



## The Implementation of Literacy Activities in Primary School

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### ABSTRAK

Gerakan Literasi Sekolah merupakan program yang telah disuarakan oleh Menteri Pendidikan dan Kebudayaan RI sejak tahun 2015. Program ini bertujuan untuk memasyarakatkan dan mendukung budaya membaca di sekolah karena hasil Program Asesmen Siswa Internasional yang masih belum memuaskan menunjukkan perlunya upaya khusus untuk meningkatkan kemampuan literasi generasi muda. Penelitian ini bertujuan untuk menganalisis upaya tersebut di tingkat sekolah. Penelitian ini menggunakan desain penelitian kualitatif yang mengeksplorasi jenis-jenis kegiatan literasi yang dilaksanakan di sekolah untuk mendukung program gerakan literasi. Observasi kelas dan wawancara dilakukan untuk mengumpulkan data dari Bali Kiddy School. Ada 2 guru yang memberikan persetujuan mereka untuk terlibat dalam penelitian ini. Data dianalisis secara deskriptif. Fase-fase ini termasuk mengkategorikan data, menyajikan temuan, dan mengevaluasi dan memvalidasi data. Temuan mengungkapkan bahwa sekolah memiliki beberapa strategi untuk melibatkan siswa untuk membaca buku non-mata pelajaran, menulis jurnal respon membaca, melakukan kegiatan mengeja dan menulis. Untuk mendorong perkembangan keaksaraan anak-anak, membangun lingkungan keaksaraan di mana mereka sangat terpapar dengan bahasa adalah penting.

### ABSTRACT

School Literacy Movement is a program which has been voiced by the Indonesian Minister of Education and Culture since 2015. This program aimed to promote and support reading culture in school due to consistent unsatisfactory result of Program of International Student Assessment indicate the need for special effort to improve the young generation's literacy skills. This study aimed at analyzing such efforts in the school level. The study employed a qualitative research design which explored the types of literacy activities implemented in the school to support literacy movement program. Classroom observation and interview were conducted to collect the data from Bali Kiddy School. There were 2 teachers who gave their consent to be involved in this study. The data were analyzed descriptively. These phases include categorizing the data, presenting the findings, and evaluating and validating the data. The finding reveals that the schools have some strategies to engage students to read non-subject books, write reading response journal, do spelling and writing activities. To encourage children's literacy development, building a literacy environment where they are highly exposed to the language is essential.

### 1. INTRODUCTION

Literacy is defined as the ability to write and read. Moreover, previous study elaborated that the definition of literacy is the ability to understand, interpret, create and communicate in various contexts (Montoya, 2018). In this 21st century, with the rapid development of technology, literacy is not about the ability to read and write. It is more about coping with technology development, science and knowledge. Literacy allows students to implement what they have learned in their life and in society. It is very needed to develop and improve their ability to think and express. It has been widely agreed that effective literacy activities that start from an early age will positively affect students' attitudes and language competence (Padmadewi et al., 2020; Popoola et al., 2020). For example, literacy activities affect students' collaborative, critical thinking, communication, and creativity skills, which are important in the 21st century (Muhali, 2019; Ratama et al., 2021). The Program of International Student Assessment (PISA) results indicated the need for special effort to improve the Indonesian young generation's literacy skills. Lack of exposures to

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supportive literacy activities may cause low interest in reading. Reading habit needs to be promoted since it influence children' ability to think and understand the world (Brown, 2014; Marhaeni et al., 2018). As a matter of fact, literacy activities become one of the major concerns in Indonesia schools nowadays. Parental involvement and school also have major factor to build effective literacy environment (Dong et al., 2020; Kartikasari & Nuryasana, 2022; Korosidou et al., 2020).

School provide appropriate facilities and infrastructure to support literacy activities, such as creating a text-rich environment, upgrading the library facilities, and build a literacy team in the school (Domike & Odey, 2014; Liansari et al., 2021). The literacy teams in the classroom arranged the competition related to the literacy program, such as reading poetry, writing short stories, and speeches. Teacher also takes important part for supporting students' literacy development in the school. To make it succeed, designing appropriate learning activities that can enhance students' literacy and its language that they learn is necessary. Students in the classroom have different characteristics. Teachers should understand how to integrate various kinds of activity and instruction based on the students' factors and create opportunities and exposure to the language to allow the students to improve their literacy through communication with their friends (Khairuddinayah, 2018; Mielonen & Paterson, 2009). It is in line with previous study, one of them adds that to support students' English literacy, the activities should vary, such as reading activities, dictation, alphabet recognition and writing (Puspitasari et al., 2021). Supported by other finding that state those activities assist students to feel motivated by creating classroom activities so that they can express and feel the importance of literacy development (Venketsamy & Sibanda, 2021). The students will be aware to the phonemic awareness, phonics, fluency, vocabulary, and comprehension of the language.

