

## School Literacy Program: A Lesson Learned From English Language Teaching At A Senior High School

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**Abstract.** *This study aimed to describe: (1) the implementation of the School Literacy Program as implemented in English language teaching at a state senior high school in Yogyakarta, and (2) the problems faced by the English teachers in implementing the program in their English language teaching, and (3) the efforts done by the teachers in implementing it in their instructions.*

*This qualitative research study involved the English teachers and grade X students of a state senior high school in the Special Territory of Yogyakarta. The data collection techniques employed were observation, interviews, and documents. The selected unit analyses of data were qualitatively analyzed and coded so as to obtain patterns for inferring findings.*

*The present study has confirmed the following findings: (1) the literacy activities in English lessons were well implemented by the English teachers, (2) the students' low interest in reading, insufficient ability in reading, and less confidence in speaking was the problems nuanced in the program implementation, and (3) a library visit in which the students were involved in particular extensive reading activities as part of the teachers' strategy to solve the problems.*

**Keywords:** *literacy, teaching, English.*

### BACKGROUND

Literacy skills are very important for everyone as a basis in facing the current development era (Hilmawan, Musthafa, & Agustin, 2022; Lopes, Costa, Araujo, & Ávila, 2018; Vehkavuori, Kämäräinen, & Stolt, 2021). The development of knowledge and human life is growing rapidly (Chan & Arvey, 2012; Öberg & Lundberg, 2022). There is the presence of technology that causes the amount of information increasingly. Someone who has literacy skills is not only able to understand the information they obtain but is also able to choose and sort the right information. Literacy needs to be cultivated (Guess & Munger, 2022; Tinmaz, Lee, Fanea-Ivanovici, & Baber, 2022). One of the right places is at school because school is a place or institution that is designed to implement the learning process carried out by students

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which certainly cannot be separated from reading and writing activities (Agnesian, Mahendika, Rumfot, & Sukmawati, 2023). The government through the Ministry of Education and Culture continues to make changes to the curriculum in schools, by the development of the existing era (Agnesian et al., 2023; Simonton, Layne, & Irwin, 2021). The curriculum that is now being applied must be able to make students become meticulous, critical, but ethical young people (Erwin Akib et al., 2020; Park, Kim, & Park, 2021). The curriculum in Indonesia that is currently being applied is a revised 2013 Curriculum which in addition to forming character, is also to overcome the low reading interest of the community, especially the students in Indonesia with the existence of the School Literacy Movement (Hayu Wibayanti, Lian, Negeri, & Penuguan, 2020).

The Ministry of Education and Culture continues to boost public interest in reading, especially for the students. One of the breakthroughs made by the government was by issuing Minister of Education and Culture Regulation Number 23 of 2015 concerning the Growth of Character. The Minister of Education and Culture Regulation is realized by practicing reading, especially for elementary, middle or high school students. It is expected to make students accustomed to reading. Reading is a language skill and an important factor in the learning process because by reading students can obtain information. Reading is an activity in literacy. Literacy cannot be separated from the world of education. Literacy is a means for students to know, understand, and apply the knowledge they obtain in school. Literacy has an important role to Indonesian citizens to be intellectually educated. One of the successes of education in Indonesia is by increasing the literacy rates of Indonesian citizens.

Therefore, it is not surprising that the government has intensified the School Literacy Movement. The government indeed have deliberately held this movement with the hope of fostering students' interest in reading. School Literacy Movement is an overall effort to make school a learning organization whose citizens are literate throughout their lives through public involvement. One of the activities in this School Literacy Movement is a 15 minutes activity to read non-lesson books before the learning time begins. This is one of the bases in the habituation stage before entering development and learning stages. This reading activity exists in all literacy components. This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered better. The reading material contains the values of manners, in the form of local, national, and global wisdom which are delivered according to the stages of development of students.

Some of the results of previous studies found that there was a positive influence of 0.55% between school literacy movements on students' reading interest (Nindya Faradina,

2017). Furthermore, the results of Farizah's research produced a significant influence between reading habits on student learning achievement by 32.8% (Farizah, 2017). Based on the results of previous studies and existing problems, these scholars suspect that there is an influence of literacy skills on students' learning achievement. This can be seen from the habituation of literacy activities in their respective schools and the learning achievements that have been achieved by the students of these schools. The literacy ability of students is directly proportional to their learning achievements (Gasparinatou & Xalkidou, 2020).

