

Literacy as Self-Improvement as Experienced by Louisa Clark` in Jojo Moyes's *Me Before You* (2013)

Ditha Seftyn Marshanda

English Literature, Faculty of Language and Arts, Universitas Negeri Surabaya
ditha.19011@mhs.unesa.ac.id

Abstrak

Literasi merupakan salah satu hal penting dalam kehidupan. Ini adalah kemampuan untuk menggunakan materi kehidupan sosial tertulis, tercetak, atau lisan untuk mencapai tujuan dan memperluas Pengetahuan atau kemungkinan. Studi ini berfokus pada Literasi sebagai peningkatan diri yang digambarkan seperti yang dialami oleh Louisa Clark, dan alasan di baliknya. Data berupa kutipan yang diambil dari *Me Before You* karya Jojo Moyes (2013). Langkah-langkah untuk mengumpulkan data antara lain; membaca berulang kali *Me Before You* (Moyes, 2013), kemudian mengumpulkan data dengan mengutip dialog. Dengan demikian penelitian ini memberikan analisis dan kesimpulan. Penelitian ini menggunakan New Literacy Studies oleh (T. Williams & A. Zenger, 2007) yang menunjukkan bahwa Literasi penting untuk transformasi personal yang mengarah pada peningkatan diri, yang menjelaskan bahwa kondisi materi kehidupan adalah peningkatan Pengetahuan, keterampilan bahasa, dan keuangan. Singkatnya, hasil penelitian ini menetapkan bahwa Louisa Clark mengalami Literasi sebagai peningkatan diri dalam 3 aspek: pengetahuan, keterampilan bahasa seperti membaca dan berbicara, serta keuangan. Louisa juga memiliki beberapa alasan yang mengarah pada perbaikan diri, antara lain; alasan persaingan kesempatan kerja dan alasan persaingan peningkatan karir didukung oleh (Gee, 1992).

Kata Kunci: *New Literacy Studies, Peningkatan Diri, Literasi Sebagai Praktek Sosial.*

Abstract

Literacy is one of the important things in life. It is the capability to use written, printed, or oral materials of social life to achieve goals and expand Knowledge or possibilities. This study focuses on Literacy as self-improvement depicted as experienced by Louisa Clark, and the reasons behind it. Data are in the form of citations taken from Jojo Moyes's *Me Before You* (2013). The steps to collect data are; to read repeatedly (Moyes, 2013), then collect data by citation the dialogues. Thus the study provides analysis and conclusions. This study uses New Literacy Studies by (T. Williams & A. Zenger, 2007) that point out that Literacy is important for personal transformation leading to self-improvement, which explains that the material conditions of life are improving Knowledge, language skills, and finances. In short, the result of this study established that Louisa Clark experienced Literacy as self-improvement in 3 aspects: Knowledge, language skills such as reading and speaking, and finances. Louisa also has several reasons leading to self-improvement, including; reasons for competing of employment opportunities and reasons for competing of career advancement supported by (Gee, 1992).

Keywords: *New Literacy Studies, Self-Improvement, Literacy as Social Practice.*

1. INTRODUCTION

Literacy is using written and printed materials to function in society, achieve goals, and expand Knowledge and possibilities. New Literacy Studies analyzes communication and interaction (V Street, 1995). Both the individual and the society can obtain benefits from Literacy. Dina Octavia, a former student of the English Department at the State University of Surabaya, revealed the topic in her assertion. She asserts that literacy is a

cultural artifact that is essential to the achievement of self-improvement (Octavia, 2016).

With the presence of Literacy through reading and communicating, someone will easily get provisions for self-improvement. Troward (2008) suggests that self-improvement is action exercises carried out by individuals to improve themselves according to perceptions and the person. According to those statements, Louisa Clark has shown that her Literacy positively impacts her self-improvement. Louisa Clark became a female character in *Me Before You* (Moyes, 2013). The literary work became

very famous due to its achievement in the People's Choice Award for Favorite Drama Film in 2017, and became the most recognized series among the next series; *After You* (Moyes, 2015) and *Still Me* (Moyes, 2018)

Literacy has formed in Louisa's purposes for her better life. Will's cynical attitude changes when Louisa shows him life is worth living. As their bond grows, their lives and hearts change in ways no one could have imagined. Again, Literacy as self-improvement is represented in how Louisa Clark shows us that they have the same favorite subtitled film that triggers their intimacy.