Though it's realized the importance of literacy for the future, little research on literacy activities in the early stages has yet been explored. This recent study investigated the kinds of literacy activities implemented in the early stages, especially for primary students' level as the school support in students' literacy development. It also describes the preparation and the implementation of the English literacy skills in Bali Kiddy School that was conducted to build students' English literacy in the 4<sup>th</sup> and 5<sup>th</sup> grade. The main purpose of this study is to analyzing such efforts in the school level.

## 2. METHOD

This study was conducted using a qualitative case study design to explore the literacy activities implemented by the teacher in the classroom to support students' literacy skills. The case study analyses an action, activity, process, or people based on comprehensive data collection (Creswell, 2012). The recent study was conducted in Bali Kiddy School, where they use English daily. Bali Kiddy School is a national plus school in Bali located in Kerobokan, Bali. The researcher identified and explored the implementation of literacy activities in the 4<sup>th</sup> and 5<sup>th</sup> grades. To choose the sample, purposive sampling was used. It is used to understand the phenomenon and provide data about the phenomenon being explored; purposive sampling is used to select the subject. Two teachers were involved in this study, the 4<sup>th</sup> and 5<sup>th</sup>-grade teachers. The data sources in this study were classroom observations and semi-structured interviews. The observation was conducted in the classroom to find out the data of literacy activities implementation by both of the teachers. Furthermore, semi- structured interview was conducted to dig deeper about the literacy activities that the teachers have designed. Those multiple methods were combined to confirm the validity of the data. Finally, the data were analyzed descriptively through some steps explained by Creswell. These phases include categorizing the data, presenting the findings, and evaluating and validating the data. First, the data were organized based on the types, such as the interview product, observation result, and visual data. Then, it was transcribed by the researcher and shown as a table. Then, the researcher explained what was found in the study and compared the findings to the previous research. It was done to know whether the recent study's conclusion promotes or refutes the prior studies.

## 3. RESULT AND DISCUSSION

### Result

According the classroom observation, it was found that both of the teachers implemented various activities to promote students' literacy development in the classroom for the 4<sup>th</sup> grade and 5<sup>th</sup> grade. In the 4<sup>th</sup> grade the literacy activities implemented were namely reading non-subject books, writing a reading response journal, and doing spelling. Moreover, in the 5<sup>th</sup> grade, the activities were conducted such as reading non-subject books, writing a reading response journal, and doing spelling and writing. The result is show in Table 1.

**Table 1.** Literacy Activities in the Classroom

Literacy Activities	Class	
	4 <sup>th</sup> grade	5 <sup>th</sup> grade
Read non-subject books	√	√
Write reading response journal	√	√
Do spelling	√	√
Writing	√	√

Based on the [Table 1](#) it can be concluded that there were four literacy activities that had been done for the 4<sup>th</sup> and 5<sup>th</sup> grade students.

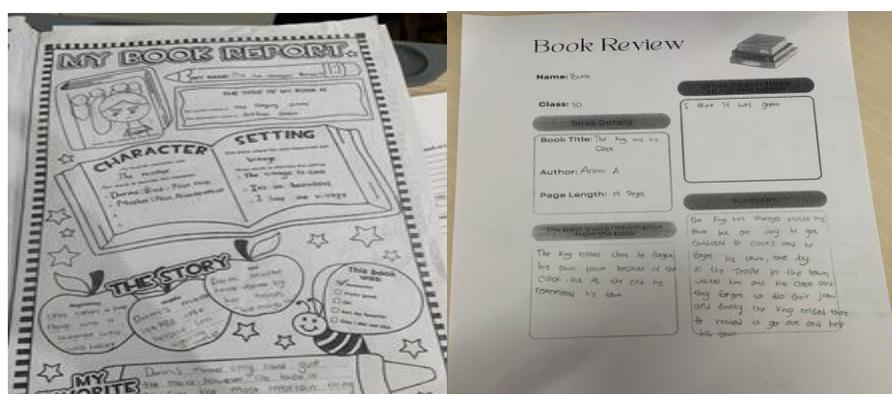
**Reading Non-Subject Book**

In reading non-subject books, the students were allowed to choose the book they wanted to read. It can be a novel, comic, or storybook in English. This activity was implemented before the class started, and it took 15 minutes every Friday for the 4th grade and Saturday for the 5th grade. The sources of students' reading are from the reading corner that is available in the classroom. During this implementation, the students were asked to read the book in silence before the class started; they were sitting in the classroom. Reading was done based on students' comprehension and ability to get the information they read. After they read the story at a particular time, the students were asked to retell it and inform the moral value of the story they had read. In this activity, the students must use their critical thinking and communication skills. It was planned by teacher as a way to build reading habit for the students.

