



# The Implementation of Daily Five Literacy Framework in Improving English Literacy Skills for Primary Program

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## ABSTRAK

Kendala yang dihadapi dalam pembelajaran daring yaitu kekurangan guru dan kesulitan teknis, hambatan, sumber daya, kontak sosial, dan kesulitan dalam menyampaikan mata pelajaran dan mengatur waktu untuk terlibat dengan siswa dan mengevaluasi pekerjaan mereka. Penelitian ini bertujuan untuk mengeksplorasi persepsi guru tentang pengaruh Daily Five Literacy Framework program literasi di kelas. Penelitian ini merupakan penelitian pendahuluan yang dirancang sebagai penelitian kualitatif mengikuti model analisis data kualitatif interaktif dari Miles, Huberman, dan Saldaña. Studi ini memasukkan tiga guru di tiga kelas berbeda di kelas empat, yang diamati selama lima hari saat mereka menerapkan lima kebiasaan dalam Kerangka Harian Lima Literasi di kelas. Hasil Penelitian mengungkapkan bahwa ketiga guru tersebut secara konsisten menerapkan kelima kebiasaan tersebut, dengan fluktuasi yang relatif rendah. Namun, pelaksanaannya secara umum kurang intensif pada Hari ke-3 untuk ketiga guru tersebut karena mereka harus menyelesaikan dan menyerahkan administrasi pengajarannya kepada pihak sekolah setiap hari Rabu, yang kebetulan merupakan Hari ke-3 pelaksanaan. Sebagai studi awal, temuan ini menunjukkan perlunya implementasi lebih lanjut dari kerangka literasi untuk mengungkapkan konsistensi guru, efektivitas kerangka untuk membangun kebiasaan literasi, serta untuk mengidentifikasi faktor-faktor dari luar desain instruksional yang dapat berdampak negatif terhadap keberhasilan implementasi framework.

## ABSTRACT

The obstacles encountered in online learning are teacher shortages and technical difficulties, barriers, resources, social contacts, and difficulties in delivering subjects and managing time to engage with students and evaluate their work. This study explores teachers' perceptions of the influence of the Daily Five Literacy Framework on literacy programs in the classroom. This preliminary research is designed as qualitative research following the interactive qualitative data analysis model of Miles, Huberman, and Saldaña. The study included three teachers in three different grades of fourth grade, who were observed over five days as they implemented the five habits in the Daily Five Literacy Framework in their classrooms. The research results revealed that the three teachers consistently applied the five habits, with relatively low fluctuations. However, the implementation was generally less intensive on Day 3 for the three teachers because they had to complete and submit their teaching administration to the school every Wednesday, which happened to be the 3rd Day of implementation. As a preliminary study, these findings indicate the need for further implementation of the literacy framework to reveal teacher consistency, the effectiveness of the framework for building literacy habits, and to identify factors outside of instructional design that may negatively impact the successful implementation of the framework.

## 1. INTRODUCTION

A 2016 CSSU poll on literacy behaviour showed that Indonesia ranks 61st out of 62 nations, reflecting Indonesia's poor literacy behaviour. The CSSU poll results are consistent with UNESCO statistics, which show that the reading interest of the Indonesian population is barely 0.01 per cent, implying that only one in every 1000 Indonesians reads (Kya, 2018; Zuchdi dan Budiasih, 2017). To build a literacy culture in all areas of education in formal, non-formal, and informal spheres, the Ministry of Education launched the National Literacy Movement 2016 as part of the implementation of the Minister of Education and Culture Regulation Number 23 of 2015 concerning Character Education (Kurnia & Astuti, 2017; Putri et al., 2020; Salma & Mudzanatun, 2019). Among Indonesian, the National Literacy Movement is commonly known as *Gerakan Literasi Nasional*, usually abbreviated as GLN. The GLN is structurally regulated at schools through The School Literacy Movement (known among students and teachers as *Gerakan Literasi*

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*Sekolah*, or GLS for short). The GLS movement aims to cultivate students' character by building a reading culture and the habit of writing as a foundation for lifelong learning (Desi, 2020; Kya, 2018).