The first previous study by (Octavia, 2016) was observing New Literacy Studies in Self Improvement on *A Tree Grows in Brooklyn* by (Smith, 2007). In her study, it provides what is Literacy as an identity and the representations of self-improvement. In this study, she did not explain what reasons underline the character being analyzed to carry out Literacy as self-improvement in its life.

The next previous study is from (Mulia, 2016) in her "The Contribution of Literacy Skills of National Development" study. The study explains how literacy skills have a significant impact, especially on national development. The researcher mentioned several significant impacts, including; language competencies and economic development for citizens. As Rassool (1997) stated, Literacy is intended to support reading and writing for information and ideas.

The last previous study was elaborated (Rintaningrum, 2019), which explains how important reading literacy's m to the generation that will ultimately impact national development, especially in Indonesia. The study analysis of the reading culture that is being done will result in good habits that could increase a student's interest in reading and impact their future career. As (Inglis & Aers, 2008) points out, most children learn to speak fairly easily, but learning to read and write requires a process. The study explained that being literate means being 'literate', which requires a certain level of language proficiency.

Several previous studies did not include the reasons underlying the self-improvement experienced by the analyzed characters. They mostly focus only on the process of each literacy experience. Furthermore, they do not even include the theory of New Literacy Studies as the highlighted theory that underlies the thesis. Referring to that, this study can add additional insight to avoid misleading information in New Literacy Studies by focusing on the investigation of Literacy as self-improvement, as experienced by Louisa Clark and the reasons behind it.

A New Literacy Studies is the first theory used in this paper. The New Literacy Studies offers a setting for examining communication from the immediate context to

analysis of social behaviors and communities, while the earlier researchers saw the text as the defining feature of communication. Therefore, Bronwyn T. Williams and Amy A. Zenger propose Literacy as a good solution in life's problem-solving. They point out that Literacy is important for self-improvement in addition to serving as a tool for learners or a skill that is beneficial in the real world (T. Williams & A. Zenger, 2007). Through film analyses, William and Zenger make the case that movies portray how marginalized illiterate people are in society (T. Williams & A. Zenger, 2007). Literacy can also be linked to Knowledge, language skills, and finances, as stated by (T. Williams & A. Zenger, 2007).

The New Literacy Studies challenged the traditional mental model of Literacy, which saw Literacy as a "cognitive phenomenon". They cited Gee's assertion in A Situated Sociocultural Approach to Literacy and Technology. Gee draws attention to the fact that various social and cultural groups may employ written language in various ways depending on their customs. Language is always connected to diverse forms of spoken language usage; it never exists independently. Many approaches to acting, interacting, understanding, enjoying, and believing. He frequently employs various tools and technologies in various contexts. A new study on Literacy enables readers to read a text in a variety of ways based on their individual goals (Paul Gee, 2019)

Brian Street (1984), in his book *Literacy in Theory and Practice*, calls it the "autonomous model of literacy" and claims that Literacy has cognitive meanings regardless of the context in which it exists or the purpose it is used in a particular culture. This is sometimes called the "literacy myth." Thus, claims about Literacy, especially essay and text literacy scores, whether oral or written, are "ideological." They are part of an arsenal of concepts, practices, and practices that support social formation as an endpoint of natural, universal, or at least normal developmental progress (achieved only by some cultures, their intelligence, and technology). Brian Street (1984) proposes an "ideological model" as opposed to an "autonomous model" of Literacy. Ideological models attempt to understand Literacy in terms of concrete social practices and to theorize Literacy in terms of ideologies that incorporate different forms of Literacy. Literacy of any kind only has an impact when interacting with various other social factors, such as political and economic conditions, social structures, and local ideologies.

Understanding literacy in social practice requires an acknowledgment of literacy events and practices. Events involving literacy act as demonstrative examples in the literacy procedures. The topic of literacy events was created by (Heath, 2000) as a method for analyzing spoken and written language characteristics. A literacy event is

any activity in any literacy used. (Heath, 2000) argues that for non-mainstream social groups to acquire mainstream, school-based literacy practices, individuals, whether children or adults, must develop all age-appropriate and age-appropriate oral and written language skills at appropriate levels, it should be "summarized".

