theoretical Benefit

It is expected that the result of the research will give additional knowledge on literacy and the importance of literacy in knowledge and the academic potential of students.

2. Pedagogical Benefit

- a. For the Lecturer

This study can encourage teachers to develop their perspective on literacy and how the importance of literacy for knowledge and academic potential in learning activities.

b. For the Students

The research can encourage their knowledge about literacy and maximize their skill of literacy to improve their knowledge and academic potential.

c. For the Writer

The study can develop the writer perspective on literacy and the writer gets many experiences in the future as an English Teacher. The result can be used to improve the researcher's skill and knowledge in literacy.

d. For the Other Researcher

By doing this research, the researcher gets new experiences and new knowledge about the study, and hopefully, it can be a reference for the other researcher to do the new research in the future.

E. Scope and Limitation of the Study

To avoid irregularities in this study, the researcher limited the issue of this study to the students' priority on literacy at the students who had finished the courses Advanced Reading Comprehension, Genre-Based Writing, Advanced Listening Comprehension, and Advanced Speaking in English Education Department of UIN Walisongo Semarang. Moreover, the researcher wants to know the contribution of the students' priority on the development of their knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains previous researches, theoretical review, and conceptual framework.

A. Previous Research

Various research had conducted researches related to literacy priority. As references from the previous researches, the writer presents in this section. Here are six previous kinds of research related to this study:

A journal which is written by Claire McGuinness and Crystal Fulton (2019), entitled Digital Literacy in Higher Education: A Case Study of Student Engagement with E-Tutorials using Blended Learning.⁹ This research is a case study project which had three goals; to develop a suite of original interactive digital skills e-tutorials to be embedded in the undergraduate and postgraduate course; to evaluate the students' experience and engagement with the e-tutorials over one semester, and to explore their general attitudes towards online and blended learning. The e-tutorials were embedded in the institutional Learning Management System for three

⁹ McGuinness, C., & Fulton, C. (2019). Digital literacy in higher education: A case study of student engagement with e-tutorials using blended learning. *Journal of Information Technology Education: Innovations in Practice*, 18, 1-28. <https://doi.org/10.28945/4190>

undergraduate and postgraduate courses, in which digital literacy formed the core learning content, to complement classroom-based learning. Students in these courses were surveyed via SurveyMonkey about their specific experience of using the e-tutorials, as well as their general perceptions of digital literacy and online learning. Eighty-six students in total completed the questionnaire, which consisted of twenty-three closed and open-ended questions. This exploratory case study showed that the e-tutorials proved to be a positive addition to the students' learning experience overall, providing them with a novel learning opportunity in a different format to the traditional modes that are used in higher education. The e-tutorials had the effect of reinforcing face-to-face learning, by providing reusable learning objects that could be revisited at any time and completed at their own pace. Some technical issues proved disruptive; however, the overall student experience was positive, suggesting that the blended learning structure adopted for these courses was effective.

A journal is written by Markus Deli Girik Allo and Herni Pabisa (2018), entitled *The Students' Priority Skill of English Needs by the Eleventh Grade Students at SMK Toraja Wisata*.¹⁰ This research is to find out the student's priority skill

¹⁰ Allo, M. D. G., & Pabisa, H. (2018). *The Students' Priority Skill of English Needs by the Eleventh Grade Students at SMK Toraja Wisata*.

of English needs by the eleventh-grade students of SMK Toraja Wisata. This research employed a non-experimental design. The population of this research was the eleventh-grade students of SMK Toraja Wisata academic year 2015/2016, there were 20 students a population and divided into two departments are Perhotelan and Kesehatan department, the sample of the research was the students of the Perhotelan department, the researcher used random sampling technique with the numbers of the sample was 10 students of Perhotelan department from the eleventh-grade students and the writer used one only instrument, namely questionnaire. The result of data analysis collected through the questionnaire showed that from the 15 items questionnaire, there are 12 items which speaking occupy the priority with average value: for questionnaire 1 until 6 with average values 4.50 was important, 4.70, 4.60, 4.50, 4.80 and 4.75 were very important. In questionnaires 7 and 8 speakings did not occupy the priority because listening and reading occupy the priority with the average value of 4.70 were very important, and questionnaire 8 with an average value of 4.60 was very important. Then questionnaire 9 until 12 with average values 4.55 of 4.80, 4.70 were very important, and 4.10 were important. Next questionnaire 13 speaking also not occupy the

priority because listening is occupied the priority with an average value of 4.70 was very important. And the last questionnaire 14 and 15 speaking occupy the priority with average values of 4.90 and 4.90 were very important classifications. Based on the data analysis above, it is inferred that the student's priority skill of English needs by the eleventh-grade students at SMK Toraja Wisata is speaking.

A journal is written by Chunshou Lan and Shengyu Fan (2019), entitled *Developing Classroom-Based Language Assessment Literacy for In-Service EFL Teachers: The Gaps*.¹¹ This research is a gap analysis study that collects information about learners and classroom activities and helps the implementation of educational policies in language teaching research. The researchers focus on the area of language assessment literacy in the context of classroom-based assessment. This research provides insights into assessment literacy training for in-service teachers of English as a foreign language (EFL). The gap analysis used by the researcher is based on a questionnaire of 344 EFL teachers in Chinese middle schools. This research presents the study of clarifying levels of CBLAL for in-service EFL teachers and to figure out

¹¹ Lan, C., & Fan, S. (2019). *Developing Classroom-Based Language Assessment Literacy for In-Service EFL Teachers: The Gaps*. *Studies in Educational Evaluation*. <https://doi.org/10.1016/j.stueduc.2019.03.003>

the levels of CBLAL specified by EFL teachers for improvement through further professional training. Then, the researcher attempts the focuses of study to elicit the gaps between in-service EFL teachers' perceived levels of CBLAL in areas such as knowledge of theory, technical skills, principles and concepts, language pedagogy, and scores and decision making, and the levels of CBLAL the researcher attain through further professional training. The researcher uses a questionnaire to meet their demands of researching into language assessment literacy. The questionnaire consists of two main parts, part one is intended for the background information of the respondents and part two consists of questions thematically grouped as (1) classroom-focused activities used in assessment, (2) purpose of testing, and (3) content and concepts of language assessment. Then, each thematic area is subdivided into two sections, one for training received and another for training needed and uses a three-point Likert Scale for the answer. The researcher finds that EFL teachers investigated were nearly at the functional level of classroom-based language assessment literacy (CBLAL), it means that in classroom-based language assessment, processes such as assigning grades, providing feedbacks to learners and modifying teachers' teaching and learners' learning are all intended to renew, keep track and record learners' performance

in the classroom to enable teachers to enhance learners' learning and the purpose is to completely change EFL teachers' practices in assessment to benefit learners' learning, and the other is to develop EFL teachers' understanding of the theories and principles of assessment and their role and practices as assessors.

A thesis is written by Eamonn Egan (2016), entitled *An Exploration into Perspectives on Literacy and Literacy Education for Students between the Age of 16 and 18 who are Taking Vocational Qualifications in a Further Education College*.¹² This research is a qualitative study that investigates the issue of literacy education for 16-18-year-olds who attend literacy lessons as part of a larger vocational programme of study in further education colleges in England. The issue is investigated through focus groups with students, one-to-one interviews with literacy teachers and lesson observations, and draws on the perspectives of the students for whom the literacy lessons are intended, and their literacy teachers. The study considers three different perspectives of literacy: literacy as a skill, literacy as social practice and literacy in action, as ways of conceptualising literacy, and as a theoretical framework for

¹² Egan, Eamonn. *An Exploration into Perspectives on Literacy and Literacy Education for Students between the Age of 16 and 18 who are Taking Vocational Qualifications in a Further Education College*. (London: University College London, 2016)

the analysis and interpretation of the data. The researcher concludes that there is no one, single or fixed perspective on literacy or literacy education held by the students who took part in the study that defines what those students think literacy is in the context of their literacy lessons, or how those students viewed the literacy education offered to them. The students who took part in the study drew implicitly on different perspectives of literacy pragmatically according to their literacy needs at any one time. The study shows that students' perspectives on literacy often differed from perspectives held by other stakeholders in the field, such as government, business leaders, awarding bodies, and college management teams. The study also shows that in the context of 16-18-year-old vocational education, what the students thought of as good literacy learning activities and what they thought of as good teaching and learning were related. This has implications for pedagogy in post-16 vocational education in general, as well as for teachers of literacy to 16-18-year-olds who take vocational qualifications in further education colleges.

A thesis is written by Cara Accorso (2016), entitled Exploring Urban Student Perspectives on Literacy Achievement.¹³ This qualitative study explores urban

¹³ Accorso, Cara, "Exploring Urban Student Perspectives on Literacy Achievement" (2016). *Education and Human Development*

adolescent students' perspectives on their literacy achievement. It discusses the factors students feel impact their achievement in literacy, as well as what challenges they face in reaching academic achievement. This study also explores the reasons for students' academic challenges and successes, how students feel about statistics about themselves, and what teachers can do to help students become the best literacy learners they can be. The researcher investigates the external factors in students' homes influence their literacy achievement as well as the research focusing on the students perspective on literacy achievement in an urban setting. In conducting the research, the participant is six students from the 7th-grade mathematics classroom. The researcher collected the data for this research by interviewing six students who were selected, as well as administering a reading survey and a writing survey to explore what the students' attitudes towards literacy are. Based on the researcher data, it is clear that student interest, choice, and identity are related to urban student literacy achievement.

A journal is written by Ratna Rintaningrum (2019), entitled Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's

Master's Theses. 666. Retrieved from http://digitalcommons.brockport.edu/ehd_theses/666 at 26 October 2019.

Perspectives¹⁴ This research investigates the literacy issues, the researcher stated that the problem of student's reading literacy ability has achieved considerable attention with the active movement of the reading culture conducted both in developed and developing countries. The researcher claim that as a developing country, the Indonesian government has risen and is actively working to move the reading culture for the Indonesian people. The movement starts from early childhood through the provision of libraries in various areas, such as schools, sub-districts and villages as reading parks for all ages. The movement of the reading culture that is undertaken will produce positive habits that possibly improve a student's interest in reading and affects a student's future career. The researcher implemented qualitative analysis to obtain information about the important contribution of reading literacy for today's and the next generations to build strong nations. By using interview techniques, the researcher involves participants who like reading and experience the positive effects of reading on human life. The results of the study show that reading literacy can influence the way people think and act.