Literacy is traditionally defined as the ability to read, write and do arithmetic (3R), taught at school. A more updated definition of literacy includes multidimensional literacy, covering mathematical, foreign language, digital, financial, political, environmental, and health literacies ((Narahawarin & Winarsih, 2019; Nopilda & Kristiawan, 2018; Panos et al., 2020). However, it is essential to underline that these seven dimensions of literacy are accessible through basic literacy of reading, writing, and counting. Hence, Panos et al. insist that to allow students to develop multidimensional literacy, and students should foster their basic literacy skills (Haymon & Wilson, 2020; Panos et al., 2020). The habit of reading and the ability to read complex materials are beneficial for student as it broadens their horizon, help them to gain insights, perform better academic progress, and shows thoughtful language use (Kourkouta et al., 2018; Rochman, 2018; Scott & Saaiman, 2016; Senawati et al., 2021).

The environment greatly affects students' interest in reading (Poerwanti et al., 2021; Suyono et al., 2017). This is where teachers and school management can create an environment that fosters students' reading interests. Schools are provided with books for students to read, while the management allocates a certain amount of time daily to accommodate students' reading activities. It is common for the teachers in charge of the GLS to assign the students simple tasks to guide their reading, such as writing a book summary or commenting on how they like the books (Momami, 2020; Naderi, 2018; Vahdat & Mazareian, 2020). Language teachers are familiar with reading aloud via video conferencing, silent reading, and downloadable digital storytelling (Halim & Sunarti, 2021; Hanington et al., 2013; Samsi, 2016; Senawati et al., 2021). Emphasize that the teachers' experience statistically significantly impacts teaching literacy skills (Mas et al., 2019; Olando & Mwangi, 2021). When the relationship between teachers and students is built by these characteristics, empathy, emotional relationships and class motivation, harmony will be created during the learning process, which can increase students' interest in learning (Henry, 2021). Furthermore, when teachers give students autonomy in learning, students will naturally be more motivated and supported by instructions (Ahn et al., 2021; Dantes, Suryandani, et al., 2022).

However, the COVID-19 pandemic has negatively affected the GLN and the GLS in Indonesia, as reflected by a 2022 survey by OECD. This result is confirmed by various studies, which reported the challenges of building students' literacy amid the struggles to ensure the learning process proceeds during the uncertainty of the pandemic (Foti, 2022; Graham & Alves, 2021; Halim & Sunarti, 2021; Hanington et al., 2013; Jaelani & Holisah, 2021; Nurkilah, 2021). During the COVID-19 pandemic, the teaching and learning process in the world changed from a traditional system where students meet with teachers (face-to-face learning) into learning to using an online learning system. The urgent aspect of forced online learning in this epidemic introduced other constraints, including teachers' shortages and technical difficulties, stumbling blocks, resources, social contact, and difficulty in conveying the subject and managing time to engage with students and evaluate their work (Audina et al., 2022; Dantes, Audina, et al., 2022; 2022; Harnin et al., 2022; Suwastini et al., 2021; Puspitasari et al., 2021). For the students, unfamiliarity with the learning management system and technical challenges such as limited internet access and a lack of digital devices to access the online platform could pose further problems to their learning (Artini et al., 2020; Dantes, Rinawati et al., 2022; Rahmayanti et al., 2021; Suwastini et al., 2021).

Researchers and teachers have been experimenting with how to reboot students' literacy during the pandemic and afterwards. Four tactics that can be used to increase literacy activities that can be used to develop the literacy mindset of students using four categories; webinar activities, continuing mentorship, work monitoring, and dissemination of students' literacy outcomes (Ramandanu, 2019; Yunianika & Suratinah, 2019). Implementing digital and informational literacy skills and collaborative writing between teachers and students improved students' motivation to read and write (Graham & Alves, 2021; Hekmati et al., 2018; Lase, 2019; Neuman, 2019; Quaicoe & Pata, 2015). Fortunately, the efforts to boost students' literacy in Indonesia are further supported by Indonesian Ministry's Circular Letter number 2774/H.H1/KR.00.01/2022 and The Policy of Kemendikbud 56, Year 2022 about the implementation of *Kurikulum Merdeka Belajar*, or The Emancipated Learning Curriculum. The policy calls for flexibility for the students to learn through various platforms to facilitate the post-covid-19 learning process. One of the significant changes made by the Merdeka Belajar curriculum is the lesson hours. In the 2013 curriculum, the lesson hours were set per week, while in Merdeka Belajar curriculum applies annual lesson hours. With these changes, schools and teachers will have the flexibility and autonomy to arrange the best way possible to make teaching and to learn more effective.

