

The Implementation of Reading-Writing Literacy In Secondary School

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Abstract—This study aims to find out how implementation of the reading-writing literacy, to describe and analyze the supporting factors of the reading-writing literacy implementation, and to analyze and describe the inhibiting factors in the implementation of literacy in secondary schools . This research is a qualitative research with case study approach performed in SMP N 1 Bantul. Data collection techniques were by using observation and documentation. Data analysis used were model Milles and Huberman that includes data, display data reduction and withdrawal of the conclusion. A summary of the results of this research is the readiness of SMP N 1 Bantul to carry out literacy activities in schools which can be seen from the existing facilities in schools to support these activities as well as the participation of teachers in the success of these activities, implementation strategies. Factors that support literacy reading activity are school factor and outside school. The inhibiting factor of reading literacy is a short time.

Keywords—implementation, literacy, reading and writing, secondary school.

I. INTRODUCTION

Reading is a fundamental skill that should be owned by students. This is because reading is the basis for knowing and understanding the various forms of knowledge. [11] Reading is the key to learning all knowledge, including daily information and clues that have a major impact on life. Furthermore, the activities of writing is the interpretation of reading. Therefore, students are required to understand each of the readings that he is able to pour his understanding in the form of writing. In practice, reading requires a process to get maximum results. However, many of the problems that arise when the process of reading takes place are such as low interest in reading, laziness, unresponsive atmosphere, and lack of facilities for reading activities. Such a low level will affect further reading and writing activities.

According to Maman Suryaman [1]'s paper entitled "*Analisis hasil belajar peserta didik dalam literasi membaca melalui studi internasional (PIRLS) 2011*" published by LITERA Journal Volume 14, Number 1, April 2015, one of the results of the research explained that the literacy ability of students

in Indonesia is still classified as low. In addition, [14] also revealed that reading interest of Indonesian children is still relatively low. Therefore, since 2016 the government has been continuing to intensify literacy capability through literacy movement. Generally, there are six forms of literacy to accomplish, namely reading-writing literacy, numeracy literacy, science literacy, financial literacy, digital literacy, and cultural literacy of citizenship [8]. In this study, researchers focused on literacy in junior high school (JHS). Secondary school students are the transition from kids towards teenagers. In addition, the application of reading-writing literacy becomes factors that support the achievement of literacy movement of literacy, so that later this research can be made as a reference in the application of literacy and also to overcome the existing problems. So, in this study the formulation of the problem is as follows. 1). How reading-writing literacy works in schools. 2) supporting factors and literacy inhibitors in schools.

II. LITERATURE REVIEW

The success of a program that has been planned is depending upon the implementation or the implementation field. Literacy is a reading activity interpreted in a written form. This activity is one of the activities in the literacy movement that has been programmed by the government. Hence, implementation means the implementation of an idea, where the execution was expected to provide a particular effect. [7] "implementation of the process of putting into practice an idea, program, or set of activities and structure new to the people attempting or accepting to change". Implementation of literacy expects changes such as increased interest in reading, improving skills, as well as reading habits and interpreting reading material into the form of writing that will ultimately be useful for social life.

In addition, Literacy is also used as lifelong learning. According to [4] "Reading literacy constitutes a significant base on the path of lifelong learning". While literacy is a skill that must be owned by every individual to continue to improve the quality of life. [2] reveals that literacy is the ability to read and write alongside the integration of this knowledge

into people's lives. [13] reveals that "literacy is sufficient competence in reading, writing, and computation (numeracy) is required to meet the demands of daily life".

A. Reading-Writing Literacy

As the times progressed, literacy expanded not only as the ability to read and write. [5] says that in the early development period, literacy is seen as the ability to read and write only, but in line with the development of literacy, time is not only viewed, yet it includes a broader meaning including reading, writing, listening and speaking as well as penetrating into other scientific fields. However, literacy remains the basis of all literacy. Literacy of reading and writing according to [11] is the knowledge and skills to read, write, search, trace, process and understand information to analyze, respond to, and use written texts to achieve goals, develop understanding and potential, participate in the social environment where the student is in the social environment.

B. Implementation of Reading Literacy and Writing Literation

The implementation of literacy at schools is one of the right strategies to impart knowledge of literacy among junior high school students. There are three aspects regarding literacy activities at school. This is expressed by [10] that in terms of the implementation of literacy at school there are several stages of habituation, development stage, learning Stage regarding reading-writing literacy implementation. [11] explains the principles of literacy reading-writing literacy implementation, namely: Wholeness and Whole (Holistic) Principles, Integrity Principles, Sustainability Principles, Contextual Principles, Responsive Principles of Local Wisdom.