¹⁴ Ratna Rintaningrum, *Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives*, (UK: International Journal of Innovation, Creativity and Change (IJICC), 2019), Vol. 5 Issue 3, Special Edition: *Science, Applied Science, Teaching and Education*

B. Theoretical Review

This chapter consists of the related theoretical review of this research. It will discuss literacy and language literacy, literacy for higher students, and literacy priority. Hopefully, it can be understood easier by the reader for comprehending the concepts in this research.

1. Language Literacy

1.1 Literacy

Literacy is a basic skill of human society as the requires individuals to be literate, to be express themselves, to learn, and develop their knowledge and potential, and participate fully in society. As modern people, we already know about the world moving forward and new technologies increase the knowledge available within societies, a literate, skilled population able to access and make use of these developments is a necessity. It is supported by the definition of literacy by UNESCO that defined literacy as three key features:

- Literacy is about how people use it, through a variety of media, as a means of communication and expression;

- Literacy is plural, being practised for specific purposes in particular contexts and using specific languages;
- Literacy involves a continuum of learning measured at various proficient levels.¹⁵

From those definitions above, it can be seen that literacy is more than the ability to read and write but it's all about communication and expression of what people see, read or even hear. Being literate means having the skills to be able to read, write, and speak to understand and create meaning. Where Literacy by Cope & Kalantzis was once considered the ability to read and write print texts, this understanding has expanded to include 'multi-literacies', which encompasses print, digital, visual, audio, gestural and spatial forms of communication, in both English and additional languages.¹⁶

Based on Alberta Education, literacy is a fundamental competency in all learning as the primary importance, because when learners have strong literacy

¹⁵ Montoya, Silvia. (2018). *Defining Literacy.*, Hamburg, Germany: UNESCO Institute for Statistics.

¹⁶ Cope, B., & Kalantzis, M.(2009). "Multiliteracies": New Literacies, *New Learning. Pedagogies: An International Journal*, 4(3), pp. 164-195.

skills can acquire, create, connect and communicate meaning in a wide variety of contexts. Alberta also said that literacy is important to students in all learning subjects. In these cases, students may not transfer their literacy knowledge and skills explicitly, but literacy must be embedded across the curriculum to both support meaning and develop by the growing complexity of content.¹⁷

Based on what is stated above it means that literacy makes the students be critical thinkers, confident, creative, and to be the person who knows to solve their problem in any various process of academic learning. The emergency of literacy itself starts at birth when children learn how to read and write something and it is still ongoing. So, the students' literacy ability correlates with the literacy environment. These are because listening, reading, writing, and speaking is all interested.

According to Scherba (2003), the concept of literacy has grown from a narrow emphasis on reading and writing to a broader and more expansive view. As a result of this advancement, literacy research now

¹⁷ Alberta. (2010). *Literacy Firts: A Plan for Action*. Alberta, Canada: Minister of education. Alberta Education. Arts, Communications and Citizenship. ISBN 978-0-7785-8591-6. pp. 2.

includes elements of a wide range of communities that include cultural, political, and socioeconomic divides. This is something that Dubin and Kuhlman (1992) agree on. According to Dubin and Kuhlman (1992), literacy has taken on meanings that go beyond the basic concepts of reading and writing. The term "literacy" has come to mean competence, intelligence, and ability, according to these writers.¹⁸

1.2 Language Literacy

Literacy is intimately bound up with language. We need to learn a language before we can become literate users of it and we use literacy as a way to learn other things through language. This connection is so obvious that we often overlook its significance. Often, it is only when reading a text from long ago, such as *Beowulf*, that we become aware of the complex relations between literacy and language. But the evolution of languages will undoubtedly make us much more aware of these relations.

In many schools today, students bring not just one or two, but dozens of different languages from their

¹⁸ Archer, Elizabeth and friends, *PIRLS 006 Summary Report: South African Children's Reading Achievement*, ed. Monica Botha and friends (South Africa: Centre for Evaluation and Assessment (CEA), University of Pretoria, 2018), ISBN. 978-1-86854-731-9, pp. 69.

homes. There is now a commitment to educating students whose home language is other than standard English. This means that the notion of progressing from oral to written language has assumed a significant new meaning for literacy development.¹⁹

Literacy by Rebeca Aiber was once known simply as the ability to read and write. It is about being able to make sense of and engage in advanced reading, writing, listening, and speaking. Someone who has reached advanced literacy in a new language, for example, can engage in these four skills with their new language in any setting.²⁰ There are four skills in advanced literacy as follows:

a) Reading

Reading is one of the English skills besides writing, listening, and speaking. According to Cline, Johnstone & King (2006), there are three definitions of reading:

¹⁹ Technical Report No. 624, Center for the Study of Reading, University of Illinois. A version of this paper appears (1998) under the title, "Current Issues and Future Directions" in J. Flood, S. B. Heath, & D. Lapp (Eds.), *A handbook for literacy educators: Research on teaching the communicative and visual arts* (pp. 675-684). New York: Macmillan.

²⁰ Rebecca Aiber. *How Important is Teaching Literacy in All Content Areas?*. (US: Edutopia® and Lucas Education Research™, 2010 and updated 2014) retrived from <https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance> at 17 August 2021 on 18.11 pm.

“Reading is decoding written text and understanding it. Decoding requires translating the symbols (including braille) of writing systems into the spoken words they represent. The purposes of reading, the context, the nature of the text, and the strategies and knowledge of the readers determine to understand.”

“For specific reader purposes, reading is decoding and comprehending text. By translating the text into speech, and directly translating it into meaning, readers decode written text. Readers engage in constructive processes to make text meaningful, which is the end goal or product, to understand written text.”

“Reading is the process by which the meaning is derived from the text. This, for the majority of readers, the process includes written text decoding. Some people require such adaptations as braille or audit to support the process of decoding. Text understanding is determined by the purposes for reading, the context, the nature of the text, and the strategies and knowledge of the readers.”²¹

²¹ Cline, F., Johnstone, C., & King, T. (2006). *Focus group reactions to three definitions of reading (as originally developed in support*

Reading is described differently by different people. Reading, according to Sutari, is the method of deciphering the meaning of something written or printed by deciphering its characters or symbols. Reading is a second language that is described as "the process of grasping a new language's full linguistic meaning through the symbol used to represent it."²²

Based on the three definitions above reading can be defined as the instantaneous process. It can also be described as comprehension of the information and concept transmitted, as well as identification of various written symbols with established knowledge. It means that when a reader communicates with printed letters, he seeks to get the visual (written) knowledge result or to understand the writer's messages or texts. It is also possible to say that reading is not just the process of matching written symbols to one's spoken language, but it is also the process of comprehending the meaning of words, sentences, and related text.

of *NARAP goal 1*). Minneapolis, MN: National Accessible Reading Assessment Projects.

²² Sutari.(2000). *Basic Reader for Teaching*. Jakarta: PT Gramedia Pustaka Utama. Pp.20

The word "reading literacy" does not mean "simple or usable literacy." Rather, the word refers to a wider understanding of reading, such as when to learn, how to read, and how to focus on what has been read. (NAEP framework, 2002:8).²³

Students will gain more vocabulary as a result of reading, and the more text they learn, the more they will embrace new content. Reading, according to Grellet is a continuous process of guessing, and what one brings to the next is always more critical than what one finds there. Students should be taught to use what they already know to grasp unidentified elements in reading, whether they are thoughts or plain words.²⁴

b) Writing

Writing is one of the ways to tell our mind just like opinions, thoughts, comments, etc. Furthermore, writing is the skill that most students

²³ Archer, Elizabeth and friends, *PIRLS 006 Summary Report: South African Children's Reading Achievement*, ed. Monica Botha and friends (South Africa: Centre for Evaluation and Assessment (CEA), University of Pretoria, 2018), ISBN. 978-1-86854-731-9, pp. 69.

²⁴ Grellet, F. 1999. *Developing Reading Skills*. England: Cambridge University Press. pp. 7.

are least proficient in when acquiring a new language²⁵.

Writing has always been seen as an important skill in the acquisition of English. This relevance is because it improves the grammatical structures and teachers aspire to teach their students vocabulary. The students should be encouraged to express their ideas, experiences, and feeling on paper. Brown said that Writing is a two-steps process, first, you figure out your meaning then you put it into language²⁶.

It means students should understand the meaning and grammatical structure of what they want to write. Writing is a method of expressing thoughts, feelings, or opinions in a written form.

Writing, according to Rahman (2013), is a skill that entails a writer's ability to arrange letters, words, and complex language sentences into written communication.²⁷ Writing, according to the description, is a difficult skill that requires students

²⁵ Nesamalar C., Saratha S. & Teh. (2005). *ELT methodology: Principle and practice*. Selangor: Shah Alam: Oxford Fajar. ISBN: 9789676592149 9676592145. Pp. 147.

²⁶ Brown, D.H. (2003). *Language Assesments : Principles and Classroom Practices*. New York: Longman.

²⁷ Rahman Ubaidillah. *Developing Ability in Writing Recoun Text Through Guiding Questions*. JOURNE Journal.2013.vol.1.no.2. pp. 2.

to be skilled at organizing words into sentences and sentences into paragraphs.

