

The Literacy-based Learning in the Context of 2013 Curriculum at SMP Negeri 1 Kota Ternate

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Abstract: The objectives of this research were to describe the implementation of English literacy based learning in the context of 2013 curriculum, the outcomes, obstacles and solution found in its implementation. The method used was qualitative descriptive and involved 21 third grade students of SMP Negeri 1 Kota Ternate. The technique of data collection was conducted through observation, interview, and document analysis. The data was analysed by interactive analysis model. The result showed that the (1) activity of English literacy-based learning was divided into three stages namely opening, main, and closing stages. During the learning process eight literacy strategies were implemented. (2) the learning outcomes indicated that most of the students achieved the standard of minimum score. (3) the obstacles faced in literacy-based learning were students' low reading interest, teacher's problems in developing the activities, lack support of school literacy movement program, and unavailable literacy learning facilities. The solution to overcome those problems are raising reading habit by participating the school literacy movement, creating literacy nuance at school environment, varying the literacy learning strategy, identifying the students' difficulties, and providing adequate school facilities.

1 INTRODUCTION

The government has revised the 2013 curriculum by promoting the school literacy movement program which consists of three stages. One of the stages is literacy-based learning which aims to develop the students' ability to understand the text, associate it with personal experience, think critically, and process the communication skills creatively through activities to respond to the textbook and other reading books (Kemendikbud, 2016). The idea of applying literacy-based learning is based on the low literacy culture of Indonesian students proven by the students' reading score in assessment conducted by Program for International Student Assessment (PISA). The results show that Indonesian students have the lowest score compared to other countries (Kusmana: 2017). Nurdianti and Suryanto (2010) also confirm that the literacy of reading and writing skill of Indonesian students are still in low level. One of the factors caused this problem is an adequate time of literacy learning in every subject. Santosa et al (in Nurdianti and Suryanto: 2010) mentioned the students' low literacy is caused by unavailable literacy learning

included in national curriculum and the lack of guidance from parents and the community on improving children literacy, even though they are in a good literacy environment.

The condition above is clearly alarming because literacy is the basic of acquiring knowledge, skills, and formation of student attitudes. This means that learning related to the ability to read and write needs to be improved. For this reason a curriculum that can improve students' literacy skills needs to be continuously developed, because most of learning processes depends on literacy skills and awareness. A good literacy will influence a person's success in completing education and achieving success in life (Kemendikbud, 2015: 1). Therefore, it is reasonable if literacy is used as the basis for developing learning activities in schools.

SMPN 1 Kota Ternate is one of the favorite schools that applies 2013 curriculum and literacy-based learning. Therefore, the learning activity in this school was interesting to observe. The type of literacy that is emphasized in junior high school level is the literacy to read and write. This study focused on the implementation and result of literacy-based learning. It also discusses obstacles

found during its implementation then solutions are offered to overcome the problems.

The implementation of literacy-based learning has been done some years ago when school-based curriculum was used as national curriculum. However, it was not maximally applied because of some problems. Then, it has been developed after changing to latest curriculum. In the context of 2013 curriculum the purpose of promoting the literacy-based learning is to build students' understanding on reading text in all subject, improving writing skills, and communication skill as well. These three things will lead to character development and critical thinking (Robb dalam Kemendikbud: 2018).

2 LITERATURE REVIEW

Axford (2009: 9) says that one of the goals of literacy learning is to help students to find strategies that are effective in terms of reading and writing skills, including the ability to interpret the complex meaning of texts. In relation to reading ability, students must be able to understand and recognize the structure and content of the text. In writing ability, students must be able to reveal information obtained in a variety of existing texts. Furthermore, the information obtained can also be delivered verbally which means that students are required to speak. In speaking ability, the other abilities demanded by students are their ability to respond. It can be concluded that the four language skills can be improved through literacy learning that focuses on reading and writing activities.

The activities of literacy-based learning as explained in 2013 curriculum are observing, discussing, and presenting (Suyanto: 2017). This is in line with Djibran (2008: 28) who explains that the angle of literacy is not only reading comprehension, but also critical reading. Reading activities consist of understanding, interpreting, and interacting with reading text. Furthermore, Alwasilah (2008) who mentioned four stages that can be followed by teachers and students in literacy learning. Those stages are building knowledge of fields, modeling the text, doing joint text construction, and encouraging independent text construction.

3 RESEARCH METHOD

This research used descriptive qualitative design and was conducted at SMPN 1 Kota Ternate. The participants were the students of third grade, teachers, headmaster, and head of library. Data sources from were documents covering syllabus, lesson plans, learning outcomes, portfolios, textbooks, and notes related to the implementation of literacy learning. The sampling used was purposive sampling technique. The technique of collecting data was through observation, and interview. The research involved one student at final semester to help collecting and analysing the data. The purpose was to provide the students experience about how to conduct a research. The data then analysed using interactive model analysis explained by Milles & Huberman (1992: 20). It consists of data collection, reduction, presentation, and conclusion.

4 FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 The Implementation of Literacy-based Learning

Literacy activities at SMP Negeri 1 Ternate have been carried out since the academic year 2016/2017 where the students do 15 minutes reading activities before learning begins. The reading material used is in the form of non-lessons without any academic bills. This activity aims to support students' knowledge and familiarize students to love reading. However, this program did not run smoothly because there were still many students who were not interested in reading so they did not get information from the books they read. Therefore the program of 15 minutes reading before learning is then developed in the learning process activities. Here are the steps of literacy based learning which can be seen in the table below:

Table 1: Observation result of literacy –based learning.