C. Literacy Implementation Strategy

The implementation of a program will be successful if the implementation is done well. Therefore, a strategy is required in implementing the program. One of these strategies is the formation of management, consisting of team or person in charge of the literacy implementer who will manage various activities on literacy from planning, funding source and training. [15] "... the teachers formed a committee and one of the school's administrators to be a member of the committee". Furthermore, [15] "... the school administrators and school board consultants supported teachers with the time, resources, and training and encouraged teachers to take on the leadership of the literacy program".

III. METHODOLOGY

This research is a qualitative research with a case study approach. Case study focuses on place with more emphasis on the observation or investigation of a program, an activity, a process or group of individuals [6]. The subject of this research is the literacy activity at SMP N 1 Bantul. The study was

conducted during January 2018-February 2018. To ensure that the data taken is valid then the research is extended until March 2018. The data source is in the form of researcher's observation and documentation.

Techniques of data collection were by using observation technique in the form of participant observation, in which the researcher followed direct activity of literacy and write everything related to literacy. Also, documentation technique was carried out to support observation data field. To establish the validity of the data, techniques are required in the examination based on a number of specific criteria. According to [12] the validity of data in this study is the test credibility, transferability, dependability, and Conformability. While, the technique of data analysis was by using Miles and Huberman model which includes data reduction steps, display data, and conclusion drawing / verification [9].

IV. RESULT AND DISCUSSION

A. Result

SMPN 1 Bantul, as the subject of this research is located on Kartini street, Nogosari Village, Bantul Regency, Yogyakarta. This school is one of the leading schools in Bantul regency. The selection of this school is subject to the following 1). Being a pilot for the development of character education including the school literacy movement. 2). Being a pilot school. 3). Well development of the school. 4). The availability of the research related to the title of this study. The school was built on July 21, 1955 based on Government permit number: 3705 / B / III. The observations of this study found the following points: a) Implementation of literacy in reading phase. b) Implementation literacy in read-write stage. c) Implementation of literacy in the learning phase. d) Supporting and inhibiting factors in reading-writing literacy implementation.

TABLE I. IMPLEMENTATION PHASE OF LITERACY SMP N 1 BANTUL

No	Implementation Phase	Description
1.	Habits	30 minutes reading before the teaching and learning process begin.
2.	Development	Take notes of what has been read, and the students' lessons make papers related to the subjects.
3.	Learning	Provide non-lesson reading materials and Create a text-rich environment.

Literacy is an adequate competence in reading, writing and numeracy to meet daily needs [13] Implementation is the implementation of a program. School literacy movement in SMPN N 1 Bantul was inaugurated on 28 November 2016 by the vice regent of Bantul. Based on the guidebooks at school, literacy movement activities was carried out in accordance with the stage of habituation, development stage,

learning phase. At all these stages all the literacy activities take place in the school.

1) Stage Habituation

This stage of habituation is the first part of the school literacy movement, consisting of reading habituation. Teaching and learning process at school starts at 07.00 am - 02.30 pm. "Students come before 07.00 am and class starts at 07.00 am". This school is implementing full-day system with two days off, on Saturday and Sunday. Observations conducted by the researchers at the reading habits begin in the morning when students come to school at 07.00 am. Reading literature begins with reading the Qur'an for Muslim students and reading Bible for non-Muslims. The habit of reading the Qur'an and the Bible is done for 15 minutes from 07.00 am until 07.15 am. After that, within the next five 15 minutes the students and teachers are singing the national anthem and proceed with the non-lesson reading activity. Totally, the reading habit is performed during the first 30 minutes. This activity is done every day, except on Monday and Friday. On Monday the first 30 minutes is for Monday morning ceremony while on Friday the first 30 minutes is for regular class as the students leave school before 12.00 pm for Jum'ah prayer. This school consistently applies this activity continuously.

2) Development Stage

The results of student writing in the form of poetry, short stories, essays and novel or book review are the result of the development stage. This stage of development is actually the same as the previous stage. However, the difference in the habituation stage is that this stage is carried out in the form of reading activities, while in this stage of development students are required to record what has been read. In addition, this activity will usually be followed by presenting reading results. In this school the development stage is carried out through some ways. For example, at the stage of habituation, reading habituation will be followed by activities belonging to the development stage where the students only need to record what books they have read. As for the other development stage is measured by the percentage of reading results done in the learning process. "Students in one class are divided into 5-6 groups consisting of 5 to 6 students where they have to make a paper about a material. Then, the paper is presented to the other students guided by the teacher ". For the next stage of development, the school develops students' writing results. SMP N 1 Bantul publishes the writings of students weekly and every 6 months on Krakatau newspaper and *Buana* school magazine published by the school. Students are encouraged to write essays like academic essays, criticisms, suggestions, books and news reviews or activities related to the school. At the development stage, SMP N 1 Bantul conducts activities in the form of Open School *herucakra*,

which consists of social activities of school students and exhibition of students' work. The work of this student in the form of students' writing, *Batik*, paintings and other forms.

