

INDONESIAN EFL STUDENTS' LITERACY PRACTICES: A CASE STUDY

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education**



By

Abi Rafdi Farisan

20322033

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

APPROVAL SHEET

INDONESIAN EFL STUDENTS' LITERACY PRACTICES: A CASE STUDY

By

Abi Rafdi Farisan

20322033



Approved on 25 August 2025

By :

Supervisor


Willy Prasetya, S.Pd., M.A.

RATIFICATION SHEET

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By

Abi Rafdi Farisan
20322033

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Board Examiners

Chairperson : Willy Prasetya, S.Pd., M.A.
First Examiner : Anandayu Suri Ardini, S.S., M.A.
Second Examiner : Dwiansari Ramadhani, S.S., M.App.Ling



Yogyakarta, 25 August 2025
English Language Education Department

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph.D.

NIP. 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 25 Agustus 2025

The Writer,



Abi Rafdi Farisan

20322033

MOTTO

With hardship comes ease. (Qur'an, Surah Ash-Sharh 94:6)

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved mother whose unconditional love, prayers, and encouragement have been my greatest strength. My beloved brother who always supported me.
2. To my dearest friends, (Afa, Acha, Farhan, Haris, Naufal, Satria, Alfi, and Nabila) thank you for your presence and motivation during the ups and downs.

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Alhamdulillah Rabbil 'Aalamin, Alhamdulillah Rabbil 'Aalamin. All praise be to Allah SWT, the Almighty and Most Merciful. May peace and blessings be upon the final Prophet, Muhammad SAW. I am profoundly grateful to Allah SWT, who has granted me strength, patience, and determination to complete this thesis through dedication and prayer. This work could not have been accomplished without the support and encouragement of many people. I would like to extend my deepest gratitude to my beloved mother, Kundiarsih Mahyani, and my brother, Rifki Auzan Hamidi, for their endless love and prayers.

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Although I realize that this thesis is still far from perfect, I sincerely hope it will contribute to the teaching of English, particularly in the design and development of literacy practices for undergraduate students in today's digital era. I welcome constructive feedback, suggestions, and recommendations for its improvement.

Yogyakarta, 25 Agustus 2025



Abi Rafdi Farisan

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ABSTRACT

Despite a large amount of research on literacy in the Indonesian context, little is known about how foreign language literacy is practiced. This study aims to explore the foreign language literacy practices of EFL learners both inside and outside the classroom. The participants were two EFL learners, who were studying in an Indonesian university's English Education Study program at the time of the study. Qualitative data were collected using a case study design to provide more rich data, in depth semi structured interviews were conducted and subsequently analyze using thematic analysis to identify key patterns in their literacy practices. The study reveals that learners demonstrate a sophisticated ability to navigate their language use according to context. The critical role of prior knowledge also affects how learners interact with the communities. Additionally, learners also incorporate their strategies in mother tongue to foreign language.

Keywords: Foreign Language Literacy Practices, EFL, Learner Self Study

CHAPTER I

INTRODUCTION

1.1 Background of the study

In Indonesia's context, the landscape of foreign language literacy practices is formed by the complex national language policy that complex, where Indonesia language holds the central role as national language and national identity. The position of Indonesia language historically places the foreign language, including English, in a position that is functional but not central in the daily lives of majority peoples (Lauder, 2008). This shows that the status and function of the English language in Indonesia is decided by various key factors such as history, education policies that change over time, the role of gatekeeper in achieving higher education and opportunities in better economic conditions. This instrumental position directly builds how foreign language literacy practices are seen and run, which is as a tool to achieve pragmatic purposes instead of cultural integration.

In the contemporary era, the requirement in mastery of foreign language has evolved significantly, moving from simply basic communicative to multifaceted foreign language mastery. Globalization and advanced technology have created a room where individuals not just only speak, but also read, write, interpret, and interact through various texts in a cultural context. This condition is aligned with the development concept of English as Lingua Franca (ELF) which emphasizes the successful communication between non-native, but it is not to imitate the native (Kirkpatrick, 2011). Adopting the perspective of successful communication is beneficial, as it portrays proficiency not as an imitation of a native speaker, but as a skill to successfully navigate

various intercultural interactions. As a result, modern foreign language learning is demanded to provide the learner with the ability to directly involve critically with global information and not just merely poses the mastery of language structure.

This deep understanding of literacy practices is based on the shift of theory from cognitive perspective to sociocultural perspective which is recognized as *New Literacy Studies*. This perspective sees literacy not as technical or neutral skills that exist in individuals, rather as a social practice that involves power, history, and cultural context (Street, 1993). The practice is ideological, shaping not only the personal identity but also the social relationships within certain communities. This means that the way individuals read news, write texts, or even read memes in foreign languages is deeply influenced by social background and the purpose of their participation. Therefore, analyzing foreign language literacy practices involves examining how individuals use various texts to perform actions and construct meaning within a broader social context.

The digital contexts have broadened the complexity of foreign language literacy practices as learners now face texts with the environment that have various characteristic of multimodal, where meaning is not delivered through written, but also through picture, video, and link that are interconnected (Lankshear & Knobel, 2008). Further they also stated that literacy in the 21st century literacy has a new mindset that emphasizes participation, collaboration, and knowledge distribution which is very different from written literacy that lean towards individuals and control. For EFL learners, this means that their literacy practices often occurred in informal rooms such as social media, online game forums, or video platforms. Through these rooms they can authentically negotiate meaning, form cultural understanding, and enhance their language skills in various ways that often cannot be facilitated in a formal classroom.

The placement of foreign languages in the curriculum of national education reflects the instrumental role. Since the era of Orde Baru until now, the government has consistently placed the proficiency of foreign language as one of the key strategies for modernisation and national development with the main objective to gain knowledge and foreign technologies (Dardjowidjojo, 2000). Despite this awareness of their importance, the implementation at the school level is often disrupted by various challenges such as teacher quality, limited resources, and curricular constraints. This gap between policy and practice has resulted in foreign language literacy instruction that typically focus on prioritizing textual comprehension over real practical application.

This condition creates an interest in the dichotomy of foreign language literacy practices in Indonesia. On one side, this practice in formal education is structured and exam oriented. On the other side, globalization media and the internet has opened informal rooms where the young generation of Indonesia is involved in foreign language literacy practices that are more dynamic and authentic (Lie, 2007). It is observable that young urban generation in Indonesia creatively use and produce various texts in global popular culture such as movies, music, and comics. There exists more modern foreign language literacy practices outside educational institutes. The practice's root is often to become a real initiator for the development of foreign language, but rarely acknowledged and integrated into formal pedagogy.

The clash between Indonesian government expectation and reality in the classroom such as teacher quality and limited resources often encourage learners to develop their own literacy strategies. Many of these strategies are formed within the digital platforms. Their motivation in practicing foreign languages tends to be instrumental, driven by a wish to pass the exam, better job opportunities, or to access entertainment (Cahyono & Widiati, 2006). This differs from an

integrative motivation, that occurred from the wish to assimilate into a native culture. As a result, their literacy practices become more personal and interest centered. For examples; playing video games, watching Ed Talk on YouTube, or interacting with big memes communities in social media. They are considered as parts of foreign language literacy practices that are rich but often disconnected from formal education in the classrooms.

1.2 Identification of the Problem

Higher education as a peak in the formal education system places high expectations on their learners' foreign language literacy practices. The graduates of higher education are expected to possess skills beyond communication competence; they must be able to work academically and professionally in a broader context. This requires the ability to interact in various complex academic literacy practices, such as critically analyzing international journals, writing articles or theses, and engaging in scientific discussions. This demand is fundamentally different from the requirement of previous levels of education which focus more on communication competence in general.

Although various research has explored how literacy development in Indonesia, there is a significant gap on how EFL learners engage their foreign language literacy practices inside and outside the classroom. A dichotomy exists in their learning experiences; formal education tends to focus on grammatical structures and standardized exam strategies, while rich and informal literacy practices develop independently in the digital domain. Yet the informal skill they obtain from digital domain often do not align with the formal and critical expectations of academic. Therefore, the main problem identified in this study is to provide new insight and perspective about how EFL

learners in higher education conducted their foreign language literacy practices inside and outside the classroom.

1.3 Limitation of the Problem

The problem is revolved around foreign language literacy practices in Indonesia, then this study needs to be bounded to ensure the focus and the deepness of analyzes. Therefore, the limitation of the problem consists of several points. First, the number of participants does not represent every level of students in Indonesia. The participants will be limited to two undergraduate students in one of the universities in Yogyakarta. These participants were chosen because they have high awareness of metacognitive especially in the process of learning the English language and are actively involved in EFL literacy practices either inside or outside the classroom. Inside the classroom refers to when the practice occurred in the classroom during learning process, outside the classroom refers to the practice out of learning process. Secondly, the main focus of this study is in how the participants practice their foreign language literacy practices. Thirdly, the aspects that are being analyzed focus on those foreign language literacy practices. These analyses cover the form of foreign language literacy practices. Lastly, the methodology use qualitative approach with a case study.

1.4 Formulation of the Problem

Based on background of study, identification of problem, and limitations of problem that has been discussed previously, then the major problem in this study can be formulated in form of research question:

1. How EFL undergraduate learners conducted their foreign language literacy practices both inside and outside the classroom?

1.5 Objectives of the study

This study aims to explore how these EFL learners engage with foreign language literacy with the goal of providing insights to improve foreign language teaching and learning in Indonesian context.

1.6 Significance of the study

This study hopefully can carry out the significant benefit either in theory for development of knowledge or practical for various people who are involved in the education of English study in Indonesia. This study contributes by providing new data and knowledge on how foreign language literacy theories are applied in Indonesian context.

In practical ways, provide a deeper understanding of the reality in foreign language literacy practices from the students perspective. This result can be used to develop innovative teaching, relevant, and integrable in the learning process. For students this study can give them awareness toward the learning process especially in practicing their foreign language literacy practices both inside and outside the classroom.

