ENGLISH LEARNING MANAGEMENT TO IMPROVE HIGH SCHOOL STUDENTS' LANGUAGE LITERACY

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Abstract

The research background begins with the problem of unequal distribution of students' English literacy skills.This can be seen from: 1) students' lack of vocabulary, especially when they enter school; 2) unequal distribution of grammatical abilities; 3) new students have never received listening material before; 4) unequal distribution of speaking abilities; 5) there are still quiet students; 6) there are errors in English pronunciation; and 7) there are still students who are lazy about memorizing vocabulary.The aim of the research is to obtain an overview and analysis of English language learning management to improve students' language literacy. This research uses a qualitative method with a case study approach, while the data is analyzed using triangulation techniques. The results of the research show that the implementation of English language learning is already underway, it only needs to be more stringent in implementing student discipline to practice English. Obstacles in the English language learning process include, among others, coming from teachers, students and infrastructure. The solution for learning English is by do pimproving English language learning management from teacher competence, student discipline, improving facilities and infrastructure.Research productwhat is proposed is to form a deputy Head of the Language Division.General conclusions of research aboutEnglish Language Learning Management to Improve Students' Language Literacy has been implemented, but still needs improvement to make it even better.

Keywords: Learning Management, English, Language Literacy.

Introduction

English is said to be a universal language and is widely used in various countries with nearly 400 million people in the world. Therefore, English is considered as their mother tongue and official language. Then, the benefits of learning English can make it easier to master technology. Most of the latest technology currently operated is in English. Apart from that, another benefit of learning English is that it makes it easier to understand and deepen the learning process.

English occupies a very important position in life. This can be seen in our world of education which includes English language subjects in the curriculum in every school from elementary to tertiary level. Thus, English has a very large position and role in the educational curriculum implemented in Indonesia. (Kusuma, et al., 2017: 254)

In fact, learning English in Indonesia began during the Dutch occupation. However, during Japanese rule, English learning was abolished by the Japanese government. Then, when the Indonesian people proclaimed independence in 1945, English began to be taught again in Indonesia. Furthermore, in the Decree of the Minister of Education and Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 it is stated that learning English is a group of general subjects which must be taught in all schools at the SMA/MA level, that every SMA/MA is obliged to open or teach all subjects in the group This is (general) and must be followed by all SMA/MA students.

Some of these English language learning regulations can provide a conclusion that the priority of English language learning is essentially on strengthening English language skills which include reading, writing, speaking and listening skills. These four aspects of language skills cannot be separated from one another. According to Oxford (2001) in Rita (2022: 97), it is said that the most important language skills are reading, speaking, writing and listening. These four are interconnected and cannot be separated.

English learning usually begins with determining learning management steps. Own management according to Terry in Latif and Latif (2018: 5) 'is a process consisting of planning, organizing, implementing, controlling, and using science and art and followed by achieving predetermined goals.' Medium lThese learning management steps refer to theoryGR. Terry namely "*Management is a distinct process consisting of planning, organizing, actuating, and controlling,…*" (George. R. Terry, 1977: 4).

These learning management steps are an effort to improve students' language literacy. Considering the importance of mastering literacy for students, the government has established a regulation that regulates the implementation of literacy programs for all Indonesian people on a national scale. Furthermore, in 2016 the National Literacy Movement (GLN) was launched by the Indonesian Ministry of Education and Culture. This GLN is part of the implementation of Minister of Education and Culture Regulation Number 23 of 2015 concerning the Development of Character. Then, language literacy referred to in this research refers to the theory of Elizabeth Sulzby (1986: xvii-xviii). Sulzby said that literacy is the language skills a person has in communicating, reading, speaking, listening and writing in different ways according to their goals.

The low literacy skills in Indonesia are a problem, as well as a challenge that must be faced together. This is as stated by Ade Tutty R. Rossa et al. (2023: 22-23) as follows:
English language lessons in the Indonesian national education curriculum should have the same proportion as other lessons for every graduate. However, based on the results obtained by graduates at each level it is not in line with expectations, which can be seen from the results of tests, semester test results and national exams, the average score in English subjects does not show good results.