With the flexibility provided by the Merdeka Belajar curriculum, schools have more autonomy in managing the learning process to foster students' literacy (Evy Ramadina, 2021; Wiyani, 2020). The literacy habits aimed by this framework consist of five blocks: Read to Self, Read to Someone, Listening to Reading, Word Work, and Work on Writing. Read to Self and Read to Someone aim to build students' reading habits.

Listening to Reading block is a time for students to get exposed to many readings of different styles and genres. It also focuses on building their listening skills and making sense of creating an understanding of what they are listening to. Word Work block emphasizes the ability to spell and build words. On the Work on Writing block, students apply and use their literacy knowledge in practice with ideas and objects of their preferences. It builds students' confidence and belief and values their writing pieces.

The Daily Five Literacy Framework has been argued to foster students' literacy successfully. The Daily Five reading blocks could positively affect the teachers' literacy behaviours, which could influence their students' literacy activities (Penland, 2019). Penland observes that listening to fluent adult reading, discussing their reading with their peers, and writing about a book they read could build a strong foundation for students' literacy skills (Penland, 2019). Teachers perceived the Daily Five framework significantly contributed to their literacy planning, including how they design their classrooms to foster students' literacy skills (Duty, 2016; Lashomb, 2011; Penland, 2019). With the flexibility provided by the Merdeka Belajar Curriculum, the present study followed the lead of previous research. It implemented the Daily Five to cultivate the reading interest of the fourth-grade students in one of the private international schools in Badung Regency, Bali. The study was set as a preliminary observation to more comprehensive research, where the long-term effect of the framework's implementation on the teachers and the students. The current study, however, focuses on how the Daily Five Literacy Framework was implemented and the teachers' perception of how it affects the literacy programs in their classes. This study explores teachers' perceptions of the influence of the Daily Five Literacy Framework on literacy programs in the classroom. This study is expected to provide insights for further research about the implementation of the Daily Five Literacy Program and to promote literacy among young learners in general.

## 2. METHOD

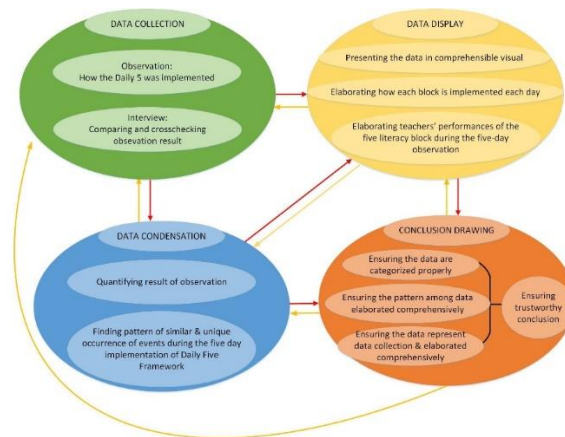
The study's objectives were to elaborate on how The Daily Five Framework was implemented. The study was qualitative research designed following Miles et al.'s interactive qualitative data analysis (Miles & Huberman, 2014). The research setting was an international school in Badung Regency, Bali. The research subject was three teachers teaching the fourth grade in the primary program. Teacher 1 was an Indonesian teacher with three years experience of teaching grade 1. Teacher 2 was of British nationality with fifteen years of teaching experience. Teacher 2 happened to be the head of the English Department. Teacher 3 was a Swedish nationality who had 8 years of teaching experience. There were fourteen students in Teacher 1's class; seventeen in Teacher 2's, and fifteen students in Teacher 3's. They shared the same syllabus but designed and arranged classes respectively. The primary data collection method was observation. At the same time, semi-structured interviews were also conducted with the teachers as supplementary data collection to support the understanding of the observed literacy activities. An observation checklist was employed as a supporting instrument of data collection. In both methods of data collection, the researchers were the main instrument. The observations were made during the Language Arts Class, into which the Daily Five Literacy Framework was inserted. Each classroom was observed five times weekly, making it fifteen observations altogether. The monitored learning process comprised class recordings, sharing materials, conversations, assignments, formative assessments, grading assignments, giving wash back, and reviewing. The observation sheet based Daily Five Literacy Blocks evaluation criteria showed in Table 1.

