

## Literacy Activity to Explore Students' Habit in the Classroom

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### Abstract

*This study discussed the application of the basic school literacy activity. The purpose of this was to contribute to improving the reading and writing skills of elementary school students. In addition, it aimed to solve the difficulties faced by the school in implementing the school literacy movement. This applied research was conducted for fifteen minutes each day for a period of one month. As participants, there were low-grade students, namely grade one and high-class students which was grade five. The first-grade students numbered about thirty as well as the fifth grade. The research instrument used observation, documentation study and interviews. The results showed that schools have not been able to implement the school literacy movement based on existing provisions. This can be seen from a number of inadequate facilities and the readiness of the teachers as well the students who were difficult to involved in the activity.*

**Keywords:** Activity, Literation Program, School

### Abstrak

*Penelitian ini membahas tentang penerapan gerakan literasi sekolah (GLS) dasar di kota Langsa. Adapun tujuan dari GLS ini adalah untuk memberikan kontribusi peningkatan kemampuan membaca dan menulis siswa sekolah dasar. Selain itu tujuan dari gerakan literasi sekolah ini adalah untuk memecahkan kesulitan-kesulitan yang dihadapi pihak sekolah dalam melaksanakan GLS. Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian terapan (applied research). Penelitian ini dilakukan selama lima belas menit setiap hari dengan jangka waktu satu bulan. Adapun yang menjadi subjek penelitian ada siswa kelas rendah yaitu kelas satu dan siswa kelas tinggi yaitu kelas lima. Siswa kelas satu berjumlah sekitar tiga puluh orang dan siswa kelas lima berjumlah sekitar tiga puluh orang juga. Adapun instrument penelitian ini menggunakan observasi, studi dokumentasi dan wawancara. Hasil penelitian menunjukan bahwa sekolah belum mampu menerapkan gerakan literasi sekolah berdasarkan ketentuan yang ada. Hal ini terlihat dari sejumlah fasilitas yang tidak memadai dan kesiapan guru sendiri untuk menerapkan kegiatan GLS.*

**Kata Kunci:** Aktivitas, Program Literasi, Sekolah



## 1. INTRODUCTION

Many activities have been carried out to create a great nation through the movement to love books. The Indonesian Reading Movement itself aims to 1) increase the capacity of literacy skills; 2) explore at literacy wealth; 3) literate wealth revitalization. In the early 2000s, many reading communities have emerged in several areas. One of them was the 1001 book community. This community recruited several volunteers to help other community libraries to make reading books available for children. All of these programs are a form of the government's effort to increase reading interest in Indonesian society. In Aceh itself, *Pustaka Gampong* or Library for village) has been around for several years based on Law Number 43 of 2007 concerning libraries. The library procurement program for each village was a program of the central government. In East Aceh, there were 82 villages in 2015. The existence of libraries was so far only serving the book lending program. Unfortunately, the book lending program did not work properly in terms of funds or management staffs who were not creative in empowering the existing library for the village.

In this case, the existing library is not a center for literacy program development. This causes schools confusion about what programs need to be developed to foster interest in reading for existing students. If explored deeper, the main reason was always on lack of funds to develop a love reading program. Thus, it appears that reading is not an important activity in *madrasah* or schools at this time. What happens at school is also equal to the conditions at home. Parents do not pay more attention to the increasing interest in reading in the family.

Literacy activity strengthens the character development movement as outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015, one of the activities on the movement is the activity of reading 15 minutes of non-learning books before learning time begins. In addition, the implementation of the pre-reading activity is expected to improve literacy skills in all subjects by using enrichment books and reading strategies. Pre-reading activity strengthens the character development movement as outlined in the Regulation of the Minister of Education and Culture



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Based on the results published by the International Association for the Evaluation of Educational Achievement in the 2011 Progress in International Reading Literacy Study (PIRLS), Indonesia was ranked 45th out of 48 participants. From these results, it can be seen that the competence of Indonesian students in reading comprehension skills is low. Realizing the low interest in reading among government students, he initiated the School Literacy Movement program. It aims to address the problem of low reading skills among students. Moreover, it the program involves all parties, teachers, students, parents/guardians, and the community as part of the educational environment.