Based on the results of a preliminary study conducted at SMAN Banua Bilingual Gambut, Banjar Regency and MA Darul Istiqamah Barabai, it shows that students' English literacy skills are not evenly distributed. This can be seen from: 1) the lack of student vocabulary, especially when entering school; 2) unequal distribution of grammar skills for new students; 3) new students have never received listening material before; 4) students' speaking abilities are not evenly distributed; 5) there are still quiet students; 6) there are errors in English pronunciation; and 7) there are still students who are lazy about memorizing vocabulary.

Based on the empirical data above, SMAN Banua Bilingual Gambut and MA Darul Istiqamah Barabai have implemented these English language skills through increasing literacy, but still need better improvements. Apart from that, efforts to increase language literacy can be conditioned properly, so there needs to be a well-planned learning program, therefore there needs to be well-planned learning management in increasing English literacy for students.

Literature review

After reviewing several studies, there were several studies that were related to the research that the researcher was studying. The research that researchers managed to find; First byRaya Erwana (2014) with the title "English Language Learning Management for Adults (Case study of the Mutiara Pelabuhanratu Education and Skills Institute, Sukabumi Regency)." This research contains information about the appropriate English language learning system for adults, how to encourage them to learn English according to their goals, what are their obstacles and influences in learning English, sources that are appropriate English language materials for them, skills what is considered difficult for them in speaking English and what skills they expect in speaking English. Second,byAde Tuty R. Rossa, et.al, (2023) with the title "Quality Management of English Language Learning in Improving Literacy Culture." The research presented concerns English language learning planning, organizing, implementing, monitoring and evaluating as well as obstacles and solutions to English language learning management. The discussion places great emphasis on quality management of English language learning, while literacy culture includes four language skills, speaking, reading, writing and listening.

Method

This research uses a qualitative method or is often called a naturalistic research method because the research was carried out in natural conditions (natural setting). According to McCusker & Gunaydin, S. (2015) in Ardianto (2019: 2), 'qualitative methods are used to answer questions about "what", "how", or "why" of a phenomenon. .'

This qualitative method is tryingfocuses his observations on in-depth things. Therefore, the use of this method in research can produce a more comprehensive study of a phenomenon. The qualitative method in this research aims to describe or explain something which is then classified, so that a conclusion can be drawn about English language learning management to improve the language literacy of students at SMAN Bilingual Gambut and MA Darul Istiqamah Barabai.

Location and Research Subjects

The location of this research is at SMAN Banua Bilingual Gambut, Banjar Regency and MA Darul Istiqamah Barabai, South Kalimantan Province. This location was chosen on the grounds that SMAN Banua Bilingual Gambut Banjar Regency and MA Darul Istiqamah Barabai are schools of good quality with an A accreditation title, and have a concentration on strengthening the English language. Then, that becomes sThe research object is the informantsWhichhave relevant knowledge and experiencewithdeep research problemsplanning, organizing, implementing, and assessing or evaluating.

The key informants in this research are: 1) Head of SMAN Banua Bilingual and Head of MA Darul Istiqamah; 2) Deputy Head of Curriculum Division at SMAN Banua Bilingual and MA Darul Istiqamah; 3) English Teacher at SMAN Banua Bilingual and MA Darul Istiqamah; 4) MA Darul Istiqamah Barabai Language Council; 5) Students.

Data collection technique

Data collection is a very important component in the research process. Errors in data collection can result in difficulties in the analysis process. In addition, if errors occur in the data collection process, the results or conclusions obtained will be ambiguous. Then, in collecting data, there is a need for the data collection technique itself.Data collection techniques are used to collect real materials used in research. Therefore, strategic and systematic steps are needed to obtain data that is valid and in accordance with reality. In this case, the researcher chose a type of qualitative research that requires clear and specific data. Therefore, data collection was obtained through observation, interviews, documentation and triangulation. Besides, pData collection needs to be done correctly and in a focused manner, so that the data obtained is truly valid so that the validity of the results or conclusions found is beyond doubt.

