

THE IMPLEMENTATION OF LITERACY ACTIVITY ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT OF THE NINTH GRADE STUDENTS AT SMP NEGERI 3 PALANGKA RAYA IN SCHOOL YEAR 2019/2020

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Abstract

This research was conducted through a descriptive qualitative method to find out the implementation of literacy activities on students' reading of descriptive text of the ninth grade students at SMP Negeri 3 Palangka Raya. The research wanted to know the process of literacy activities in two classes, i.e. the ninth grade room seven and the ninth grade room eight by using observation sheets, questionnaire, field notes obtained from the students' journals, and tasks of reading comprehension. The results show that: 1) the literacy activities of the ninth (IX) grade room seven and ninth (IX) grade room eight of SMP Negeri 3 Palangka Raya were done at the time of implementation, place of implementation, types of activities, types of the title of description text and follow-up activities as follows: the timing for the implementation of literacy activity was on time according to the schedule. All students carried out the literacy activities and they started recording literacy activities in their journals. The sources of the texts that read by the students were English Textbooks containing the English Descriptive Texts to be read until finish. The process of reading for literacy activities was centralized, i.e. at the ninth (IX) grade room seven and ninth (IX) grade room eight of SMP Negeri 3 Palangka Raya; 2) The description of the students in their reading habits of the ninth (IX) grade students room seven and the ninth (IX) grade students room eight room were written in the field – notes (Students' Journal). The description included date or day of the literacy activity, title or writer of the text, page of the text, date, and comments written by the students in Indonesian language in based on the Minister of Education of Republic Indonesia's version and completed with the summary; 3) the problems faced by the students of the Ninth (IX-7) Grade Room Seven and the Ninth (IX-8) Grade Room Eight in SMP Negeri 3 Palangka Raya were stated in medium, hard, and very hard columns about the reading comprehension texts used in literacy activities, and these problems were used as references for the English teachers to evaluate again the students' reading comprehension of English descriptive text; and 4) from the 26 students' scores of the ninth (IX) grade room seven and 24 students in the ninth (IX) grade room eight who followed the post-literacy reading comprehension task, there was 4% or only 1 student in each room who has completed and fulfilled the criteria of minimum of mastery or KKM.

Keywords: *Literacy, descriptive text, reading comprehension*

INTRODUCTION

Understanding early literacy is very important by the community because of the proliferation of read-write-count tutoring institutions for toddlers in ways that are not in accordance with the stages of child development. Therefore, it is necessary to pay attention to the sustainability of early literacy education continuing to basic literacy.

Research on literacy began with the idea of Rosidi (2006), an Indonesian writer who stated that Indonesian children read twenty seven (27) pages of books per year or 1 page in 15 days. Even Ismail (2006), a senior Indonesian poet and writer, stated that since the independence of Indonesia there was not one literary book that must be read at school, it had become the Zero

Book Tragedy in Indonesia (Kompasiana.com, October 16th, 2017).

Reading provides a very strong cultural influence on the development of student literacy. Unfortunately, until now students' literacy of the reading achievements in Indonesia is still low, below the international average score. From the results of studies conducted by Central Connecticut State University in New Britain, information was obtained that Indonesia's literacy skills were ranked 60th out of 61 countries surveyed (Jakarta Post, 2016).

The School Literacy Movement is not limited for reading books, this is the way to apply it through compulsory reading curriculum sourced from the Supporting Manual for the Implementation of the School Literacy Movement, since children reaching the age of primary school children are helped to read correctly. Full concentration when reading is very necessary. Sometimes some people don't focus when reading books, like people who read news in newspapers.

When asked, "Have you studied? He answered, "Already. I have learned all the material to the end". Even though he just skimmed. Practice reading for focus, carefully repeat the sentence that you don't understand. Stop for a moment, and repeat again until you really understand. After finishing reading, try to make questions related to the theme for your own answers, then write down the important points of the chapter that you have read. Thus you can ensure that you have learned seriously (Abdillah, 2011: 85).

The most fundamental thing in literacy practice is reading. Reading skills are the foundation for learning various other things. This ability is important for the intellectual growth of students. Through reading, students can absorb knowledge and explore the world that is beneficial to their lives.

The literacy skills of students in Indonesia are closely related to continuous reading skills in the ability to understand information analytically, critically, and reflectively. Literacy activities have

been synonymous with reading and writing activities, but in accordance with the Prague Declaration in 2003 it is stated that literacy also covers how other people communicate with the community. Literacy means social practices and relationships related to knowledge, language, and culture (UNESCO, 2003). UNESCO Declaration also states that information literacy is also related to the ability to identify, define, locate, evaluate, create, use, and communicate information to address grievances (Dirjen Dikdasmen, 2016: 7). Characters like reading is a habit of time to read various readings are on virtue for him. The character appreciates achievement is a character that is manifested in the form of attitudes and actions that encourage him to produce something useful for the community, and recognize, and respect the success of others. A friendly or communicative character means an attitude and action that encourages him to produce something useful for the community, and recognizes, and respects the success of others. Peaceful character is an embodiment of attitudes and actions that encourage themselves to produce something that is useful to the community, and recognizes, and respects the success of others.