Literacy and self-improvement is a field that offers literacy activities and meaningful work with qualified instructors. Literacy activities involved developing listening and speaking skills, reading and writing, and communication skills. The Literacy and Self Improvement study aims to engage people studying the articles in education, training, employability, and personal development. As Hoggart (1957) stated in his book *The Uses of Literacy*, the working class in northern England immediately took advantage of the latest "mass literacy" for self-improvement, education, social mobility, and civic participation while those in power seized the opportunity to exploit it. Expanding Literacy for commercial and political gain through new popular culture.

(Bilikozen, 2019) in her paper entitled Academic Literacy Development and Identity Construction Interrelations: The Freshman Experience explained that the process of self-improvement experienced by her students through Literacy is divided into several stages. In terms of academic literacy development, the literacy practices exemplified above were the highlights of the academic year for the participants. The first stage is to share some characteristics, such as engaging students in real-life problems or topics to which they can relate. The most important stage after that is to improve the skills that they believe became important for themselves now or in the future. These literacy practices gave students a sense of accomplishment, pride, and confidence, which appeared to help them view their identity more positively (Bilikozen, 2019).

Strong literacy skills can lead to better career prospects and opportunities for success. People who can communicate effectively, think critically, and continuously learn are more likely to succeed and be considered for promotion or higher-level positions. Literacy is fundamental for professional growth and success (Gee, 1992). This is what causes Literacy to be crucial in self-improvement. As stated, literacy will be useful for employment opportunities and career advancement (Gee, 1992). Employment opportunities depend on various factors, as the dynamic job market can change over time. This requires extensive Literacy to reach it. Likewise, career advancement is a gradual process that requires dedication, persistence, and continuous learning. Implementing these strategies and staying proactive can enhance the chances of progressing in the careers.

2. METHOD

The researcher disseminated this study with literacy analysis, Paul Gee's New Literacy Studies Theory, and Wordsmyth's Self Improvement theory. This study used *Me Before You* by (Moyes, 2013) as the data source. *Me Before You* is a romance novel written by Jojo Moyes. The book was first published on 5 January 2012 in the United Kingdom through Penguin Books. The data was gathered from the source by reading *Me Before You* by Jojo (Moyes, 2013). which was published by Penguin Books. The steps taken to gather the data are as follows: (1) the researcher repeatedly read *Me Before You* (2013); after that, (2) collecting data through citations by the dialogues of the literary work; then, (3) analyze the data to look for Literacy as self-improvement that related in this novel utilizing New Literacy Studies and Self-Improvement to determine the reason of why Louisa Clark using Literacy in her life, and (4) last but not least, arranged the conclusion along with suggestions based on the analysis.

3. RESULT AND DISCUSSION

As Gee (2004) stated, New Literacy Studies' morale is; to trace people's social, cultural, institutional, and historical organizations to see how Literacy works in some organizations alongside their behaviors, interactions, quality, tools, and technology. Literacy is essential to access and benefit from formal education. This enables individuals to acquire Knowledge, learn new skills and actively participate in educational institutions. Literacy serves as the foundation for lifelong learning and personal growth.

Following that, Louisa finds out Will has a shocking plan. He tries legal suicide and gives up on his life. Nevertheless, Louisa tries to show him that life is still worth living. She gives him more autonomy, looking for excursions that will please him. To be clear, Louisa and Will have crossed their comfort zone, and, this time, both change each other unexpectedly. For example, when Louisa saw a website about people struggling with strokes. She quickly distanced it from Will for the sake of his mental health. But she also has to watch it to learn for herself, trying to feel what Will's feeling from the website. This is directly related to critical multimedia literacy, which will later be able to make Louisa elevate her social attitudes, especially toward Will.

Louisa: *"I looked up The Diving Bell and the Butterfly. 'The story of a man who suffers a paralyzing stroke, and his attempts to communicate with the outside world,' the Web site said. I wrote the title down on my pad, uncertain whether I was*

doing so to make sure Will avoided it or to remind myself to watch it," (Moyes, 2013: 205).

In this case, to "make sure Will avoided it", Louisa saw a website containing information about her patient's feelings. The purpose of Literacy is always to enable us to take a critical stance on the source. The primary public source of information thought to shape our social attitudes and beliefs was presented to us through the medium of text. Critical multimedia literacy is required to intelligently engage with potential impacts on social attitudes and beliefs (Lemke, J. 2013).

