

**TRACING THE ENGLISH LANGUAGE LITERACY IN  
COLLABORATIVE WRITING AMONG THE MARGINALIZED  
TEENAGERS**

**A Thesis**

**By**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
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## DECLARATION OF PLAGIARISM

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Certify that thesis entitled “Tracing the English Language Literacy in Collaborative Writing Among the Marginalized Teenagers” is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, January 2022



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## **DEDICATION AND MOTTOS**

**This thesis is dedicated to :**

**My mother, my father, and myself**

## **MOTTOS**

**“Allah tidak membebani sesuatu melainkan sesuai dengan kemampuannya”**

**QS. AL – BAQARAH : 286**

**“Everything is possible when you create the possibility”**

**-Unknown**

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The Writer,



Adinda Shafa Savira

## TABLE OF CONTENTS

<b>APROVAL.....</b>	<b>II</b>
<b>TRACING THE ENGLISH LANGUAGE LITERACY IN COLLABORATIVE WRITING AMONG THE MARGINALIZED TEENAGERS.....</b>	<b>III</b>
<b>DECLARATION OF PLAGIARISM.....</b>	<b>IV</b>
<b>DEDICATION AND MOTTOS.....</b>	<b>V</b>
<b>ACKNOLEDGEMENTS.....</b>	<b>VI</b>
<b>TABLE OF CONTENTS.....</b>	<b>VII</b>
<b>ABSTRACT.....</b>	<b>XII</b>
<b>CHAPTER 1.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 The Background of the Study.....	1
1.2 The Problem of the Study.....	3
1.3 Purpose of the study.....	4
1.4 The Significance of the study.....	4
<b>CHAPTER II.....</b>	<b>5</b>
<b>LITERATURE REVIEW.....</b>	<b>5</b>
2.1 English as Foreign Language (EFL).....	5
2.2 Literacy.....	6
2.3 English Language Literacy.....	7
2.4 Collaborative Writing.....	8
2.5 Mentoring and Collaborative Writing.....	9
2.6 Mentor's Role in Mentoring Activity.....	11
2.7 Empirical Research.....	12
<b>CHAPTER III.....</b>	<b>15</b>
<b>RESEARCH METHOD.....</b>	<b>15</b>
3.1 Research Method and Design.....	15
3.2 Site and Participants.....	16
3.3 Data Collection.....	17
3.3.1 Observation.....	17
3.3.2 Interview.....	20
3.4 Data Analysis.....	21
<b>CHAPTER IV.....</b>	<b>22</b>
<b>FINDINGS AND DISCUSSION.....</b>	<b>22</b>

4.1 Findings.....	22
4.1.1 Overview of the student’s literacy practice.....	22
4.1.2 The Collaborative writing.....	25
4.1.3 Focal Participant.....	34
4.2 Discussion.....	64
 <b>BAB V.....</b>	<b>67</b>
<b>CONCLUSIONS AND SUGGESTIONS.....</b>	<b>67</b>
5.1 Conclusion.....	67
5.2 Suggestions.....	69
 <b>REFERENCES.....</b>	<b>70</b>
 <b>APPENDICES.....</b>	<b>77</b>

## **LIST OF TABLES**

<b>Table 2.1</b>	Previous Study
<b>Table 3.1</b>	The Population
<b>Table 4. 1</b>	Meeting Schedule

## **LIST OF FIGURES**

- Figure 4.1.** Pre-Interview Result
- Figure 4.2** Student's self assessment
- Figure 4.3.** 3th Mentoring activity, Student's workseet Rainbow.
- Figure 4.4.** 4th Mentoring activity. Student's worksheet "Body"
- Figure 4.5.** 5th Mentoring activity, Student's writing.
- Figure 4.6.** Suryani's 1<sup>st</sup> Writing
- Figure 4.7.** Suryani's 2<sup>nd</sup> Writing
- Figure 4.8.** Suryani's 3<sup>rd</sup> Writing
- Figure 4.9.** Sintia's 1<sup>st</sup> Writing
- Figure 4.10.** Sintia's 2<sup>nd</sup> Writing
- Figure 4.11.** Sintia's 3<sup>rd</sup> Writing
- Figure 4.12.** Sintia's 4<sup>th</sup> Writing
- Figure 4.13.** Thalita's 1<sup>st</sup> Writing
- Figure 4.14.** Talita 2<sup>nd</sup> Writing.
- Figure 4.15.** Talita's 3<sup>rd</sup> Writing
- Figure 4.16.** Femi's 1<sup>st</sup> Writing
- Figure 4.17.** Femi 2<sup>nd</sup> Writing
- Figure 4.18.** Femi's 3<sup>rd</sup> Writing
- Figure 4.19.** Rendi's 1<sup>st</sup> Writing
- Figure 4.20.** Rendi's 2<sup>nd</sup> Writing
- Figure 4.21.** Rendi's 3<sup>rd</sup> Writing

## **LIST OF APPENDICES**

- Appendix A Usul Judul Skripsi
- Appendix B Surat Keputusan Dekan Tentang Judul dan Pembimbing Skripsi
- Appendix C Thesis Consultation Card
- Appendix D Question of Interview
- Appendix E The Photo of Participants
- Appendix F Literacy and Mentoring Activity
- Appendix G Students' Assessment
- Appendix H Students' Writing