Research Steps

First, the researcher observed the activities that occurred at the research location. Second, conduct qualitative interviews, and third, collect qualitative documents, both in the form of audio and visual recordings. The stages passed in this research are as follows:

a. Selecting topics and problems to be researched;
b. Conduct an initial assessment of the location and research subjects to obtain initial data, so as to obtain a clear and complete picture of the problem to be researched;
c. Carrying out literature studies or in-depth reading material related to the problem being researched;
d. Preparing research designs along with data collection grids and interview guidelines, observation guidelines and document study guidelines.
e. Apply for research permission to the party who is the locus of this research;
f. There are three stages in research, namely the first stage of orientation or problem study, second stage of exploration or research implementation and third stage of member check;

g. Conduct initial or preliminary discussions with the Head of SMAN Banua Bilingual Gambut and MA Darul Istiqamah Barabai South Kalimantan;

h. Carrying out intensive data collection activities through observation, interviews and documentation studies.

i. During the research process, data analysis activities were also carried out and outlined in field data transcripts, triangulation clearly expressed the data obtained back to other data sources and asked for comments on the same matter, in order to obtain a more reliable level of trust and member check for confirm or check the correctness of field notes that have been analyzed with the source.

j. Describe and analyze field data in substance by referring to the results of literature studies and studying field reports.

Results and Discussion

a. English Language Learning Management Planning Stage to Improve Language Literacy

English language learning planning related to increasing student language literacy at SMAN Banua Bilingual Gambut and MA Darul Istiqamah Barabai has been implemented. This planning takes the form of preparing learning tools. In preparing learning tools, there are at least several things that must be done, including; 1) compiling a syllabus, 2) compiling an annual program, 3) compiling a semester program, 4) compiling a learning implementation plan, 5) compiling an analysis of lesson material, 6) determining effective and non-effective days for learning, 7) compiling improvement and enrichment programs, and 8) compiling learning modules carried out by subject teachers.

Based on the data contained in the two schools above, the English language learning planning is carried out according to the points contained in the learning tools, as outlined. Therefore, the learning process carried out runs according to the plans that have been designed. In this way, English literacy achievement can increase, however, the planning that has been prepared by English subject teachers at the two schools still needs improvement and refinement in order to increase reading, writing, speaking and listening competence.

b. Stage of Organizing English Language Learning Management to Improve Language Literacy

Organizing learning carried out by teachers in the classroom includes organizing material, namely providing boundaries or selecting learning materials that are appropriate to the breadth of subject matter in learning planning, always phasing learning, namely dividing stages in the learning process. The stages in learning include the preliminary stage, implementation stage and closing stage.

In the preliminary stage, the teacher gives several preliminary tests, provides information related to the material to be presented, explains the purpose of the material. Then at the implementation stage, the teacher carries out the learning process by delivering material

that has been prepared in the learning implementation plan (RPP). The learning process uses strategies, methods, media or learning tools that are adapted to the material and class atmosphere. Next, in the closing stage, the teacher takes steps including; provide opportunities for students to ask questions, provide questions or evaluate based on material related to reading, writing, speaking, listening, vocabulary or grammar contained in the material.

In general, the oral test is used for speaking questions, the essay test is used for writing questions, the multiple choice questions test is used for reading questions and the audio conversation test is used for listening questions. However, other forms of testing can also be used depending on the situation and conditions at that time.

The principal always tries to provide support to subject teachers in this organization. For this reason, the principal determines the distribution of teaching duties, which includes the subjects held and the number of teaching hours. Apart from that, the principal coordinates with teachers regarding learning tools, learning processes, learning evaluation, student development in receiving learning, and the media and learning facilities needed.

c. Implementation Stages of English Language Learning Management to Improve Language Literacy

English language learning in terms of increasing students' language literacy at both schools has been carried out based on learning procedures. In the learning process, teachers can use various strategies, media methods or learning tools as well as classroom conditions which are the place for the learning process. Learning is carried out in three stages, namely preliminary, implementation and closing stages.

