

THE CONCEPT OF SCHOOL LITERACY MOVEMENT THROUGH READING TIME AT SMPN 19 PONTIANAK

Nina Englis

Postgraduate Study of English Language Education, Faculty of Teacher Training and Education, Tanjungpura University – INDONESIA

ninaenglis11@gmail.com

Abstract

Getting pleasure as one of the reasons why people read leads the implementation of extensive reading approach. Extensive reading involves students in reading large quantities of books at the appropriate level for them. The primary goal of extensive reading is reading in order to gain information and to enjoy texts. Reading time is a practice carried out by the school to support literacy movement at SMP Negeri 19 Pontianak. The program is held on Tuesdays and Thursdays after praying. The students are provided with 15 minutes of reading any books at school. The students bring books from their house, and each reading time students have to report to the class teacher the results of their reading. At the end of each semester the class teacher reports to the headmaster. The aim of this article is to analyze literacy movement to improve literacy culture at SMPN 19 Pontianak. This research used qualitative descriptive study. The result is literacy movement is at the stage of habituation literacy movement that is held on Tuesdays and Thursdays with a time allocation of 15 minutes.

Keywords: *extensive reading, literacy movement, literacy culture*

INTRODUCTION

Reading is one of language skills that should be acquired by a foreign language learner. In the language classroom, it is most often taught by careful reading (or translation) of shorter, more difficult foreign language texts. The goal of reading is usually complete and detailed understanding. But reading is also considered by many people as a very pleasurable free time activity that broadens someone's knowledge and vocabulary. It is in line with Smith (1994) in (Mikeladze, 2014) that the reasons why people read are for pleasure and for information.

In Indonesia, the low literacy culture is a national problem that must be addressed and resolved immediately. Yuliyati (2014) in (Erwinsah, Solin, & Adisaputera, 2019) said that various programs had been developed by the government to improve the literacy culture such as grand library blocks, BOS book, mobile library, publishing library windows, and literacy seminars.

Reflecting on this fact, the Ministry of Education and Culture (MEC) as the stakeholders feel responsible and that they need to make changes strategically and systematically. Hence the regulation of the minister of education and culture (RMEC) no. 23 of 2015 on "growth character" published in mid-July 2015. In this rule, literacy became one of the principal concerns. This concern was articulated

in the obligation "to use 15 minutes before the day of learning to read books other than textbooks (every day)."

MEC developed school literacy movement which involved all stakeholders in the education sector. The aim of this paper is to describe literacy movement to improve literacy culture at SMP Negeri 19 Pontianak. The writer focused the reading time at SMP Negeri 19 Pontianak as the implementation of school literacy movement. The materials in the text should be extensive reading texts. Extensive reading involves students in reading large quantities of books at the appropriate level for them. The primary goal of extensive reading is reading in order to gain information and to enjoy texts. A variety of books that cover various topics are provided and students choose titles according to their interests. Students who find a book difficult or not interesting might stop reading and choose another book instead. Their reading is based on choice and purpose that are the basic elements of real-life reading (Bamford, 2004) in (Vojtková & Kredátusová, 2007). No exercises, no questions at the end of the chapter, and no looking up every word in a dictionary are required.

METHODOLOGY

The design of this research is a qualitative descriptive study, namely research that intends to understand the phenomenon experienced by research subjects holistically by describing it in the form of words in a specific natural context and by utilizing various natural methods as well. According to (Hancock, 2009) qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about: why people behave the way they do, how opinions and attitudes are formed, how people are affected by the events that go on around them, how and why cultures and practices have developed in the way they have. Meanwhile, Bogdan and Biklen (1992) in (Erwinsah, 2019) explained that qualitative research is one of the research procedures carried out naturally and produces descriptive data in the form of words and images of the behavior of the people observed so that they do not emphasize the numbers. Thus, this research describes the School Literacy Movement at SMPN 19 Pontianak. From the results of this study, data was obtained regarding the implementations of the School Literacy Movement at SMPN 19 Pontianak by conducting observation and interview. The total number of the students are 678 students which were divided into 20 classes. Grade 7 consists of 7 classes, grade 8 consists of 6 classes and grade 9 consists of 7 classes. From those classes, the writer chose 7 A as the subject. This class consists of 30 students. The data was obtained in 1 month (November 2018) in the odd semester of 2018/2019.

FINDINGS AND DISCUSSION

SMP Negeri 19 Pontianak is one of public schools in Pontianak. It is located on Ampera Street, Pontianak. It makes a policy that can be categorized as School Literacy Movement, which is called reading time. The stages of

implementing School Literacy Movement according to the MEC (2016 : 3) in (Erwinsah, Solin, & Adisaputera, 2019) namely : the stage of habituation, namely the growth of interest in reading through 15 minutes reading activities; the development stage, namely increasing literacy skills through activities to respond to enrichment books; and the learning stage which is to improve literacy skills in all subjects, using enrichment books, and reading strategies in all subjects.