**Table 1.** Observation Sheet for the Daily Five Framework

No	Aspects of Daily Five	Day 1			Day 2			Day 3			Day 4			Day 5			Average for Teachers
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	
1.	Read to self																
2.	Read to Someone																
3.	Listening to Reading																
4.	Word work																
5.	Work on Writing																
<b>TOTAL</b>																	
<b>Average</b>																	

Where 1= Never; 2= Rarely; 3= Sometimes; 4= Most of the time; 5= Always.

The data analysis was conducted as an interactive process of data condensation, data display, and conclusion drawing, simultaneously compared with the data collection. The process of the data analysis showed in Figure 1.



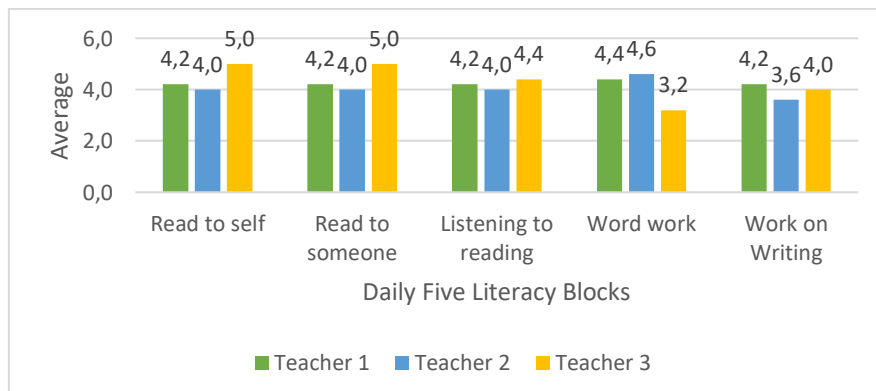
**Figure 1.** Adopting Interactive Qualitative Data Analysis for Observing the Implementation of the Daily Five Literacy Framework

Figure 1 above displays how Miles et al. (2014) model is adopted to accommodate the data analysis in this study (Miles & Huberman, 2014). The data collected were simultaneously condensed and displayed. The condensation quantified the data to determine how the teachers implemented the five blocks of the literacy program in the Daily Five Framework. It includes the pattern of how well each teacher implemented each block daily. In the data display, the quantified data were presented in tables to present the average performance of the teacher per day and literacy block. These two simultaneous processes are also interrelated, as how the data is condensed would simultaneously affect how the data is displayed and elaborated. These processes allow the conclusion to be drawn concerning how the three teachers implemented the Daily Framework under investigation. The conclusion is simultaneously compared to the data condensation and data display, as well as the data collection, to ensure its trustworthiness. These simultaneous processes were repeated until the data collection was saturated, the data condensation and data display was coherent and comprehensive, and the conclusion drawn was consistently confirmed.

### 3. RESULT AND DISCUSSION

#### Result

The result of the study revealed that the implementation of the Daily Five literacy framework in grade 4 of the Elementary program in one of the private schools in Bali was effective in terms of teacher instructions, time efficiency, and students' self-efficacy in their learning journey. The findings resulted from observing the implementation of the Daily Five Literacy Framework in three parallel class of Language Arts for fourth-grade students in a private elementary school can be seen in Figure 2.