Another definition provided by Jahin (2008) is that writing is an important aspect of language learning because it provides an excellent means of fixing vocabulary, spelling, and sentence patterns. It means that writing is an important skill to learn because it offers excellent opportunities for fixing vocabulary, pronunciation, and sentence structure.²⁸

According to the definitions above, writing is the highest degree of ability. Writing is the act of expressing one's thoughts through a sequence of symbols or letters. Writing, as one of the constructive skills, necessitates the learner's ability to explore, discover, and articulate thoughts, emotions, and experiences, as well as write in an appropriate language.

c) Listening

Asemota (2015) explained that listening is an activity of identifying words by noticing the

²⁸ Jahin, J. H. *The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers*. Australian Journal of Teacher Education, Vol. 37(11), 60-84,2012. Pp. 125.

component of sounds and sound sequences.²⁹ Gilakjani and Ahmadi (2011) stated that the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. It means that listening is a fundamental component of communication.³⁰

Even though the listener may repeat the sounds without real comprehension, Hamouda (2013) stated that listening comprehension refers to the listener's understanding of what he or she has heard and his or her ability to repeat the text.³¹ Listening comprehension according to Nadig (2013) refers to the various processes of

²⁹ Asemota, H. E. (2015). Nature, importance, and practice of listening skill. An article in *British Journal of Education* Vol.3, No.7, pp.27-33.

³⁰ Gilakjani, A. P. & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and The Strategies for Improvement. An Article in *Journal of Language Teaching and Research*, Vol. 2, No. 5, pp. 977-988.

³¹ Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EFL listening classroom. An article in *International Journal of Academic Research in Progressive Education and Development*, Vol. 2, No. 2. Harmer, J. (20).

comprehending and making sense of spoken language.³²

Listening is a difficult ability to master while studying a second language. Many factors contribute to the difficulty, including sound inconsistencies between the second language learner's first language and the second language he or she is studying, a lack of vocabulary, grammatical ignorance, and pragmatic differences between the two languages. As a result, Nasrudin (2013) stated English as a foreign language (EFL) students must be prepared to take listening comprehension exams.

Nasrudin also said that The term "listening comprehension" refers to the ability to comprehend the implications of what you're doing. And the concrete definitions of spoken language terms and sentences. Listening more than simply hearing what is said, comprehension refers to a student's ability to comprehend the meaning of the words they hear and react to them in some way. When students hear a story, for example, they will understand it, recall it,

³² Nadig, A. (2013). Listening Comprehension. *Encyclopedia of Autism Spectrum Disorders*, 1743.

analyze it, and even retell it in their own words if they have strong listening comprehension. Since good listeners grow up to be good communicators, this is a valuable skill to master even at a young age.³³

According to Atik Muji Rahayu (2013), Listening is a language ability that helps students understand what is being said to them. To comprehend oral communication at different stages, students must be able to receive and interpret incoming information (input) quickly. This includes active processes in which students relate what they hear to other knowledge they already know and integrate it with their ideas or experiences to build context.³⁴

Based on the definition above It is important for students to hear as much English as possible at an acceptable stage. The level should either be simple for them at this time or just above what they can already comprehend.

³³ Nasrudin, Wakhid. 2013. Understanding *the Teaching of Listening and Speaking*. (Malang:States University of Malang Press). pp. 3.

³⁴ Rahayu, Atik Muji, *The Listening Comprehension of SMK Students in Demak*, (Surabaya: Universitas Katolik Widya Mandala, 2013), Magister Scientiae-ISSN: 0852-078X, Edisi No.34, pp, 119.

It is stated by Brown (2001) that the role of listening in language learning cannot be overstated. Listening is an ability that allows you to recognize and comprehend what others are saying. We internalize linguistic knowledge through reception, without which we would be unable to process language. Commonly, students often listen rather than talk in the classroom.³⁵

Listening, according to the concept above, is a detailed, active process of perception in which learners balance what they've learned with what they already know. It is a procedure for beginning the mind. We must pay close attention when listening until we can study the other skills.

d) Speaking

In the oral form, speaking is a useful ability. It, like the other skills, is more complicated than it seems at first and requires more than just pronouncing words. There are three types of circumstances in which we find ourselves speaking:

- Interactive
- Partially Interactive

³⁵ Brown, D.H. 1994. *Language Assessment: Principles and Classroom Practices*. (USA: San Francisco State University), pp. 247.

- Non-Interactive

Examples of interactive speaking situations are face-to-face conversations and telephone calls, in which we are alternately listening and speaking and have the opportunity to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking conditions are partly interactive, such as delivering a speech in front of a live audience, where it is customary for the audience to ask questions. Despite this, the speaker will see the audience and determine whether or not he or she is being heard based on their facial expressions and body language.³⁶

Byrne (1997) defines speaking as "oral contact in a two-way phase between the speaker and the listener" (or listeners). It entails both the active and responsive skills of speaking and understanding (or listening with understanding).³⁷ Speaking can be used for command in a wide variety of situations,

³⁶ Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E. G. (1987). *Strategic teaching and learning: Cognitive instruction in the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.

³⁷ Baron & Byrne. 1997. *Social Psychology: Understanding Human Interaction* (6th edition). USA: Needham Heights Allyn & Bacon Inc. pp. 8.

according to Harmer (1991).³⁸ That is, speaking can be used to communicate between people through time and space.

Burns & Joyce (1997) stated that producing, obtaining, and processing information are all part of the interactive process of constructing meaning that is known as speaking. The sense in which it happens, the participants, and the intentions of speaking all influence its form and meaning.³⁹

According to the definitions above, speaking is the act of communicating from one person to another. It can be achieved by two or more people. Speaking for academic purposes, according to Jordan (1997), is an umbrella term that describes spoken language in a variety of academic settings. Furthermore, it implies that the vocabulary used is typically formal or neutral and that it adheres to the genre or activity's conventions. Asking questions in lectures, participating in seminars/discussions, giving an oral presentation: answering follow-up questions/points, verbalizing details, and giving oral

³⁸ Harmer, Jeremy. 2001. *The Practice of English Language Teaching*, 3rd Ed. New York: Pearson Education Limited. Pp. 53.

³⁹ Burns, A & Joyce, H. (1997). *Focus on Speaking*. Sydney: National center for English Language Teaching and Research.

instructions are typical activities.⁴⁰ That is to say, speaking is a technique for people to verbally convey all of their behaviours.

2. Literacy for Higher Education Students

Literacy for students in higher education especially for EFL students has difficulties with their literacy skills. International students who are also non-native English students may experience difficulty when working on their literacy skills. Students who learn English as their second language showed that “students from other countries are often compelled to face linguistic, educational, cultural, social, economic, political, psychological differences, and diversity in a new environment while absorbing or rejecting information spoken or written in their second language”. In these cases, linguistic and cultural barriers of EFL students may influence teaching, learning, and research aspects of their literacy skills as part of their academic life.⁴¹

⁴⁰ Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. Pp. 193.

⁴¹ S. Zhou et and friends. (2021) *Information Literacy Skills: Investigating Differences between Native and Non-Native English-Speaking Students*. Canada: University of Windsor, Elsevier Inc. The Journal of Academic Librarianship <https://doi.org/10.1016/j.acalib.2021.102424>. Pp. 1.

3. Literacy Priority

Literacy definitions are notoriously difficult to come up with. Literacy is a social construct, a complex and nuanced concept that has various meanings for different cultural groups at different times. As a result, literacy is a dynamic and relative concept. While literacy is commonly thought to refer to the ability to read and write prose and other print texts, it is an integrated set of language and thinking processes and skills that includes a variety of behaviours, attitudes, interests and knowledge, and serve a variety of purposes in various contexts.⁴²

In Longman dictionary, priority is well known as a noun that has a meaning “being first in position or earlier. Something that needs attention before others.”⁴³ In addition, the concept of literacy well delivered by the Geneva International Centre for Humanitarian Demining as mine action is the set of decisions and processes involved in determining which tasks or activities to undertake in which sequence. The central purpose of priority-setting is to achieve the most value for money. More formally, we try to

⁴² DSE/CEOV. (1994). Keys to Life, Professional Development Program for Secondary Subject Teachers. Melbourne: Department of School Education/Catholic Education of Victoria.

⁴³ Procter Paul. Longman Dictionary of Contemporary English. Harlow [England: Longman, 1978. Print book: English: New edView 2000 edition. ISBN 978-0-582-36472-1. Pp.327.

maximise the ratio of benefits to costs. This requires that we are doing the right job (ie it seems likely that high benefits will result) and that we are doing the job right (ie we use the correct assets efficiently).

In addition, priority helps managers by limiting the number of issues upon which they need to focus at any one time. This helps ensure that resources are not spread too thinly—trying to do everything at once often means that nothing important gets done. Identifying priorities also makes it more likely that tasks that are essential to achieve long term goals, but which may take a long time to implement, are not continually delayed because less important, but somehow more ‘urgent’, tasks keep emerging.

Good priority-setting is based on good communication among stakeholders and, in turn, facilitates coordination. There are always hundreds of activities that somebody thinks would be good to do. A list of a few key priorities makes it clear what the decision-makers understand as the need-to-do tasks and which are not the nice-to-do options. As such, an agreed set of priorities is a pre-condition for proper coordination.⁴⁴

⁴⁴ Ganeva International Centre for Humanitarian Demining. *Priority Setting in Mine Action: Introduction and Basic Concepts*. Ganeva, Switzerland: GICHD, 2011. Pp. 5.

The most general definition of a “priority” is something that takes precedence over something else. When we look at how the word “priority” is used in practice, the “something else” is often ambiguous. In this case, students’ top literacy priorities will be divided among four English language skills.

Priority scales are levels that have certain criteria for everything that takes precedence. Here are some things that affect the priority scale:

- a. The level of urgency, which should do first
- b. The opportunity you have
- c. Consideration of the future
- d. Self ability
- e. Income level
- f. Social status
- g. Environment⁴⁵

In “*7 Habits of Effective People*” Stephen Covey repackaged Eisenhower’s insight into a simple tool to prioritize tasks, now known as the Eisenhower Matrix (also known as The Time Management Matrix, The Eisenhower Box, The Eisenhower Method, and The Urgent-Important

⁴⁵ Vina Luthfiana, “Kontribusi Manajemen Waktu terhadap Produktivitas Kerja Wartawan”, Skripsi Strata S.I Fakultas Psikologi Universitas Gunadarma. Retrieved from eprints.walisongo.ac.id/id/eprint/7345/3/BAB_II.pdf at 23 November 2021

Matrix) This framework for prioritization help in combat the more “mere-urgency” effect (more on that later), eliminate time-wasters in life, and create more mental space to make progress on goals. In this matrix, there are 4 quadrants, that are Quadrant I (important and urgent), Quadrant II (important, but not urgent), Quadrant III (urgent, but not important), Quadrant IV (not important and not urgent).

