

Strategy for Development of Reading and Writing Habit by Job Groups Approaching

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Abstract— Literacy education is an action of personal development for anybody especially those who are illiterate. Yet the fact shows that there are problems about the ability of reading and writing of the people who had the literacy program, such as (1) disability of the participants to use the literacy skill on work, (2) the participants might be disable in using their literacy skill because of the lack of using it, and (3) the graduated participants are not able to read and write fluently yet. In order to resolve these problems, there will be needed a strategy to maintain the social competence of the literacy program on participants. One of efforts can be done is a development of reading and writing habit through habituation and improvisation the ability of reading, the ability of understanding the content of the books, and the ability of explaining ideas and opinions through handwriting. This effort is done by grouping of the participants' job approaching. The aim of the research is to obtain an overview about the development of reading and writing habit after taking literacy program by grouping of job approaching. The methods used in this research are descriptive method and action research. The object of the research are groups of job consist of (i) farmers 10 people, (ii) merchants 7 people, and (iii) fishermen 8 people. Each of the groups is prepared with modules and texts (next will be called 'books') consist of information related to their job. The strategy is started with classifying the group and then giving the books. The measured competence includes: (i) the development of the reading and writing habit, (ii) the ability to understand the content of the books, and (iii) the ability to explain the idea and opinions through handwriting. This activity is done during 3 (three) months and observed weekly through discussion with the participants. Evaluation of activity of participants competence development is done monthly with the last evaluation is in the end of the third month. The results show that about 60% participants are motivated and have ability in reading and understanding the main idea of the books. However, the ability of explaining ideas and opinions through a handwriting text is between 55% - 60%.

Keywords—reading and writing habit, job group

I. INTRODUCTION

Reading is one important thing that can help somebody to understand the world. One criterion of an independent country is the high level of reading and writing activity. Therefore, this problem is necessary to get solved. Although there are attentions about this problem such as procurement reading books in several Taman Bacaan Masyarakat (TMBs) or public library include non formal education sector, the effort of habituation of reading and writing activity particularly in Gorontalo Regency had been taking less concerned by the society. Therefore, the people need to be motivated to read.

The problems of reading in Kayubulan, Gorontalo Regency is the illiteracy such as (1) the disability of participant to improve the literacy skill in work field that (2) can bring an illiteracy problem after several periods, and also (3) the graduated participants are not able to read and write fluently yet.

Reading culture as a continuous activity of reading and is done regularly is necessary to be developed in this country [1] as it gives positive impact to the participants [2]. Moreover, people tend to follow functional literacy education because of the material was accepted when it is related to their jobs [3]. The impact of literacy education to the socio-economic level of a family can be seen from the increasing of level of confidence as well as the economic income [4]. Therefore, as a solution, we provide a strategy to develop the reading and writing habit through job group approaching.

Basically the purpose of the research is to get an overview about a way to improve reading and writing habit by grouping of job approaching. The ability of reading and writing is classified into the ability of reading, the ability of understanding the content of the books, and the ability of sharing ideas and opinions through a handwriting. this research is hoped can be beneficial for universityi in order to develop the knowledge of the lecturer, participants in order to increase the habit of reading and writing, and people in order to develop the functional literacy thoroughly.

II. METHODS

The research is done in Kayubulan Village, Gorontalo Regency during 3 months by two times of observation every week. The first 2 months the students read a book provided by the facilitator and the last month the students were told to look for their own reading texts from the book, bulletin, newspaper, or so that is related to their livelihood. Furthermore, the end of the month they were evaluated to see their intention to read a book, their understanding, and their handwriting. The subject of this research is 25 students by three different job groups: 10 farmers, 7 merchants, 8 fishermen.

The method used in this research is action research with Spiral model that using stages (i) plan, (ii) act, (iii) observe, and (iv) reflect [5]. It will be explained in two cycles, defined as cycle I and cycle II.