CHAPTER II

LITERATURE REVIEW

2.1 New Literacy Studies

The basis of this study is the shift of perspective toward literacy, that seen literacy is not just about individual skills instead it looked as a set of social practices situated within the context. This movement was led by Brian Street through the movement of New Literacy Studies (NLS). Street (1984) challenges the old way of seeing literacy which is later mentioned as “autonomous model” literacy, that recognizes literacy is just an ability to read and write that can be separated from social context. He proposed “ideological model” literacy. Street (1984) explained that the autonomous model is based on the premise that literacy is an independent skill that universally influences a person's cognitive and social abilities. Contrarily, the ideological model argues that literacy must be understood as a sociocultural activity. From this perspective, literacy is never neutral but is always intertwined with the particular values, power dynamics, and ways of knowing that exist within a specific community.

2.2 Conceptual Theory of Literacy Practices

Barton and Hamilton (2000) further developed progressively Street’s concept by offering an operational framework of Literacy Practices. The concept is central to the differences between literacy events and literacy practices. Literacy events can be interpreted from events which are delivered through written texts. Literacy practices are the common cultural ways of employing literacy in which people draw upon in their lives. In simple ways, literacy practices are what persons do with literacy. According to Barton & Hamilton (2000), the definition of literacy encompassed social practices and can be achieved through various literacy events. The concept of

literacy goes higher beyond just an ability to read and write, literacy practices cover a range of social practices that enable individuals to interact meaningfully with written and spoken language within their cultural and educational settings. Pointing out the social aspects of literacy, it is not just a set of skills but rather a complex practice strongly rooted in specific contexts. The activity ranges on various forms of interaction, interpretation, identifying and the diverse range of literacy practices found within different communities. The practice also engages emotions, perceptions and social relationships. Breaking down the concept of reading and writing in terms of social practices outside the classroom for example reading and discussing literary texts in a group, then writing and sharing personal stories on social media platforms, and participating in online forums or discussion groups. Literacy practices as a set of social practices inside the classroom focused more on text discussion and social interaction.

Gee filled up the framework of literacy practices by additionally adding an identity dimension. He presented the concept of Discourses as identity tools, Gee (1996) defines a 'Discourse' as a complete 'identity kit' that enables individuals to enact and be recognized as part of a specific social group or community. It is not just about language, but involves a complete integration of specific ways of speaking, thinking, acting, and valuing that are accepted by that group. By engaging in a Discourse, a person signals their membership and performs a particular social role.

2.3 Literacy Practices in Foreign Language Context

Relevant studies collectively build layered arguments over foreign language literacy practices. For instance Kern (2000) instead of seeing language as four differentiated skills that are separated, he offers a framework where literacy is seen as meaning making process that is dynamic.

This process in his perspective did not happen in an empty room but strongly restricted in sociocultural context and bounded by complex interaction between texts, readers, and the world. The framework was later discussed through various study cases. For instance, a case study by Lam (2000) through article “L2 literacy and the design of the self”. Through this study, she illustrates how a silent teenage immigrant in the school actively interacted with the Japanese music community through the internet. The participant, Almon, created a fan website (GeoCities) which centered around J-Pop artists, and used online platforms such as ICQ and email to communicate with other fans worldwide in English. This process demonstrates how Almon used language not only for basic communication but also as a way to design and negotiate his identity. His meaning-making is evident in his email exchanges with fellow J-Pop fans, where he was eventually recognized as a respectable expert on music and web design. Thus, meaning-making extends beyond understanding texts; it shows social practices through which individuals negotiate identity. In this digital domain, Almon was not only enhanced English writing skills authentically, but also utilizes foreign language literacy practices as a facilitator to design website and negotiate identity which is complex, as a process of self independent growth that is not possible to do in the limited formal classroom. The study becomes evident that literacy practices that are significantly often disconnected, happen outside the classroom, and connected to personal motivation with social affiliation.

The rise of authentic digital literacy, triggers an important question for the education. Lotherington & Jenson (2011) argue strongly that foreign language pedagogic is left behind from the new era because some are still stuck in written text, although in reality modern communication is multimodal, a multiple complexity of written, picture, sound, and video. This argument is

particularly relevant in the Indonesian context. A study by Lie (2007) confirms that this shift to multimodality is not baseless, the study explicitly shows the phenomenon of multimodal in modern communication. Especially in how Indonesian youth interact actively and independently in various global popular culture. They learn how to understand slang, cultural references, and language styles in complex ways not because of school assignments but from the motivation driven by personal interest.

The findings about informal foreign language literacy practices is strengthened and brought to a broader context with up to date relevancy by Silvhianny et al. (2025) outlined how learners extensively use digital platforms such as Youtube, Instagram, and Google Translate in their life. However, their key findings is highlighting a problem, even though learners are very fluent in using technology for social and entertainment, they often have limitations in having critical literacy when the same platform is used for academic purpose. Although they can use the tools, they are not always able to critically evaluate the information they gain. This retention of study is convinced that there is a complex reality, Indonesian learners entering the gateway of higher education with resources of foreign language literacy practices through digital domains that are rich, authentic, and driven by personal interest. Yet a deep gap remains between these informal skills and the demands of formal skills in the critical academic literacy.

2.4 Review on the Relevant Studies

A study from Kirsch & Hornberger (2024) investigated the range of language and literacy practices among early childhood educators in Luxembourg, using the continua of biliteracy framework to analyze and understand these practices. The participants observed were 12 educators working with children aged two to four years old. The setting was three private Early Childhood

Education and Care (ECEC) centers in Luxembourg, which differed in regional location, urban or suburban setting, and the dominant language spoken. Findings showed that educators' practices differed significantly and were heavily shaped by their varied understandings of language, literacy, and learning. Practices shaped by sociocultural and social constructivist approaches provided the most opportunities for children to develop language and literacy, while skills based approaches were less effective and limited children's engagement.

The focus of the study by Frankel et al. (2016) is to revise the definition of reading, originally established in the 1985 to a more expansive concept of literacy and to update its five guiding principles. The methodology employed is a theoretical synthesis that examines the original principles in response to significant theoretical and developments in the field over the 30 years such as sociocultural theories, multimodality, and disciplinary literacy. The primary source of analysis is the 1985 report which is evaluated against subsequent research to highlight necessary shifts in understanding. A key finding is a new definition of literacy as a process involving reading, writing, and oral language to construct and critique meaning with multimodal texts within socially situated practices. The authors present five revised principles; (1). arguing that literacy is a constructive, integrative, and critical process situated in social practices; (2). shaped by broader language processes and contexts; (3). both strategic and disciplinary; (4). entails motivation and engagement ; (5.) and is a continuously developing set of practices rather than a static skill.

A study from Heath (2010) examines the changing nature of language socialization and the values surrounding family literacy over several decades. Employing the methodology of linguistic anthropology, the study was conducted over a period of more than 30 years, beginning in 1969. The participants consisted of 300 families and their descendants from two working class communities in the United States; Roadville, a white community, and Trackton, a black

community. Key findings indicated that as families transitioned from agricultural life to manufacturing jobs, the time available for joint adult child activities like storytelling and conversation was severely reduced, disrupting family life.

Parlindungan, (2017) article is to review empirical research on out of school literacy practices to conceptualize their role in the continuous literacy development of English as a Second Language (ESL) learners. The methodology employed is a literature review of studies published in the last decade, with the analysis and interpretation guided by the theoretical concepts of novice-expert relationship, hybridity, and intertextuality. The sources analyzed consist of a corpus of empirical research focusing on literacy practices in diverse settings outside of school, including homes, community-based programs, and religious organizations. A key finding is that the literacy development of ESL learners is significantly influenced by three main out-of-school factors; (1) diverse settings for literacy practices, (2) the role of parents and meaningful parent-child interaction, even when conducted in their first language, and (3) the availability of and access to various texts and sources, including print materials and technology.

A study from Bartlett (2007) examined how a transnational student's educational trajectory is shaped by the interplay of social identity formation and school based bilingual literacy practices. The article presents a case study of one student, Maria, drawn from a 4 year longitudinal ethnographic study that utilized participant observation and interviews with students, teachers, and administrators. The participant was a newcomer immigrant student from the Dominican Republic attending a unique bilingual high school in New York City that predominantly serves Dominican youth and values Spanish as a resource. Key findings demonstrate that despite being initially labeled with a deficit model as a student with interrupted formal education, Maria successfully

repositioned herself as a "good student" by diligently enacting the school's specific literacy practices, such as completing all written assignments.

Previous research in the EFL context conducted by Setiadi and Piyakun (2017) identified the English language competence, learning strategies, and study skills of graduate students in Indonesia and Thailand who were not English majors. The research employed a descriptive survey method, utilizing purposive sampling to collect data through questionnaires and interviews. The participants consisted of 73 Indonesian graduate students from Universitas Pendidikan Indonesia and 60 Thai graduate students from Mahasarakham University. A key finding was that while students used foreign languages mainly for academic purposes, their overall proficiency was generally poor. The study concluded that the students were predominantly classified as receptive learners who manipulated reading and listening skills for their academic needs, while their productive skills like writing remained underdeveloped.