Unfortunately, the literacy skills of Indonesian students are still low. Based on PISA (Programme for International Students Assessment) (Kastberg, Chan, Murray, (ED), & Westat, 2016), Indonesian students' literacy skills occupy a lower position among other countries. Specifically, on students' reading literacy, Indonesian students have occupied a lower position with a mean score of 397, which is at level 2. At level 2, students are only able to recognize the main idea of the text, understand the relationship, or construct the meaning within a limited part of the text when the information is not prominent and make a low level of inferences (Kastberg et al., 2016). While, the highest level is 6 where the students are able to demonstrate a detailed understanding of one or more texts and may involve integrating information from more than one text, hypothesizing about or critically evaluating a complex text on an unfamiliar topic, taking into account multiple criteria or perspectives, and applying sophisticated understandings from beyond the text (Kastberg et al., 2016). It means that Indonesia should provide more attention to improve students' reading literacy level.

The challenge currently faced by the government is the low interest of Indonesian students in reading. The poor condition about the low literacy skills above relates to the low interest of Indonesian students in reading. According to Witanto (2018), there are several factors that cause low reading interest in Indonesian society, among others, the limited reading facilities and infrastructure and low reading motivation among students. This is a concern because in the information technology era, technology offers easy access to access abundant information and make people avoid to read the information from printed media. As a result, technology users are less critical in sorting out the information obtained and evaluate the information accuracy, lack of understanding of information, and misusing information incorrectly. Hence, students are required to have reading skills in terms of understanding the text analytically, critically and reflectively because globalization without good reading literacy skill will certainly plunge a community.

In the aspect of learning, the teacher rarely makes reading activity a foothold. Although there are teachers who put reading as a foundation in learning, reading still limited to textbooks

and students' worksheet. The 2013 curriculum does use a student-centred approach but without a good reading culture. Especially in English subject, reading a text in English language is not easy if not being accustomed to it.

Based on the pre-survey that was conducted by the researcher on August, 8<sup>th</sup> 2018 at State Senior High School 1 Teladan Yogyakarta. The researcher found that the school had implemented School Literacy Movement since August, 19<sup>th</sup> 2016. This school did not only implement School Literacy Movement in habitational stage but also development stage and learning stage. In the learning stage, the English teacher applied the 15 minutes of reading activity every day before lesson. However, there were some deficiencies in the school literacy activity. The deficiencies were the teacher's lack of discipline in guiding students to be active in literacy activity, the students were not attentive and indifferent in the activity, and there was still a lack of facilities and infrastructure.

The students needed a lot of activities in the teaching learning process. There are many types of literacy activities that can be carried out in the learning stage. The activities implement various strategies to understand the text and use a variety of reading materials (print, visual, auditory, digital) that are rich in literacy outside of textbooks to enrich the knowledge in English subject.

Therefore, the researcher is interested to investigate deeply the implementation of School Literacy Activity policy at State Senior High School 1 Teladan Yogyakarta, especially in English teaching and learning process. The investigation tries to find out what factors that support and factors that cause the problems in implementing the School Literacy Activity policy in English teaching at State Senior High School 1 Teladan Yogyakarta.

## **RESEARCH METHODS**

This study was grounded a qualitative research approach and the researcher employed descriptive qualitative research. According to Arikanto (2019), descriptive research is research that intended to investigate a condition, circumstance, or another event, then the results would be presented in the form of a research report. The descriptive qualitative research in this study intended to collect information about the phenomena that existed, the phenomena according to what it was at the time the research was conducted. This research attempted to describe a phenomenon where the researcher conducted the research. Hence, this study described The Implementation of School Literacy Activity Policy in State Senior High School 1 Teladan Yogyakarta. From the result of the research, data obtained were about The Implementation of School Literacy Activity Policy at State Senior High School 1 Teladan Yogyakarta.

This research took place at State Senior High School 1 Teladan Yogyakarta. It was located at H.O.S Cokroaminoto Street 10, Yogyakarta. The school was chosen by the researcher due to several reasons. The data were in the form of form of words or statements depicting information about the implementation of School Literacy Activity policy in State Senior High School 1 Teladan Yogyakarta. Therefore, the subject of the research was the English teacher and the students of State Senior High School 1 Teladan Yogyakarta. Meanwhile, the object of this study was the situation that described the implementation of the School Literacy Activities in English subject teaching and learning process.

To collect data in the field, the researcher used several data collection techniques such as interviews, observations, and documents which were commonly referred to as data triangulation. The instruments used in this study were observations, interviews, and documentations. The instrument used for collecting the data was the researcher herself. The researcher employed interviews and observation sheets to note the important information while observing the source of data. The other tools used in this research were audio and audio-visual materials. The audio recorded the interview section, while the audio-visual recorded the activities during the teaching and learning process.

