

## ABSTRACT

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Language learning is crucial for communication and career advancement in today's world, and the traditional English language learning model has been reimaged to incorporate elements of code literacy. However, language teachers and students often overlook the significance of coding in language learning due to lack of understanding and proper teaching guides. The use of block-based coding in English language learning provides a new perspective since English is not only viewed as an end in itself but also as a means to understand other skills and discipline. The primary objective of this research was to develop a learning model that combined coding concepts and practices with language learning. This transdisciplinary approach aimed to foster a dual proficiency in both coding and language proficiency. This was a research and development that included analysis, design, development, implementation, and evaluation. Sixty-four teacher students and three teacher educators from three institutions participated, with a focus on the English for Young Learners Class. Document analysis, questionnaires, and interviews were used to collect qualitative data about students' needs as well as current teaching and learning practices. In addition, a pretest posttest control group design was used to evaluate the intervention's effect on the teacher students' English language proficiency and code literacy. Four guidance books were created, including a model book, a teacher's guide, a student guide, and an activity book and approved by three experts from various disciplines. The results revealed that the model was rated very good (3.93) and effective in improving students' English language proficiency and coding skills (87.97). The model has made significant progresses toward using coding as a language learning tool. The model's implementation was well received by both teacher students and educators. The research's findings helped policymakers and educators understand the potential benefits of incorporating coding literacy into language learning curricula. The research recommends incorporating coding skills into language learning to improve students' language competence and computational thinking abilities. Future research should look into programming languages, curricula, and the integration of technologies such as augmented reality and artificial intelligence to improve the model's effectiveness.

*Key Words : Code Literacy, Reading Comprehension, Coding Skill, and ADDIE Model*

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**Lubis, Safrida. Nomor Induk Mahasiswa: 8206115003. Model Pembelajaran Bahasa Inggris Berbasis Literasi Kode (CLELL). Disertasi. Program Doktor Linguistik Terapan Bahasa Inggris. Pascasarjana. Universitas Negeri Medan, 2024.**

Praktik pengajaran yang inovatif telah muncul sebagai hasil dari integrasi teknologi dalam dunia pendidikan. Salah satunya adalah penggunaan coding sebagai alat pembelajaran bahasa. Melalui penggunaan kegiatan coding, penelitian ini mengembangkan model pembelajaran bahasa Inggris berbasis literasi kode yang bertujuan untuk meningkatkan kemampuan bahasa mahasiswa. Model ini didasarkan pada landasan pemikiran bahwa coding dan pemerolehan bahasa memiliki kesamaan proses kognitif seperti logika, pengurutan, dan pemecahan masalah. Dengan menggabungkan kedua disiplin ilmu ini, mahasiswa dapat mengembangkan kemampuan bahasa mereka sekaligus mempelajari konsep-konsep pengkodean. Model ini memiliki tiga elemen utama: tugas pembelajaran bahasa, aktivitas coding, dan umpan balik. Penelitian ini menggunakan metodologi penelitian dan pengembangan, yang meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Dampak dari intervensi terhadap kemampuan bahasa Inggris dan literasi pengkodean para mahasiswa diukur dengan menggunakan desain pre dan post-test. Selain itu, data kualitatif diperoleh melalui studi dokumen, kuesioner, dan wawancara untuk mendapatkan kebutuhan siswa dan fenomena saat ini. 64 mahasiswa dan 3 tenaga pendidik dari tiga institusi berpartisipasi dalam penelitian ini. Hasil dari penelitian ini berkontribusi pada jumlah pengetahuan tentang integrasi literasi pengkodean ke dalam pembelajaran bahasa. Model ini dikategorikan baik (3,93). Hal ini memberikan bukti bahwa intervensi semacam ini efektif dalam meningkatkan kemampuan bahasa dan kemampuan coding mahasiswa (87,97). Mahasiswa menunjukkan respon positif terhadap implementasi yang telah dilakukan (100%). Hasil penelitian ini juga memberikan informasi kepada para pembuat kebijakan dan pendidik tentang manfaat potensial dari mengintegrasikan literasi pengkodean ke dalam kurikulum pembelajaran bahasa.

Kata Kunci : *Literasi Kode, Pemahaman Bacaan, Kemampuan Coding, dan Model ADDIE*