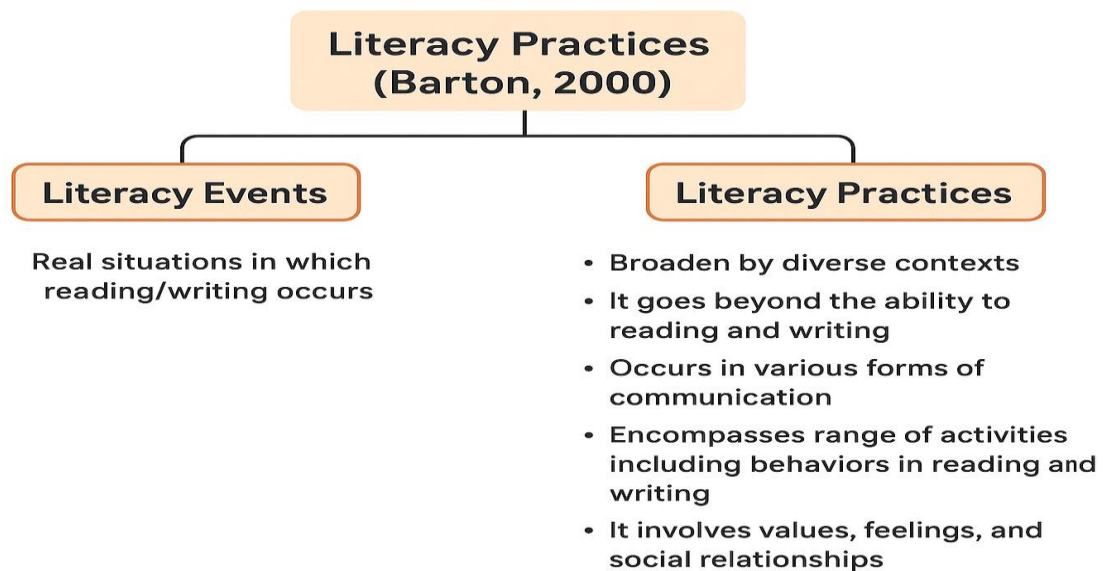
A study from Wahyudi, (2016) explored the second-language literacy practices of a Chinese student, comparing her reading and writing activities in her home country with those undertaken during an academic preparation course in Sydney, Australia. The study employed a purposeful case study design, collecting data primarily through a semi-structured interview. The participant was a 27-year-old female Chinese student named Sara, who was enrolled in an English course at the University of Sydney to prepare for a master's program. The findings revealed that the participant adopted different literacy practices due to the change in learning context and objectives. While her reading strategies involved using her first language (L1) to comprehend difficult texts, her writing practices underwent a significant shift as she struggled to adjust from an educational background where imitating passages was encouraged to an Australian academic context that strictly prohibits plagiarism and requires students to express their own voice directly.

Even though a large amount of research has been done in literacy practices, there is limited data about how EFL learners practice their literacy in foreign languages. Furthermore this study will explore more in how literacy is practiced in the EFL context. As mentioned previously, this paper aims to investigate literacy practices in the EFL context, specifically in Indonesia, exploring both in classroom and out of classroom settings. with the purpose of understanding literacy practices that EFL students practice, with a particular focus on reading and writing. The study will examine the role of various contexts, such as the classroom and community, in shaping students' literacy development. Additionally, it will highlight the significance of student interactions and reflections aspects that impact EFL literacy practices. This study investigates the following question: How EFL learners conducted their foreign language literacy practices in both inside or outside the classroom within the Indonesia setting?

2.5 Theoretical Framework

Literacy is not a singular, universal skill but rather a set of social practices that are shaped by cultural, historical, and institutional contexts. The idea that literacy is a social practice was introduced by Barton (1994) where reading and writing activities are influenced by interpersonal interactions and relationships in daily life, with their forms varying across different communities. Where the traditional autonomous model in which literacy is treated as a neutral and technical skill is critiqued. According to Street (1984), literacy is fundamentally always laden with ideology, as existing power structures and prevailing cultural values are reflected and reinforced by it. The foundation for New Literacy Studies (NLS), an interdisciplinary field, was formed by the

perspectives of Barton and Street. Literacy is reconceptualized by NLS as a plural concept (literacies), which is defined as inherently social, multimodal, and always context-dependent. Building on the concept, this study applies the framework of Literacy Practices by Barton & Hamilton (2000). This because the components in the conceptual theory are aligned with the research question to explore how EFL learners conduct their foreign language literacy practices. The components consist of several points. Firstly, literacy practices are broadened by diverse contexts. Secondly, literacy goes beyond the ability of reading and writing. Thirdly, it involves values, feelings, and social relationships. Fourthly, it encompasses a range of activities including behaviors in reading and writing. Lastly, it occurs in various forms of communication.



2.6 Definition of Key Terms

Literacy Practices; a broader and cultural way where individuals or groups interact with written texts and other systems. They explore not limited to just reading or writing, but also include

the values, beliefs, behaviors, and social relationships that shape this practice. A few examples of it are sharing stories with friends/family, how researchers wrote a study paper, or how a group of people communicates through social media/online platforms are considered as literacy practices.

Literacy Events; literacy events are a specific, observable occurrence where written texts are connected to the nature of participants' interaction and how their interpretation processes occurred. Some examples are a bedtime story session and a classroom discussion involving a text or book.

Discourse; Discourse points to the combination of language, interaction, action, value, belief, and object that individuals or groups use to integrate a particular social identity.

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

A qualitative approach with a case study design is used to explore more detail in the participants' experiences in foreign language literacy practices both inside and outside the classroom. Case study is chosen because this method has more in-depth analysis of participants' situations and experiences. What is more, it also provides richer insights especially in the complexity of literacy practices that might occur within the participants experiences. In a way case study is not to generalization the result to the entire population, but to gain deeper and richer of the data.

3.2 Data Preparation

Before analyzing begin, the raw data is prepared through a set of preparation. The first step is Transcript, after collecting the data the recorded interview will be transcribed to a text. This transcript will cover every dialogue including the expression and the pause. Second the writer ensures the participants privacy that all private information such as name in transcribed text will be changed to pseudonym. After the data is well prepared and organized, the writer will repeatedly read the entire transcribed data to gain understanding and immerse in the participant situation.

3.3 Setting and Participant

To provide in depth understanding of learners' experiences with foreign language literacy practices, this study employed two participants. The subject was two students of English Language Education study at semester 8 who engage in foreign language literacy practices during the

learning process (inside the classroom) and beyond the learning process (outside the classroom). Coincidentally both participants have the same hobby which is reading books, they also have engaged in literacy practices before attending the university.

The first participant Rudi (pseudonym) have experienced study abroad in several countries in South East Asian, specifically in Malaysia and Philippines. He also has an experience in international program such as IISMA. Rudi has practiced his literacy practices since elementary schools, he often practices his foreign language by engaging various books about history such as World War, he also active in online platform to discuss various things, and enjoy playing video games.

The second participant, Ayu (pseudonym) practice her literacy after her teacher in middle school ask her to read various books (novel) for assignments, but overtime she started to recognize the practice as a hobby. For her reading is a part of daily life, it is something that inseparable from her. She also has an experience of teaching in Australia through International program as well.

According to the research title, the researcher chooses both participants due to the context of study. Rudi and Ayu engage in a foreign language literacy practice even before attending the university. They also engage in international program such as IISMA and international field work practice (PPL) in Australia. This means the experiences from both participants is very rich. What is more, they also have similar hobby which is reading. Progressive learners who have practice foreign language literacy are required to gain rich details.

3.4 Instrument

Construct	Conceptual Definition	Components	Interview Question
Literacy Practices (Barton, 2000)	The concept of literacy is regarded as going beyond the ability to read and write.	According to Barton (2000), the principles of literacy practices is set by motion that:	
	Literacy practices are involved in a range of social practices through specific purposes and activities in which meaningful interaction with written and spoken language is enabled within cultural and educational settings. The social and cultural aspects of literacy are emphasized by literacy practices, with an acknowledgment that it is not considered a mere set of skills, but rather a complex practice that is deeply rooted	<ol style="list-style-type: none"> 1.) Broaden by diverse context 2.) Beyond the ability of reading and writing 3.) Involve values, feelings, and social relationships 4.) Encompasses range of activities including 	<ol style="list-style-type: none"> 1. How do you maintain and improve your literacy practices? 2. In what ways does interacting with text might affect your foreign literacy practices? 3. In what ways does literacy practices in

	<p>in specific contexts. Various forms of communication, meaning making, recognition, and appreciation for diverse literacy practices are encompassed within the range of activities found in different communities. Some aspects such as values, feelings, and social relationships are also involved in literacy practices.</p>	<p>behavior in reading and writing</p> <p>5.) Occurs in various form of communication</p>	<p>your mother tongue help you in writing or interpreting text in target language?</p> <p>4. How do you feel when you do your literacy practices?</p> <p>5. Do you usually participate in discussion forums?(such as Instagram, Facebook, etc)</p> <p>Can you describe how that experience affects your</p>
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			<p>literacy practices?</p> <p>6. What strategies do you employ when you do your literacy practices?</p> <p>7. How does your interaction with text contribute to you in writing text and making a connection in a discussion or communication?</p> <p>8. How do you employ</p>
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			<p>meaning</p> <p>making to</p> <p>expand your</p> <p>understanding</p> <p>toward text in</p> <p>foreign</p> <p>language?</p>
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3.5 Data Collection

The data were collected by semi structured interviews. The researcher communicated with Rudi and Ayu for an interview that had been planned previously. The place for interview is in a Library in Sleman and conducted in person. It has duration of 37 minutes and 22 seconds. After 1 hour from the Rudi’s interview, the researcher conducted other interviews with second participant, Ayu, the interview last for 34 minutes and 12 seconds.

3.6 Data Analysis

Thematic analysis approach will be employed as guided by Braun and Clarke (2006). This approach was chosen due to its flexibility and systematic process for analyzing, identifying, and recognizing patterns in the data. The first step is to repeatedly read the transcripts data, and the researcher will take note of interesting patterns or information that appear in the data. Second the researcher will continue with coding the data to a relevant set of labels that are found interesting based on research questions. Then the coding process will be focused on the data, meaning codes will design based on the data itself rather than from some theories. After all data is coded, the

researcher observes the list of codes and starts to group similar codes into a theme. Next the researcher will apply an in depth analysis for its theme. Later the theme names will be written in a clear and it will represent the aspect of the theme. Lastly, the researcher will be writing up the analysis (Findings and Discussions). This analysis will represent each theme with an analytical narrative with relevant data from interview transcripts. Additionally, the final writing will relate these findings to the research questions and previous literature with a coherent evidence based argument.

There are 40 statements in two voice recorder that has been transcribed. The data then read repeatedly to gain deep understanding of the data. After that the researcher will take a note of interesting patterns. Later the researcher continue to coding the data that interesting based on interesting pattern. Then the coding process will be focused on the data, meaning codes will design based on the data itself rather than from some theories. After all data is coded, the researcher observes the list of codes and starts to group similar codes into a theme. Next the researcher will apply an in depth analysis for its theme. Later the theme names will be written in a clear and it will represent the aspect of the theme.