**Figure 2.** Teachers' Average on Implementing the Daily Five Literacy Blocks

Figure 2 shows teachers' average scores for Daily Five Literacy Blocks. On Read to Self-block, teacher 1 got 4.2 (Good), Teacher 2 got 4.0 (Good), and Teacher 3 got 5.0 (Excellent). On Read to Someone block, the average of Teacher 1 was 4.2 (Good), Teacher 2 was 4.0 (Good), and Teacher 3 was 5.0 (Excellent). On the third block, Listening to reading, Teacher 1 got 4.2 (Good), Teacher 2 got 4.0 (Good), and Teacher 3 got 4.4 (Good). On the fourth block, Word Work Block, Teacher 1 got 4.4 (Good), Teacher 2 got 4.6 (Good), and Teacher 3 got 3.2 (Sufficient). The last block was Work on Writing, where Teacher 1 got 4.2 (Good), Teacher 2 got 3.6 (Sufficient), and Teacher 3 got 4.0 (Good). As seen in Figure 1, the average score of the teachers on the first block was 4.4 (Good), which means they implemented the Read to Self-Block well. On the second block, which was titled Read to Someone, the average score was 4.4, which signified that the read to someone activity was carried out effectively. After that, the teachers' average score for the third section, which was Listening to reading, was 4.2 (Good), which indicates that they were able to carry out the listening to reading activity effectively. The teachers' overall score for the fourth block was 4.1 (Good), which indicates that they were successful in putting the word "work" into practice. Last, the teachers' average on the Work on Writing block was 3.9 (Sufficient) that also means that the implementation of the fifth block is on the average. The present study also found the teachers' daily average for the five blocks during the implementation of the Daily Five Literacy Framework as shown in Figure 3.

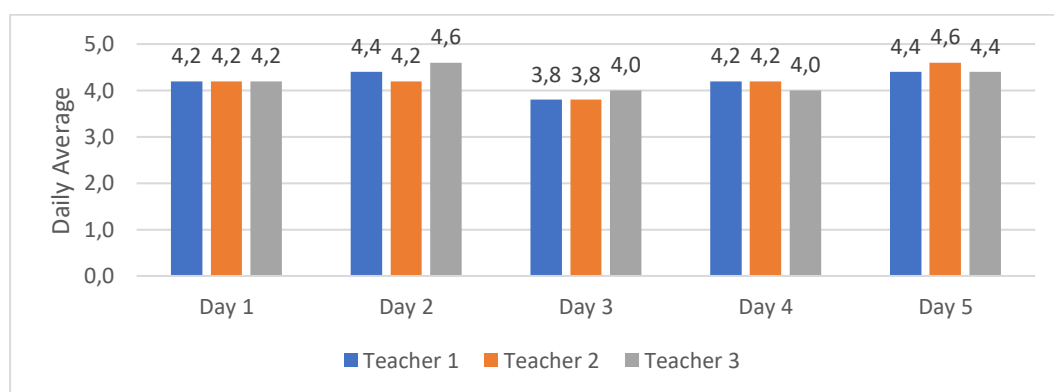


Figure 3. Teachers' daily Average in Their Implementation of the Daily Five Literacy Framework

Figure 3 shows teachers' daily average for the five blocks during the implementation of the Daily Five Literacy Framework. On the first day, the consecutive average for Teachers 1, 2, and 3 was 4.2, which means they implement the five block during daily five literacy framework most of the time. Meanwhile, the implementation on the second day was improved where the consecutive average for Teachers 1, 2, and 3 was 4.4, 4.2, and 4.6. On the third day, the consecutive average for Teachers 1, 2, and 3 was 3.8, 3.8, and 4.0, which means Teacher 1 and 2 sometimes implemented the five blocks of literacy framework while Teacher 3 implemented them most of the time. Then, for the fourth day, the consecutive average for Teachers 1, 2, and 3 was 4.2, 4.2, and 4.0, which means they implemented the five blocks most of the time. On the fifth day, the consecutive averages for Teachers 1, 2, and 3 were 4.4, 4.6, and 4.4, which shows consistency in implementing the five blocks most of the time. Overall, the average score of Teachers 1, 2, and 3 during the implementation was 4.2 (Good). It means that the teachers already conducted the daily five literacy framework most of the time. They had the lowest average on the third day. However, they showed improvement on the fifth day, seen from their rising average from the previous day.