The validity of the data had main core in qualitative research study because all of the data need to be clarified to make them valid (Gill, 2020). The researcher used triangulation to increase the credibility of the data. The triangulation applied in this study were source triangulation and method triangulation. The research data in this study collected and analysed descriptively qualitatively. The researcher used Miles, Huberman, and Saldana's theory in analysing the data which has three concurrent flows of activity: data condensation, data display, and conclusion drawing.

## **RESULTS AND DISCUSSION**

SMA N 1 Teladan Yogyakarta was one of state senior high schools in Yogyakarta. It was located at HOS Cokroaminoto Street, Yogyakarta. It was officially built on December 16, 1957. The students came from different regions and social backgrounds. So, they had differences in intelligence and characteristics. SMA N 1 Teladan Yogyakarta was one of state senior high schools that had implemented school literacy activity policy based on the order of the Minister of Education and Culture. The school is a model school that implemented literacy activities up to three stages namely habituation, development, and learning. The literacy activities in the learning stage of English language subject at SMA N 1 Teladan Yogyakarta were very supportive for doing research related to the implementation of school literacy activity in English language subject.

The school literacy activity had been done in SMA Negeri 1 Teladan Yogyakarta before the government planned a School Literacy Movement. In SMA Negeri 1 Teladan Yogyakarta, the school literacy activity starts from the first stage, namely habituation, then continued with development, and learning. This is based on an interview with an English subject teacher

Teacher: Literacy activities at school begin with getting used to reading books for 15 minutes before learning and also reading activities during class hours. the school carried out these literacy activities in accordance with the rules in the school literacy movement manual, at the habituation stage it begun to be carried out with reading activities 15 minutes before the lesson begins, at the development stage there is already a special event for school literacy, as well as the learning stage carried out in the learning process.

In English language learning, teachers had applied literacy learning in the learning process, one of the activities was to direct students to read books about learning materials in the library and criticize the reading results. The implementation of this literacy activity can encourage students to be more active in the learning process.

In implementing literacy learning in English lessons, teachers planned several activities in the learning process in the classroom and also made various preparations. Those are compiling a Learning Implementation Plan, preparing teaching materials, planning assignments for students to support the implementation of literacy learning, making test questions, and also conducting assessments.

The implementation of literacy learning in English subjects was carried out in class X MIPA 2 with 36 students. The implementation of literacy in English learning was conducted in 5 meetings. The first meeting was conducted on Wednesday 23rd October 2019. At every meeting, the teacher started the English teaching and learning by asking one of the students to retell an experience in front of the class included in this fifth meeting. Then, the teacher asked the students in the class to give some questions to their friends. The teacher also helped the student correct his pronunciations and gave some responses relate to the student's experience.

After the first activity, the teacher gave work on their lesson book. The teacher asked the students to read stories in the book. In addition, the teacher also gave some problems with the story. This was done so that students can increase their knowledge and understand the material more deeply through information found in literacy studies with various kinds of learning resources so that students did not just listen and read and then simply ignored it.

Four activities in literacy had strong influence on the implementation of literacy learning. These activities were used as a teaching strategy in implementing literacy learning, as follows:

1. Reading

In reading activities, the teacher asked students to read the text in books and other sources of reading material. The students read able to identify problems and gather information. This reading activity had the advantage of building a reading culture in students and developing students' skills in finding information and could increase knowledge in learning.

2. Listening

In listening activities, students did it when the teacher provided a stimulus at the beginning of learning, listening to the stories of other students and also listening to the teacher's explanation. The purpose of this listening activity was to train students to be more focused on finding various information and able to process the information into knowledge.

3. Writing

In writing activities, students began to do so when they listened to the teacher's explanation and performed the task assigned by the teacher. In this case, the student wrote the information related to the problem given by the teacher. The advantage of this writing activity was that students could grow their skills in summarizing the results of reading and listening that had been done before.

4. Speaking

In the speaking activity, students were invited to tell stories about events that had occurred. In these activities, students communicated about information or events told by their classmates. Teachers also provided assessments in terms of consequences, story content, story delivery, techniques, and also creativity.

In subsequent activities, students got reinforcement of concepts and conclusions from the teacher. Furthermore, in the learning process in the classroom students were not only required to understand the material but also invited to find the value of life-related to the material studied.

Traditionally literacy is seen as the ability to read and write. However, in the development of literacy, it is not only known as the ability to read and write but is further developed into the ability to read, listen, write, and speak (Abidin, Mulyati, & Yunansah, 2017). In addition, in line with the development of information and communication technology, teachers in schools must think that literacy is a developing concept and can be used as a medium of learning in the classroom, especially learning English. In line with the development of the notion of literacy, it raises its interest for the government.