3.5 Trustworthiness

3.5.1.1 Credibility

To ensure the credibility of the research findings, the writer has conducted in depth interviews with participants in university, the writer also has prolonged interaction and builds trust (rapport) to make participants feel comfortable to share their experience honestly and deeper. Applied member checking also applied by asking them to review the interview transcripts and the writer's interpretations for accuracy. Additionally, prolonged engagement was undertaken by

spending extended time in the research setting to develop a deeper understanding of the participants' context, behaviors, and experiences.

3.5.1.2 Transferability

To ensure the transferability of the study, the writer has provided rich and thick descriptions about the study context, participant characteristics, and social setting. The detailed explanation hopefully makes readers recognize the relevance and applicability of the results to other contexts with similar conditions. Through presenting contextual factors and background information in depth.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the research findings followed by a discussion of the findings.

4.1 Findings

On the below, there are two table of themes and coding to present the data.

Table 1. Themes and Coding (Rudi)

No	Label	Code	Data Number	Theme	Sub Code
1	Influence of Prior Knowledge	IPK	001, 008, 012	The Role of Prior Knowledge	IPK01 & IPK02
2	Contextual Language Preference	CLP	002, 004, 007,	Language Choice and Identity	CLP01, CLP02, CLP03 and CLP04
3	Literacy Practices Strategy	LPS	001, 005, 006, 010,	Literacy Practices Strategies	LPS01, LPS02, LPS03, and LPS04
4	Social Interaction Practice	SIP	002, 008, 009, 010, 011,	Literacy Practices through Social Interaction	SIP01, SIP02, SIP03, SIP04, and SIP05

5	Habit	H	Habit in Literacy Practices	H01 and H02
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Table 2. Themes and Coding (Ayu)

No	Label	Code	Data Number	Theme	Sub Code
1	Influence of Prior Knowledge	IPK	001, 008	The Role of Prior Knowledge	IPK01 & IPK02
2	Contextual Language Preference	CLP	002, 004, 009,	Language Choice and Identity	CLP01, CLP02, and CLP03
3	Literacy Practices Strategy	LPS	004, 005, 007, 010,	Literacy Practices Strategies	LPS01, LPS02, LPS03, and LPS04
4	Social Interaction Practice	SIP	006, 007,	Literacy Practices through Social Interaction	SIP01, SIP02,

5	Habit	H	003, 004	Habit in Literacy Practices	H01 and H02
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The researcher come with a conclusion of five themes emerges 40 statements combined (Rudi and Ayu). The first theme addresses the role of prior knowledge in foreign language literacy practices. The second theme focus on language choice and identity. The third aim to seeks understanding in literacy practices strategies of both Rudi and Ayu. The fourth theme explore the literacy practices through social interaction. The last theme focusses on habit in literacy practices of both participants. However, due to connection between habit and literacy in social interaction, there researcher emerge both theme into one theme.

The transcripts of interview were done in Indonesia language, which later translated to English and arranged base on the themes. The following is an example of an interview transcript that has been translated.

“If we don't know a word in English, we usually translate it from Indonesian to English first. In addition, there are also differences in sentence structure. Although it's a bit different, we can still apply it gradually. Actually, even though English is different from Indonesian, we can still use the materials we have to help us translate or understand texts that we don't fully understand yet. Even if the text feels quite difficult for us, there are still ways to understand it.” **(IPK02 & LPS01)**

The statement from participant above contains the codes that has been discussed previously. The codes follow by a number that researcher put in the statement: IPK02 and LPS01. The codes were developed based on the label of coding data, for example; influence of prior knowledge (IPK), literacy practices strategies (LPS), contextual language preference (CLP), social interaction practices (SIP), and habit (H). Additionally, the number that follow the codes are also coded in based with the data number. For example; IPK02 refers to influence of prior knowledge

data number 002, LPS01 refers to Literacy practices strategies data number 001, and so on. More detail, see the (*Table 1. and Table 2 Themes and coding*).

4.1.1.1 The influence of the past and background knowledge on practical literacy

Participating in the English Education program allows both Rudi and Ayu to gain exposure toward English study as they engage in daily learning courses. Inside the classroom both mentioned that they were learning mostly from the lecturing and material that their lecturer shared in the Google Classroom.

When both asked how they apply their literacy practices in the classroom, they answered:

“Actually, in school there are lots of tasks that require me to write essays, and I usually take inspiration from past articles or stories that I forgot and I incorporate them into my essay as a stepping stone to build a better story so that it's not just me trying to ramble about something.” (**IPK01, LPS03, H01**)

Rudi mentioned that he usually put inspirations from articles that he once read in the past into his writing. Utilizing his prior knowledge allows Rudi to connect past learning with new concepts to enriching his writing. Connecting two or more references also improves critical thinking, through drawing upon ideas and concepts Rudi needs to understand that connection and analyze the differences and similarities. This way it can help him to understand and remember new ideas or concepts better.

“In the classroom I often read materials and also journal articles, sometimes I relate them to something I have read or learned in other classes in the last semester to make it easier for myself to understand.” (**IPK01**)

Similar to Rudi, Ayu described a strategy where she utilizes past experiences, her ability to draw upon content from earlier courses is crucial for establishing meaningful connections with current readings, such as journal articles. This engagement concept appears as an effective practice that pushes a deeper and a better understanding of complex subjects for her. The use of past references also can deepen her understanding and interpretation of complex subjects.

Literacy is more than just decoding text, it is a social practice shaped by context, history, and experience. Both Rudi and Ayu demonstrate this; Rudi draws on previous readings (articles, stories, books, journals, news) as cultural tools to enrich his essay writing. This is a clear example of how past literacy experiences are used for present performance that literacy is culturally situated and cumulative. Ayu integrates new journal readings with her knowledge from previous courses. This shows intertextuality where meaning is built across texts and experiences, especially in academic settings. In foreign language context their learning is not just about language acquisition, it involves building meaning in English using tools and methods which are rooted in their native language and prior academic experience.

4.1.1.2 Preferences in language use for literacy practices

Both Rudi and Ayu have their own language style and preference to be applied in their practice. Rudi preferred to use more informal English during online discussion forums due to limited practice, however in the classroom discussion he applied formal English. Ayu also has this similarity, she chose informal English for outside classroom discussion, but applied formal English when discussion happened inside classroom.

“Outside the classroom I prefer more informal language and formal language for inside the classroom.” (CLP01, CLP02, SIP03)

Rudi stated that his practice inside the classroom is mostly done in formal language, thus practicing outside the classroom he preferred to use informal language to enhance that lacking area.

“In the academic context I use formal language, but outside of that I use informal language especially in talking with my friends.” (CLP01)

Ayu's preference for discussion comes from her choice to give more certainty in balancing both formal and informal language. Formal language is really important for academics. On the other hand, informal language is also important to interact with her peers and make conversation more natural.

Rudi explained his way in applying his literacy due to different situations and contexts, surprisingly he mentioned that the way he is accustomed to use certain language as it is made out of habit in his daily life. For example, in online discussion forums or media such as Discord. He mostly uses English for communicating with his friends and communities.

“I have been communicating in English thoroughly in most online media such as discord, Youtube, and Reddit. I feel like using English to practice my literacy there because I enjoyed the things that were discussed in some communities which usually cover interesting facts about certain games, historical events, and so on.” (SIP01)

Rudi explained that his habit to communicate in online media by using English has changed his identity especially when he engages in online media and communities. The change of identity

refers to when he switches automatically to English for certain activity, for example when doing research on google, he mostly uses English. This came due to his intent to practice English literacy. The way he switched from English to Indonesia due to rare scenarios of Indonesian who approached him and talked to him in Indonesia showed that in terms of communication Rudi still considered using Indonesia in online media, but most of the time he still preferred using English.

“I think it would be kind of rude for me to reply in English. I mean we Indonesian meet each other in a discord community where English is mostly spoken.” **(CLP03)**

Rudi explained that when he receives a direct message (DM) in Indonesian on an online platform like Discord, he makes a conscious decision to reply in Indonesian. This choice is guided by cultural norms of politeness and is reinforced by the rare opportunity to connect with a fellow Indonesian in a predominantly foreign online community.

Rudi also explained that he also does similar things in the classroom activities as mentioned above in the previous topic. In the academy context Rudi also mostly uses English as his language for communication. However, how does Rudi use his literacy, especially in his mother tongue? When asked that Rudi answer:

“Normally, using my mother tongue is something that I do everyday, like when I’m ordering food in the canteen. Somehow I also use my local languages but it depends on the other speaker whether that person understands or not. I will only speak my local language with the other speakers, if they are aware of the language.” **(CPL04)**

Rudi shows that his way of communicating is dependent on the context which deliberately gives him more choices in using the language depending on the other speakers' awareness of

language. Rudi mentioned that in most daily activities he still uses Indonesia as the way of communication. This is due to the fact that some Indonesians mostly are not fully aware of English and the fact that English is considered as foreign language in Indonesia. So speaking in Indonesia could save him trouble.

Similar to Rudi, Ayu also stated that literacy applied differently based on the context and situation that occurred. Ayu mentioned that her practice in literacy especially in discussing forums is still somewhat balanced, if in the academic context she still applied English as preference rather than her mother tongue due to practice purpose.

“It can depend on the things that my friends and I discussed. If it is about academics I mostly prefer to apply in English to practice. Although if I discuss something that is not academic I still use our mother tongue or sometimes I usually mix it with both languages.”
(CLP01, SIP02)

What is more Ayu explained that she is more eager in using English to practice in academics and when fulfilling her hobby of reading books.

“I don't know when this happened, but I have been using English for academic purposes and yeah I have been reading more English books(novels) lately because at first I thought of it as a practice but now it has become a habit.” **(CLP03)**

Ayu's early intention and purpose shaped her way of practicing English more often due to habit. It somehow displays how English has become her language identity in academic context and her hobby of reading. Furthermore, the consistency, repetition, and exposure toward English leads her to have more freedom in her writing, especially in writing comments on social media or deliberately posting content.