Likewise, when Louisa was fired from Frank's cafe, she had several relentless worries and avoided problems. In this stage's life, she worried and then refers to her failure to plan for her future. However, she is still looking for a new job that represents taking action at this stage. Self-improvement is an ongoing process, and patience and kindness are key along the way. In this case, Louisa thinks, understands, and learns best when she uses her past experiences to guide her preparation for her action.

Syed: *"It's all twenty-four hours since I lost the last one. Am I allowed just to be a bit miserable and floppy? You know, just for today?"*

Louisa: *"I made my first claim for Jobseeker's Allowance. I attended a forty-five-minute interview and a group interview, where I sat with a group of twenty mismatched men and women,..." (Moyes, 2012: 12).*

The argument goes, "I made my first claim for Jobseeker's Allowance," is that people look for patterns in the elements of their experiences. As they gain experience, they find deeper and more subtle patterns that help them predict what will happen in the future as they act to achieve their goals (Gee, 1992). Based on the argument, Literacy is highly valued in the job market. It improves employability by enabling individuals to read job advertisements, fill out application forms, write resumes, and communicate effectively. Literacy plays an important role in accessing better employment opportunities and career advancement.

Louisa was forced to choose the advantage of being a Caregiver she had never expected. This compulsion was motivated by pressure from the people around her who demanded that she immediately start working to ease her family's financial burden. At first, Louisa was against the job given by Syed because she felt that she was not too smart to take care of the elderly along with their illness. Even though she did not want the job before, she is doing well. With her ability to observe and communicate with Nathan, Louisa has succeeded in doing Literacy which has indirectly made her Self-Improvement.

Nathan: *"He's in a good mood,' he said, as I handed him a mug."*

Louisa: *"Is he?' I was eating my sandwiches in the kitchen. It was bitterly cold outside, and somehow the house hadn't felt quite as unfriendly lately."*

Nathan: *"He says you're trying to poison him. But he said it—you know—in a good way."*

Louisa: *"I felt weirdly pleased by this information," (Moyes, 2013: 62).*

She already understands what must be done or the condition, including ethics, when with William—her 'patient'. The crucial things to make her better at work, or even in herself. This causes by her good ability to communicate with Nathan—Will's nurse, that proven by "I felt weirdly pleased by this information." Instead, people use what they know (such as their conscious state) to parade in the intermission in what they do not know (such as their unconscious state) by finding connections that build stories about themselves. Presuming the essence of these processes individually is important (McAdams, 2001).

Participating in discussion groups is another approach to learning via Literacy. People can learn more about the needs and attitudes of a group or community through discussion groups. When a participant entered a discussion group, a stimulus—a question posed by a person's comment—was used to prompt their reply. Find the triggering stimuli by looking at the context and then analyze the comment in the context of that environment. The response is interpreted about the prior debate and the comment's tone and intensity (A. Kruger, 2002).

Louisa: *"Hi—I am the friend/caregiver of a 35 yo C5-6 quadriplegic. He was very successful and dynamic in his former life and is having trouble adjusting to his new one. In fact, I know that he does not want to live, and I am trying to think of ways of changing his mind. Any ideas for things he might enjoy, or ways I could get him to think differently? All advice gratefully received," (Moyes, 2013: 204).*

In the sentence, "Please, could anyone tell me how I could do this?" Louisa is shown to be studying Will Traynor's condition by asking this in the discussion group. They are comparable to needs assessment surveys in this regard. However, needs assessment surveys frequently include written, closed-ended, somewhat focused questions rated numerically. Instead of making a vocal response, the respondent to surveys frequently provides a numerical evaluation. Such surveys can be helpful, but they typically fall short of capturing a person's thoughts and emotions. As was previously indicated, one benefit of discussion groups is the depth and complexity of responses.

Additionally, group members frequently inspire one another to think about new ideas that could not have

otherwise occurred. (Street, 2003) analyzes how these different social groups 'adopt' Knowledge from the environment, noting specifically how 'types of literacy events' are involved in this adoption. Group negotiations about the meaning of written texts (such as advertisements), looking up individuals in reference books, compiling family records in the Bible, and dozens of other ways in which books and other documents are used for interpretation.

