Strengthening Literacy Learning Methods In Improving Reading Skills

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Abstract. This study aims to describe the literacy learning method in improving students' reading skills at SDN 3 Ngringin, Nganjuk. This research method used is descriptive qualitative. The study obtained primary data through in-depth interviews and observations of informants, which consisted of several elements, namely, school principals, teachers, and students. The informants were chosen because they were directly involved in the literacy teaching-learning method at SDN 3 Ngringin. The school was chosen because it is a formal educational institution which is categorized as underdeveloped. This study uses an analysis of learning theory from Pinnell and Fountas. The results showed that the literacy learning method applied by the student of Kampus Mengajar program got positive responses from students. This can be seen from the enthusiasm and motivation of students in understanding the learning materials. The learning outcomes can improve students' reading literacy skills.

Keywords: Method of Literacy Learning; Reading Skills; Enthusiasm; Motivation

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan metode pembelajaran literasi di SDN 3 Ngringin, Nganjuk dalam meningkatkan keterampilan membaca siswa. Metode penelitian ini adalah kualitatif yang bersifat deskriptif. Penelitian memperoleh data primer melalui wawancara wawancara mendalam dan observasi terhadap informan, yang terdiri dari beberapa unsur yaitu, kepala sekolah, guru, dan siswa. Para informan tersebut dipilih, karena mereka yang terlibat lansung dalam metode pembelajaran literasi di Sekolah Dasar Negeri 3 Ngringin. Sekolah ini dipilih sebagai tempat penelitian karena merupakan lembaga pendidikan formal yang dikategorikan tertinggal. Penelitian ini menggunakan analisi teori pembelajaran dari Pinnell and Fountas. Hasil penelitian menunjukkan bahwa metode pembelajaran literasi yang diterapkan pada mahasiswa Kampus Mengajar mendapatkan tanggapan postif dari siswa. Hal ini dapat dilihat dari antusiasme dan motivasi siswa dalam memahami materi pembelajaran. Hasil pembelajaran tersebut dapat meningkatkan keterampilan literasi membaca siswa.

Kata Kunci: Metode pembelajaran; Literasi Membaca; Antusiasme; Motivasi

INTRODUCTION

The pandemic covid-19 has disrupted the normal functioning of the implementation of learning. According to (UNESCO 2020), around 1.5 billion students worldwide are unable to do face-to-face learning in schools. This is done as an effort to prevent the spread of Covid-19 transmission in educational activities. The Ministry of Education and Culture of Indonesia prepared with alternative scenarios including the online learning process. Several schools are starting to implement policies on teaching and learning activities from a distance process. This is actually not an obstacle for schools which already have an online academic system meanwhile it will be an obstacle for schools which not yet have an online academic system. Moroever, the role of parents who are also teachers when learning at home is sometimes less effective because the portion of the attention of each child's parents is different. Therefore, it makes education autorities around the world create a methodology of study on learning strategies effectively, the quality of learning does not decrease, even though there are considerable obstacles, including answering what and how these strategies can be implemented (Luthra, Poornima & Mackenzie, 2020).

Since the pandemic Covid-19, distance learning was carried out online. The transition to online learning by schools and universities has received considerable attention although online learning is not a new thing. Before pandemic, we have become familiar with the internet in form of many learning activities. This is different with the students who are in remote areas which do not have a good internet connection. They also do not have technological facilities such as smartphone or laptop to follow the online system of learning experience. Therefore, the students need to be guided and stimulate before, during, and after learning material in the classroom. It can be a challenge for the education circumstance to be creative to solve the problems.

Based on the phenomenon above, the Kampus Mengajar program batch 1 in 2021 which is held by the Ministry of Education and Culture of Indonesia are part of the fulfillment of the Merdeka Belajar policy. It is expected to be a solution towards various distance learning problems. Kampus Mengajar program involves the students who are from various educational backgrounds to assist the learning process at the elementary school level in remote areas which is accredited with a maximum of C and provides opportunities for students to learn to develop themselves through activities outside the lecture class (Budi, Sandi & Saefudin, 2021). Through the Kampus Mengajar program, students are invited to become agents of change and create students who implement Pancasila in their daily lives. Besides, the participate in the Kampus Mengajar program, the students will have the opportunity to hone the spirit of

leadership and gain teaching experiences in elementary school education.