## Discussion

This study found that the teachers implemented Daily Five Literacy blocks in their teaching at schools. The average scores show a good result which means that the teachers already aware and implemented the five literacy blocks most of the time. It revealed that there is an improvement from day to day in five days during the implementation of Daily Five Literacy blocks by the teachers. The success of the implementation ranged from sufficient (3.0) to excellent (5.0) level. When teachers implemented the Daily Five program effectively, it will provide students with the opportunity to practice their literacy skills in a way that is engaging and motivating. Thus, the goals to develop students' reading and writing abilities and to foster a lifelong love of learning can be achieved. The activities include reading to self, reading to someone, listening to reading, word work, and writing will give students a choice of which activity they want to engage in, and they work independently for a set period of time. The Daily Five is most effective when it is implemented consistently over time, allowing students to develop the habits and routines necessary for successful independent reading and writing (Duty, 2016; Lashomb, 2011).



In addition to those five literacy blocks, the schools also implemented Teacher Workshop. It was a supplementary activity that contributed to the success of the implementation of Five Daily Blocks. The implementation of the Teacher Workshop showed significant results. However, the teachers were overwhelmed because they were required to submit school administration tasks. The teachers needed more time to prepare class materials and preparation for class the next day. The newly agreed syllabus required them to readjust their lesson. In addition, they also needed to adjust to conditions in the field with various obstacles. One of them was to adjust learning individually for each student. The strategies used by teachers varied to accommodate this need, such as making daily journals for teacher notes. They wrote in more straightforward language that was more student-friendly as feedback and also rewrote in a different format as school administration reports made in narrative description. Routine is hard to establish as it is the foundation for every individual everyday approach (Freeman, 2016; Penland, 2019). When other activities interrupt the routine, it also affects the result. In this case, teachers' administrative burden may interrupt the classroom flow (Banal & Ortega-Dela Cruz, 2022; Kamal et al., 2020). Therefore, strategic planning and adjustment towards the decision are highly recommended in building the routine (González-López, 2021; Graham & Alves, 2021; Penland, 2019).

Furthermore, the school may help teachers with administrative work that does not require teaching expertise (Jordana Hunter et al., 2022; Su, 2023). On the other hand, Teacher Workshop is a time when teachers and students meet in small, intensive groups. It provides many opportunities for teachers to personalize further learning for each student so that the development of each student can be known in more depth (González-López, 2021; Graham & Alves, 2021). Teacher Workshop helps students be more flexible in getting answers to questions they cannot find independently. Teacher workshops help shy students come out of their shells and be more outspoken about what they want to know and ask. However, Teacher Workshop is one of the developments and adaptations of the Daily Five carried out by the school to help students adapt to the system. After several academic years using this literacy framework, it may be time for school management to re-evaluate the usefulness and effectiveness of implementing this adaptation.

The Daily Five Framework has flexible curricular material. Thus, it can fulfil any school, district, state, or national requirements; hence, the current school has embedded an additional block called Teacher Workshop (Lashomb, 2011). This extra block aligns with the Daily 5 literacy framework's fundamental, which states that teachers meet, work with small groups, and assess throughout each session based on convening notes and students' needs. The teacher performs a mini-lesson with the class during the Daily Five routine. During the mini-lesson, the learners rely on the instruction of the more experienced adult. The five options support the mini-lesson method or skill and select group-facilitated instructional strategies with the teacher. Strategies for teaching children to be autonomous learners must be communicated, demonstrated, and practised (Lashomb, 2011; Penland, 2019). The Daily five allows teachers and students to collaborate to deepen thinking and comprehension and follow each target mini-lesson. The teacher gradually releases responsibility for learning while assisting students who require assistance mastering a specific skill (Penland, 2019).