Self-improvement includes personal development or transformation. It covers several topics like goal-setting, abilities, mental strength, etc. Humans are evolving. One of the most effective means of bridging the gap from positional identification to the figurative world is Literacy. To act as a personal transformation, Literacy is crucial (T. Williams & A. Zenger, 2007). Louisa's identity develops through Literacy. She becomes a better person as a result of that. Some domains are covered by personal development. As stated by (T. Williams & A. Zenger, 2007), the material conditions of self-improvement are improving one's Knowledge, language skills, and finances. The following branches are listed:

3.1 Knowledge

Louisa is someone who genuinely wants to gain new Knowledge. People frequently assume that because poor people often struggle to get a proper education and are often lazy and ignorant. Louisa is hardworking and does not let her financial situation hinder her from learning everything she can. She educates herself with the aid of social interaction.

Louisa: *"I got to study Will Traynor up close, in those first couple of weeks. I saw that he seemed determined not to look anything like the man he had been; he had let his light-brown hair grow into a shapeless mess and his stubble crawl across his jaw. His gray eyes were lined with exhaustion, or the effect of constant discomfort..." (Moyes, 2013: 44).*

The sentence "I got study Will Traynor up close" proves that Louisa is highly passionate about education. This is a beautiful starting point because it will be simpler for someone to apply what they have learned if they genuinely want to know. Only with such a strong determination can Louisa reap the rewards of reading, one of which is expanding her Knowledge. Knowledge increases environmental awareness. It helps people understand their strengths, weaknesses, values, and beliefs. Self-awareness is the first step to personal growth and improvement. She must serve as an illustration of a literate girl attempting to become more educated. In this case, Louisa has proven the importance of health literacy

and its impact on her career. (Ratzan & Parker, 2006) Stated that Health literacy is the extent to which a person receives, processes and understands the basic health information and services necessary to make an appropriate health decision.

3.2 Language Skills

Improving language skills through Literacy is an effective way to improve reading, writing, speaking, and comprehension skills. Literacy includes a range of language and communication skills, and developing these skills offers many benefits in both personal and professional situations. The two language skills that will be covered in this study are. The first language skill in this part is reading comprehension which exposes a person to a wide range of vocabulary, sentence structures, and writing styles. It helps you improve someone's reading comprehension and learn different writing techniques. Reading also deepens the understanding of grammar, spelling, and punctuation. The second one is speaking, Literacy improves a person's ability to express their opinions clearly and confidently. Improving language skills helps people express their thoughts more effectively, have meaningful conversations, and communicate more accurately and consistently. Louisa, in this instance, is quite proficient in a language, particularly in speaking. Her improvement is transformed by Literacy.

3.2.1 Reading

Louisa has disliked subtitled films since she was a young child. While listening to and watching movies, she could not concentrate on her reading. These are tasks that she finds challenging to perform at the same time to avoid them more in her daily life.

However, that vanished after she was ordered to watch a foreign film with subtitles by Will. It was based on a well-known book, *Will Revealed*. A hunchback inherits a home in the French countryside in an old movie. Louisa's perception of how challenging it can be to read and listen simultaneously finally altered after that. Even while watching movies with subtitles, she started to become thrilled.

Louisa: *"And then something happened. I stopped thinking about how hard it was listening and reading at the same time, forgot Will's pill timetable, and whether Mrs. Traynor would think I was slacking, and I started to get anxious about the poor man and his family, who were being tricked by unscrupulous neighbors. By the time Hunchback Man died, I was sobbing silently, snot running into my sleeve".*

William: "A bit. I'm just amazed that you can have reached the ripe old age of—what was it?" (Moyes, 2013: 64).

Louisa changes her mindset when that is her self-improvement in reading skills, "I stopped thinking about how hard it was listening and reading at the same time." She began to enjoy reading subtitles which she had never even done before. Reading subtitles is a solution for Louisa to know the storyline described in the film. So that she can easily understand what the film is exerting to convey. Danan (1992) states that viewing subtitles supports language learning and Literacy, but this is a theory of double coding, where the processing of Literacy is presented alongside non-verbal visual references (objects or events).

3.2.2 Speaking

With improving her speaking skills, Louisa will easily introspect herself in interactions with others, especially with Will. She becomes more ethical and organizes her vocabulary to make it more acceptable so that Will is no longer irritated by her presence. She learned a lot that she will no longer speak in ways that make other people feel disappointed or uncomfortable.

Louisa: "Sorry," I said, sitting upright. "If I ask too many questions. Do you want me to leave?" (Moyes, 2013: 82).