One of the Kampus Mengajar programs is focused on literacy learning activities. The students' low interest in reading has an impact on poor literacy skills. The basis of literacy is not only on the ability to read the text but also have to understand the meaning what the text is. Based on an assessment presented by PISA (Program for International Student Assessment) showed that Indonesia got a score of 371 which means it is the third-lowest ranked country (Abidin, 2018). Therefore, the activity of cultivating interest in reading through the habituation of 15 minutes book reading before starting the learning process by the regulation of the Minister of Education and Culture No. 23 of 2015 is a strategy to foster students' reading skills. To assist with this activity, reading comprehension skills should be reinforced by the teacher. The teacher's role through literacy development does not cease when students have a high interest not only in reading but also in a habituation literacy activity (Joyo, 2018). It is related to the implementation of integrated thematic learning that produce students are able to use information intelligently.

Literacy development should be applied to comprehensive learning between the students' critical thinking skills and the language of the text in certain contexts. Several studies have been conducted related to the development of literacy habituation.

According to (Puspita et al., 2017), Integrated Thematic Learning (ITL) featuring School Literacy Movement (SLM) had a significamt influence to improve reading comprehension ability of 5th graders in the classes applying SLM. SLM was an effort implemented in the schools to develop reading habits for elementary school student. Another study also revealed by (Yunita, E.F.A., Suneki, S., Purnamasari, 2019), the school literacy movement (GLS) is applied in thematic learning. There are many ways are provided by the school to support students' ability to obtain information through reading independently, namely reading corner facilities in each classroom with providing various collection of books, posters, and wall magazines to place students' written work.

This research is different from previous studies because literacy learning is considered the most challenging task to accomplish by teacher. One of the factors that caused the students of SDN 3 Ngringin Nganjuk to be less motivated is the teachers did not use interesting learning methods. All of them did not understand how to use the platform of Merdeka Mengajar which is published by Kemendikbud. It provides some references for teachers to develop competencies and teaching practices in accordance with the Merdeka Belajar curriculum. Hence, this research aims to see the changing habit of elementary school students in reading literacy learning which is guided by student of Kampus Mengajar

program. It is an attempt to implement attractive reading literacy methods in elementary school which is located in rural areas.

The results of observation show that the problems found in literacy learning are low-grade of elementary school students who have not been able to read and write properly. As for high-grade students is a lack of confidence in students' motivation to develop reading literacy skills. Therefore, this study aims to analyze the educative literacy learning method applied by the student of the Kampus Mengajar program batch 1 2021 in improving reading skills in schools affected by pandemic Covid-19.

RESEARCH METHODS

This research uses a descriptive qualitative method approach. This method is used as an effort to describe literacy learning at the State Elementary School 3 Ngringin, Nganjuk. The research method used is qualitative. Therefore, the writer becomes a research instrument (conduct direct interviews with informants (Neuman, 2000). In this case, the interviewer and the informant have an equal position. Interviews are carried out in a structured manner, namely an interview with the same questions to the informant, and interviews are conducted repeatedly. Each interview are conducted to repeat the question raised by the previous.

The type of research used is a case study which was taken by in-depth exploration of one or more programs, events, processes, activities. This research was conducted for 3 months on 23 of March to 25 of June, 2021, at SDN 3 Ngringin, Nganjuk. The research involved 22 students and 4 teachers. Those selected teachers were chosen from the length of the experience they teach reading literacy for each grader. The subjects were of low graders with their average ages 7-8 years (grades 1 and 2) and high graders with their average ages 10-11 years (grades 5 and 6) Academic Year 2020/2021. The lower graders were chosen as research subjects because they were considered as primary literacy students, while the high graders were assumed that they were able to communicate oral and written. Data collection techniques were obtained through observations and in-depth interviews with teachers and students in low and high graders. For the teachers, the questions deal with the practicality and effectiveness of the literacy learning method. Practicality is intended to know the teaching strategy in implementing the materials and for the effectiveness deals with the benefits of using the materials in teaching literacy, especially in reading skills. The other interview is done with the students from each level. It is used to get information about the adequacy of reading materials and also the interesting literacy materials needed.