Literacy practices vary across contexts and are closely tied to social situations. Both Rudi and Ayu showed this in how they choose between formal and informal English depending on the context: In the classroom, they use formal English to meet academic expectations. Outside the classroom, they switch to informal English or Indonesian to communicate naturally with peers.

Language use in literacy shapes identity. Both participants reveal how engaging with English in academic and online contexts has shaped their sense of self; Rudi has developed an English mediated online identity on platforms like Discord and Reddit, even though he still uses Indonesian for daily interactions. His shift in language based on the interlocutor and setting shows that literacy is tied to identity and belonging. Ayu's engagement with English novels and academic discussions has shifted her perception of English from "practice" to habit, signifying drastic changes for her academic identity in the foreign language.

Both their language use reflects what is described as "literacy practices as ways of being in the world". What is more, this is also aligned in how individuals often engage in multiple literacy systems. Both Rudi and Ayu practice code switching and language mixing depending on the situation. These situations reflect how literacy in foreign languages is shaped by and interacts with mother tongue practices, which means that literacy is plural and culturally contextual.

What is more both Rudi and Ayu also claimed that they are proficient English users, they feel confident now that they have gained more knowledge over their learning English in University. They felt that English now is no longer separated from their daily life as the language always interacts with them everyday.

Literacy practices also differ across domains (home, school, online, religious spaces, etc.) and are purposeful. This happens when; Ayu uses English more in academic settings and during

book reading as part of her hobby. Rudi consciously uses informal English outside the classroom to practice his communication in relaxed environments. This shows how they modify their language use based on the domain, purpose, and audience.

4.1.1.3 Literacy practices strategies in a foreign language

4.1.1.3.1 Translation

Translation from Indonesian to English serves as a critical cognitive and linguistic resource for Rudi. It enables him to comprehend complex texts, expand his vocabulary, and develop a deeper understanding of English words.

“If we don't know a word in English, we usually translate it from Indonesian to English first. In addition, there are also differences in sentence structure. Although it's a bit different, we can still apply it gradually. Actually, even though English is different from Indonesian, we can still use the materials we have to help us translate or understand texts that we don't fully understand yet. Even if the text feels quite difficult for us, there are still ways to understand it.” (LPS01, IPK02)

It is a common experience among English learners when trying to understand English. In this case Rudi explains that when someone doesn't know an English word, they often start by translating from their native language (Indonesian into English). This process helps Rudi find the closest meaning or expression. Rudi also acknowledges that English sentence structure is different from Indonesian, but with time and practice those differences can be gradually learned and applied.

Even though the two languages are not the same, they can still use the materials and knowledge they already have such as vocabulary lists, grammar notes, or previous learning experiences to help them translate or understand difficult texts. Rudi believes that even if a text

seems too challenging at first, there are still ways to work through it and understand its meaning with effort and the right strategies.

4.1.1.3.2 Highlighting and Annotating

Similar to Rudi, Ayu on other hand also apply strategy by highlighting difficult words and annotation:

“I usually have a habit of highlighting some difficult words and at the same time providing more information by doing annotations. I just feel that it is necessary to add more information to enhance my understanding of certain texts or books.” **(H02, LPS02)**

Annotating a text for her means practice, often when she reads books or journals she applies this strategy. She mentioned that annotation helps her a lot in the process of identifying the content of books or journals. When putting the information that she gathered she also stated that she often thinks in her mind and relates that information with her real life experiences. This strategy is also used in her literacy practices in mother tongue and her literacy practices in foreign languages.

Ayu also mentioned that highlighting is not just merely for important information, but also for unknown information or something that she found difficult to understand. She stated that in her literacy practices she often highlighted various difficult terms, words, and phrases. Then she continuously did some research on the internet to find out what it was about, when she was able to gain some understanding about the information. She would write it in a little note in the empty spaces of the text or in a notebook. She claimed that doing all of that process enables her to understand more better and usually it lasts longer in her memory.

While it appears that annotation helps her a lot in her literacy practices in mother tongue and foreign language, sometimes she also experiences struggle especially when encountering new terms in journals or books. She stated that sometimes she feels that there is a language barrier in her practice.

“At first, I found that there is a language barrier especially when encountering unusual terms within journals or books, but after experiencing this for a long time I think that my way to understand things is better now, it feels like that gap seems dismissed. I rarely experience that again.” (LPS02)

Ayu struggled in grasping certain concepts and terms in the beginning of her practice, because her intensity in engaging foreign language literacy is still low. However after continuously engaging in that, she is able to close the gap. She stated that continuously on track and keen on practice make her accustomed to overtime exposure.

In EFL contexts learners often rely on strategic reading approaches to enhance comprehension and engagement with texts. Strategies such as highlighting difficult words, marking important information, and making annotations work effectively to support Ayu’s deeper understanding towards texts or books.. Highlighting difficult words allows Ayu to visually identify unfamiliar vocabulary, which later can be translated through dictionaries, translation tools, and so on. This process not only builds understanding the meaning of the words and how to use the words in a correct way but also supports long term vocabulary acquired. Highlighting important information such as main ideas, topic sentences, and supporting details not only enables her to focus on the main message of a text but also distinguishes the content from surrounding details. This selective attention helps with summarizing and revising information more effectively.

Annotation on the other hand goes a step further by encouraging her to actively interact with the text. Through taking notes, questions, paraphrasing, and reflections, she can engage in a process that enhances critical thinking and personal interpretation.

4.1.1.3.3 Underlining

Additionally, Rudi also stated that he has another strategy which he uses in his perspective that is very helpful in applying literacy practices especially in his reading and writing.

“In the part of analyzing the information from books or journals, I use to underlining information which I think is really crucial and important and I happen to use both in literacy practices whether in my mother tongue and foreign language.” (LPS02, H02)

Rudi mentioned that he used to underline certain information that he thought was important. This happens both in his mother tongue and foreign language literacy practices. He also explains that his habit in mother tongue, such as underlining, really affects his strategy in literacy practices in foreign languages. He also said that the process in which literacy practices occurred in his strategy rely on storing information that he found interesting and important by underlining them. He also mentioned that underlining enabled him easily when he forgot or missed the information after taking a break for a period of time from reading those texts or books. So underlining not only just for merely storing information but also a checkpoint or anchor for him to recheck his understanding and reanalyze the information continuously.

4.1.1.4 Literacy practices through social interactions

Based on the interview both Rudi and Ayu are active in engaging in the discussion forum. Rudi actively participates in forum discussions across various platforms. On the other hand Ayu is also active in participating in English talk with her peers.

When both asked how they practice their literacy practices in the discussion forum, Rudi and Ayu answered:

“I use a discussion platform such as discord quite a bit and I learned lots of ways to communicate informally and lots of slang that lots of people use nowadays.” **(CLP01, SIP01)**

Rudi utilize Discord as personal growth and platform to interact with individual who share same interest. This is shown that his participation in Discord is not limited to how he uses discord for himself but also for the communities. He often engages in mostly foreign server in Discord, where the spoken language is mostly English. While he can practice from interaction in Discord, he also engages in his personal interest. This means that while he Rudi’s active engagement on online media like Discord, where engagement happens in informal conversations and exchange viewpoints within the communities. The practice enables him to explore a variety of communication styles, including modern slang and casual expressions, which contribute to his ability to communicate naturally within the communities. Rudi’s literacy practices occurred when he tried to discuss something with his community in discord. He usually tries to enter the conversation by trying to understand what kind of topic is being discussed. Then after understanding the flow of conversation or the context he will try to enter the conversation by putting information from his past references or knowledge from the texts or books and relate it with the topic that is being discussed. After that he will recheck his writing and make sure that his style in writing is not that formal by inputting some slang and so on. Next he sends his ideas or thoughts on the comment section then engages with his fellow community members. From all this process he claimed that the most interesting part is when other members reply to his writing on the

comment section, with a variety of responses. He stated that some members are trying to debate him due to different perspectives and references, some agree or disagree, and there are anomalies who just reacted by putting stickers or emotes. He also said that he likes it when someone who shares the same thought with him, but he also welcomes someone who tries to debate him due to different beliefs, perspectives, or references because these people usually put their references on their arguments with logical points and it means good things for him because he can see more broadly through what their beliefs, perspectives, and references. So his practice is not just something that he randomly utters on the comment section without thought and process, instead he puts in a lot of effort to make sure that his writing(comment) is meaningful and proper with the topic. He has been doing this practice ever since he was in high school and still does it until now. What is more, this practice is very highly beneficial for him to practice his literacy skills.

“So sometimes instead of me not having a clue on what to say in discord, I will say some historical references and these people react to them because most people also have some historical references that play these games. So my hobby in reading books about historical text has really helped me to connect with people that share the same like mindedness as me.” (SIP02, IPK02)

He further drew the connection between his hobby of playing historical video games and his reading of historical texts. Engaging in both activities which resulted in a deep knowledge of historical references that he could draw upon in discussions. Rudi’s choices to connect these references into conversations within a relevant context, such as the historical themes of video games, help him to initiate meaningful exchanges with others who share the same interests.

Aside from discord Rudi also put his literacy practices on social media(instagram). He claimed that Instagram is a very vast and big source of information although he also stated that not

all of them are credible, considering there is a possibility of hoax news and misinformation. The amount of information such as news, video content, entertainment, and memes are incredibly easy to find. Through this he said that exploring Instagram is one of the easiest ways to practice his literacy.