Seeing the weakening level of interest in reading in Indonesia, the Ministry of Education and Culture prepares learning in the 2013 curriculum to meet education in the 21st century, one of which is the use of literacy. This is realized by the issuance of Permendikbud No. 23 of 2015 concerning the growth of character (Liansari, Taufiq, & Santoso, 2021). The implementation of character development had several objectives, one of which was to encourage students to like reading and develop interests that were in accordance with their potential talents (Arshad, Ismail, Fesol, & Ismail, 2021; Malin, Liauw, & Damon, 2017). This character development activity was carried out by getting used to positive behaviour in schools, one of which is the school literacy movement V.

The implementation of school literacy movement began to be implemented by schools, including SMAN 1 Yogyakarta. In accordance with what the teacher at SMAN 1 Yogyakarta said that the implementation of this literacy movement had almost fulfilled the stages in the school literacy movement. Of the three stages in the school literacy movement, the learning stage was one that must continue to be developed, because at this stage there are academic bills related to the 2013 curriculum.

Related to the learning stage in the school literacy movement that must continue to be developed, English teachers also need to use it as a strategy in the English learning process. In this case, the teacher needs to plan and prepare several things in implementing literacy learning. In making plans, teachers need to pay attention to everything properly. Planning must be made in an interesting way so that it can generate interest and motivation to learn students. This needs to be considered so that learning English becomes more interesting and fun for students and can reduce the level of boredom of students in English lessons.

In planning, the teacher designed this literacy learning with the aim of building student activity in the learning process. For this reason, the teacher took the principle of constructivism to plan learning. Teacher developed teaching methods that emphasize the activeness of students both in learning alone and with other students. In implementing literacy learning in English lessons, the teacher determined approaches, models, methods that emphasize the activeness of students in the learning process. The learning approach is Student Centered Learning with one of the learning models used is Discovery Learning. The learning model of discovery learning would be more student-centered. In this learning model, students were required to actively find and collect information about the learning material being studied and then processed into knowledge. In this case, students would be more active in the learning process (Bond, 2016; Kist, 2022).

In planning learning at every meeting, a systematic approach is needed. For this reason, teachers needed to plan learning well. Various kinds of planning and preparation carried out by the teacher in the explanation above aim to support the implementation of literacy learning in English subjects so that they can be carried out properly and can increase the knowledge of students in English subject, and foster students' interest and motivation in learning (Bruehl, Pan, & Ferrer-Vinent, 2015).

The implementation of the school literacy movement at SMA Negeri Teladan 1 Yogyakarta started from the habituation stage, the development stage, and the learning stage. The school had implemented activities at each stage in accordance with the rules in the School Literacy Movement manual. This was based on an interview with an English teacher at SMA Negeri 1 Teladan Yogyakarta. In the learning stage process, literacy learning is implemented in the learning process in various subjects one of them is English subject.

The implementation of literacy learning would not run optimally if teachers did not understand literacy learning strategies. In order to be implemented optimally, teachers must have insight into literacy learning strategies in English subjects (García-Sánchez, 2021). This strategy includes four skills of reading, listening, writing, and speaking. Thus, the initial effort that must be made to realize literacy learning is to increase teachers' knowledge in understanding literacy learning strategies (Musa et al., 2023; Ratama, Padmadewi, & Artini, 2021; To, Thomas, & Thomas, 2020).

Based on the results of the study, in the process of implementing literacy learning in English subjects, teacher had planned it as well as possible. The planning made by the teacher is the preparation of a Lesson Plan. In the preparation the teacher determines the approaches, methods, models, and learning media that were adapted to literacy learning so that the learning process can be carried out in a balanced manner. The teacher had also prepared teaching materials that were in accordance with the subject matter. In addition, the teacher also planned assignments that would later foster the creativity of students. Furthermore, the teacher prepared a grid of questions as well as testing questions as an evaluation tool.

Judging from the activities that had been presented, it can be said that the planning that had been made by the teacher is well carried out. Related to the implementation of literacy learning and learning by not using literacy in the implementation of literacy learning in the classroom. Therefore, it brought up responses from several students, namely as follows:

- a) The advantages of the English Learning process by Utilizing Literacy Learning

During this time, English learning at school was less in demand by students. English lessons were often considered boring because they seemed to tend to be by reading alone. This is due to several factors including students who did not have interest and motivation in learning, as well as external factors such as the lack of creativity of teachers in bringing learning materials. Therefore, teacher was required to be able to manage learning activities interestingly.