Documentation data on the process of learning methods and materials were used to support research data. Meanwhile, the data analysis technique used is to summarize, choose important things according to the theme. Furthermore, the data were reduced and identified. The collected data would be presented in descriptive text and draw conclusions according to the objectives of this study (Miles, Matthew B & A. Michael, 2017).

DISCUSSION

In this research, the portrait of implementation of literacy at SDN 3 Ngringin, Nganjuk has been carried out well by enacting several strategies used by the students of Kampus Mengajar program. There are many goals to be achieved in the implementation of literacy in elementary schools through literacy activity, including the habituation of reading interest. Hence, teacher is expected to be more creative to make students motivated and attracted to the literacy materials. Previous studies were conducted by (Puspita et al., 2017), and (Yunita, E.F.A., Suneki, S., Purnamasari, 2019) showed that the method of integrated thematic learning assists the students to develop their reading literacy. Through the School Literacy Movement (SLM) program, the students obtained knowledge from various books to develop their reading. Therefore, the explanation above underlies this research to investigate the literacy learning method used by the student of the Kampus Mengajar program in improving students' reading skills. Nevertheless, as explained previously, teaching reading literacy should be taught to students at their critical age. It is necessary because the reinforcement of literacy in elementary school is an effort to prepare students to improve reading skills in advanced degrees.

In line with the above condition, the Ministry of Education and Culture of Indonesia which was officially published that the curriculum of Merdeka Belajar focuses on students' competency development at their stage (Direktorat Sekolah Dasar, 2018). Therefore, the emergence of Merdeka Belajar curriculum in elementary school provides authority for schools to manage learning methods based on the characteristic of students. This of course also relates to the teacher's materials are appropriated with students' needs.

The implementation of distance learning with an online system according to circular instructions on March 17, 2020, from the Ministry of Education and Culture of Indonesia could not be conducted optimally (observation at SDN 3 Ngringin, Nganjuk). Hence, the learning process during the pandemic was conducted face-to-face with paying attention to health protocols. This was a consideration that the small number of students consists of 5-6 students in one class.

Education in Indonesia regarding learning at the Elementary School (SD) level

was directed at strengthening literacy (Hermawan, R., Rumaf, N., 2020). The concept of basic literacy in elementary school was defined as literacy which is associated with language skills such as reading, writing, speaking, and listening. Those four skills are interrelated with each other. Reading activities presented by students could vary depending on the reading strategies applied in the literacy learning process (Yunita, E.F.A., Suneki, S., Purnamasari, 2019). Cultivating interest in reading text on students was part of the literacy strategies. In line with the previous statement, (Irianto & Febrianti, 2017) stated that the strategy to master literacy is to inculcate reading habits in order to gain the information and knowledge. Reading literacy is essential thing which must be experted by elementary school students.

According to the Ministry of Education and Culture, the teacher needs to strengthen systematic and continuous efforts to enhance students literacy skills (Kemendikbud, 2018). Learning strategy should be delivered to students by considering some principles. It is in line with the purpose of the School Literacy Movement (GLS) to foster reading interest and literacy skills have been launched since 2016, nevertheless, it has not fully nudged the learning aspect in the classroom effectively due to the different conditions of schools and classes. The breakthroughs in developing literacy culture through the GLS from the Minister of Education and Culture were

required to read, particularly for elementary/MI, SMP/MTS, and SMA/MA levels. This strategy should be done completely by considering various components involved in literacy learning process. According to Antasari, GLS was a comprehensive and sustainable attempt to enact a learning organization whose citizens were literate for life through public involvement (Antasari, 2017). However, the conditions of the field indicate a lack of student interest in reading which has implications for lack of reading literacy for students. It was also related to the implementation of literacy obstacles in school due to the lack of availability of books in the library.