The student's ability in Reading to Self or Read to Someone tends to be stable from the first day. Students could show their independence in reading within +30 minutes independently and neatly organized. They chose books according to their ability and interest to be included in their basket as weekly reading material. Teacher 1 concludes that the peer pressure when students do Read to Someone makes them try harder to read because they have to perform in front of 'reading friends'. Some students asked permission to take the reading books home to practice reading aloud skills. Teacher 2 said several students asked him to read the books they would read to their friends, so they modelled the intonation and how to read as desired. Teacher 3 even made a meeting schedule outside of class for students who wanted help before they read a book of their choice to share with friends. It implies that when students are given the responsibility to perform in front of their friends, they desire to complete their task well, as mentioned by (Celce-Murcia et al., 2014; Foti, 2022; John & Mohamad, 2020; Satriani, 2019). Students get a positive perception of reading with the freedom to do their literacy time (Foti, 2022; Graham & Alves, 2021) while also developing their reading awareness and interest (Febriani et al., 2020; Hemmati et al., 2015; Satriani, 2019).

The aspect that needs improvement in the Daily Five block literacy is Work on Writing. This aspect received many challenges from the students because of the variety of their writing abilities. According to Teacher 1, students often needed clarification during their writing session even though they had been provided with free topics and resources, such as posters, photos, reading books, steps of writing, student journals and dictionaries both online and offline). Many came to the teacher asking for clues or feedback on their writing. It significantly influenced the performance of teachers and students who simultaneously conducted the Teacher Workshops. Teacher 2 said that the student's abilities in her class were very diverse, from emergent writers to students who could write a short story within 30 minutes. He was confused about

dividing the students into groups according to ability. Teacher 3 thinks that this may be due to the need for a more solid foundation in preparation for running the daily five, namely in the first six weeks of the school academic year. The findings imply that students' independence has yet to be formed. Thus, the period to form the habit can be extended until the teacher feels the class is ready (Buchan, 2016; Elleman & Oslund, 2019; LaShomb, 2011). Teachers are also expected to be cautious about learning content immediately until introducing this habituation becomes a habit that every student can understand. The goal is that students willingly do the Daily Five routine because they understand that it benefits their self-growth literacy. Students' engagement can be promoted through nurturing the classroom and a sense of trust and security (Febiyanti et al., 2021; Nurkilah, 2021; Simón et al., 2021). Students' confusion and hesitation in writing may signal a missing sense of security. Thus, they seek validation for their work by asking their teacher. Therefore, teachers are encouraged to support the students despite the expectation for their independence (Freeman, 2016; Graham & Alves, 2021; Nurkilah, 2021; Simón et al., 2021). The teacher may reduce their involvement once students build their confidence.

Successful implementation of the Daily Five stems from the teacher's ability to maintain routines. When students gain an understanding of the routines of literacy activities, they find it easier to adjust and follow in an orderly manner. In addition, the teacher also needs to pay attention to the ability level of students in each block. This is to avoid the possibility of students experiencing stagnation because they do not know what to expect. The teacher plays a role in providing guidance so that students can carry out activities independently. This confirms that literacy development takes place slowly and continuously. Besides, the role of the school is no less important. For example in the form of support by ensuring that school administration does not interfere with the routine of implementing Daily Five.

#### 4. CONCLUSION

The implementation of the Daily Five literacy framework in grade 4 of the Elementary program in one of the private schools in Bali was effective in terms of teacher instructions, time efficiency, and students' self-efficacy in their learning journey. The research also found that during the implementation of Daily Five, which consist of 5 main core sessions, teachers showed proficiency in running teacher workshop but need to develop more in word work and work on writing sessions. Several factors hinder the performance of teachers in implementing the Daily Five. Some of these factors include completing administration on the third day of each week and preparing teaching materials and supplies for students in class. On the other hand, teachers sometimes need more time to be ready to allow students to be independent and tend to give continuous instructions about what students should do. It is inversely proportional to what teachers should do in the Daily Five literacy framework, giving students time and space to grow and be responsible for their learning process. The gradual release is an essential factor of the success of Daily Five's implementation still needs to be achieved. or teachers to facilitate the best way possible.

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