**Reading Response Journal**

Reading response journal was the most frequently activities done by the students. This activity was expected to increase students' reading habit by allowing students to read non-subject book. In the reading response journal, the students were asked to read a storybook or novel, and they were going to write and share what they have read. This activity usually done 15 minutes before the teaching and learning process conducted. It is one of the activities that had been echoed by Minister of education and culture regulation No. 23 of 2015. There were some components that the teacher asked the students to characteristics, character, plot, and moral values. Before the students were given a journal report sheet, the teacher and students recalled the information about those components in the story related to the Bahasa subject.

This activity enabled the students to identify the main idea, supporting details, and the writer's purpose in the story they read. Thus, to be able to do this activity, the reading and writing skills of the students were used in this activity. The 4th and 5th grades had different types of analysis. They were given time to read the story, and after they were done, they wrote the analysis based on the sheets the teacher gave. Next, they were asked to analyze the story based on the characters, setting, story plot, and their favorite part. They were also asked to write the important events or information as well as the details of the book in English. This activity was designed by teacher to improve students' critical thinking and communication skill. Students' activity can be seen in the [Figure 1](#).



**Figure 1.** Students' Reading Responses Journal

**Do Spelling**

This activity was used to familiarize the students with those words. This activity was done when the students did not know the word's meaning in English. The teacher asked the other students to share if

they knew the word's translation. So, the students spelled the word and wrote it down on the whiteboard. In another way, the teacher wrote some vocabulary on the whiteboard. Then the teacher asked the students how to pronounce and spell the words. The list of words was taken from the book or the topic that they discussed at the meeting as show in [Table 2](#).

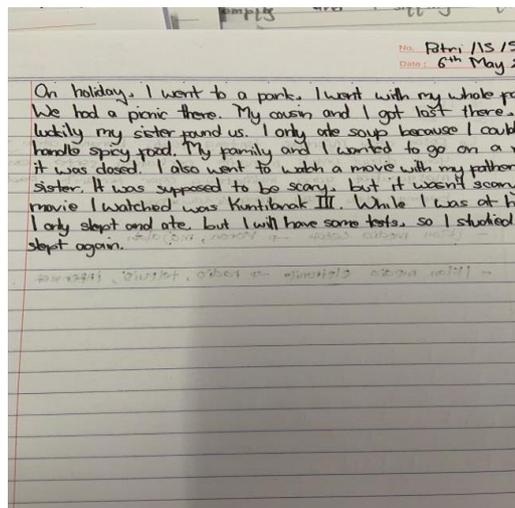
**Table 2.** List of Words which Taken from The Book

Spelling Words	
Diligent	Secretary
Delicious	Astronaut
Faithful	Engineer
Butcher	

**Writing Activity**

The writing activity was done in the 5th grade. First, the students were asked to write a simple and short story that told about their experience while having a holiday. Before the students wrote it, the teacher asked questions related to the holiday, such as, "What did you do?", "Where did you go?", "How was your feeling?". Some students tried to answer, and some sentences were inappropriate because the verb did not indicate the past event. Then the teacher repeated the wrong sentence, so the students realized the mistake. After they got the point, the students were given time to write their experiences on paper. Finally, the teacher challenged them to share it since it was their first meeting at the school after a long holiday.

Some students were observable to have no idea what to write and share. So, the teacher helped them by giving questions to guide them in developing their ideas. After they finished writing their experience, the teacher asked some students to read their writing in front of the classroom. The students who were brave to present got a reward from the teacher. After that, the teacher collected their work. Students' writing result of the activity is show in [Figure 2](#).



**Figure 2.** Student's Writing Activity

**Discussion**

The findings show that Bali Kiddy School supports students' literacy, which can be seen from various activities that the teachers have planned. Moreover, the school also provides adequate facilities to implement well. The results of the literacy activities implementation are similar to and different from those of other studies that had been undertaken. Reading is one of the literacy activities, and the purpose of conducting this activity is to make the students gain various information and knowledge ([Anandari & Iswandari, 2019](#); [Hadianto et al., 2022](#)). Therefore, the government regulated promoting literacy habits from the earliest age. Thus, the program proposed by the government is School Literacy Movement. It is regulated by the Ministry of Education and Culture of the Republic of Indonesia Number 23 in 2015. The purpose of the regulation is to foster students reading habit especially in Indonesia.