In this case, the need for actions that teacher must take in creating interesting learning so that learners could be interested and motivated to learning English. One of the ways that could be used by teachers is to apply literacy learning. This was related to government regulations regarding the implementation of school literacy movements that must be implemented in schools. For this reason, teacher could take the learning stage in the guidelines of the school literacy movement to be used as a strategy in the English language learning process and teacher could developed it into literacy learning strategies such as, reading, listening, writing, and speaking. Thus, it was hoped that literacy learning in English subjects would no longer be boring, but could develop the knowledge and creativity of students.

In the implementation of literacy learning, it was expected to be able to support the process and the achievement of expected and optimal results, not even complicating the learning process. Based on the results of the research, the implementation of literacy learning at SMA Negeri 1 Teladan Yogyakarta can provide advantages for the development of students' knowledge and creativity. This is known through the response of most learners who said they were becoming more understanding of the subject matter.

In addition, students also said that the subject matter could be easily understood, because in the learning process students were focused on reading activities so that students became easier to get information about the subject matter. Some students also stated that the four activities in learning literacy could help them in developing their skills and creativity in the English learning process. With this literacy learning, students also said that English learning became more interesting and not boring.

b) Difficulties faced by students in the process of learning English with the use of literacy

Based on the results of the study, most of the students of X MIPA 2 SMA Negeri 1 Teladan Yogyakarta experienced difficulties during reading activities, so students found it difficult to find information. It was because students still do not like to read. In addition, students were still not focused on carrying out these activities. Whereas in the concept of literacy, reading was an effort to understand, use, reflect, and involve oneself in various

types of texts to achieve goals. For this reason, reading was an important role in the learning process.

At the beginning of planning the learning, the teacher choose how to learn by asking the students to come forward one by one and tell memorable events in their lives so as to produce literacy products through story telling with satisfactory results. But it turned out that the planning poses some difficulties in students because there were some students in the class who cannot be conducive but instead noisy themselves. This was an input for teachers so that they can choose a way of learning that made the learning atmosphere more conducive.

#### c) How to overcome difficulties in the process of learning literacy

In the 21st century, students' literacy skills are closely related to the demands of reading skills which leads to the ability to understand information analytically, critically, and reflectively. For this reason, in the learning process reading is the main thing that students must be interested in.

Related to the difficulties of students in the literacy learning process, namely the difficulty of reading, students said that in facing the difficulties they face, students would get more used to reading so that they could easily find information about the subject matter. In getting used to reading, students would do so by making the most of the literacy hours at the beginning of the lesson.

Related to the second difficulty faced by students regarding how to learn by telling stories that had been experienced every time an English lesson begins, the learning atmosphere were not conducive because some students were noisy themselves. So, some students expressed their opinions to overcome these obstacles and difficulties. Some of those students said that in keeping the learning atmosphere conducive, then each of the students could take care of himself to be more serious in following the learning and doing the tasks that the teacher had given.

## **CONCLUSION AND ADVICE**

The implementation of literacy activity in English subject had been carried out properly and in accordance with the planning that had been prepared by the teacher. In its implementation, the teacher was planning into activities in the learning process. These activities included provided stimulus to convey students to the learning material being taught. In the second activity, the teacher asked each student to tell an amazing event in the past. The third activity was teacher asking the students to do question-and-answer and also discuss based

on the stories told by their classmates. Teacher also used learning media such as pictures, whiteboard, and books in delivering learning materials. The next activity, the teacher invited students to the library as a learning resource for the students. At last, the teacher provided test to assess the students' understanding of the learning materials. The problems faced by the English teacher were unconducive environment of the class. The disturbing environment of the classroom distracted the teacher and affected the teaching and learning process. Some students were not interested in literacy activity because they did not like reading, still lacked focus on reading, and lacked confidence when speaking in English. The efforts done by the English teacher were invited students to the library so that students could find their own preferred reading material. The second effort was the teacher used many learning media to attract the attention of students in order to receive learning materials well. The third was discussing session between students and teachers. For schools, it is expected that they will further optimize the activities of the school literacy movement by conducting supervision in each class so that students can carry out and take advantage of reading activities fifteen minutes before the lesson begins. For teacher, teacher is expected to be able to continue to develop literacy in the learning stage by preparing creative and fun teaching materials for students in order to make students interested in the subject matter in the learning process. For students, students are expected to be able to follow the literacy learning process well. Students are expected to be more motivated to read so that they can get used to reading.

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