English learning materials are in the form of nationally published books in collaboration with Cambridge Empower textbooks and QxFord and Cambridge Grammar books. This is what is used at SMAN Banua Bilingual Gambut, Banjar Regency. Meanwhile, MA Darul Istiqamah Barabai, apart from nationally published books, also adopted books sourced from the Guntur Modern Islamic Boarding School as well as several writings from Darul Istiqamah leaders. Furthermore, these books were rearranged by MA Darul Istiqamah Barabai.

The implementation of English language learning at the two schools also includes several literacy activities in the form of English novels in order to train and increase students' English literacy competency. Then, in the classroom learning process, the learning material always integrates two abilities, such as the ability to read combined with the ability to write. Likewise, speaking ability is combined with listening ability, followed by vocabulary and grammar. Meanwhile, the strategies, methods, media and learning tools used vary depending on the material as well as the situation and conditions of the class. However, learning strategies that are often used include discovery learning, group work, project based learning, and scientific learning.

Implementing English language learning in the context of reading, the teacher asks students to read the text from slow technique to fast technique. This technique is intended to train students' ability to read with the correct pronunciation of letters.

This text is offered to students and several other novel books in English based on each student's level. This is to practice reading skills, as well as to increase students' English vocabulary. Then, in practicing writing, teachers usually ask students to create texts using the guidelines that have been given. When practicing speaking, students are asked to communicate based on the texts provided in the script. To practice hearing or listening, students are trained to listen to some English music. Apart from that, to increase students' English language skills at these two schools, extracurricular activities are added. These extracurricular activities are aimed at accelerating students' English language skills and at the same time as motivation to increase students' language literacy. In this way, the implementation of English language learning at the two schools has been running, but it is necessary to tighten the discipline of students to practice speaking English.

d. Evaluation Stage of English Language Learning Management to Improve Language Literacy

Various forms of tests are used to evaluate English language learning in order to improve students' language literacy. In evaluating English language learning carried out by teachers, it is generally based on four models, namely evaluation in terms of reading, speaking, writing and listening. In terms of reading, the focus is on reading texts starting from slow techniques to fast techniques while always paying attention to the reading pronunciation aspect, while writing evaluation uses questions in the form of essay tests, speaking evaluation uses questions in the form of oral tests, and listening to some English music, then , students are asked to name some of the vocabulary in the music.

Evaluation of English learning at SMAN Banua Bilingual in terms of writing, the teacher asks students to create texts using the guidance that has been provided. The test was carried out within 50 minutes. Meanwhile, for reading, vocabulary, grammar, use the Cambridge FCE test format (FCE-Test Format). To listen/listen, use listening/listening practice in a format that follows the Cambridge FCE test format (*FCE-TestFormat*). Then, in measuring the level of students' English language skills using CEFR. CEFR is an abbreviation for Common European Framework of Reference for Languages (CEFR). CEFR is an internationally recognized standard for describing language proficiency. Therefore, the English language learning evaluation process at both schools has been carried out, but in terms of archiving it in assessment sheets, including report cards, there needs to be clear separation, such as sheets for reading, writing, speaking and listening scores.

The school principal and deputy head of the curriculum always supervise the evaluation process carried out by subject teachers. Supervision of the implementation of the learning process in the classroom at least twice a semester. Furthermore, at the end of each month, the principal evaluates the performance of the plan set at the beginning of the month. In fact, at the beginning of every school year, an IHT is always held regarding learning tools, all of which are collected to be validated by the school principal.

e. **Obstacles faced by English Language Learning Management to Improve Language Literacy**

Obstacles to learning English can come from teachers, students and infrastructure. Teacher obstacles, such as new/junior teachers who have not fully adapted, so need guidance from senior teachers. Participation in training is rare, either by the Education and Training Center, Education and Culture Service, Ministry of Religion and so on, due to limited participants. Obstacles from the student perspective, such as 1) students' lack of vocabulary, especially when entering school; 2) unequal distribution of grammatical abilities; 3) new students have never received listening material before; 4) unequal distribution of speaking abilities; 5) there are still quiet students; 6) there are errors in English pronunciation; and 7) there are still students who are lazy about memorizing vocabulary. The obstacle in terms of infrastructure at SMAN Banua Bilingual is that it has not been provided adequately, especially speakers. Meanwhile at MA Darul Istiqamah there are limited LCD projectors in each class.