Picture 1. Important and Urgency Quadrant by Eisenhower on “7 *Habits of Effective People*” by Stephen Covey⁴⁶

<u>Quadrant I: Do First</u> High Urgency High Priority Important task	<u>Quadrant II: Decide</u> High Priority but Not so Urgent Can be scheduled for later
<u>Quadrant III: Delegate</u> High Urgency but Not High Priority Delegate to others/ Need someone’s help	<u>Quadrant IV: Delete</u> Low Priority Low Urgency Can be eliminated entirely

The first quadrant Do first as its tasks are important for your life and career and need to be done today or

⁴⁶ “Time Management”, Learning Skills Group Copyright, 2015, Macquaire University, retrieved from <http://students.mq.edu.au>, on at 26 November 2021 on 9.00 am.

tomorrow at the latest. You could use a timer to help you concentrate while trying to get as much of them done as possible. An example of this type of task could be to review a journal to fulfil your examination.

The second quadrant we call Decide. Its tasks are important but less urgent. You should list tasks you need to put in your calendar here. An example of that could be a long-planned restart of your gym activity. Professional time managers leave fewer things unplanned and therefore try to manage most of their work in the second quadrant, reducing stress by terminating urgent and important to-do to a reasonable date shortly whenever a new task comes in.

The third quadrant is for those tasks you could delegate as they are less important to you than others but still pretty urgent. You should keep track of delegated tasks by e-mail, telephone or within a meeting to check back on their progress later. An example of a delegated task could be somebody calling you to ask for an urgent favour or request that you step into a meeting. You could delegate this responsibility by suggesting a better person for the job or by giving the caller the necessary information to have him deal with the matter himself.

The fourth and last quadrant is called Delete because it is there to help you sort out things you should not be doing at all.

C. Conceptual Framework

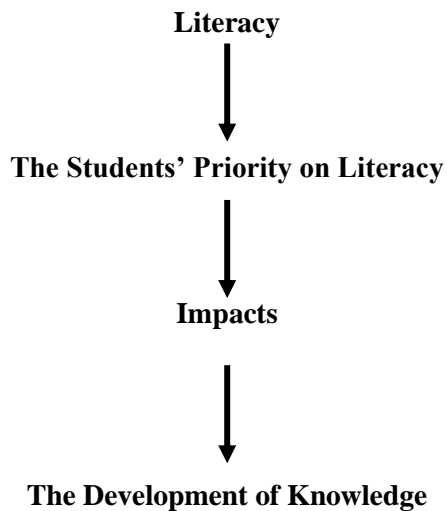
Literacy was once known simply as the ability to read and write. It is about being able to make sense of and engage in advanced reading, writing, listening, and speaking. Someone who has reached advanced literacy in a new language, for example, can engage in these four skills with their new language in any setting.⁴⁷ The concept explains that literacy is the language ability possessed by a person in communicating which includes reading, speaking, listening and writing.

Priority is something that is important and must take precedence over others⁴⁸, this refers to where students have four language skills that must be mastered, while each student has limitations in mastering language skills. For this reason, a priority scale is needed which is a measure of the needs of each student by using the most important needs mapping.

⁴⁷ Rebecca Aiber. *How Important is Teaching Literacy in All Content Areas?*. (US: Edutopia® and Lucas Education Research™, 2010 and updated 2014) retrieved from <https://www.edutopia.org/blog/literacy-instruction-across-curriculum-importance> at 17 August 2021 on 18.11 pm.

⁴⁸ Vina Luthfiana, “Kontribusi Manajemen Waktu terhadap Produktivitas Kerja Wartawan”, Skripsi Strata S.I Fakultas Psikologi Universitas Gunadarma. Retrieved from [eprints.walisongo.ac.id/id/eprint/7345/3/BAB II.pdf](http://eprints.walisongo.ac.id/id/eprint/7345/3/BAB_II.pdf) at 23 November 2021

Contribution means that the individual trying to improve the efficiency and effectiveness of his life. This is done by sharpening the position of its role, something which later becomes a specialist field so that it is more precisely the following competence. Contributions can be made in various fields, namely thinking, leadership, professionalism, finance, and others.⁴⁹ In connection with this explanation, the framework for developing students' knowledge by prioritizing literacy can be seen in the following chart:



⁴⁹ Anne Ahira. 2012. The Concept of Contribution. Retrieved from [BAB 2-08502241019.pdf \(university.ac.id\)](http://university.ac.id/BAB%20-08502241019.pdf) at 20 December 2021.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer would like to explain the methods of this research. It consists of the research design, research setting, Technique of collecting data, and Technique of analyzing data.

A. Research Design

The researcher used a qualitative research design that focused on descriptive research for conducting this study. According to Mackey & Gass, qualitative study is generally not set up as experiments, the data can not be easily quantified and analysis interpretative rather than statistical.⁵⁰

A qualitative method is an interpretative approach that attempts to obtain insight into the specific meanings and behaviours experienced in a certain social phenomenon through the subjective experiences of the participants. This method uses descriptions and categories/ words to study human experiences and realities from the subject's perspective. It is often an iterative process whereby the theory/hypotheses emerge from the data as it is collected, making the researcher key in the data collection and analysis processes. The goal is to understand the phenomenon from the viewpoint of the participants with its

⁵⁰ Mackey, A., & Susan, M. G. *Second Language Research: Methodology and Design*. (NewYork: Routledge, 2005).

particular institutional and social context intact.⁵¹ So that, the researcher describes the findings of priority on literacy of higher education students.

B. Research Setting

1. Research Location

This study is going to be conducted in the English Education Department of UIN Walisongo Semarang which is located in St. Prof. Dr Hamka, Tambakaji, Ngaliyan, Semarang. The reason why the researcher chose this university is the English learning process of this university has been conducted for several semesters especially the courses Reading, Writing, Listening, and Speaking.

2. Research Time

This study had been conducted on 17th - 19th December 2021. This research was conducted in the academic year 2021/2022.

C. Research Participant

The participant of this study is the students of the English Education Department of UIN Walisongo Semarang. In this case, the participant is chosen because they are very familiar

⁵¹ Cathryne Palmer & Amanda Bolderston, "A Brief Introduction to Qualitative Research". The Canadian Journal of Medical Radiation Technology, 2006, p. 16

with the study problem so that they can provide information following the phenomenon of the research and get the research objectives. Those participants are twelve students who had finished their Advanced Reading Comprehension, Genre-Based Writing, Advanced Listening Comprehension, and Advanced Speaking.

D. Source of Data

All information acquired from the subjects is the source of primary data in this study. Questionnaire results and interview transcripts relating to the topic can all be used to gather information. The transcript of the interview with the participants was taken depending on the result of the questionnaire they previously filled.

E. The Technique of Collecting Data

For this research, questionnaire and interview were used to find out the students' priority on literacy and the contribution of students' priority to the development of their knowledge.

1. Questionnaire

According to Ary, a questionnaire is an instrument in which respondents provides written responses to questions

or mark items that indicate their responses.⁵² In this research, the researcher uses a questionnaire to collect the data, because by using a questionnaire the answer will be well organized.

According to Cresswell, there were three types of questions⁵³:

- a. A close-ended question is the researcher poses a question and provides pre-set response options for the participant.
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their responses to questions.
- c. Semi-ended questions are a type of questions that has all the advantages of close- and open-ended questions. The technique is to ask a close-ended and then ask for additional responses in an open-ended question.

In order to find out the answer to the first research question, the researcher uses a close-ended questionnaire. Close-ended questions are provided with the optional answer that is Yes/ No. The researcher arranges the indicator of the questionnaire by identifying the theory of language

⁵² Ary et al., *Introduction to Research in Education*, ed. Wardword Cengage Learning, 8th ed. (Canada: Nelson Education, 2010).

⁵³ Cresswell, J., W. Research Education, Planning, Conducting, and Evaluating Quantitative and Qualitative Research. *Person Education*.

literacy (Rebecca Aiber, 2010) and classifying it based on a priority scale (Vina Luthfiana).

Table 3.1 Lattice of Instrument of the Questionnaire

Aspect	No.	Indicators	Total
Student's priority among reading, writing, listening and speaking	1.	Students took reading as the first skill that must be concentrated	8 items
	2.	Students took writing as the first skill that must be concentrated	8 items
	3.	Students took listening as the first skill that must be concentrated	8 items
	4.	Students took speaking as the first skill that must be concentrated	8 items

Table 3.2 Questionnaire of Student's Priority on Literacy

No.	Statement Lists	YES	NO
1.	I put reading as my main skill focus		
2.	Reading is my main focus since it is urgent to the development of my knowledge		
3.	Reading is my main focus because I have more time to focus on that skill		
4.	Reading is my main focus in order to get a good score in my English courses		
5.	Reading is my main focus in order to help me in other language skills (writing, listening, or speaking)		
6.	Reading is my main focus in order to help me in my career		

7.	Reading as my main focus in order to add my social status		
8.	Reading is my main focus because I have a supportive environment (group discussion and facilities)		
9.	I put writing as my main skill focus		
10.	Writing is my main focus since it is urgent to the development of my knowledge		
11.	Writing is my main focus because I have more time to focus on that skill		
12.	Writing is my main focus in order to get a good score in my English courses		
13.	Writing is my main focus in order to help me in other language skills (reading, listening, or speaking)		
14.	Writing is my main focus in order to help me in my career		
15.	Writing as my main focus in order to add my social status		
16.	Writing is my main focus because I have a supportive environment (group discussion and facilities)		
17.	I put listening as my main skill focus		
18.	Listening is my main focus since it is urgent to the development of my knowledge		
19.	Listening is my main focus because I have more time to focus on that skill		
20.	Listening is my main focus in order to get a good score in my English courses		
21.	Listening is my main focus in order to help me in other language skills (writing, reading, or speaking)		
22.	Listening is my main focus in order to help me in my career		

23.	Listening as my main focus in order to add my social status		
24.	Listening is my main focus because I have a supportive environment (group discussion and facilities)		
25.	I put speaking as my main skill focus		
26.	Speaking as my main focus since it is urgent to the development of my knowledge		
27.	Speaking as my main focus, because I have more time to focus on that skill		
28.	Speaking as my main focus in order to get good score in my English courses		
29.	Speaking as my main focus in order to help me in other language skills (writing, listening, or reading)		
30.	Speaking as my main focus in order to help me in my career		
31.	Speaking as my main focus in order to add my social status		
32.	Speaking as my main focus, because I have a supportive environment (group discussion and facilities)		

2. Interview

According to Ary (2010), an interview is one of the most generally used and basic methods for obtaining qualitative data, and it is used to collect the data from people's opinions, beliefs, and feelings about situations in their own words.