“By surfing and exploring Instagram, I always think that it is one of the best platforms to practice literacy because the content is very easy to find and usually it sparks my curiosity as well.” (SIP05)

Rudi's experience shows an excellent example of literacy practices in a digital with informal environment, where he sets Instagram browsing into a purposeful literacy activity. His experience reveals several strategic components that align with academic understandings of literacy beyond conventional reading and writing. Firstly, exploration and curiosity act as an important role. For Rudi, Instagram serves not only as a social platform but also as a gateway to new information and ideas, showing that literacy practices are often sparked by personal interest and internal motivation. His engagement begins with surfing through content, which starts a literacy event when something captures his attention and provokes deeper understanding. The next stage of his practice involves evaluating the clarity and reliability of the content. When faced with unfamiliar or ambiguous posts, Rudi engages in small research, using google for quick information checks and youtube for more detailed explanation for the content. This reflects a form of digital multiliteracy, where he navigates across platforms to cross reference and validate information. His choice to verify unfamiliar content even when not strictly necessary shows a degree of critical literacy, where he does not passively consume media but questions and confirms its accuracy. Moreover, Rudi moves from understanding to creating or carefully designing comments that respond meaningfully to the content. His process of comment writing is arranged as he considers

his personal experiences, prior knowledge, beliefs, and factual understanding. Then he blends these into a response that is reflective and context related. When he cannot relate the content to his experiences, he takes a cautious stance and responds based on objective truths, showing awareness of the social responsibility involved in online interactions. His choice to show appreciation at the end of comments like “nice content btw” reflects a social dimension of literacy valuing supportive community.

Inside the classroom, Rudi practiced his literacy practice mostly from group discussion. When engaging in group discussions he always gives a disclaimer that his thoughts are not always really the correct ones. He prefers that all the group members exchange their ideas and share the information in the discussion.

“In discussion inside the classroom usually I will give my idea or opinion with organized and structured facts or data that I understand from the knowledge or information that I know either through books, journals, and sources from the internet. After that I like to hear ideas or information from other group members, so it is not one sided communication, instead there is an exchange of information between group members.” **(SIP04, IPK02, LPS04)**

Rudi mentioned that inside the classroom the language used is very formal, which is a really good opportunity to improve formal English. He acknowledges the importance of both formal and informal English in different contexts. In this case the practice of using formal English is really focused inside the classroom.

Similar to Rudi, Ayu also practices her literacy on the comment section on Youtube and Instagram.

“I often put my ideas on the comments section when I found something inspiring or when I found something that interesting on Youtube or Instagram.” **(SIP01)**

She stated that commenting on these platforms usually aligns with her interests in the way of practicing her literacy. She puts some extra work into commenting, usually she also considers putting her feelings as well into it. She also said that her literacy practices usually revolve around how she puts her idea from past experiences or references which similar to Rudi, but in that process she claimed that she put her emotion into her writing to make it natural which correlate with her practices to improve her english writing style to become more lively and not monotone. Putting her emotion is not just merely for practicing purposes but also considering someone's feelings on that comment section who read her comments. She usually try to become more appreciative when doing her writing (comment).

Aside from Youtube or Podcast Ayu also engage in face to face discussion forum in real time

“I sometimes do English talk sessions with my friends. Although the topics that we discussed are random. Usually we discussed recent events and issues that happened in our surroundings.” **(SIP02)**

Ayu discussed current events and local issues with her peers to practice and engage with the world around them. She discussed the recent issues in the local environment and gathered connections toward the discussions. Ayu found that these discussions facilitated an enhanced experience over the English language. Engaging in conversations on broader topics enriched her way to utilize conversation, improved her speaking skills, and pushed her ability to communicate

effectively in diverse situations. The exchange of opinions within a social context grows more natural application of language skills, which help Ayu and her peers to maintain the discussions with greater confidence.

Ayu's strategy in practicing her foreign languages literacy practices especially in discussion forums is by carefully researching the information before conveying it to her friends. She will only voice her opinion if she is aware of the topics. The topic varied depending on the current issues, the topics that took her interest, and random topics.

“If I am not familiar with the topic, then the strategy that I will use is to do research by searching in google or simply asking for a short brief explanation from my friends. If I am aware of the topic then I will give an idea or thought based on what I understand and if it is possible I think I will also relate it with some information that I got from reading books, journals, and other sources.” **(LPS03)**

Familiarization toward the topic can improve her understanding and readiness to be involved in the discussion forum. With this strategy she can close the gap of making misunderstandings of certain topics. Which can lead her to meaningful and engaging discussion within the discussion forum. She can participate and contribute in giving and sharing her thoughts and ideas.

In a way to practice their literacy practices both Rudi and Ayu have their own way. Rudi often posts comments and engages in the discussion forums or a thread. Ayu, on the other hand, often writes a diary or a poem. Both have differences in preference especially in the way they perceive their practice in writing.

When both asked how they practice their writing outside the classroom. Rudi and Ayu answered:

Rudi's strategy in practicing his literacy practices in writing a comment or posting a thread is similar to the way he did his literacy practices in mother tongue. Before posting and commenting he used to organize the point that he wanted to convey by creating a concept. After that he followed up the concept based on the point that he created. He also uses various sources to make his writing well builded and well structured. This shows how his literacy practices are done in order.

“In posting comments or threads I usually relate something from past articles, stories, knowledge that I know and gather them into well structured writing to convey my ideas or thoughts.” **(LPS04, IPK01)**

He stated that this kind of writing is really helpful for him to keep in touch with English, engage with other people, and to improve his writing skill. Rudi also mentioned that his language style in mother tongue still affected his language style in foreign languages.

Ayu also practices his literacy by producing poems or short stories within her preferences way:

“I often write a diary in English and I usually also make short stories or poems to practice my writing skills.” **(H02)**

Ayu found that writing in her diary improves her writing skills and as a place to improve self expression. Creating short stories and poems allows her to simulately practice and improve her literary techniques, broaden her imagination, and express her emotions into written form. She has a habit of reading books. Through this she gains vast understanding of vocabulary and it enables her to produce any short stories or poems. Her literacy practices occurred when she managed to grasp the concept of stories or poems that she wants to produce. Firstly, she has to decide the genre and concept of the stories. Secondly, she has to rely on past references from

novels or books to find inspiration. Thirdly, she needs to build up her ideas and imagination within the concept. Fourthly, deciding the whole plot, characters and so on. Lastly, write it all and let her ideas work. All of that process displays how intertextuality works and the complex process within the whole steps is how literacy practices are done.

Unlike Rudi, Ayu feels like her writing style in the diary is different from the writing style in mother tongue and foreign languages. Her writing style in mother tongue in her perspective is more attractive and poetic than her writing style in foreign language which in this case is too formal.

“My English writing style in my diary is not that poetic, I mean I still can’t fluently write the English version diary with a very poetic and beautiful style. This is not happening in a diary that I wrote in my mother tongue where I can write anything with my style and preference beautifully.” (CLP02)

Ayu admits that she has a tendency to write formally in English, due to the lack of vocabulary and she stated that her writing style in English is quite monotone. Where this can’t be found in her writing style in mother tongue. She prefers writing in mother tongue due to more ease in selecting certain appropriate vocabulary and she feels that her mother tongue has a beautiful and lively style which suits her preference.

4.2 Discussions

This part discusses the findings of foreign language literacy practices of both Rudi and Ayu. Their practices show strong evidence in the development of foreign language literacy practices in EFL as a complex process bound through social context. One of the most crucial

aspects that occurred is the important role of base knowledge or past references and intertextuality in the process of meaning making. When Rudi utilizes past articles and stories as a stepping stone for his essays, he actively practices schema activation, which the base knowledge that exists is used to form a new knowledge base (Carrell & Eisterhold, 1983). Specifically, Rudi's knowledge about various stories act as schema or mental framework that is actively able to organize new ideas and create inference, which is not possible without his habit to read a lot of books or texts. This also aligned with a research by Kern (2000), that stated literacy is not coding a text in isolation, instead a process of meaning making where the reader actively connects text with the various texts, knowledge, and previous experience. This practice, along with Ayu's habits to connect new knowledge in her current courses with her knowledge in previous courses, shows how foreign language literacy for them is a cumulative process. It perfectly shows the concept of intertextuality which Barton (2000) discusses where meaning is not created in a vacuum state, but through the process of dialogue between experiences, previous existing knowledge, pre-existing texts and new texts. In this case, Rudi's essays are formed as multiple dialogue between various sources of story that he has read before, while Ayu's understanding of various journal academics is formed from nets that encircle the knowledge that she has gained from previous courses. In this case, their personal and academic background is not just a context, instead they become a source of knowledge that is essential for their foreign language learning.

Furthermore, strategies of foreign language preferences by Rudi and Ayu in diverse social and academic contexts shows literacy as a stage that negotiates identity. Their ability to navigate fluently between formal and informal language in the classroom, informal English in online forum discussions, and their mother tongue (L1) in daily conversation is not an indication of confusion, rather it is a practice of code switching. According to Gumperz (1982), this switching between

languages works as a sophisticated discourse strategy. Individual actively use code switching as a contextual cue to signal how an utterance should be interpreted. When Rudi chooses to switch to Indonesian when replying to a fellow Indonesian on Discord, the switch itself is a strategy. The act serves to deliver his message within a context of solidarity and shared cultural norms, pointing out that "this is an interaction between Indonesian." His language choice is not about content, but managing and defining the nature of the social interaction at the moment. Additionally, both Rudi and Ayu use their entire repertoire of linguistics as one integrated source for different purposes of communication. This also aligns with Canagarajah (2011) that code switching is a strategic tool to show identity and negotiate social belonging. Every time they make a choice to use a language is an act of performative thinking which considers various reasons such as social belonging and culture. When Rudi chose to reply in Indonesian language to another Indonesian in Discord because it is "rude" to reply in English because both were Indonesian, he consciously applied acts of identity to show solidarity in his culture. Research by Lam (2000), also reflected both Rudi and Ayu situation, where the participants of the study are youth immigrants that use the internet to set up a new identity that are not available in real life. On other hand, Ayu stated that her writing is more poetic in L1 shows how certain aspects from expressive identity are still bound through her L1, however she is still very competent in English as academics.