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In productive language skills, reading plays an important role. Reading becomes a measure of the depth of a person's speech or writing. A person's reading ability is influenced by several factors. He states that intelligence, reading attitudes, and quantity is the determining factors for a person's success in the reading process (Razak, 2005). Of the many factors mentioned earlier, the quantity of reading plays an important role. The more often someone reads, the more it will have an effect on the ability to understand the reading text, the broader understanding of a problem and the deeper the insight into certain matters. When students can explain the characteristics of the characters from the stories they read, the reading activity can

be said to be successful. At a further level, if students can write down the essence of the reading material they have read, the student has reached the development level.

From the explanation stated in the previous section, the School Literacy Movement is expected to give birth to a literate elementary education ecosystem. Therefore, researchers are interested in analyzing how to improve students' reading and writing skills through the School Literacy Movement at MIN 3 Langsa.

## **2. THEORITICAL REVIEW**

The School Literacy Movement was developed based on the nine priority agendas or (*Nawacita*) related to the duties and functions of the Ministry of Education and Culture. The items of *nawacita* that are meant are; improving the quality of life of Indonesian people; increasing people's productivity and competitiveness in the international market so that the Indonesian nation can advance and rise together with other Asian nations; revolutionizing the character of the nation; reinforcing diversity and strengthening Indonesia's social restoration.

The definition of school literacy in the context of Literacy activity is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, and / or speaking. Pamungkas explains literacy as the ability to read and understand text, graphics, tables and diagrams in various contexts (Pamungkas, 2017).

Literacy activity means growing interest in reading through 15-minute reading activities (Permendikbud No. 23/2015). It provides opportunities for students to read non-lesson books. This activity is carried out regularly. The students are given reading material related to enrichment of insight and knowledge. The books presented can be both fiction and nonfiction books. Literacy skills expected at the habituation stage. Low class is to articulate the emphatic to the story character and to dish out fact and opinion. The high class is presented the story in effective way and to explore the type of media and the aim itself.

Some reading activities and structuring is a literacy-rich environment in the habituation stage. The first is to read story books/add-ons 15 minutes before starting the class. Reading activities that can be done are reading books aloud (read aloud) and reading silently (sustained silent reading/SSR). Moreover, enrich the reading collection to support the 15 minute reading activity. The next activity, function the physical environment of the school through the use of school facilities and infrastructure, including libraries, classroom book corners, reading areas, school gardens, canteens, school health system, etc. To foster interest in reading among school members, these infrastructure facilities can be enriched with print-rich materials. Then, involve the community outside the school in 15-minute reading activities and developing literacy facilities, as well as procuring library collection books and classroom book corners. The last one is choosing a good reading book

Thus, the teacher does read aloud. This program is to read a book by aloud voice. The goals of reading aloud are; a) Motivating students to want to read. b) Make students able to read and like to read. c) Provide a pleasant reading experience. d) Build communication between teachers and students. e) Teachers, librarians, or principals become role models in reading. Furthermore, sustained silent reading is a 15-minute reading activity given to students without interruption. The teacher creates a calm, comfortable atmosphere, so that students can concentrate on the book they are reading. The stages in reading silently are as follows: Literacy facilities include the school library, class reading corner, and reading area. The library functions as a learning center in at school. The development and arrangement of the library is an important part of the implementation of the elementary school literacy movement and reading-based knowledge management. A well-managed library is able to increase the reading interest of elementary school residents and make them lifelong learners. The school library ideally plays a role in coordinating the management of the classroom reading corners, reading areas, and other literacy infrastructure in elementary schools. The classroom reading corner is a corner equipped with a collection of books that are arranged attractively to foster students' interest in



reading. This reading corner is an extension of the elementary school library function, which is to bring books closer to students. The reading area includes the school environment (foyer, corridor, yard, garden, classroom, place of worship, the health room, the principal's room, and the teacher's room).