After several mistakes in her speech, Louisa often pondered and introspected her words. She did not diminish her 'chatty' character. Still, she paid attention to the time and circumstances around her before making a statement after her reflections, such as "Sorry if I ask too many questions," which made Louisa seem to have an attitude than before. As Wordsmyth (2008) states, self-improvement is improving one's mind, abilities, and personal condition based on their efforts.

3.2.3 Finances

Being a person who is always open to any opinions and challenges in life is the key to achieving success and dreams in life. In her development to become Will's caregiver, she has succeeded in working hard to improve her standard of living, especially in terms of finances. With her literacy skills, Louisa has gotten a job that pays twice as much as her previous one. Over time, Louisa has positively impacted her self-improvement in her financial situation. She has inherited several properties, and the Traynor family finances her studies.

William: "When you get back to England, take this letter to Michael in his London office and he will give you the relevant documents so you can access an account someplace nice to live and to pay for your degree course and your living

expenses while you are in full-time education," (Moyes, 2013: 358-359).

Louisa's financial increase will certainly positively impact her academic life "while you are in full-time education," which is also one of the proofs of self-improvement because she got the academic things she had dreamed of for a long time. She started planning her studies as a fashion designer according to her life's dream. Louisa is no longer an illiterate, marginalized person; instead, she has a solid socioeconomic situation and a promising future ahead of her. Her individuality is enhanced as a result. This is how Louisa's identity changes into a better person due to Literacy.

3.3 Louisa Clark's Reasons of Using Literacy as Self-Improvement

Literacy as Self-Improvement can be a major factor that can improve one's life to be better than before. The arguments suggest that people look for patterns in the elements of their experiences in the world. As they gain experience, they find deeper and more subtle patterns that help them predict what will happen in the future as they act to achieve their goals. Discover patterns (Gee, 1992). Based on this argument, Literacy occupies a high position in the labor market. It improves employability by enabling individuals to read job advertisements, fill out application forms, write resumes, and communicate effectively. Literacy plays an important role in accessing better employment opportunities and career advancement. The study has found several reasons Louisa Clark used Literacy as her self-improvement tool. This is why Louisa Clark uses Literacy as self-improvement in her life. This sub-chapter is divided into several sections containing Reasons for Competing in Employment Opportunities and Reasons for Competing in Career Advancement.

3.3.1 Reasons for Competing in Employment Opportunities

Louisa is a woman who was born into a disadvantaged family. Her family's finances are her main life problem. She had to work hard and earn enough money to support her family financially. Louisa Clark is also aware of this; she carries out activities as part of Literacy to achieve self-improvement. While working, Louisa often does Literacy as a form of professionalism and increases her values. She makes Literacy a benchmark in every achievement in several aspects of life. For her, some problems can be solved with Literacy, or even make her a better person, especially in her career.

Louisa: "Dad had his car written off by an uninsured driver two years previously, and somehow this had been enough for the whole teetering edifice that was my parents' finances to

collapse finally. My modest wages had been a little bedrock of housekeeping money, enough to help see the family through from week to week" (Moyes, 2013: 10).

In her family, Louisa was relied upon financially, "My modest wages had been a little bedrock of housekeeping money," she becomes needed in the family, especially when she has more literacy skills than other family members. Literacy is highly valued in the job market as it is essential for effective communication, critical thinking, and problem-solving (Gee, 1992). As (Gauly & Lechner, 2019) states, job training includes all types of materials that require participants to Literacy and may provide opportunities to use and practice literacy skills. Job-related training is usually done to increase job-specific and even company-specific skills. This underlies Louisa to make Literacy her guide in her professionalism. As mentioned before, she practices reading and speaking in analyzing her job as a caregiver.

Professionalism is a major concern for Louisa when she works. Her work environment may belittle her because of her poor academic background. However, Louisa did not want to give up so easily. She constantly wants to learn about new things through Literacy.

Will's Mom: *"You can't give me a single reason why I should employ you?"*

Louisa: *"Well... I'm a fast learner, I'm never ill, I only live on the other side of the castle, and I'm stronger than I look...probably strong enough to help move your husband around—"* (Moyes, 2013: 22-23).

The sentence "Well...I'm a fast learner," proves that Louisa is considerate to Literacy, especially to support her professionalism. As (Gauly & Lechner, 2019) pointed out, regarding spillover effects, specific job-related training that does not aim to promote literacy skills is unlikely to improve literacy skills. Special training courses are available for policymakers and practitioners interested in promoting Literacy. Knowledge as one of the self-improvement aspects through Literacy may be a suitable option to gain new insight into professionalism.