Foreign language literacy practices of Rudi and Ayu clearly illustrate the theory of literacy practices (Barton & Hamilton, 2000). Rudi's active engagement in forums such as Discord, Reddit, and Instagram, where he does not only read the information but also research, evaluate, and create contents as a response is an example of digital literacy. It is called practice because this activity has purposes and patterns. This practice is done routinely together with other persons to achieve something. The process goes beyond reading and writing as a technical skill, this behavior and act

is a part of contribution in the active community of online forum discussion. The situation can be seen through the lens of an ideological model of literacy from Street (1984), which stated that every literacy practice is bounded by certain values and community expectations. For instance, the ideology in the Discord community might appreciate the use of slang and game references, while the ideology in his classroom appreciates structural formal argument, which Rudi can navigate both effectively. What is more, online platforms and peer discussion in Ayu experiences is similar to what Brandt (1995) called as sponsor of literacy, which refers either through friends, forum members, owners of community who provide opportunities, sources for communication, set up norms, and in the end set how individuals's literacy is appreciated and developed.

Strategy use for foreign language literacy practices from both Rudi and Ayu such as translation and annotation shows the transfer of cognitive ability in cross linguistics. The fact that this strategy is used either in mother tongue(L1) or foreign language (English) asserts that literacy skill is not something that is tied to one language, instead a cognitive tool that can be adapted. These findings are also consistent with a research by Cummins (1981) showed basic skills in use and interpreted language such as reading and writing is crosslinguistic. These abilities are not limited to the first language acquired (L1) but can also be transferred and utilized in second language (L2). This consistently shows strong evidence that strategy transfer from L1 to L2 is not an isolated case, but a general pattern that is effective for Asian EFL students. Strategy such as effective annotation can enhance understanding, similar to what Ayu does, which is also supported by research from Yeh et al. (2017) showed how annotation text is able to give additional cognitive support. Which means that Ayu's habit is already formed in L1 and it provides the existing cognitive framework, this influences her on reading in L2 to be more efficient because she does not need to learn comprehension strategy and language content at the same time.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and discussion, this study concluded that the foreign language literacy practices of undergraduate students in Indonesia is a process with a dynamic, adaptive, and bounded social context which far goes beyond the mastery of linguistics skills inside the classroom. The case study of Rudi and Ayu showed that becoming a proficient user of foreign language is not the result of passive learning, but through active learning where they act as learners that consciously utilize every source to build meaning making and negotiate their identity in various aspects of life. The use of base knowledge and mother tongue act as an essential foundation. Both participants use their base knowledge or past references and the framework from L1 as a cognitive bridge to understand new concepts in English. What is more, their proficiency is not measured from the accuracy of grammatical structures, but through their ability to navigate language use to different social contexts through translanguaging. Their choices to switch between formal and informal foreign language and Indonesia is one of the proofs of their proficiency in mastery of the language. Further, the most significant development of foreign language literacy is through active participation in community, especially in digital platforms where they can learn authentically and directly through dialogue and debate.

5.2 Suggestion

The findings of this study recommends that English language educators need to consider the role of the mother tongue (L1) in literacy instruction. Rudi and Ayu's experiences show that

Indonesia language can serve as a valuable connection for understanding foreign language texts and organizing ideas in writing. Rather than seeing L1 use as disruption, educators should recognize its strategic value in foreign language literacy development. What is more, literacy is not a fixed skill but a social practice where learners adjust their language use based on specific purpose, audience, and setting. Therefore, English educators should avoid one approach and recognize that students use various different language strategies. Additionally, the social and emotional aspects of literacy must be concerned. Rudi and Ayu both encountered confidence issues when speaking or writing in unfamiliar or judgmental environments. Overall building a safe, inclusive, and supportive environment or classroom culture is important. Educators should understand that successful literacy development is not merely the result of linguistic input, but also other factors such as emotional engagement, identity building, and meaningful social interaction.

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Lampiran

Appendix: Interview Transcriptions

Interviewer: Abi Rafdi Farisan

Participant: Rudi (EFL learners)

Time: 12 June 2024

Place: Library

Length of interview: 37 minutes 32 seconds

Coding and Themes

Element of Literacy Practices	Code	Sub-element	Sub Code
Influence of Past Knowledge	IPK	1. Using past articles/stories for inspiration	IPK01
		2. Connecting new information with existing knowledge	IPK02
Contextual Language Preference	CLP	1. Using informal English & slang in online forums	CLP01
		2. Using formal English in the classroom	CLP02
		3. Switching to L1 for cultural solidarity/politeness	CLP03
		4. Using mother tongue for daily interaction	CLP04
Literacy Practice Strategies	LPS	1. Translating from L1 to L2 for comprehension	LPS01
		2. Underlining important information	LPS02
		3. Using mentor texts or templates for writing	

		4. Structuring online comments with prior knowledge	LPS03 LPS04
Social Interaction Practices	SIP	1. Actively participating in online discussion forums (Discord, Reddit) 2. Connecting hobbies (gaming, history) with online discussions 3. Engaging in classroom group discussions 4. Using structured facts & data in formal discussions 5. Using Instagram for curiosity driven literacy practice	SIP01 SIP02 SIP03 SIP04 SIP05
Habit	H	1. Habit in using past references 2. Habit in underlining	H01 H02

Themes	Subcodes
1. The role of prior knowledge or past references	IPK01, IPK02, SIP02, LPS04
2. Language choices and identity	CLP01, CLP02, CLP03, CLP04
3. Literacy practices strategy	LPS01, LPS02, LPS03, LPS04, SIP04
4. Literacy practices through social interaction	SIP01, SIP02, SIP03, SIP04, SIP05, CLP01, CLP02
5. Habits in literacy practices	H01 and H02

Data Number	Interview	Data Reduction	Coding	Sub Coding
001	<p>A: Oke langsung aja mungkin ya bagaimana sih foreign language literacy practices yang kamu lakukan di dalam kelas atau sekolah?</p> <p>Rudi: di sekolah ada banyak tugas yang mengharuskan saya menulis esai, dan saya biasanya (H01) mengambil inspirasi dari artikel atau cerita masa lalu sebagai batu loncatan untuk membangun cerita yang lebih baik (IPK01) (LPS03)</p>	<ol style="list-style-type: none"> 1. Influence of Past Knowledge 2. Contextual Language Preference 3. Literacy Practice Strategies 4. Social Interaction Practices 5. Habit 	<p>IPK (Influence of Past Knowledge)</p> <p>CLP (Contextual Language Preference)</p> <p>LPS (Literacy Practice Strategies)</p> <p>SIP (Social Interaction Practices)</p> <p>H (Habit)</p>	<p>(IPK01) Using past articles/stories for inspiration</p> <p>(IPK02) Connecting new information with existing knowledge</p> <p>(CLP01) Using informal English & slang in online forums</p> <p>(CLP02) Using formal English in the classroom</p> <p>(CLP03) Switching to L1 for cultural solidarity/politeness</p> <p>(CLP04) Using mother tongue for daily interaction</p> <p>(LPS01) Translating from L1 to L2 for comprehension</p> <p>(LPS02) Underlining important information</p> <p>(LPS03) Using mentor texts or templates for writing</p> <p>(LPS04) Structuring online comments with prior knowledge</p> <p>(SIP01) Actively participating in online discussion forums (Discord, Reddit)</p>
002	<p>A: Bagaimana jika untuk literacy practices di luar kelas?</p> <p>Rudi: Di luar kelas saya lebih suka bahasa yang lebih informal (CLP01) dan bahasa formal untuk di dalam</p>			

<p>003</p>	<p>kelas (CLP02) (SIP03)</p> <p>A: Sudah sejauh mana penggunaan foreign language baik itu di dalam literacy practices maupun dalam kegiatan sehari-hari?</p> <p>Rudi: Saya sebenarnya ya sudah berkomunikasi sepenuhnya dalam bahasa Inggris di sebagian besar media online seperti discord, Youtube, dan Reddit karena saya menikmati hal-hal yang didiskusikan (SIP01)</p> <p>A: Ketika kamu bertemu orang Indonesia di platform-platform itu apakah kamu tetap berliterasi</p>			<p>(SIP02) Connecting hobbies (gaming, history) with online discussions</p> <p>(SIP03) Engaging in classroom group discussions</p> <p>(SIP04) Using structured facts & data in formal discussions</p> <p>(SIP05) Using Instagram for curiosity driven literacy practice</p> <p>(H01) Habit in using past references</p> <p>(H02) Habit in underlining</p>
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<p>004</p>	<p>dalam bahasa inggris?</p> <p>Rudi: Saya pikir akan sedikit tidak sopan bagi saya untuk membalas dalam bahasa Inggris. (CLP03) Maksud saya, kita sesama orang Indonesia bertemu di komunitas Discord di mana bahasa Inggris sebagian besar digunakan.</p>			
<p>005</p>	<p>A:Menurutmu apakah translation dari mother tongue saja cukup untuk memahami kata-kata yang sulit?</p> <p>Rudi: Jika kita tidak mengetahui sebuah kata dalam bahasa Inggris, kita biasanya menerjemahkannya terlebih dahulu dari bahasa Indonesia ke bahasa Inggris. (LPS01) Selain itu, terdapat juga perbedaan dalam struktur kalimat. Meskipun sedikit</p>			

<p>006</p>	<p>berbeda, kita tetap bisa menerapkannya secara bertahap. Sebenarnya, walaupun bahasa Inggris berbeda dari bahasa Indonesia, kita masih bisa menggunakan materi yang kita miliki untuk membantu kita menerjemahkan atau memahami teks yang belum sepenuhnya kita mengerti. (IPK02) Bahkan jika teks tersebut terasa cukup sulit bagi kita, masih ada cara untuk memahaminya.</p> <p>A: Strategi seperti apa yang biasanya kamu gunakan dalam literacy practices?</p> <p>Rudi: Saya biasanya melakukan underline pada informasi yang menurut saya krusial dan penting. (LPS02) (H02) Dan saya melakukannya dalam praktik</p>			
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007	<p>berliterasi baik dalam bahasa ibu saya maupun bahasa asing</p> <p>A:Seberapa sering kamu berlatih literacy practices menggunakan online platform discussion?</p> <p>Rudi: Saya cukup sering menggunakan platform diskusi seperti discord dan saya belajar banyak cara untuk berkomunikasi secara informal dan menggunakan slang (SIP01) (CLP01)</p>			
008	<p>A: kalau berinteraksi menggunakan bahasa mother tongue bagaimana?</p> <p>Rudi: Biasanya, menggunakan mother tongue saya ya sesuatu yang</p>			