### **Effective Reading Ability**

The ability to read plays an important role in student life. He highlights that reading is a process that is carried out and used by readers to obtain messages, which the writer intends to convey through written language (Tarigan, 2008). Reading is an activity in the process of transferring ideas and thoughts from reading material into the mind. In accordance with the opinion of which explains that reading is a process that is carried out and used by readers to get messages to be conveyed through words or written language (Cahyani, Isah dan Hodijah, 2007). By reading a person can absorb an idea that he wants to explore.

She suggests that the definition of reading includes: 1) reading is a process, 2) reading is strategic, and 3) reading is interactive. Reading is a learning activity that requires the reader's active interaction with the reading so that it gets meaning and understanding of what is read (Rahim, 2008). They elaborate the factors that affect reading efficiency include two things (Ahuja, P, Ahuja, G.C., 2010). Internal factors are factors that come from within the reader. Internal factors related to the reader's physicality include the ability to hear sounds, speech disabilities, reading habits, and reading goals. Environmental factors are factors that come from outside the reader. These factors include lighting or lighting, readability of reading material, and motivation of the reader.

Effective reading is a reading activity that aims to determine the reader's level of understanding of the material that has been read. To measure the effectiveness of reading, it can be done by measuring the effective speed of reading. He explained that effective speed puts more emphasis on the number of words that can be read in a certain time period which is converted to a reading comprehension level that can be achieved by the reader through a set of tests (Razak, 2005). From the literacy

movement carried out, starting from the habituation, development, and learning stages, it is hoped that it can improve students' reading skills. Many factors influence the reading comprehension process.

The implementation of literacy program at the development stage aims to maintain interest in reading and reading activities, as well as improve reading fluency and understanding of students. Literacy skills at the development stage are related to skills in listening, reading, speaking, writing, and sorting information. Activities at this stage can be followed by tasks such as drawing, writing, crafts, movement arts and the role of responding to reading.

### **3. RESEARCH METHODOLOGY**

The type of methodology was applied research. In this study, the researcher described the findings of the application of the Literacy school program according to the actual situation in the field in the form of written words from people and observed behavior. While the research approach used in this study was a qualitative descriptive where the researcher did the implementation of the School Literacy Movement in improving the reading and writing skills of elementary school students. The location of this research was carried out in an elementary school that had implemented GLS in Langsa, and the time of the research was held in the 2018/2019 academic year, 15 minutes before the learning hours took place. The research subjects were elementary school students who had implemented the School Literacy Movement program. The object of research was the information obtained from the research subject. They were the students' reading and writing abilities and activities. The instruments were observation guidelines, interview guidelines, and documentation study guidelines taken from the School Literacy Movement guidebook. Researchers used observation data collection techniques to observe and collect data on the implementation of the GLS which was held at Elementary Schools in Langsa City. The interview technique directed in this study was a semi-structured interview. This technique was done so that the research subjects were more open in providing data. The interviews in this

study were aimed at teachers and students. This documentation study was used as a complement to the users of the observation and interview methods in qualitative research. It was a technique of collecting data with documents. Documentation studies were used to extract data or information from data sources.

#### 4. Discussion

The presentation of this research began by telling a story about the activities of implementing reading and writing activities at this *madrasah ibtidaiyah*. Basically, the stages of implementing the school literacy movement refer to three stages. The first stage is the habituation stage where this activity lasts for 15 minutes reading based on Permendikbud no. 23 of 2015. Meanwhile, the second stage is development in which reading activities penetrate the activities of responding to the books being read. Meanwhile, the third stage is increasing the literacy of school children for all subjects which uses stylized books and strategies for reading in all subjects which is known as the learning stage.

Reading activities were carried out at 10.00 WIB after they study every day and activities for fifth grade after class ended every 12.30 WIB. Sometimes there were changes in time because they were based on adjustments to the existing school activity schedule. Meanwhile, writing activities took place after the children have read activities by providing an existing review of what they have read. In the literacy process habituation stage, what is expected is to cultivate the habit of interacting with existing books. The books in the school library previously were not familiar with the students at the *madrasah* considering that so far there were no literacy activities in the school and the existing library building was not functioning properly which resulted in these students not having access to read books in the library.