3.3.2 Reasons for Competing in Career Advancement

Advancing a career in Literacy may be a rewarding and fulfilling journey. To support the professionalism of Will's caregiver, Louisa also wants to improve communication with her patients. She added several literacy activities as a form of her business in self-improvement. As mentioned above, Louisa and William's first relationship was not very good. But as time passed, they became closer because Louisa arranged her words to be kinder and more polite. Her purpose for doing those activities is to be closer to the patient so that the patient

feels more comfortable while carrying out the treatment procedure with Louisa. Getting to know the patient more deeply will positively impact the caregiver and patient relationship, especially for Louisa's career continuity. She will get a good review for her future job.

Louisa: *"I got to study Will Traynor up close, in those first couple of weeks,"* (Moyes, 2013: 44).

In the sentence "I got to study Will Traynor up close," Louisa is shown to want to learn her patient's condition for the sake of her career. Look for opportunities to work directly with individuals and groups who need literacy support. (Gee, 1992) states that volunteer tutoring by professionals and community groups is included in literacy support. Hands-on experience develops skills and demonstrates a commitment to the field. Expand the experiences by working in various literate environments such as group discussions or professional tutors. This experience will improve knowledge and language skills, as well as the understanding of the different situations in which Literacy is practiced. Literacy significantly impacts career advancement, especially for people in service job areas, such as Louisa Clark.

CONCLUSION

Literacy has the opportunity to become a self-improvement factor. It is also possible that Literacy can also be an agent of change in a person according to their respective literacy capacities. This study conducted a systematic literature review, explaining how Literacy is self-improvement, presenting its several topics, and describing the relevant features in the process of self-improvement. More importantly, the analysis above describes Literacy as self-improvement in certain topics, such as literacy self-improvement in Knowledge, Literacy as self-improvement in language skills, and Literacy as self-improvement in finances.

The theory of New Literacy Studies as Self-Improvement can be briefly applied in the *Me Before You* analysis by (Moyes, 2013). Louisa is experienced with many literacy activities in her self-improvement process. An example is when she tries to learn about Will Traynor—her patient, with several approaches, such as; making sure he avoids some risky things and asking Nathan—Will Traynor's nurse, about how to treat Will in terms of sanity. On several occasions, Louisa has also participated in online discussion groups to learn about Quadriplegic—a disease that Will Traynor suffers from. Some of these became literacy activities that made Louisa develop even better to achieve self-improvement in speaking, language skills, and finances.

The reason for Louisa to use Literacy as self-improvement is to support several aspects of her life that are analyzed in this study. Louisa raises the issue of

professionalism in her job by considering Literacy as a tool for achieving self-improvement. According to her, professionalism is very meaningful for the continuation of her career. She must immediately learn and understand her family's financial condition, which requires her to do literacy activities when applying for Jobseeker's Allowance. It is considered the reason for Literacy as self-improvement in employment opportunities. Another important reason is to achieve career advancement; Louisa continues to learn and represent Literacy as the crucial thing for improving career advancement for her professional background. She wants to communicate well and politely so that William—his patient—feels more comfortable while undergoing treatment. These reasons are crucial in underlying Literacy as Self-Improvement, as Experienced by Louisa Clark.

SUGGESTION

The authors encourage other researchers to conduct further research on this subject. Future studies may explore the same topic with different data. Example: Future researchers may validate the 2018's English undergraduate students' conclusions to make the results more valid. Furthermore, it would be attractive to equate the terminations by undergraduates and master's students in terms of structure and language or vocabulary phrases. Further research on other parts of the work, such as discussions, is also suggested.

Considering the conclusion above, the author would like to include some suggestions for further research on Literacy as self-improvement, in this case, the practice of descriptive writing. Firstly, this thesis only covers the scope of Literacy experienced by the main characters in the literary work used. It is possible that the main character's self-identity is quite interesting to discuss. Self-improvement and self-identity are closely related things. Therefore, research on self-identity combined with self-improvement is highly recommended. Several identity theories are certainly very reliable with self-improvement and Literacy. One is the theory of Identity Construction by (E. Marcia, 1966). When those theories are combined, the four stages in Identity Construction will be fulfilled and achieve self-improvement.

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