SMP Negeri 3 Palangka Raya is one of the junior high schools which implemented the Literacy Activity as The School Literacy Movement (GLS). It has been implemented since 2008. SMP Negeri 3 Palangka Raya uses any types of books in Indonesian language for implementing the Literacy Activity that every student brings book for themselves. For 15 minutes, the students are expected to be able to obtain information and understand about the books they have read. According to Pancar Purnama Sari, M.Pd., one of the teachers in SMP Negeri 3 Palangka Raya that applied the literacy activity too, the students had low reading skill and reading. Not all of the students were excited to follow the process of literacy activity. They needed something new for their literacy activity.

Based on the phenomena above, the writer is interested in knowing more about the implementation of Literacy Activity of the

students in SMP Negeri 3 Palangka Raya. That is why this study with the title “The Implementation of Literacy Activity for Students’ Reading Comprehension in SMP Negeri 3 Palangka Raya” was conducted in order to give a clear description on how Reading Comprehension related to the reading habits in Indonesia’s junior high school, especially in SMP Negeri 3 Palangka Raya, and to know the problems faced by students in the implementation of Literacy Activity as Reading Comprehension in the process of reading the English text books.

The reason in choosing this school was the writer highly believed that the teachers and the students of SMP Negeri 3 Palangka Raya were capable to understand and apply Literacy Activity in their class. An important aspect of this thesis study is to describe the problems and the implementation of the Literacy Activity while interacting with English text book, moreover, this research would be interesting because it would describe detailed process of the implementation of the Literacy Activity, find any change in the students’ reading habits and what problems faced by the students.

METHOD

In this study, qualitative data were taken to describe the process of the implementation of literacy activity in the classroom. Qualitative research was a type of scientific research. In general terms, scientific research consists of an investigation that seeks answer to question, collects evidence, produces tor find that were not determined in advance (Mack Natasha, 2011).

This research provides qualitative data which could not be presented statistically. Thus, the data collected as many as possible to obtain comprehensive information needed. Data source of research needed to be explained, whether the primary data or secondary data (Wirartha, 2006:35).

RESULT AND DISCUSSION

Problem in Literacy Activities of Students

Technically, the process of literacy activities of students in the ninth (IX-7) Grade Room Seven and the ninth (IX-8) Grade Room Eight have been running smoothly and quietly, the students understood the procedures and sequences of literacy activities that implemented by SMP Negeri 3 Palangka Raya in following the time/date, place, variety of literacy, variety of title and follow up. Students as literacy learners were the individuals making the meaning. The ability to make meaning refers to the active involvement of students as readers and writers in interpreting the meaning of various texts that are read, and conveying meaning in various ways through the texts it creates. (Yunansah, 2017: 24). Therefore, the researcher able to obtain the data needed in the form a description of the literacy movement activities applied by students in the ninth (IX-7) Grade Room Seven and the ninth (IX-8) Grade Room Eight in SMP Negeri 3 Palangka Raya.

However, the researcher only had a problem in the implementation of the application of literacy by using descriptive text in English, for example, Time/ Date, Place, Variety of Literacy, Variety of Title. To fill up much other literacy activities in activity sheet, the researcher did not have much time and schedule so that the data on other long-term activities could not be obtained because of COVID 19 pandemic.

Problems of Reading Habits

The activity of reading regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner,2002), and this habit can be cultivated (Wijesuriya,1995). Reading, which was a long-term habit starting with the very early ages, was the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and

develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals.

On monitoring the reading habits in the literacy movement activities applied, the students in the Ninth (IX-7) Grade Room Seven and the Ninth (IX-8) Grade Room Eight in SMP Negeri 3 Palangka Raya had some problems in filling out the students' journal. Each student did not use English in their writing the Comment and Summary, in their literacy books and Field – Note (Students' Journal) after reading the English texts in SMP N 3 Palangka Raya. Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 1999). It was a pattern with which an individual organizes his or her reading.

The conclusions, writing the date, page and how many days written in the field note were actually seen as a form of their writing habits during the literacy movement on students of the ninth (IX-7) Grade Room Seven and the ninth (IX-8) Grade Room Eight.

The Results of Task of Reading Comprehension

In this section, the researcher analyzed the results of the exercise or task with a total of 10 questions using an Application from Tim Pusion (1997/1998). The working on the task was carried out after the whole series of literacy activities joined by all students of the Ninth (IX-7) Grade Room Seven and the Ninth (IX-8) Grade Room Eight in SMP Negeri 3 Palangka Raya by using the English Descriptive Text have finished. Here are the Analysis of The Task of Reading Comprehension.