In the cycle I, planning stage is done by preparation, making the step of research, finding the purpose of the action activity, preparing the scenario, and making the scoring stage. The action stage is done by following step: giving the related-book to the each job group, giving information about the activity done by the participants, scoring such as the ability of reading, the ability of understanding the content of the books, and the ability of sharing ideas and opinions through a handwriting. The last stage is reflection done by evaluating gradually and finally.

III. RESULTS AND DISCUSSION

The purpose of this research is using a strategy to develop a reading-writing habit by an approaching of the participants' job. The habit includes the frequency of finishing the book in

a specific period, the ability to understand the content of the text, and the ability to express the idea through handwriting.

Assumption used in this research is a person will be motivated when he/she is supposed to learn something related to their necessity, particularly their livelihood. Usually the participants who had learned about literacy, most of them would forget the lesson even could be illiteracy again. This is because of the rarity of using the ability of reading-writing their life, since there is no obligation or necessity of doing that. Therefore, the habit of reading and writing is supposed to be improved so that it will be the basic knowledge for people to love reading and writing, in order to develop their creativity based on the knowledge they get from their reading and writing habit.

Therefore in this research, a habit of reading and writing is developed among the people through their necessities of life such as jobs. In this approaching, it is hoped that the participants can increasing their competence that will support their needed.

Related to this effort, the material of reading is provided as much as possible related to their livelihood. The text given to the group of farmers is something related to agricultural, as much as the marine-text for the group of fishermen and trading information for the group of merchants.

There are three things developed in this research in order to build a habit of reading and writing in a community. These abilities are the ability to become accustomed to reading, the ability to understand the content, and the ability to write the idea.

TABLE I. SCORING OF THE READING ABILITY RESULT

Number	The frequency of book read	Merchants		Farmers		Fishermen		Total	
		Total	%	Total	%	Total	%	Total	%
1	More than 60 books	4	57	6	60	5	63	15	60
2	36 – 59 books	2	29	2	20	2	25	6	24
3	Less than 36 books	1	14	2	20	1	12	4	16
	Total	7	100	10	100	8	100	25	100

TABLE II. SCORING OF THE ABILITY OF PARTICIPANTS TO UNDERSTAND THE CONTENT OF THE TEXT RESULT

Number	Competence	Merchants		Farmers		Fishermen		Total	
		Total	%	Total	%	Total	%	Total	%
1	90 - 100	-	-	-	-	-	-	-	-
2	75 - 89	4	57	7	70	5	63	16	64
3	60 - 74	2	29	2	20	2	25	6	24
4	Less than 60	1	14	1	10	1	12	3	12
	Total	7	100	10	100	8	100	25	100

TABLE III. SCORING OF THE CAPABILITY OF PARTICIPANTS TO EXPRESS THEIR IDEA THROUGH HANDWRITING RESULT

Number	Competence	Merchants		Farmers		Fishermen		Total	
		Total	%	Total	%	Total	%	Total	%
1	90 - 100	-	-	-	-	-	-	-	-
2	75 - 89	3	42	6	60	5	63	14	56
3	60 - 74	2	29	3	30	1	12	6	24
4	Less than 60	2	29	1	10	2	25	5	20
	Total	7	100	10	100	8	100	25	100

The result about the ability of reading more than 60 books during the three months is 60% though the percentage of farmers is 57% (Table 1). This result demonstrates 16% of participants who need motivation to start a will to read. Moreover, the result of the ability of understanding the content of the text is about 63% for good category though the merchants are only 57% (Table 2). This result demonstrates 12% of participants who need upgrading for their capability of understanding the content of the text. The last is the result of the ability of expressing idea through handwriting is less than 60% with it is are about 56%, though the fishermen are up to 63% (Table 3). This result demonstrates 20% of participants who need upgrading for their capability of expressing their idea through handwriting.

IV. CLOSING

It is concluded that the development of habit of reading and writing can be improved by job group approaching as the result of the reading ability, the understanding of reading content, and the value of handwriting. It is suggested that this research is developed in a large scale. Moreover it is hoped that this research will give benefit for the development of learning of literacy education as well as the development of knowledge in the future

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