Therefore, this research focused on the habituation process carried out by reading books for 15 minutes and getting them used to choosing books according to their age. The books selected for first graders were read aloud for 15 minutes considering that the majority of these students could not read books by reading books



aloud or read aloud. When this habituation process was implemented by reading books that are available to the lower classes, the target of reading books was to familiarize students with understanding that the characters in the existing story books are. In addition, it also raises questions to students, so that students were able to understand the storyline of the existing book with the aim of students being able to understand what fact is or what is fiction. When the teacher asked questions to students in lower grades or first grade, the students looked confused at first. This is understandable given the very low book interaction.

While the reading activity process of getting used to high-grade students was using the method of reading silently or sustained silent reading, they can understand or represent the storyline of the books they read. Actually, for high class students, students were required to read the book thoroughly. If the book is not finished reading that day within 15 minutes, then the next day the students must read the same book. However, there were also students who refused to read the book because one of the main reasons was that the story book was not interesting.

In addition, high school students should choose the type of book that was rich in text, but they still like to read books with little text and lots of pictures. It can be concluded; the ability to recognize text and make inference by rewriting the content of the story or the responses was still very low and required a long time for the familiarization process. The implementation of this school literacy activity provides a new picture to the school that this reading activity is a very important activity to improve students' academic insight. Since, so far, this literacy activity has not received attention from the school and the school itself is confused about literacy activities that can be carried out. For the habituation stage, this was only able to open the school's insights and provide views to students that literacy activities were interesting activities to be introduced and accustomed to; as a result, they can develop to the next stage.

For writing activities on their own, students have not been able to describe more deeply how to tell the ideas that exist after they have read the book. They are

still too difficult to articulate the story line in the book. Or even it is not easy for them to rewrite what is told in the book. For high class students, students are given a reading log because they can read and write. It's just that the ability to respond to books read in the form of writing is still very low.

### **Problems and difficulties encountered**

The problems and difficulties in implementing the School Literacy Movement (GLS) were timing; it was not having consistent timing, the second one was books, limited number of books and types of books available. Moreover, students do not want to read and write, also low listening skills. The last one was the teacher does not provide special time and schedule changes because they think reading this book hinders teaching and learning activities. In the literacy process habituation stage, this was to cultivate the habit of interacting with existing books. The books in the school library previously were not familiar with the students at the *madrasah* considering that so far there were no literacy activities in the school and the existing library building was not functioning properly which resulted in these students not having access to read books in the library. For writing activities on their own, students have not been able to describe more deeply how to tell the ideas that exist after they have read the book. They are still too difficult to articulate the story line in the book. Or even it is not easy for them to rewrite what is told in the book. For high class students, students are given a reading log because they can read and write. It's just that the ability to respond to books read in the form of writing is still very low.

The literacy movement implemented in this school still needed a longer effort because of the provisions of the school literacy program with the existing guidelines for the elementary school literacy movement, namely from the directorate general of primary and secondary education, the ministry of education and culture. Even this movement feels strange to students and a number of existing teachers. In addition, the books available at schools are still far from the ideal number of students. Moreover, there are more books that are fiction than there are non-fiction collections. Thus, reading activities are still very disturbed as children will tend to choose non-fiction

books and when non-fiction books have been read they refuse to read books about non-fiction. Meanwhile, the library itself is still not well managed where the books have piled up and have not been touched so far, considering the books are new and dusty and difficult to reach. In addition, there is no special manager who is responsible for managing existing school libraries. Then the library itself still joins the school health room. In addition, there is still an assumption that 15 minutes of reading activities still interfere with existing teaching and learning activities.

In conclusion, literacy activity might not be successful or essential for others, even though many experts has shared their ideas how to develop the literacy program beneficial for surroundings with others, as long as the involved people in the joining program consider this as a wasteful thing, so the existing paradigm also disrupts the implementation of the school literacy movement.

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