Analysis of the Result of Task Reading Comprehension

Based on the criteria of minimum of Mastery or KKM, each student was declared to have passed the study if the score has reached 70% (or score 70). From the total number of twenty six students of the Ninth (IX-7) Grade

Room Seven and twenty four students of the Ninth (IX-8) Grade Room Eight there was only one student who fulfilled the KKM, only 4%.

Based on the achievement of students' score from the task of multiple choice, students declared to pass in the classical learning if 85% or more of the total number of students have passed. For both the class, on Ninth (IX-7) Grade Room Seven and the total students on Ninth (IX-8) Grade Room Eight, the result of the classical learning was fail.

For conclusion, need the classical correction for number task were 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. The task needed correction as classically if 70% or the averages score for the task less 70 (less from the minimum of completeness criteria or KKM). In this analysis, there were ten students on Ninth (IX-7) Grade Room Seven needed individual students' improvement they were *Elya Amanah, Andri, Randy Prasetyo, Herlinda, Rahma Wati, Irene Aurela Zifa, Mikie, Samuel Kevin, Chandro P, Anggoro Saloka M.P.* And for students on Ninth (IX-8) Grade Room Eight needed individual students' improvement they were *Rama Fadillah Pratama, Trivena Utari, Suryana Ivana, Mikael, Rizky Aditya, Dimas Saputra, Joevan P.t, Angelia Rahayu Pratama, Asyari Salsabila, and Naomi Nursurya. S.*

CONCLUSION

Based on the data findings and discussion of the results of the research it can be concluded that: 1. The implementation of literacy activities is done in English Descriptive Text for Reading Comprehension for the Ninth (IX-7) Grade Room Seven and the Ninth (IX-8) Grade Room Eight in SMP Negeri 3 Palangka Raya. The result of observation of the literacy activities of Ninth (IX) grade room seven and Ninth (IX) grade room eight of SMN 3 Palangka Raya show the time of implementation, place of implementation, types of activities, types of the title of description text and follow-up activities. The observation also shows

the timing for implementation of literacy activity; that is, on time with the program, All students carry out the literacy activities, they start recording literacy in their journals. The source of the texts that read by the students is English Textbooks. The process of reading is centralization, The place for literacy activities are suitable with the planning, the place is, in Ninth (IX) grade room seven and Ninth (IX) grade room eight of SMN 3 Palangka Raya. The kind of text is English Descriptive Text to be read until finish. 2. The description of reading habits of the ninth (IX) grade students room seven and the ninth (IX) grade students room eight room are written in the Field – Note: (Students' Journal). It included date or day (Hari/Tanggal) of the literacy activity, title or writer of the text (Judul/Pengarang), page of the text (halaman yang dibaca), Number of Date (Hari ke berapa), Comment (Komentar) written by students in SMP Negeri 3 Palangka Raya in Indonesian language accordance with The Minister of Education of Republic Indonesia's version and completed with the summary (Ringkasan). 3. The results of the questionnaire after the steps of literacy activities have been completed show here in is information about what problems they faced by students of the Ninth (IX-7) Grade Room Seven and the Ninth (IX-8) Grade Room Eight in SMP Negeri 3 Palangka Raya have been written in MEDIUM, HARD and VERY HARD column as a references for the English teachers at SMP Negeri 3 Palangka Raya to evaluate again that related reading comprehension in English descriptive text. 4. The results of the multiple choice exercise after the steps of literacy activities have been completed show here is information in the form of numbers, student names, class, answering the questions from 1 to 10 questions, number, and multiple choice values. In the analysis of achievements of the results student's score through the post-literacy reading comprehension task using English in the form of completeness learning and the conclusion of the results. a. The completeness learning showed the percentages of the total students' score who

passed was 4% or only 1 student has completed and fulfilled the criteria of minimum of Mastery or KKM of the total number of students namely 26 students in Ninth (IX) grade room seven that followed the post-literacy reading comprehension task. She was D803.

As classically or completeness of the results in answering the task as a whole was failed. And for conclusion the list of students who needed improvement, they were (C711), (C721), (C723), (C718), (C717), (C715), (C725), (C722), (C720), and (C719). b. The completeness learning showed the percentages of the total students' score who passed was 4% or only 1 student has completed and fulfilled the criteria of minimum of Mastery or KKM of the total number of students namely 24 students in Ninth (IX) grade room eight that followed the post-literacy reading comprehension task. He was Jennovan Manvel Franata (D806). As classically or completeness of the results in answering the task as a whole was failed. And for conclusion the list of students who needed improvement, they were (D817), (D820), (D819), (D808), (D816), (D815), (D809), (D803), (D824), (D822).

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