Research Syahriyani revealed that the literacy culture of students was an important activity at others levels of education in general. By increasing the students' literacy culture could participate an active role in emulating the reading and writing culture in order to improve the quality of the nation (Syahriyani, 2010). Literacy culture implied that a habit that was conducted will become a culture. It was expected that the result will triger students to create crtitical thinking and achieve learning outcomes.

However, students could support the implementation of student's literacy learning activities in schools (interview with one of the teachers of SDN 3 Ngringin on April 24 th 2021, in Nganjuk, East Java). The programs

were provided by Kampus Mengajar have been very well designed in applying successful literacy learning. It would provide literacy activities through various strategies for all students' levels. Besides, the implementation literacy program was carried out not only in one subject but also in all subjects.

Several literacy learning strategies were applied by students of the Kampus Mengajar program to improve student learning abilities were the use of varied texts of teaching materials and a well-designed program of activities in learning according to the students' requirements. The reading literacy method for low grades (1 and 2) applied by students includes guessing games. The technical game was making a small piece of paper contains a picture or writing of a word; thus, students were asked to read the word. Likewise, students could enrich the vocabulary and spelling of a word. Vocabulary was shown by students' mastery of the names of objects, actions, emotions, and simple concepts in the surrounding environment (Kemendikbud, 2019). Furthermore, students were given instructions to string or arrange word by word to form a sentence (interview with one of the students on June 10th 2021, in Nganjuk).

In communication process, it was known that students used spoken language and absorb new vocabularies. This language ability develops students naturally in daily activities (Kemendikbud, 2019). Therefore, the technical guessing game through pictures

delivered orally by student of Kampus Mengajar program also served to convey students' ideas, thoughts, and imaginations. Thus, the new vocabularies introduced and discussed in the technology were expected to be able to show students' language potential ability.

Shared reading and guided reading literacy learning methods were conducted aloud or silently for low-grade (1 and 2). Reading aloud and silent are both type of reading which differ only in process. The students were given time to more concentrate when reading books silently. Meanwhile, reading aloud is an effective reading method that builds not only the knowledge but also the pronunciation which are produced by the students. When the students made a mistake in pronouncing the words, the teacher would be correcting them. This was proven based on the research from Huda, Kartanegara, & Zakaria, reading aloud developed the students' reading skills and comprehend of knowledge (Huda et al., 2015). Besides, it could perform to revive the students' interest and increase the spirit to think and read. Furthermore, the method applied of literacy learning for high-grade students (5 and 6) was the stage of habituation to train students' self-confidence. This method was popular with the term Think-Pair-Share in cooperative learning (Kemendikbud, 2018). It was applied at all levels of education to encourage student participation. At this stage, students were led to think independently,

discuss about the questions given in pairs or groups, and try to create an idea. Most importantly, students learned to respect other students' ideas which certainly different from theirs when presented in front of the class.

Through the use of Think-Pair-Share method in reading literacy stimulates students' communication skills to convey and interpret ideas. Generally, children in elementary school like to imitate other people's figures as role models in communicating, reading, and writing (Kemendikbud, 2019). The benefits of conveying ideas in communication learning assist students become good readers. However, this method involved a positive change process towards students' self-confidence (Kemendikbud, 2018). The process occured when they paid attention to each other in conveying ideas in front of the class with the group. Students will be more motivated to share what they have learned. The method was more productive eventhough it required time to implement because all students were involved in the discussion.

Based on the census of the Central Bureau of Statistics illustrated that people tended to watch television as much as 85.9% compared to people who listen to radio amount 40.3% and read newspapers amount 23.5%. Therefore, (Suragangga 2017) stated that the tendency of people' interest was watching. This condition raises particular attention by student of Kampus Mengajar program to utilize digital technology of interactive videos

from *YouTube* for reading literacy learning. Watching videos was the ability to listen because they only saw text visually and listened to audio (Yuliana, S., Wikanengsih, Kartiwi, M, 2020). The first step of learning to comprehend the digital literacy was the students were asked to predict the contents of the reading based on the title. After predicting and reading the content, the students got the opportunity to present the story of video in front of the class. The second step, the students were guided to access YouTube to find the titles of video related to topic. For instance, the students typed the address link of literacy digital for children. After the students successfully found the reading literacy digital, they read and make a note with the group.