According to Ary et al (2010), there are three types of interviews as follows:

- a) Unstructured interview. In this type of interview, the direction of the interview is strongly guided by the answers of the respondents under the researcher. So, the direction of the interview is difficult to predict.
- b) Semi-structured interview. This interview begins with a general description of the researcher but during the interview does not use the questions that have been prepared previously.
- c) Structured interview. The direction of the interview was guided by an overview of the researcher from a list of questions that had been prepared previously.⁵⁴

The interview was used to get the answer to the research question related to the contribution of priority on literacy in developing the student's knowledge, the researcher uses a series of structured questions with a personal interview and arrange the indicators by identifying the theory of contribution (Anne Ahira, 2012)⁵⁵. The researcher interviewed the participant depending on their priority that had been filled in questionnaire result.

⁵⁴ Ary et al., *Introduction to Research in Education*, ed. Wardword Cengage Learning, 8th ed. (Canada: Nelson Education, 2010). Page 438.

⁵⁵ Anne Ahira. 2012. The Concept of Contribution. Retrieved from [BAB 2-08502241019.pdf \(uny.ac.id\)](http://BAB_2-08502241019.pdf) at 20 December 2021.

Table 3.3 Lattice of Instrument of the Interview

Aspect	No.	Indicators	Total
The contribution of student's priority on literacy to the development of their knowledge	1.	The impact of student's priority in reading on the development of their knowledge	2 items
	2.	The impact of student's priority in writing on the development of their knowledge	2 items
	3.	The impact of student's priority in listening on the development of their knowledge	2 items
	4.	The impact of student's priority in speaking on the development of their knowledge	2 items

Table 3.4 Interview Guidelines

No.	Questions
1.	What are the impacts of your priority in reading on the development of your knowledge?
2.	How does your priority give impact to the development of your knowledge?
3.	What are the impacts of your priority in writing on the development of your knowledge?
4.	How does your priority give impact to the development of your knowledge?

5.	What are the impacts of your priority in listening on the development of your knowledge?
6.	How does your priority give impact to the development of your knowledge?
7.	What are the impacts of your priority in speaking on the development of your knowledge?
8.	How does your priority give impact to the development of your knowledge?

F. The Technique of Analyzing Data

This study was carried out carefully to produce a description and analysis of the students' priority on literacy and the contribution of the students' priority to the development of their knowledge. In analyzing the data, the researcher used descriptive qualitative to analyze data. Miles and Huberman (2014) mention that the stages of analyzing data are data condensation, data display, and conclusion drawing/verification.⁵⁶

a) Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical

⁵⁶ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, ed. Arizone State University, 3rd ed. (United States: SAGE Publications, 2014). Page 12-14

material (findings). By condensing the data analysis process in qualitative research, it will certainly accommodate the data more thoroughly without having to reduce the field findings obtained during the research (data collection process). So, condensation can make the data obtained stronger.

According to Miles and Huberman (2014) in the data condensation stage, summary writing, coding, category development, and memo writing occur. In this stage, the authors first coded and then summarized the data that had been obtained through questionnaires and interviews, then categorized and developed students' priority on literacy to the development of their knowledge.

b) Data display

After condensing the data, the next step is to display the data. According to Miles and Huberman (2014: 249), narrative texts are most often used to present data in qualitative research. By presenting the data, it will be easier to understand what is happening and plan the next steps based on what has been understood previously. In this study, the researcher presents the data in the form of an essay, because this is the most commonly used presentation in qualitative research.

c) Conclusion drawing/ verification

The last step is making a conclusion and verification about the analysis that has been done through the selected data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion which include the students' priority on literacy and how it contributes to the development of students' knowledge.

A. Research Findings

1. Priority on Literacy of Higher Education Students

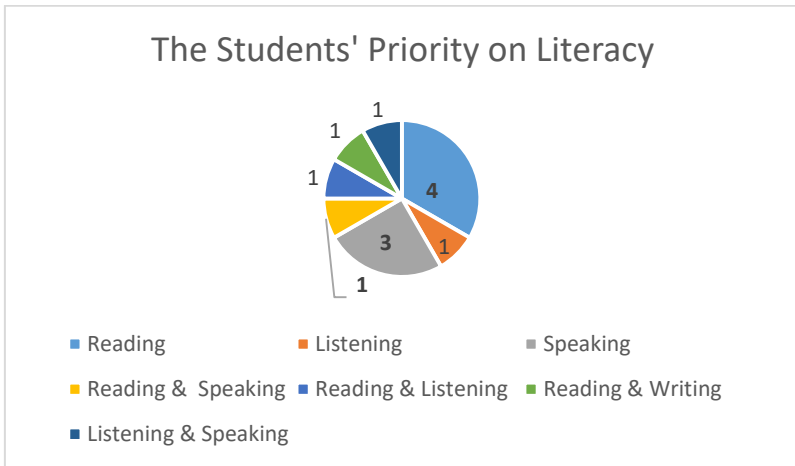
In order to address the first question of this study related to students' priority on literacy, the researcher collected the data through a questionnaire (close-ended) using the Yes or No type. The questionnaire used is a questionnaire compiled by the researcher adapted from the concept of language literacy (Rebecca Aiber, 2010) and priority (Vina Luthfiana). The total question item in the questionnaire is 32 items, consisting of 8 items per English language skills. The report of students identity is not written in a detailed name but using coding.

To address the first question of this study related to students' priority on literacy, the researcher analyzed the result of the questionnaire and classified it into several categories, namely students who prioritize reading, writing, listening, and speaking as the first skill must be concentrated. The researcher also found the participants

prioritize two language skills as their skills must be concentrated.

Referring to the results of a questionnaire, the researcher draws the students' priority on literacy in Figure 4.1.

Figure 4.1 The Students' Priority on Literacy



Referring to the figure above, the researcher concludes that the students who prioritize reading are 4 students, the students who prioritize listening are 1 student, and the students who prioritize speaking are 3 students. Based on figure 4.1, the researcher also found that some students took two of English language skills as their priority, are 1 student put reading and speaking, 1 student put reading and listening, 1 student put reading and writing, and 1 student

put listening and speaking as their priority on literacy. According to the findings above, it is inferred that the grade of the students' priority on literacy by the participants are reading, speaking, listening, and writing. Therefore, the researcher shows the results of the participants in table 4.1.

Table 4.1 Participant Questionnaire Results

Participant	Indicators of Literacy	Literacy Priority Score	Literacy Priority
AHF	1. Students took reading as the first skill that must be concentrated	6	Reading
	2. Students took writing as the first skill that must be concentrated	4	
	3. Students took listening as the first skill that must be concentrated	4	
	4. Students took speaking as the first skill that must be concentrated	5	
AM	1. Students took reading as the first skill that must be concentrated	7	Reading and Speaking
	2. Students took writing as the first skill that must be concentrated	8	
	3. Students took listening as the first skill that must be concentrated	0	
	4. Students took speaking as the first skill that must be concentrated	8	

AMR	<ol style="list-style-type: none"> 1. Students took reading as the first skill that must be concentrated 2. Students took writing as the first skill that must be concentrated 3. Students took listening as the first skill that must be concentrated 4. Students took speaking as the first skill that must be concentrated 	<p style="text-align: center;">8</p> <p style="text-align: center;">6</p> <p style="text-align: center;">5</p> <p style="text-align: center;">7</p>	Reading
EDL	<ol style="list-style-type: none"> 1. Students took reading as the first skill that must be concentrated 2. Students took writing as the first skill that must be concentrated 3. Students took listening as the first skill that must be concentrated 4. Students took speaking as the first skill that must be concentrated 	<p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">5</p> <p style="text-align: center;">7</p>	Speaking
JBJ	<ol style="list-style-type: none"> 1. Students took reading as the first skill that must be concentrated 2. Students took writing as the first skill that must be concentrated 3. Students took listening as the first skill that must be concentrated 4. Students took speaking as the first skill that must be concentrated 	<p style="text-align: center;">6</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p>	Reading

KPD	1. Students took reading as the first skill that must be concentrated	5	Listening and Speaking
	2. Students took writing as the first skill that must be concentrated	6	
	3. Students took listening as the first skill that must be concentrated	7	
	4. Students took speaking as the first skill that must be concentrated	7	
LMK	1. Students took reading as the first skill that must be concentrated	6	Reading and Listening
	2. Students took writing as the first skill that must be concentrated	1	
	3. Students took listening as the first skill that must be concentrated	6	
	4. Students took speaking as the first skill that must be concentrated	0	
S	1. Students took reading as the first skill that must be concentrated	5	Reading and Writing
	2. Students took writing as the first skill that must be concentrated	5	
	3. Students took listening as the first skill that must be concentrated	3	
	4. Students took speaking as the first skill that must be concentrated	3	

SAN	1. Students took reading as the first skill that must be concentrated	6	Listening
	2. Students took writing as the first skill that must be concentrated	6	
	3. Students took listening as the first skill that must be concentrated	8	
	4. Students took speaking as the first skill that must be concentrated	6	
TS	1. Students took reading as the first skill that must be concentrated	5	Speaking
	2. Students took writing as the first skill that must be concentrated	5	
	3. Students took listening as the first skill that must be concentrated	5	
	4. Students took speaking as the first skill that must be concentrated	6	
MFA	1. Students took reading as the first skill that must be concentrated	8	Reading
	2. Students took writing as the first skill that must be concentrated	0	
	3. Students took listening as the first skill that must be concentrated	0	
	4. Students took speaking as the first skill that must be concentrated	0	

LM	1. Students took reading as the first skill that must be concentrated	6	Speaking
	2. Students took writing as the first skill that must be concentrated	7	
	3. Students took listening as the first skill that must be concentrated	7	
	4. Students took speaking as the first skill that must be concentrated	8	

2. The Contribution of Students' Priority to the Development of Knowledge

In order to address the second question of this study related to the contribution of students' priority to the development of their knowledge, the researcher analyzed the result of the interview, then polarized it into several categories, namely the contribution of student's priority on reading to the development of their knowledge, the contribution of student's priority on writing to the development of their knowledge, the contribution of student's priority on listening to the development of their knowledge, and the contribution of student's priority on speaking to the development of their knowledge. The researcher interviewed the participants depending on their results on the questionnaire. For the report of students

identity and interview questions are not written in a detailed name but use coding as in the table below:

a. The Contribution of Student's Priority on Reading to the Development of Their Knowledge

The first point describes the impacts related to students' prioritize of reading as their skill that must be concentrated on. Students AM and JBJ asserted that reading give an impact on mastering new vocabulary. It could be seen from their following answer during the interview:

"..... ,saya menjadi mempelajari kosa kata dari teks yang saya baca,....." (AM) "..... get more new vocabulary," (BJJ)

Furthermore, students AHF, AMR, and LMK states that their priority on reading makes them get new information from reading.