3) Stage of Learning

The core of the activities of this learning stage is to support the implementation of the 2013 curriculum which requires learners to read non-textbooks [10]. The school has been implementing regular reading activities 30 minutes before the learning (ie activities of reading the Qur'an for Muslims and the Bible for non-Muslims), making non-academic bills related to reading and writing activities, making reading summaries, guiding teachers in reading activities, also the poster for broadening the understanding of the students.

4) Strategies of reading-writing literacy implementation

The right strategy in reading-writing literacy implementation will give maximum result. This strategy needs to be structured to benefit implementation.

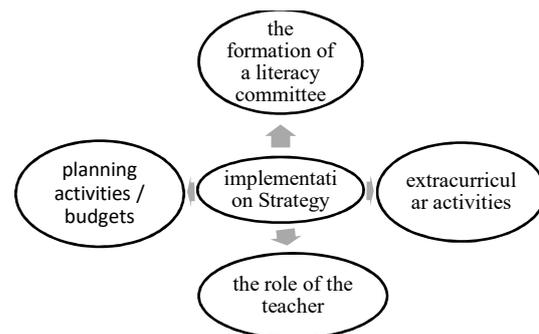


Fig. 1. Literacy Implementation Strategy

Strategies used in SMP N 1 Bantul in carrying out student literacy activities are a). Forming the movement of literacy movement at school. To be able to run literacy activities, an administrator is assigned to take care of literacy activities. The school's literacy boards consist of advisors, persons in charge, mentors, teachers, and students. b). Planning financial resources to utilize the operational grant funds of the school to conduct literacy activities. The fund is from the students of SMP N 1 Bantul themselves, book donations from SMPN 1 Bantul graduates and book donations from government and private sectors, and c) the role of teachers in literacy activities is essential. Based on the observations, teachers of SMP N 1 Bantul continue to motivate students to read diligently. d) extracurricular activities with respect to literacy. Based on observations, extracurricular activities in SMPN 1 Bantul associated with literacy are the writing of scientific work of teenagers and journalism. Extracurricular activities of writing Scientific work of teenagers and journalism are conducted outside school hours between 14:50 pm -

16:00 pm. The activities are also done on Saturday at 10.00 am -11.00 pm.

5) *Supporting factors and inhibitors of Reading-writing literacy implementation*

A program will be successful if it gets support from all related parties such as principals, teachers, students, school residents, government and parents. Supporting reading-writing literacy implementation can also be measured from the various facilities available and the work of students associated with reading-writing literacy.

TABLE II. SUPPORTING AND INHIBITING FACTORS LITERACY READ-WRITE

No	Factors	Description	
		From school	Out of School
1.	supporters	The role of teachers is active and follows the literacy activities.	Government aids reading materials are language halls
		Sufficient facilities and infrastructure such as library, reading corner, extracurricular literacy, reading corner in class, wall magazine.	The role of parents in student literacy activities at school.
		School newspaper and school magazine	Help books from publishers and educational institutions.
		Good student competence	
	Donations of books graduated from SMP N 1 Bantul		
2.	inhibitors	Dense study time "Full-day School"	-
		Reading activities in the library are only done when there is a task.	-

Support for reading-writing literacy is in the form of directions or guidance provided by the teacher. Based on the observations, the teachers always come on time to the classroom. During the literacy activities, the subject teacher will be responsible in managing the activities. Writing assignments are also given by the teachers to motivate students in writing. Adequate reading media is also one of the things that can facilitate students in reading. Each student in class IX graduate is asked to donate at least one book for the school, in order to be read by their juniors. Schools also provide school magazines and school papers published weekly and once every six months, namely Krakatau Newspaper and Buana magazine to facilitate students in publishing their work in the form of essays, short stories, poetry, and other forms. As a form of support for school literacy, the school forms a team of school editors consisting students of SMP N 1 Bantul under the advisory of the principal and conduct extracurricular activities such as writing scientific papers and journalism. In addition, students' competence is also one of the supporting factors of the literacy movement of reading and writing. The students are quite active in a variety of proven literacy contest. It is proven by the achievements of these students. In addition, coaching from teachers is also a supporting factor.

In addition, the reading material provided by the government "language hall" is also very adequate. However, the hectic schedule of the students at school is a factor inhibiting literacy. School observation resulted that the school applies *full day* school system (five days of school) where learning activities start at 07.45 am and ends at 2.30 pm. To overcome such a schedule, the students do reading during break time. The students visit the library only when the teacher assigns them to do so. Students' interest in watching too many movies or enjoyment in doing too many exercises are factors why students are reluctant to read. To facilitate students who like doing such outdoor activities, the school provides a reading gazebo and a reading corner in the school field as a form of to overcome the problems dealing with the busy schedule.