In the context of reading literacy digital, the students obtained new experience and knowledge in using digital devices. Actually, the majority of them were no strangers to access the video from YouTube. The choice of the video from YouTube as a variable aims to introduce learning which is in line with the development of the industrial revolution or digital era. It also trained students' thinking and attitudes in terms of applying digital literacy using media than print in the form of text visualization. (Kuntarto, H, B. & Praskah, 2021). Nevertheless, the students should be proper in utilizing digital literacy through internet. They could distinguish the sites which they should access useful for themselves. From those digital reading literacy

activities, the students were allowed to experience outside to convey opinions which impact their ways of thinking of integrating material into their work. In other words, the use various innovative digital literacy methods had positive impact to produce a quality reading literacy environment for elementary school students.

The implementation of the literacy method using interactive video was displayed on low and high-grade students. From the data, the treatments were conducted by student of Kampus Mengajar was different in each class. Here were some reading literacy learning instructions in various subjects; *First*, created a prediction. This ability treated students to interpret and respond the reading text. *Second*, a hint of anticipation. This method was used for grades 1 and 2. The student of Kampus Mengajar program prepared reading literacy material in multimodal form which was form of text, images, symbols, graphics, or signs. She instructed the elementary school' students to fill the answer before reading the text based on prompts on the multi modes which were attached to the text.

From the findings, the teacher stated that literacy learning activities were not optimal at every student's grade level. The low motivation of students' interest in reading and library facilities were not provided lead to lack of reading habituation in the school environment (interview with one of the teachers on June 25, 2021 in Nganjuk).

Therefore, reading literacy activities were needed to accommodate solution of the problems. Through motoric activities were conducted by student in low grades (1 and 2) and high grades (5 and 6), students' skills are not only limited to reading and writing but also understand on comprehensive learning. The student of Kampus Mengajar program provided activities such as demonstrating an instrument, physical activity, playing, singing, and listening to music. The implementation of these activities was presented by the storytelling method.

In this context, the teacher still used the conventional method in teaching and learning activities (interview with the principal on June 20, 2021, in Nganjuk). Therefore, student of Kampus Mengajar program introduced the strategy of reading or storytelling through reading books at the beginning of literacy learning. She used various kinds of story books that contain the moral character and message values from the stories presented. The magnitude of the role of story books on personality establishment can be used to inculcate morals and character.

Based on Hermawan, Rumaf, Solehun, good text material in reading habituation activities for 15 minutes before learning begins is containing character values in the embodiment of local, national, and global wisdom (Hermawan, R., Rumaf, N., 2020). Habit is not something that occurs naturally within oneself, but it is the result of a learning

processes, experiences, and environmental influences (Yuliana, S., Wikanengsih, Kartiwi, M, 2020). Therefore, the profile of the Kampus Mengajar program leads a student who has Pancasila' character in all elements of race, gender, religion discrimination against must be avoided. Moreover, the reading book materials given to the elementary school' students should contain the values of character.

Pinnell and Fountas explained that literacy activities would presented optimally if students were guided to think about the text (thinking within the text), think about the meaning of reading (thinking about the text), and think about the context of reading (thinking beyond the text) (Pinnell, Gay Su & Fountas, 2011). The following questions were asked by student of Kampus Mengajar program related to reflection and evaluation after reading book materials based on Pinnell and Fountas (Pinnell, Gay Su & Fountas, 2011):

No	Method of learning	Aktivity	Student question
1.	Thinking about features in text (thinking within the text)	Identify the letters of a word	What letter is it? How many letters are in this word?
		Recognize new vocabulary and search the meaning through sentence context	Try what does this word mean?
		Instruct students to to imitate intonation according to punctuation (dots, commas, question marks, exclamation points) when reading a word or sentence	How do I do it? Let's read together
2.	Thinking about meaning in the text (thinking about the text)	Instruct students to identify the number of story characters	How many characters are there in this story?
		Instruct students to listen the contents of story synopsis	How is the story? How the story ends?
		Practice sharpening the memory and mentioning the character, feature, and physical appearance of story	What is the character of actor A, B, C? How is the physical appearance?
3.	Thinking about context (thinking beyond the text)	Discuss the meaning and purpose of the story character	Why would A do that?
		The same character experienced by story figures	Have you ever experienced the same things? The character's

		action was good
		Instruct students to interpret the story	What would you think if…? How do you know that?