"priority in reading has positive impacts for me, especially to developing my knowledge. By reading a book, news, article, and so on can open my mind about everything. I can know many pieces of information starting from a history of something, development of technology, or something that is trending today. so it really can develop my knowledge." (AHF)

"....., because reading is a necessary activity in our daily routine. We can add insight, make us open-minded, and got a lot of new inspiration from reading activity." (AMR)

“I think the impact on the development of my knowledge is, I know more about some things that I may not know. Reading from various sources can also make us combine some knowledge from several sources.” (LMK)

In addition, students’ priority on reading help student in learning other English language skills such as speaking and writing skill. Student S stated that:

“Well, when I'm prioritizing my reading... It brings many good impacts for me such as good at speaking, good at understanding what people said, good at making my essay.”

In order to get a deep answer from the participant, the researcher asked how their priority on reading give impacts the development of their knowledge. The researcher found that by enjoying and giving more time to focus on reading as well as reading various texts, all students who prioritize reading stated that:

“Among those priorities, I'd rather enjoy a reading session that more affecting myself in improving my knowledge. By having a continuous time of reading, then I got some benefits from that.....” (AHF)

“..... What I do is focus on reading first, by reading a lot of text that adds to my vocabulary.....” (AM)

“My hobby is reading. Just to get a good mood, that's why I like reading fiction. At first I only read stories in Indonesian, but after I liked English lessons, I tried reading English stories.....” (AMR)

“..... I fight my problem in reading by learning one by one of the words that I don't know the meaning of. I read routine every day like a short text.....” (JBJ)

“I started prioritizing my reading from the beginning of learning English because I love to read myself. I read a lot of books and texts, I also read a lot of articles from the outside to gain new knowledge.....” (LMK)

“Before I prioritized, I found it difficult to master the 4 language skills. From there, I tried to focus on reading I also read a lot of text,.....” (S)

Furthermore, students AM and AMR uses supporting applications to increase their skill in reading and student JBJ asserted that learning the techniques and methods of reading help the student.

“....., I also use exercise applications in reading and now I feel better in reading skill.” (AM) “I get new vocabulary which I will then find out what it means in online dictionaries, there are also things like the use of slang words in English.....” (AMR)

“.....Besides that, I also learn to get the meaning of the text. I combine sentence by sentence to know the meaning of a paragraph. By learning routine, makes me know well the steps in skimming and scanning. So that, I can improve my skill in reading.” (JBJ)

b. The Contribution of Student's Priority on Writing to the Development of Their Knowledge

This term is shown the good impact of students' priority on writing on the development of knowledge. Student S claimed that prioritizing writing is helps in writing various types of text.

"..... because I push myself to do writing it can help me and develop my knowledge. by learning that skill, I can write text better depending on the kind of text. So, the priority in writing gives me a good impact on the development of my knowledge."

Furthermore, the researcher found that student S prioritize reading and writing as the first skill that must be concentrated on. So that, student S asserted that prioritizing reading give an impact on the development of knowledge in writing skills. By reading various of types text, it makes it easier for the student to write a text. Moreover, learning the techniques and methods of writing help the student to write easily.

"....., I tried to focus on reading and writing skills. By learning writing techniques and methods I felt my writing skills improved. One of the most helpful techniques is the brainstorming technique which with this technique I find it easier to pour something into writing. I also read a lot of text, so that I have a big improvement in mastering vocabulary. I also feel that I can read quickly and also easily understand a text. From the beginning, I found it

difficult to write and then experienced stuck in writing, now I began to feel easier when doing course tasks in the form of essays or papers.”

c. The Contribution of Student's Priority on Listening to the Development of Their Knowledge

Based on the students who put listening as the first skill that must be concentrated, the researcher summarizes the answer from the interview with students KPD, LMK, and SAN asserted that the impact is they understand what speaker said either directly or from audio and video easily and students also know how to pronounce correctly.

“Before I can't get anything from what native say but now there's Little bit improvement with my listening skills.” (KPD)

“Sejajurnya saya tidak terlalu bagus dalam listening tetapi saya sangat tertarik dengan listening. Karena dengan mendengarkan saya jadi lebih tau cara pengucapan bahasa Inggris yang bener dan juga saya senang mendengar orang ketika mereka berbicara dengan bahasa Inggris. Dan juga mengasah pendengaran saya dalam mendengarkan bahasa Inggris.” (LMK)

“listening is one of the rights and effective ways to get more information. I find it easy to understand information by listening. listening well can also improve the quality of the communication that I do.” (SAN)

Referring to the explanation above, the students stated that participating in forum discussion, watching a movie or video, listening to music or podcast from foreigners, and by the answer, the exercise from IELTS and TOEFL gives an impact on the development of their knowledge.

“.....I started following OC DILINE which is an open group discussion to learn IELTS and watch many youtube videos and western films by enabling English subtitles to better understand each conversation.” (KPD)

“Therefore, I began to focus first on learning listening skills by listening to a lot of VOA, BBC, or audio and music. And I also matched the transcript of the audio to better understand what the speakers were saying. and also I practice listening skills from TOEFL to be more comprehensive in mastering listening skills.” (LMK)

“..... Listening to music, watching videos and movies helped my listening skills a lot. I can easily understand the information I get by listening. It has differences before I intensify my listening skill and after I intensify it. I put more effort in understanding the information when I don't intensify my listening skill.....” (SAN)

d. The Contribution of Student's Priority on Speaking to the Development of Their Knowledge

The last point describes the impact of students' priority in speaking on the development of their knowledge, the researcher summarizes the interview

from four participants. The student AM asserted that prioritizing speaking give an impact on the improvement of vocabulary and the student's pronunciation.

“Dampak dari speaking lebih kepada saya bisa berbicara dengan orang menggunakan bahasa inggris. Saya juga bisa mengetahui bagaimana penguacapan kata yang benar.”

In line with the statement given by student AM, student TS also stated the same statement.

“The impact of speaking on the development of my knowledge is that I get new knowledge about how to pronounce words correctly. Because I've been wrong in pronunciation.”

In line with the statement given by student AM, students KPD and EDL also state besides of have vocabulary improvement, prioritizing speaking give an impact on the student's knowledge by having a conversation with foreigners.

“As I said before, I prefer speaking to other skills. So I take it as my priority to improve my knowledge. The improvement of Vocabularies especially. But I also get another knowledge of culture when I talk to foreigners.” (KPD)

“The impact that I got are I can connect with people around the world, I can have a conversation with them. we can share information each other. all of those impacts develop my knowledge.” (EDL)

Furthermore, on how the priority gives an impact on the development of students' knowledge, student KPD asserted that by doing conversation with someone, practising in front of a mirror, and participating in a forum group discussion gained the improvement in speaking.

“..... From there I started following OC DILINE which is an open group discussion to learn IELTS and watch many youtube videos and western films by enabling English subtitles to better understand each conversation. I also have conversations with native speakers and my friends in English. I also practice my pronounce by speaking in front of a mirror.....”

In line with the statement given by student KPD, student TS also said that practising speaking with someone and learning the technique and method on speaking skill gives an impact on the development of their knowledge.

“..... Then my brother sometimes invites me to speak English even though I know that my brother can't speak English. But it trained me in speaking skills. I also like seeing content creators from social media applications. They often speak English with clear pronunciation making it easier for me to understand. I'm a little motivated by them. I train myself in doing speaking”

Meanwhile, the student AM stated that reading aloud and using supporting applications gives positive impacts on the development of pronunciation and confidence in speaking.

“.....Later in speaking, I started with a read-aloud of the various texts with the help of a dictionary so that I know how to pronounce the word is correct. In addition, I also use exercise applications in speaking. and now I feel better in speaking skill.”

In line with the statement above, student EDL also stated that reading various types of text and using supporting applications help in the development of speaking easily.

“..... To fight self-confidence I try to speak by reading and learning the words in the dictionary. In the dictionary, there is a (penulisan) and how to speak correctly. I also hear from applications to ensure the words that I spell. I also listen to western music and sing a song to exercise my speaking skill.....”

From the results above, it can be seen that the contribution of the students' priority on literacy can be seen in the table below:

Students' Literacy Priority	Contribution to the Development of Knowledge
Reading	Build new vocabularies, get new pieces of information, and help with the

	improvement of the other skills such as writing and speaking.
Writing	Students can write various types of text.
Listening	Understand what the speaker said either directly or from audio and video easily and know how to pronounce correctly.
Speaking	the improvement of vocabulary and the students' pronunciation and confidence in conversation with someone or foreigner.