Bali Kiddy School supported the literacy movement by implementing reading non-subject books for literacy development. It means that the school supports the government program where the reading activities are implemented 15 minutes before the class starts. First, the students were allowed to choose

the non-subject book they wanted to read. Some students brought novels, comics, or storybooks or read the text provided in the reading corner. This finding aligned with the government's rules to make the students enjoy reading before the class begins. It can establish students' reading habits by engaging them in reading activities, especially reading non-fiction such as fiction, novel and other books for their enjoyment (Alexander & Jarman, 2018; Ferrer & Staley, 2016).

When the students were allowed to choose the book, they wanted to read, they would surely be more engaged and creative. Moreover, the storybook allowed us to experience feelings without sharing them. In addition, reading a storybook permitted the children to reflect on and understand this world and its history or culture as state by previous study (Cairney, 2011). Then, reading the storybooks made the students explore more vocabulary, which affected their language development, in line with previous study which explored using storybooks to support children's acquisition of new vocabulary (Sénéchal, 1997). Besides, using a storybook can attract students' interest in reading and enable them to build their characters because it includes moral values so they can learn from it (Strouse et al., 2018; Wahab & Amaliyah, 2021). Reading for pleasure was also found to impact students' academic success positively. As a result of reading habits, students' critical thinking and reading comprehension are improved and it is beneficial for their academic success (Kartikasari & Nuryasana, 2022; Whitten et al., 2016).

Another activity was implemented, namely, reading response journal is an activity that supports the students in improving their writing and reading skills. It aligns with previous study who explored the effect of reading response journals on students' motivation (Lee, 2013). The results showed that it assisted the students in being more participating and motivated in reading and writing activities. Moreover, it allowed students to develop their reading and linguistic comprehension because doing a reading response journal requires their awareness of what they have read. Furthermore, students must be critical in interpreting what they have read to present what they did. Reading response journal in Bali Kiddy School was done 15 minutes before the learning process started, and teachers constantly implemented it. The teacher mentioned that students' critical thinking and communication skills were utilized during the reading response journal. It is in line with previous study state that students' critical thinking skill is interconnected to how they process the information and understand the text to broaden their knowledge (Ratama et al., 2021). Moreover, it is believed that the more critical students will have better communication skills (Luthfiyyah & Basyari, 2020; Oktavia & Ridlo, 2020).

The communication can be orally or in the form of text. Therefore, the teachers planned writing activities where the students should communicate what they have understood in a written text. Writing is explained as constructing ideas to make them coherent and understandable (Azarnoosh, 2013; Weigle, 2002). It enables people to share what they want. In writing, some essential things should be considered, such as grammatical rules, vocabulary, punctuation, and spelling. However, writing is quite challenging and not often arranging the ideas to make them coherent becomes a big problem. Guided writing helped the students to be more involved in the writing process, and they were able to make correct sentences (Dispriyani et al., 2015; Firman et al., 2020). In line with previous study that revealed guided writing affects students to organize their idea to make them coherent (Puspitasari et al., 2021). They added that guided writing provides essential questions that purpose is to be used as an outline of the writing.

Moreover, spelling also played an important role in literacy development. Spelling is an activity to writing an appropriate word and using the correct letter sequence (Berninger & Fayol, 2008; Karima & Kurniawati, 2020). Spelling becomes a critical and complex skill that supports the ability to write and read. The teacher's role in improving students' fluency in spelling words is to allow writing more. Three types of codes support spelling: phonological, orthographic, and morphological. Furthermore, it mentioned that spelling is used to build children's awareness of the language (Greaney & Arrow, 2014; Harsanti, 2020). Spelling is an essential skill that helps students improves their reading ability. Spelling is intertwined with the development of the vocabulary of the students (Irvin et al., 2007; Joshi et al., 2020; Levesque et al., 2021). Spelling can be used as a prediction of whether the children can read or not or in written and oral form.

The implication of this study is providing overview related to the implementation of literacy activities in primary school. Through this finding other schools can learn from this school because this school has already implemented literacy activities. However, this study is limited because the pandemic only covers the context of literary activities implemented in the 4th and 5th grades. Thus, further research can explore the implementation of literacy activities, the performance of literacy activities, how the teachers design the literacy activities and the role of teachers and parents in supporting students' literacy development.

#### 4. CONCLUSION

The literacy activities implemented in Bali Kiddy School were various. It is a form of school support to promote the importance of literacy and develop students' literacy habits. The literacy activities are reading the non-subject book, reading response journals, spelling, and writing. This current study describes the literacy activities implemented in Bali Kiddy School to support students' development. Therefore, literacy habits should be echoed from the earliest age because of the future.

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