Table 1: Reflection and Evaluation for Student

In addition, the student of Kampus Mengajar program not only asked questions about the reading text but also invited elementary school' students to learn the relationship of meaning or semantics of language. They were opposites (antonyms) and synonyms (synonyms). Understanding antonyms and synonyms directly would increase the students' diction or word choices. Another activity after reading was identifying syllables. Students was asked to guess the number of syllables while clapping and identifying each letter in the word. The students were asked about illustrations and synopsis. They were asked to create new causal sentences. The following were examples of student Kampus Mengajar program' questions:

Question: Why didn't Ali go to school?

Answer: Because Ali had a toothache

From the example above, the students were asked to string causal sentences in worksheets that students had made on the whiteboard as follows.

Number	Cause and Effect Sentence
1	I am not happy because ……..
2	The girl is a smart girl because …….
3	He brings umbrella because……….
4	I will wear my jacket because ………
5	I am afraid to be home alone because………

Table 2: The Worksheet of Cause-and-Effect Sentence

The background study of student Kampus Mengajar program was art education. She also teached literacy learning through drawing and colouring. With these activities, she provided opportunities for students to express their creativity in visual literacy into various forms of images, colours and story narratives. Another interesting literacy learning activity was singing. It enhanced students' interest in understanding of the lyrics. Students learned letter by letter in a word. Students were asked to identify the differences in pronunciation and they recognized the sounds of letters which make words.

The learning process and outcome cannot be separated from the teacher's role. It was expected to be able to apply good methods and strategies in creating quality human resources through understanding language when reading (Hermawan, R., Rumaf, N., 2020). Currently, literacy based- technology learning was needed to develop by teachers in schools. Currently based on information that the Ministry of Education and culture has evaluated the learning system which is used to measure literacy skills in schools was not only the indicator of facilities and infrastructures but also teachers' competence (Kemendikbud, 2016). In supporting learning media for digital literacy, the student of Kampus Mengajar program at SDN 3 Ngringin, Nganjuk was to

provide and introduce a simple video application editor which is named kinemaster to teachers. They were introduced to the functions of the tools in the application. It was started to explain the editing steps which includes inserting images, combining videos, entering text, and giving effects to writing. (Kuntarto, H, B. & Praskah, 2021).

The elementary school students at SDN 3 Ngringin Nganjuk looked enthusiastic, active, and happy when the student of Kampus Mengajar program was able to assist literacy teaching learning during the pandemic. This program was focused on reading literacy learning (reading for pleasure) through effective methods. It associated with the principal school' explanation, the student of Kampus Mengajar program contributed to optimize literacy learning in reading skills. The findings indicated that the implementation of literacy learning by using appropriate technological adaptations had a positive impact on optimizing potential particularly students' achievement. The success of literacy learning was shown in the students' interest and enthusiasm for reading literacy activities. Consequently, the students were given convenience in the process of understanding literacy material. As explained by (Sardiman, 2009) that the indicators of students interested in learning were feelings of pleasure, interest, acceptance, and students' activity.

CONCLUSION

Kampus Mengajar program is part of the Merdeka Belajar policy which is expected to be a solution to various problems of distance learning due to the pandemic Covid-19. It was conducted for three months in accredited-C of elementary schools which were an effort to optimize solutions of reading literacy learning. The findings indicated that the innovation literacy learning methods implemented by the student of Kampus Mengajar program fosters elementary school students' learning enthusiasm and motivation during the pandemic in order to improve reading literacy skills.

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