B. Discussion

This section presents the discussion of the findings after getting the result of the research. In order to know the students' priority among reading, writing, listening, dan speaking, the result of data analysis collected through the questionnaire showed that from the 32 items questionnaire, there are 8 items to each English language skill is following: reading occupies the first position with a total of 4 students; speaking occupies the second position with a total 3 of students, and listening occupies the third position with a total of 1 students. Furthermore, some students put two of English language skills as their priority as the same place, that is 1 student put reading and speaking, 1 student put reading and listening, 1 student put reading and writing, and 1 student put listening and speaking as their priority on literacy.

The research was confirmed that the students prioritize reading, writing, listening, dan speaking according to some

things that affect the scale of priority. It is related to Vina Luthfiana that states the level of urgency (which one should do first), the opportunity that we have, consideration to the future, self ability, income level, social status, and environment affect to the priority scale.⁵⁷ The students' priority among reading, writing, listening, and speaking was also found by Makrus Deli Girik Allo and Herni Pabisa (2018)⁵⁸ they stated that the student's priority skill of English needs by the students at SMK Toraja Wisata occupied speaking as the first position. It is since the participants are the students of Perhotelan and Kesehatan department that need mastering skill in conversation and perform in public so that the majority of students put speaking as the priority skill. According to the results of student priorities on literacy, the majority of students put reading as the priority of skills that must be concentrated. It is supported by students who stated they have more time and opportunity to learn a reading skill. In addition, reading becomes a fun thing by reading various types of reading that are favoured to get new information both from reading news, fiction and non-fiction

⁵⁷ Vina Luthfiana, "Kontribusi Manajemen Waktu terhadap Produktivitas Kerja Wartawan", Skripsi Strata S.1 Fakultas Psikologi Universitas Gunadarma. Retrieved from eprints.walisongo.ac.id/id/eprint/7345/3/BAB_II.pdf at 23 November 2021

⁵⁸ Allo, M. D. G., & Pabisa, H. (2018). The Students' Priority Skill of English Needs by the Eleventh Grade Students at SMK Toraja Wisata. *Journal al-Lisan*, Vol. 3, No. 1. ISSN 2442-8965 & E ISSN 2442-8973. <http://jurnal.iaingorontalo.ac.id/index.php/al>

stories, as well as captions used on social media. The researcher found that the opportunities in the use of reading in everyday life that can be found everywhere become factors that affect students in prioritizing reading among other language skills.

Furthermore, based on the results in the interview, the students' priority on literacy has an impact that affects the improvement of their knowledge. This is in line with the theoretical concept of Anne Ahira (2012) which stated that contribution is everything that is accepted by a person after making various efforts and has an impact on the development of an individual's skills.⁵⁹ The researcher found that the students who put reading, writing, listening, or speaking as their priority have an impact on the development of their knowledge and influence the development of other language skills. Referring to the result, students who put reading as the first skill that must be concentrated on will have an impact in the improvement of building new vocabulary that has not been known before, this new vocabulary will help students in other language skills such as making it easier for them to write, listening to be easier to understand, and improve the pronunciation of words because it already has a foundation that is vocabulary mastery. Not only on reading, but the influence of priority placement in other

⁵⁹ Anne Ahira. 2012. The Concept of Contribution. Retrieved from [BAB 2-08502241019.pdf \(uny.ac.id\)](http://BAB_2-08502241019.pdf) at 20 December 2021.

language skills also affects each other. It is in line with the previous research by Claire McGuinness and Crystal Fulton (2019)⁶⁰ their study showed that Digital Literacy in Higher Education: Student Engagement with E-Tutorials using Blended Learning proved to be a positive addition to the student's learning experience and the e-tutorials had the impact of reinforcing face-to-face learning.

This leads us to the conclusion that priority placement on literacy has an impact resulting from various efforts made by students to focus on one or two of the four English language skills to the development of their knowledge and the impacts are positive addition to the improvement of their knowledge based on prioritizing reading and listening, which is in mastering the priority skill will build their knowledge and understanding. It because reading and listening as the input or reception and writing and speaking as the output or production, which is spoken and written as two methods of communication.

⁶⁰ McGuinness, C., & Fulton, C. (2019). Digital literacy in higher education: A case study of student engagement with e-tutorials using blended learning. *Journal of Information Technology Education: Innovations in Practice*, 18, 1-28. <https://doi.org/10.28945/4190>

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions regarding results research. The conclusions are drawn from the findings of the previous chapter, then the suggestions will be included for several parties involved with this research, ending with the author's closing statement.

A. Conclusion

Referring to the results of the data analysis from the previous chapter describes students' priority on literacy and the contribution of students' priority to the development of their knowledge. The researcher hopes the findings and recommendations will be beneficial to the teacher and students, as well as the reader, to improve the quality of learning. The researcher investigates how the students of the English Education Department of UIN Walisongo Semarang prioritize reading, writing, listening, and speaking and how it contributes to the development of their knowledge.

According to the result of the questionnaire, the researcher found the students' priority on literacy from the total of twelve students are: the total of 4 students put reading, the total of 3 students put speaking, and the total of 1 students put listening as the priority skill that must be concentrated. The

researcher also found that some students took two English language skills as their priority, that are 1 student put reading and speaking, 1 student put reading and listening, 1 student put reading and writing, and 1 student put listening and speaking as their priority on literacy.

Furthermore, referring the result of the interview showed that the students' priority on literacy give an impact on the development of their knowledge. The impacts are a positive addition to the improvement of their knowledge based on prioritizing reading and listening, which is in mastering the priority skill will build their knowledge and understanding. It is because reading and listening as the input or reception and writing and speaking as the output or production, which is spoken and written as two methods of communication.

B. Suggestion

This research is intended to literacy priorities that can contribute to the development of students' knowledge. According to that, this research needs further investigation to obtain the participants with better analysis. For this reason, the writer suggests:

1. More participants to get the further investigation in the students' priority on literacy. It will be better if other researchers are willing to use more of the total sample.

2. This research needs to be developed since the write-only describe the impacts and how it contributes to the development of students' knowledge. It will be better if other researchers are willing to develop other instruments to gain better analysis in priority on literacy.

Thus, this thesis served the readers. The writer realizes that it is still far from perfection. So that, the writer hopes for some suggestions and criticism to make it better. Hopefully, this research can be useful for the writer and all the readers.

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APPENDICES

Appendix 1: Letter of Appointment of Advisor



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Prof. Dr. Harkat Kampus II Ngaliyan Telp. 7661295 Fax. 7615387 Semarang 50185

Nomor : B.7988/Un.10.3/J4/PP.00.9/11/2019

27 November 2019

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Yth.

1. Dr. Siti Tarwiyah, M. Hum.
2. Dra. Nuna Mustikawati, M. Pd
di Semarang

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa,

Nama : Hesti Rindhi Anggraeni

NIM : 1703046069

Judul : Literacy Priority of Higher Education Students

dan menunjuk saudara Dr. Siti Tarwiyah, M. Hum. sebagai pembimbing I dan Dra. Nuna Mustikawati, M. Pd sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)

Appendix 2: Letter of Research Permit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Harkis Krt.2 Semarang 50183
Telepon 024-7601295, Faksimila 024-7615387
www.walisongo.ac.id

Nomor : 3960/Un.10.3/D.1/DA.04/12/2021

17 Desember 2021

Lamp : -
Hal : Mohon Izin Riset
a.n. : Hesti Rindhi Anggraeni
NIM : 1703046069

Yth.
Bapak/Ibu Dosen Universitas
di UIN Walisongo Semarang (Pendidikan Bahasa Inggris)

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Hesti Rindhi Anggraeni
NIM : 1703046069
Alamat : Perum Bukit Walisongo, Jalan Sunan Kudus II Blok 7 No. 2,
Tambakaji, Ngaliyan, Kota Semarang (50185)
Judul Skripsi : **Priority on Literacy of Higher Education Students**

Pembimbing :
1. Dr. Hj. Siti Tarwiyah, M. Hum.
2. Dra. Nuna Mustikawati Dewi, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 17 Desember 2021 sampai dengan tanggal 19 Desember 2021.

Demikian atas perhatian dan terkaabahnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

Dekan,
Dekan Bidang Akademik

Dr. Mahfud Jumaidi, M.Ag.

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 3: Letter of Having Carried Out the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

SURAT KETERANGAN

Nomor : 3960/Un.10.3/K/PP.00.9/12/2021

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Hesti Rindhi Anggraeni
Tempat, tgl lahir : Blora, 23 Desember 1998
NIM : 1703046069
Program /semester/tahun : FITK/Semester 9/2017
Jurusan : Pendidikan Bahasa Inggris
Alamat : Perum Bukit Walisongo, Jalan Sunan Kudus II Blok 7 No. 2,
Tambakaji, Ngaliyan, Kota Semarang (50185)
Judul skripsi : Priority on Literacy of Higher Education Students
Waktu Penelitian : 17 Desember 2021 – 19 Desember 2021

Bahwa yang bersangkutan :

Telah selesai melaksanakan riset sesuai waktu dan aturan yang telah disepakati.

Surat keterangan ini diberikan untuk keperluan :

Pendaftaran persyaratan sidang skripsi.

Demikian harap maclum bagi yang berkepentingan.

Semarang, 21 Desember 2021

An. Dekan
Kepala Bagian Tata Usaha



Siti Khotimah

Appendix 4: The Questionnaire Results

No.	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
1.	AHF	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	Yes	No	Yes	No
2.	AM	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3.	AMR	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
4.	EDL	No	Yes	No	Yes	No	No	Yes	No	No	Yes	No	Yes	Yes	No	Yes	No
5.	JBJ	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	No
6.	KPD	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes
7.	LMK	Yes	Yes	Yes	No	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No
8.	S	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No
9.	SAN	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No
10.	TS	No	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes	No
11.	MFA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No
12.	LM	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

No.	Name	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
1.	AHF	No	No	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No
2.	AM	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3.	AMR	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4.	EDL	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
5.	BJJ	No	No	No	Yes	Yes	No	Yes	No	Yes	Yes	No	No	No	No	Yes	No
6.	KPD	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
7.	LMK	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No
8.	S	No	Yes	No	Yes	Yes	No	No	No	No	Yes	No	Yes	Yes	No	No	No
9.	SAN	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No
10.	TS	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No
11.	MFA	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
12.	LM	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Appendix 5: The Interview Transcriptions

a. Interview Transcript 1

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?
AHF	Priority in reading has positive impacts for me, especially to developing my knowledge. By reading a book, news, article, and so on can open my mind about evrithing. I can know many informations start form a history of something, development of tecnology, or sametning that is trannding today. So it really can deveLOPT my knowledge
Researcher	How does your priority give impact to the development of your knowledge?
AHF	Among those priorities, I'd rather to enjoy reading session that more affecting myself in improving my knowledge. By having a continuous times of reading, then I got some benefits from that.I become aware and notice for something that I don't know on that field. So, it increases my knowledge, especially in learning science or language. In learning language, reading is also effecting my vocabulary enrichment rather than speaking. I can see the word, also the way how to pronounce it such mentioned in dictionary.

b. Interview Transcript 2

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?