B. Discussion

The implementation of school literacy movement is intended to improve students' literacy skills. The purpose of implementation is to get a change from a program.[7] states "implementation of the process of putting into practice an idea, program, or set of activities and structure new to the people attempting or accepting to change". The expected changes through the school literacy movement program is the increasing ability of critical thinking, social soul, character, character and others. This opinion is in line with [3] who says that "the ability to make one's own judgments about texts, and apply their content to innovate and create new knowledge as a result of the information received." In outline, the implementation of the literacy movement is divided into 3 stages namely the stage of habituation, learning and development stage [10].

TABLE III. STAGES, STRATEGIES AND FACTORS IN READING-WRITING LITERACY IMPLEMENTATION

No	Component	Discription	
1.	Stages in Implementation	Habituation stage	30 minutes of reading before the teaching and learning process begins.
		Development Stage	Record what has been read, and in the lesson students make papers related to the subjects.
		Learning Stage	Provide non-lesson reading materials and Create a text-rich environment
2.	Strategy in Implementation	Formation of literary management structures	Arrange the budget
			Designing activities
		Extracurricular activities	Training on literacy
3.	Supporting factors of read-	From school	Writing Scientific Work of Youth
			Journalism
			Facilities and infrastructure

	write implementation		Program & principal support
			Active role of teachers
		Out of school	Book donations from graduate, government, private and publishers.
4.	Implementation inhibiting factors	From school	Solid time for students
		Out of school	-

6)

Based on the observations, the phase of habituation is done through reading book habituation for the first 30 minutes before teaching and learning process. Reading activities are done every morning because 30 minutes before learning the students are still in a state of fresh and ready. Whereas, writing habituation will be conducted after reading activity where the students are required to record what they have read in the form of a summary. The actual development stage of this stage is the same as the stage of habituation. The difference is that in this activity students are required to engage emotionally and to think related to reading activities through the appointment of records. Meanwhile, writing a paper about learning materials and then present it to colleagues are the teacher's strategy in order that the students be more productive in writing and speaking, so that later students will be more confident.

In keeping the literacy climate good and making the school a literate environment, the school makes a text-rich environment of posters and slogans, which goes into the learning phase. In addition, school activities in the form of social services will make students more critical about the social environment and virtue. [13] the goal of literacy is to cultivate manners through literacy activities so that they become lifelong learners. Strategies that can be used to run the school literacy activities are to establish a literacy board that is responsible for planning activities, budgeting and running/monitoring school literacy activities as well as conducting literacy-related training. [16]"... the school administrators and school board consultants supported teachers to take on the leadership of the literacy program". Extracurricular activities are also related to literacy, such as writing scientific papers and journalism.

Factors supporting reading-writing literacy implementation in SMP N 1 Bantul are both internal and external factors. The supporting factors of the school include school facilities and infrastructure such as libraries, reading corner, reading gazebo, wall magazine, school magazine and school newspaper, journalism teachers and others. In addition to physical form, support also comes from principals who continue to motivate the progress of school literacy program. Besides that, to support reading and writing activities, the availability of outside facilities such as language hall, other educational institutions and book publishers are essential. Therefore, literacy activities

will work well, along with the teacher's active role in literacy activities. Meanwhile, one of the inhibiting factors is the schedule for students to learn, which makes students' time to read very limited.

V. CONCLUSION

The implementation of reading-writing literacy in junior high school is conducted in three-phase implementation. First, the reading habit of books is administered 30 minutes before the teaching and learning process at school considering the fact that the students still feel fresh and ready in the morning. In addition, proper time planning can also improve students' literacy skills. Secondly, development stage is conducted after the first phase. In this phase, students record what they have read. Meanwhile, in the learning stage, students are invited to participate emotionally and mindfully in interpreting what they have read both orally and in a written form, that is by delivering a presentation or making a paper. For further development, the school provides publication and media facilities that are managed by students guided by teachers, aiming at facilitating students in the work. Third, the school must be established as a literate and enjoyable environment for literacy activities, especially reading and writing with a text-rich environment. Therefore, to succeed literacy activities it is necessary to plan the right time and strategy.

To run the literacy activities, the school established a school literacy management board that is responsible for organizing funds, activities as well as training on literacy and conducting extracurricular activities related to literacy. The literacy factor of literacy depends on how adequate the school facilities and infrastructure are. Meanwhile the role of government and private sector are essential especially in providing reading books for the students. In addition, the provision of books by seniors will greatly assist students. The inhibiting factor is the busy schedule of the students.

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