# **TRACING THE ENGLISH LANGUAGE LITERACY IN COLLABORATIVE WRITING AMONG THE MARGINAIZED TEENAGER**

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## **ABSTRACT**

Literacy has a vital role in education, the ability to read, write and understand science is a determinant in the development of quality human resources. Literacy skills can also influence students' language and writing skills. This study aims to explore the understanding and language of Teenagers in Sungai Rengas through after-school literacy and collaborative writing activities. The research method used is a case-study. With observations and interviews as data collection. The participant was 10 teenagers aged 11-15 years with 5 participants as focal participants and analyzed. The result shown that the factors that influence the low literacy activity in Sungai Rengas are limited of reading material, low understanding of the importance of literacy, and lack of reading and writing activities from school due to the pandemic situation. Through after-school literacy and collaborative writing, teenagers in Sungai Rengas have facilities that support and increase their motivation and interest in reading. the results of the writings produced by the participants stated that the books they read influenced the readers, such as the development of ideas and vocabulary.

**Keywords: Language, Literacy, Collaborative Writing, Marginal Students**

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study

#### **1.1 The Background of the Study**

Humans are God's creatures who are equipped with sense and mind. With sense and mind, humans can develop their potential and enhance their quality of life. In an effort to develop the potential and quality of life, because knowledge is needed. Knowledge is not only obtained by self-taught in the environment around the house, but also through education. The educational process cannot be separated from the development process itself. Development is directed and aims at developing quality Human Resources and Economic Development. Education is a basic need that must be met and through education, the best quality human resources will be created to face competition with other countries. In the latest information, new knowledge is added to the existing knowledge every day; thus, the volume of information increases, leading to an immense accumulation of knowledge (Kaya, 2020). Literacy plays an indispensable role in the attainment of the Sustainable Development Goal (SDG) “Ensure inclusive and quality education for all and promote lifelong learning” (Zua, 2021).

Indonesia took the PISA test since 2000, which is held every three years. As the results, from 2000 to 2015, the scientific literacy skills of Indonesian students have always been ranked lower than other countries. In 2000, 2003, 2006, 2009, 2012, and 2015 respectively, Indonesian students were ranked 38 out of 41 countries, 38 out of 40 countries, 50 out of 57 countries, 60 out of 65 countries, 64 from 65 countries (I Nyoman Bagiarta, 2015) The Low literacy skills in Indonesia can be caused by unequal education, the low proportion of teachers who have adequate academic qualifications, and not optimal education services as a result of limited access to educational facilities and infrastructure. In addition, it is also caused by dropping out of school due to poor family economy/poverty factors, family demands that require children to take part in earning a living, and most recently the impact of corona in

which 24 million Indonesian children are threatened with dropping out of school because their parents lose income and work, and also due to inadequate access to online learning. Lack of adequate human resources to act as mentors can also hinder the development of children's literacy.

Current English proficiency is a necessity as a result of the rapid flow of globalization. Based on the principles of 21st-century learning, teenagers must get opportunities to develop global competencies in order to be ready for competition in the global world. One of the competencies is competence in language international (English). Literacy and language competence can be initiated through reading activities which are a stepping stone to developing language skills and at the same time improve the culture of reading among Teenagers. English as a lingua franca (ELF) is a new term (Hammersley & Atkinson, 2007, p. 20 ; Hammersley, M, & Atkinson, P 2019). In the English Language, there are some terms such as EFL (English as a Foreign Language), ESL (English as a Second Language), and ESOL (English to Speakers of Other Languages). It is not easy to study English, especially in Indonesia where English is a foreign language. Many aspects of English should be understood in many aspects to master it well. Moreover, in Indonesia English is a compulsory subject for junior and senior high school students. It becomes a good starting point for students in their teenage age to develop English at a foundational level

In Palembang, Sumatera Selatan there is an area that covers almost all of the qualifications above which causes low literacy in children, especially adolescents (age 10-15). Sungai Rengas, Gandus is an area that is quite isolated from other areas even though it is located in Palembang city. Poverty, dropping out of school, plus the current situation where schools are conducted online using the internet and supporting devices make learning activities difficult for children in the Sungai Rengas because there is no access to books also so there is the limitations for internet access.

The researcher decided to apply observation using collaborative writing on marginal teenagers in Sungai Rengas to trace the English literacy activities shown in their writing.

## **1.2 The Problem of the study**

The problems of the study is formulated in the following question :

1. What does collaborative writing look like in the after-school literacy program in Sungai Rengas?
2. What kinds of language and literacy practices are shown in the students' writing?

## **1.3 Purpose of the study**

The purpose of this study is to examine how English language literacy development with the teenager in Sungai Rengas. Besides, this study also shows the process through collaborative writing activity

## **1.4 The Significance of the study**

This study is hoped to provide some advantages for the students, lecturers, and future researcher.

- a. For the students

From this study, the students were able to improve their English language literacy in collaborative writing.

- b. For Lecturers

Hopefully, this study can give them the information about how English language literacy in marginalized teenagers and as reference for the lecturer.

- c. For Future researcher

This study can be used as an important part of English language literacy in Marginalized teenager and are expected to be used as a reference in developing English language literacy using collaborative writing.

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