AM	Bagi saya adanya prioritas dalam reading saya jadi bisa mempelajari kosa kata baru dari teks yang saya baca dan saya menjadi lebih mudah memahami apa yang dimaksud dalam bacaan tersebut.
Researcher	What are the impacts of your priority in speaking on the development of your knowledge?
AM	Dampak dari speaking lebih kepada saya bisa berbicara dengan orang menggunakan bahasa inggris. Saya juga bisa mengetahui bagaimana penguacapan kata yang benar
Researcher	How does your priority give impact to the development of your knowledge?
AM	Among those priorities, I'd rather to enjoy reading session that more affecting myself in improving my knowledge. By having a continuous times of reading, then I got some benefits from that. I become aware and notice for something that I don't know on that field. So, it increases my knowledge, especially in learning science or language. In learning language, reading is also effecting my vocabulary enrichment rather than speaking. I can see the word, also the way how to pronounce it such mentioned in dictionary.

c. Interview Transcript 3

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?
AMR	I think reading is the priority skills that must be mastered, because reading is a necessary activity in our daily routine. We can add

	insight, make us open-minded, and got a lot of new inspiration from reading activity.
Researcher	How does your priority give impact to the development of your knowledge?
AMR	Basically my hobby is reading. Actually, just to get good mood, that's why I like reading fiction. At first I only read stories in Indonesian, but after I liked English lessons, I tried reading English stories. From these stories I get new vocabulary which I will then find out what it means in online dictionaries, there are also things like the use of slang words in English. Reading really makes me have more vocabulary mastery.

d. Interview Transcript 4

Speakers	Utterances
Researcher	What are the impacts of your priority in speaking on the development of your knowledge?
EDL	the impact that i got are i can connect with people around the world, i can have conversation with them. we can share information each other. all of those impact really develop my knowledge
Researcher	How does your priority give impact to the development of your knowledge?
EDL	For the first, as an English student, I felt difficulties in speaking skills. I found a lot of difficulties when learning to speak. Like when pronouncing words, there are many words that I don't know how to spell those words. As a new student, I lack the mastery of vocabulary and makes me feel not confident to speak in front of people. To develop my self-

	confidence I try to speak by reading and learning the words in the dictionary. In the dictionary, there is a (penulisan) and how to speak correctly. I also hear from applications to ensure the words that I spell. I also hear western music and sing a song to exercise my speaking skill. It's difficult for me, but I felt progress in myself. I feel enough confident speaking in front of people although sometimes I speak incorrectly.
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e. Interview Transcript 5

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?
JBJ	Reading can improve my other language skills, get more new vocabulary, and i get knowledge about all kinds of reading.
Researcher	How does your priority give impact to the development of your knowledge?
JBJ	I think reading is the easiest skill in learning English. But, when I try to read oh my goodness that's hard. Lack of vocabulary make me fell difficult to know the meaning of words or the meaning of sentences. It makes me hard to know well the meaning of the text. I solve my problem in reading by learning one by one of the words that I don't know the meaning of. I read routine every day like a short text. Besides that, I also learn to get the meaning of the text. I combine sentence by sentence to know the meaning of a paragraph. By learning routine, makes me know well the

	steps in skimming and scanning. So that, I can improve my skill in reading
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f. Interview Transcript 6

Speakers	Utterances
Researcher	What are the impacts of your priority in listening on the development of your knowledge?
KPD	Before prioritizing my listening skill, I can't get anything from what native say but now there's lil bit improvement with my listening skill.
Researcher	What are the impacts of your priority in speaking on the development of your knowledge?
KPD	As I said before, I prefer speaking than other skills. So I take it as my priority to improve my knowledge. The improvement of Vocabularies especially.. But I also get another knowledge of culture when I talk to foreigners.
Researcher	How does your priority give impact to the development of your knowledge?
KPD	I prioritize listening and speaking because at first I felt less in vocabularies and how to pronounce properly. From there I started following OC DILINE which is an open group discussion to learn IELTS and watch many youtube videos and western films by enabling English subtitles to better understand each conversation. I also have conversations with native speakers and my friends in English. I also practice my pronounce by speaking in front of a mirror. From these exercises I

	gained improvement in listening and speaking skills and now I can watch movies or videos without the help of Indonesian subtitles or English anymore.
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g. Interview Transcript 7

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?
LMK	I think the impact on the development of my knowledge are, I know more about some things that I may not know. Reading from various sources can also make us combine some knowledge from several sources.
Researcher	What are the impacts of your priority in listening on the development of your knowledge?
LMK	Sejujurnya saya tidak terlalu bagus dalam listening tetapi saya sangat tertarik dengan listening. Karena dengan mendengarkan saya jadi lebih tau cara pengucapan bahasa Inggris yang benar dan juga saya senang mendengar orang ketika mereka berbicara dengan bahasa Inggris. Dan juga mengasah pendengaran saya dalam mendengarkan bahasa Inggris.
Researcher	How does your priority give impact to the development of your knowledge?
LMK	I started prioritizing my reading from the beginning of learning English, because I love to read myself. I read a lot of books and texts, I also read a lot of articles from the outside to gain new knowledge. and from taking reading classes I acquired techniques and methods in reading. And now I'm becoming a little more

	confident in my reading skills. for listening myself because I find it difficult in listening classes that affect my grades. Therefore, I began to focus first on learning listening skills by listening a lot to VOA, BBC, or audio and music. And I also matched the transkip of the audio to better understand what the speakers were saying. and also I practice listening skills from TOEFL to be more comprehensive in mastering listening skill.
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h. Interview Transcript 8

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?
S	Well, when I'm prioritize my reading.. It brings many good impacts for me such as good at speaking, good at understanding what people saying, good at making my essay.
Researcher	What are the impacts of your priority in writing on the development of your knowledge?
S	I realize writing is one of anothers skill that is important to develop our knowledge. actually i don't really like writing, but because of i push my self to do rwiting it can help me and develop my knowledge. by learning that skill, i can write text better dipend on the kind of the text. So, the priority in writing give me a good impact on development of my knowledge.
Researcher	How does your priority give impact to the development of your knowledge?

S	<p>I started prioritizing my reading from the beginning of learning English, because I love to read myself. I read a lot of books and texts, I also read a lot of articles from the outside to gain new knowledge. and from taking reading classes I acquired techniques and methods in reading. And now I'm becoming a little more confident in my reading skills. for listening myself because I find it difficult in listening classes that affect my grades. Therefore, I began to focus first on learning listening skills by listening a lot to VOA, BBC, or audio and music. And I also matched the transkrip of the audio to better understand what the speakers were saying. and also I practice listening skills from TOEFL to be more comprehensive in mastering listening skill.</p>
---	--

i. Interview Transcript 9

Speakers	Utterances
Researcher	What are the impacts of your priority in listening on the development of your knowledge?
SAN	listening is one of the right and effective way to get more information. I find it easy to understand information by listening. listening well can also improve the quality of the communication that I do.
Researcher	How does your priority give impact to the development of your knowledge?
SAN	There are many beneficial impacts I get from my priority, in this case, listening. Listening really helps me to find and get more information from the sources. From listening to music, watching videos and movies helped

	<p>my listening skills a lot. I can easily understand the information I get by listening. It really has differences before I intensify my listening skill and after I intensify it. I put more effort in understanding the information when I don't intensify my listening skill. Meanwhile, when I improve and prioritize my listening skill I get better quality of understanding.</p>
--	--

j. Interview Transcript 10

Speakers	Utterances
Researcher	What are the impacts of your priority in speaking on the development of your knowledge?
TS	The impact of speaking on the development of my knowledge is that I get new knowledge about how to pronounce words correctly. Because I've been wrong in pronunciation.
Researcher	How does your priority give impact to the development of your knowledge?
TS	At first I felt less confident with my speaking skills because I had so little vocabulary mastery. Then my brother sometimes invites me to speak English even though I know that my brother can't speak English. But it trained me in speaking skill. I also like seeing content creators from social media applications. They often speak English with clear pronunciation making it easier for me to understand. I'm a little motivated by them. I train myself in doing speaking. That's why now I'm a little confident in my speaking skills.

k. Interview Transcript 11

Speakers	Utterances
Researcher	What are the impacts of your priority in speaking on the development of your knowledge?
MFA	The impact of prioritizing speaking on me is I can speak more fluently and pronounce the words correctly.
Researcher	How does your priority give impact to the development of your knowledge?
MFA	In the developing my speaking skills, I try to speak in English more often, I practice my speaking skill by doing conversation with my friends.

1. Interview Transcript 12

Speakers	Utterances
Researcher	What are the impacts of your priority in reading on the development of your knowledge?
LM	I can understand what I read easily and it build my vocabulary.
Researcher	How does your priority give impact to the development of your knowledge?
LM	I read a lot of various types of text, it can be from reading a novel, article, social media, or books non-fiction. I try to practice the technique and method in reading comprehension.

CURRICULUM VITAE

Name : Hesti Rindhi Anggraeni
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Educational Background :

1. TK Kartini Buluroto
2. SD N 1 Buluroto
3. SMP N 3 Blora
4. SMK N 1 Blora

Semarang, 29 December 2021

The Writer,



Hesti Rindhi Anggraeni

NIM. 1703046069