<p>009</p>	<p>saya lakukan setiap hari, seperti saat memesan makanan di kantin. (CPL04)</p> <p>Terkadang saya juga menggunakan bahasa daerah saya tetapi itu tergantung pada lawan bicara apakah orang tersebut mengerti atau tidak.</p> <p>A:Selain discord apa ada platform lain yang kamu gunakan untuk melakukan literacy practices?</p> <p>Rudi: bisa surfing dan exploring Instagram, saya selalu berpikir bahwa itu adalah salah satu platform terbaik untuk berlatih literasi (SIP05) karena kontennya memicu rasa ingin tahu saya</p> <p>A: apa yang kamu lakukan ketika</p>			
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<p>010</p>	<p>berdiskusi di dalam kelas?</p> <p>Rudi: Dalam diskusi di dalam kelas biasanya saya akan memberikan ide atau pendapat saya dengan fakta atau data yang terorganisir dan terstruktur (SIP04) (IPK02)(LPS04) yang saya pahami dari pengetahuan yang saya tahu</p>			
<p>011</p>	<p>A: Seberapa sering kamu berpartisipasi di dalam literacy practices di luar kelas?</p> <p>Rudi : Ya, saya berpartisipasi cukup aktif, biasanya dalam menulis komentar atau terlibat dalam diskusi di forum seperti Reddit dan platform lainnya (SIP01)</p>			

<p>012</p>	<p>A: Jadi apa yang biasa kamu diskusikan ketika berinteraksi di discord?</p> <p>Rudi: Jadi terkadang alih-alih saya tidak tahu harus berkata apa di discord, saya akan mengatakan beberapa referensi sejarah dan orang-orang ini bereaksi terhadapnya. Jadi hobi saya membaca buku tentang teks sejarah sangat membantu saya untuk terhubung dengan orang-orang yang memiliki pemikiran yang sama dengan saya." (SIP02) (IP</p>			
<p>013</p>	<p>A: apakah ada strategi khusus atau kebiasaan ketika melakukan literacy practices di luar kelas?</p> <p>Rudi: Dalam memposting komentar atau thread saya</p>			

	<p>biasanya menghubungkan sesuatu dari artikel, cerita, pengetahuan yang saya tahu di masa lalu dan mengumpulkannya menjadi tulisan yang terstruktur dengan baik untuk menyampaikan ide-ide saya (LPS04) (IPK01)</p>			
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Appendix: Interview Transcriptions

Interviewer: Abi Rafdi Farisan

Participant: Ayu (EFL learners)

Time: 12 June 2024

Place: Library

Length of interview: 34 minutes 12 seconds

Coding and Themes

Element of Literacy Practices	Code	Sub-element	Sub Code
Influence of Past Knowledge	IPK	3. Connecting new material with past learning	IPK01
		4. Relating discussion ideas to information from books/journals	IPK02
Contextual Language Preference	CLP	5. Using formal English for academics, informal with friends	CLP01
		6. Perceiving L1 (Indonesian) as more poetic/expressive	CLP02
		7. Viewing English practice as a habit	CLP03
Literacy Practice Strategies	LPS	5. Highlighting and annotating texts	LPS01
		6. Overcoming language barriers through continuous practice	LPS02
		7. Conducting research (Google) before discussing unfamiliar topics	LPS03
Social Interaction Practices	SIP	6. Writing ideas/comments on online platforms (Youtube, Instagram)	SIP01
		7. Holding informal "English talk" sessions with peers	SIP02

Habit in Literacy Practices	H	1. Reading English novels	H01
		2. Writing diaries, short stories, or poems for practice	H02

Themes	Subcodes
3. The role of prior knowledge or past references	IPK01, IPK02, LPS03
4. Language choices and identity	CLP01, CLP02, CLP03
4. Literacy practices strategy	LPS01, LPS02, LPS03
6. Literacy practices through social interaction	SIP01, SIP02
7. Habits in literacy practices	H01, H02, LPS01, CLP03

Data Number	Interview	Data Reduction	Coding	Sub Coding
001	<p>A: Oke langsung aja bagaimana sih kamu melakukan foreign language literacy practices kamu kalau di dalam kelas?</p> <p>Ayu: Di dalam kelas saya sering membaca materi dan juga artikel jurnal, terkadang saya mengaitkannya dengan sesuatu yang pernah saya baca atau pelajari (IPK01) di kelas lain pada semester lalu agar lebih mudah saya paham</p>	<p>6. Influence of Past Knowledge refers to</p> <p>7. Contextual Language Preference</p> <p>8. Literacy Practice Strategies</p> <p>9. Social Interaction Practices</p> <p>10. Habit in Literacy Practices</p>	<p>IPK (Influence of Past Knowledge)</p> <p>CLP (Contextual Language Preference)</p> <p>LPS (Literacy Practice Strategies)</p> <p>SIP (Social Interaction Practices)</p> <p>H (Habit in Literacy Practices)</p>	<p>(IPK01) Connecting new material with past learning</p> <p>(IPK02) Relating discussion ideas to information from books/journals</p> <p>(CLP01) Using formal English for academics, informal with friends</p> <p>(CLP02) Perceiving L1 (Indonesian) as more poetic/expressive</p> <p>(CLP03) Viewing English practice as having become a habit</p> <p>(LPS01) Highlighting and annotating texts</p> <p>(LPS02) Overcoming language barriers through continuous practice</p> <p>(LPS03) Conducting research (Google) before discussing unfamiliar topics</p> <p>(SIP01) Writing ideas/comments on online platforms (Youtube, Instagram)</p> <p>(SIP02) Holding informal "English talk" sessions with peers</p> <p>(H01) Reading English novels</p> <p>(H02) Writing diaries, short stories, or poems for practice</p>
002	<p>Ayu: "Dalam konteks</p>			

<p>003</p>	<p>akademik saya menggunakan bahasa formal, tetapi di luar itu saya menggunakan bahasa informal terutama saat berbicara dengan teman-teman saya." (CLP01)</p> <p>A: Ketika berdiskusi dengan teman-temanmu lebih sering bahasa inggris atau mother tongue?</p> <p>Ayu: itu bisa tergantung pada apa yang saya dan teman-teman diskusikan. Jika tentang akademik, saya lebih suka menggunakan Bahasa Inggris untuk berlatih. Meskipun jika saya membahas sesuatu yang bukan</p>			
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<p>004</p>	<p>akademik, saya tetap menggunakan bahasa ibu kami atau terkadang saya biasanya mencampurnya dengan kedua bahasa (CLP01) (SIP02)</p> <p>A: Sudah sejauh mana penggunaan foreign language baik itu di dalam literacy practices maupun dalam kegiatan sehari-hari?</p> <p>Ayu: Saya tidak tahu kapan ini terjadi, tetapi saya telah menggunakan Bahasa Inggris untuk tujuan akademik dan ya, akhir-akhir ini saya lebih banyak membaca buku berbahasa Inggris (novel)</p>			
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005	<p>(H01) karena awalnya saya menganggapnya sebagai latihan tetapi sekarang sudah menjadi kebiasaan (CLP03)</p> <p>A: apa saja stretegi yang kamu gunakan ke berliterasi?</p> <p>Ayu: Saya biasanya punya kebiasaan (H02) menandai (highlight) (LPS01) beberapa kata sulit dan sekaligus memberikan informasi lebih lanjut dengan membuat anotasi... untuk meningkatkan pemahaman saya.</p> <p>A:Apakah kamu pernah mengalami kendala dalam melakukan</p>			
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<p>006</p>	<p>literacy practices?</p> <p>Ayu: Awalnya, saya menemukan ada kendala bahasa terutama saat menjumpai istilah-istilah yang tidak biasa tetapi setelah mengalami ini dalam waktu yang lama, saya pikir cara saya memahami sesuatu menjadi lebih baik sekarang. (LPS02)</p>			
<p>007</p>	<p>A: Seberapa sering kamu biasanya melakukan literacy practice di online platform atau social media?</p> <p>Ayu: Saya sering menuangkan ide-ide saya di kolom komentar ketika saya menemukan sesuatu yang menginspirasi</p>			

<p>008</p>	<p>atau menarik di Youtube atau Instagram (SIP01)</p> <p>A:Bagaimana dengan diskusi diluar kelas?</p> <p>Ayu: Saya terkadang melakukan sesi 'English talk' dengan teman-teman saya. Meskipun topik yang kami diskusikan acak. Biasanya kami membahas peristiwa dan isu terkini yang terjadi di sekitar kami (SIP02)</p> <p>Jika saya tidak familiar dengan topiknya, maka strategi yang akan saya gunakan adalah melakukan riset dengan mencari di google (LPS03). Jika saya paham topiknya maka saya akan memberikan ide berdasarkan apa yang saya</p>			
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<p>009</p>	<p>pahami dan jika memungkinkan saya juga akan mengaitkannya dengan informasi dari membaca buku, jurnal, dan sumber lain (IPK02)</p> <p>A: selain online platform apakah ada media lain yang kamu gunakan untuk melatih literasi?</p> <p>Ayu: Saya sering menulis buku harian dalam Bahasa Inggris dan saya biasanya juga membuat cerita pendek atau puisi untuk melatih keterampilan menulis saya (H02)</p> <p>A:apakah ada perbedaan ketika menulis pada L1 dan</p>			
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010	<p>foreign language?</p> <p>Ayu: Gaya penulisan Bahasa Inggris saya di buku harian tidak begitu puitis. Ini tidak terjadi pada buku harian yang saya tulis dalam bahasa ibu saya di mana saya bisa menulis apa saja dengan gaya dan preferensi saya secara indah (CLP02)</p>			
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