The following are the results of observation during the school day. The School Literacy Movement lasts for 15 minutes every day. It starts at 06:45 to 07:00. The table 1 is the literacy schedule which is implemented at SMPN 19 Pontianak:

Table 1: Literacy Activities at SMPN 19 Pontianak	
Day	Literacy Activities
Monday	-
Tuesday	Reading Book
Wednesday	Reading Holy Qur'an (Moslem) Reading Bible (Christian / Catholic)
Thursday	Reading Book
Friday	Gymnastics / Cleanliness

Each class has literacy corner, whether it is in the front of the class or at the back. Although each class decorates the literacy corner based on the students' willingness, they have the same characteristics that is they use carpet and they prepare any kind of books for reading time. The literacy starts after singing national anthem "Indonesia Raya" and praying. The students bring books from their house, then they put the books on the shelf. During reading time, they read their books and make a report about their reading result such as day/date, page, a short summary and signature from the teacher. The example of literacy corner at SMP Negeri 19 Pontianak can be seen in figure 1.

Figure 1. One of Literacy Corner at SMPN 19 Pontianak



From the description of the findings of the observation, it can be concluded that School Literacy Movement concept applied by SMP Negeri 19 Pontianak is at the stage of habituation. This school used 15 minutes for reading before starting the teaching learning process. It has special program namely reading book which is done twice a week, on Tuesdays and Thursdays. The time allocation is 15 minutes.

CONCLUSION AND SUGGESTIONS

The School Literacy Movement applied by SMP Negeri 19 Pontianak is at the state of habituation and has a special program that is reading time which is held on Tuesdays and Thursdays with time allocation of 15 minutes. The reading time starts at 06:45 to 07:00 after praying. The reading book is one of the literacy activities at that school. The School Literacy Movement is a school program to encourage literacy culture of the students. The writer suggests that this activity can be improved to development stage to get more input for the students and also the teachers.

REFERENCES

- Archer, A.V. (2012). *Analyzing the Extensive Reading Approach: Benefits and Challenges in Mexican Context*. Mexico: A Colombian Journal for Teachers of English.
- Brown, H. D. (2003). Language assesment principles and classroom practice. *Pearson Longman*, 324.
- Erwinsah. (2019). The Concept of School Literacy Movement Through Reading Time at SDIT Raudaturrahmah Pekanbaru. *BirLE - Journal*, 145 - 157.
- Hancock, B. E. (2009). An Introduction to Qualitative Research. National Institute for Health Research.
- Iwahori, Y. (2008). *Developing reading fluency : A study of extensive reading in EFL*. Japan: Nirayama High School.
- Kosh, A. (2017). The Theoretical and Methodological Aspects of Establishing an Extensive Reading Programme for Advanced Students of English at Poltsamaa Co-Educational Gymnasium. Tartu: University of Tartu.
- Listiowati, Z. (2016). The Influence of Crossword Puzzle Game in Reading Comprehension on Narrative Text (an Experimental Study at the Eighth Grade of Mts Darul Ulum Semarang in the Academic Year of 2015/2016). Semarang: Walisongo State University.
- Mikeladze, T. (2014). *Extensive reading*. Tbilisi.

- Pang, E. S. (2003). *Teaching reading*. France: SADAG.
- Pilgrim, J. a. (2013). Defining Literacy in the 21st Century : A Guide to Terminology and Skills. *Texas Journal of Literacy Education*, 60 - 69.
- Renandya, W. A. (2007). The power of extensive reading. *RELC Journal*, 38(2), 133–149. <https://doi.org/10.1177/0033688207079578>
- Ruzickova, M. B. (2015). *Extensive reading in a secondary school efl classroom*. Brno: Masaryk University .
- Samiaji, B. (2014). *Issn: 2356-3052*. 1(1), 76–88.
- Setiasih, L. (2015). Chunking, Elaborating, and Mapping Strategies in Teaching Reading Comprehension Using Content Area Materials. *World Journal of English Language*, 5(1), 32–47. <https://doi.org/10.5430/wjel.v5n1p32>
- Sinambela, E., Manik, S., & Pangaribuan, R. E. (2015). Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy. *English Linguistics Research*, 4(3), 13–29. <https://doi.org/10.5430/elr.v4n3p13>
- Vojtková, M. N., & Kredátusová, M. (2007). The Benefits of Extensive Reading in EFL. *Is. Muni. Cz*, 1–75.
- Wang, H. (2014). On the Constructivist Teaching of Extensive Reading for English Majors. Qingdao: *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*.