Based on several of these obstacles, the English subject teacher tries to find the best solution or way out of these obstacles. Because if a solution is not found, then English learning in the two schools will automatically be hampered, meaning it will not be successful in increasing literacy in the language.

f. **Solution to the problem of English Learning Management to Improve Language Literacy**

The solution to English learning problems is by using several methods or strategies by English subject teachers, including:

1) Obstacles in terms of new English subject teachers, so coaching is always carried out. Newly accepted teachers are required to take part in English language guidance and training by senior teachers *(advanced intermediate material level)*. Then, the new teacher carries out observations in class when the senior teacher carries out the learning process. Teachers are required to take part in guidance and training activities every six months to improve learning skills and competencies. The guidance and training is related to English, learning technology, English teaching techniques. Then, during guidance and training, English language test simulations are carried out to measure competence and motivate oneself, so that they are more enthusiastic about learning. Furthermore, for teachers who are rarely involved in guidance and training or training related to English language learning, the school tries to provide independent guidance and training, such as In Home Training (IHT). Apart from that, there must be meetings between fellow English subject teachers from various schools in the area which are called MGMP.

2) Hold meetings to discuss with each English teacher two Sunday. Meet and discuss various learning target achievements, evaluate unit test results, practice the latest teaching methods, create weekly evaluation questions, projects and assignments for students and carry out micro teaching activities.

3) Holding additional activities to support improving English literacy skills by carrying out activities s*peech* with the introduction of English in the dormitory which is held twice a week, English Day, which is a mandatory day to practice English in the school environment, English debates, English speeches, involving students in English language competitions, the existence of a Language Council whose target is to improve discipline and improve the quality of language, for example English with assignments, including:
   a) Improvise Arabic and English;
   b) Programs   language development;.
   c) Carry out supervision in collaboration with language administrators in each room and class;
   d) Discipline students through various kinds of regulations, rules and sanctions for students who commit language violations;
   e) Increasing student activity in interactions   language;
   f) Require the official language to be in   announcement;
   g) Provide vocabulary after prayer   dawn
   h) Conduct *try out vocabulary*
   i) Form language clubs and clubs muhadharah.
   j) Strengthen competence language with extracurricular activities, including;
      (1) Carrying out a language debate English;
      (2) Carrying out language speech exercises English; And
      (3) Carrying out an English speech competition.

Besides that, it strives to create an English-speaking environment. Because every student is given vocabulary every day and the vocabulary is evaluated every week. Apart from that, there was a dialogue between students in English. The vocabulary is written on several trees, school walls, etc. Furthermore, language corrections are held every weekday or Sunday morning. In the discussion of English there are things called dictation (dekti), grammar, English lessons (Volumes I – VI).

In the process of applying English using the model above, students' competence in the language will automatically develop and not be static, so they can explore language activities with other students.

Conclusion

The results of the findings and discussion that the researcher presented, the researcher concluded that English Language Learning Management to Improve Students' Language Literacy at SMAN Banua Bilingual Gambut and MA Darul Istiqamah Barabai South Kalimantan has been running in accordance with applicable regulations.

Management of English language learning to improve students' language literacy at both schools has been going well, it just needs improvement. This can be seen from the results of implementing English language learning in improving students' language literacy which includes students' English skills. The skills possessed by students include reading, writing, speaking, and

listening. Well-managed learning management can increase students' language literacy and increase students' skills.

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