No	Stage	Activities	Strategy of literacy
1.	Opening stage	The teacher asked questions related to the topic in order to explore students' prior experiences and knowledge	predicting
		Teachers gave students opportunity to asked questions related to the topic	
		Teacher showed pictures or video related to the topic	
		The teacher explained briefly about materials related to topic and connected with school environment	
		Students guessed and concluded the topic to be studied	
2.	Main stage	students glimpsed some questions related to the text	Identifying
		students read the text silently with a set amount of time	
		while reading, students are asked to mark difficult vocabulary	
		students discuss the meaning of words found	Relating
		Students record various important information contained in the texts read	Recording information
		Students presented the results or answers	Confirming
		Other students gave comments on their friends' answers	Revising / rejecting predictions
		Students made summary	Summerizing
		The teacher provides feedback	
Students individually revised their writing based on input from the teacher	Revising		
3.	Closing stage	Students and teacher concluded the learning material	Evaluating
		Teachers and students reflected on the learning process	

Based on the table above, it can be explained that during the implementation of literacy-based learning there are eight types of literacy strategies carried out by teachers and students. Those literacy strategies are predicting, identifying, connecting, recording information, confirming, revising / rejecting predictions, and evaluating.

In Prediction strategies the activities are asking question to explore students' prior knowledge, giving students opportunity to ask question, showing shows pictures or films, explaining briefly a learning material, guessing and concluding the topic to be studied. The activities of identification strategy are glimpsing some questions related to the text, reading the text silently with a set amount of time, and marking difficult vocabularies. Identifying then the students do the next strategy called making relation where the students discuss the meaning of words found in text.

The next steps students record various important information contained in the texts read, present the results or answers, give comments on their friends' answers, make summary, provide feedback, revise writing based on input from the teacher, conclude learning material, and reflect the learning process.

From the all stages of the activities during the literacy learning it can be seen that the learning methods and activities carried out by students especially in reading literacy learning are quite varied. The methods used by the teacher are lecturing, asking question and answer, demonstrating, giving assignment, and doing discussion. However in session of learning writing the methods and activities are still monotonous. The students are only given the task of making summaries about the text they have read. Then, the teacher gives feedback on the results of student writing.

To improve literacy-based learning, teacher uses various media, such as: LCD projectors and tape recorders. In addition, the teacher provides other learning media related to the topic.

The form of assessment of literacy based learning is done through written, and oral, tests. The instrument of written test is in the form of objective questions (multiple choice, filling, matching) and subjective questions (description / essay). It can be seen that the type of assessment carried out by the teacher has varied and covers the all material.

4.1.2 The Literacy Learning Outcomes

Learning outcomes based on literacy in reading and writing on students of SMP 1 Ternate city can be seen in the following table

Table 2: Student Score in Literacy of Reading and Writing.

Interval	Reading score		Writing score		Level
	F	%	F	%	
85-100	2	9.5	0	0	Very good
75-84	9	42.8	2	9.5	Good
60-74	2	9.5	5	23.8	Fairly good
40-59	8	38	14	66.6	Poor
0-39	0	0	0	0	Very poor
Total	21	100	21	100	
average	75.9= good		59.4= poor		

The table above indicates students' understanding of reading material is quite good. This can be seen in the average score obtained by the students reaching 75.9 and categorized as good level of ability. But not all students reach the expected category. From 21 students, 8 students are in the range of 40-59.

The results of writing literacy show that most students get difficulties. The average score is only 59.4 From 21 students, 2 students are in range 75-84, 5 got 60-74 and 14 reach 40-59. It can be concluded that students' writing ability is still relatively low.

4.1.3 Obstacles in implementing literacy-based learning

There are some some obstacles found in the implementation literacy-based learning. The low interest of students' reading becomes the main obstacle to implement the program. This can be seen in 15 minutes of reading activities in the class before starting learning. Although this activity is a school literacy movement program, there are many students who are not serious in reading. It is seen that only a few students are serious and other students open the books but they were not focused on reading it. The low interest in reading students influences the implementation and results of literacy-based learning applied by the teacher during the learning process. The second obstacle is that the teacher is not able to develop literacy learning activities. This is because of the limited allocation of time. During the learning process the time allocation for learning reading is longer than learning writing. Every meeting the teacher uses an integrative approach where learning to read is inseparable from learning

writing learning. The next obstacle is that the school does not support the school literacy movement. Everyday the program does not run well where not all the community do the 15 minutes reading activity. This influences the implementation of literacy-based learning in the classroom because the students are not accustomed in reading. Then the last obstacle is the lack of facilities and infrastructure that support literacy learning. This can be seen from the library space which is not ideal, the unvaried reading books, unavailability of literate environment in school.

4.1.4 Solutions

To overcome the low reading interest of students, teachers should gain the students' reading habit by improving quantity of visits to the library. Moreover the collaboration of all educational stake holder is needed. In addition, parental support is also needed where parents can direct their children to like reading. The involvement of the classroom, school and family environment has a major influence on literacy learning.

Next to overcome the difficulties of students in writing teachers can develop more interesting learning activities using a variety of cooperative learning models such as Jigsaw models, writing spin (Write Around), TPS learning model (Think Pairs Share). In addition the teacher can give the teacher a lot of practice in writing assignments both in the classroom and at home. The work results of students must then be checked for developing their writing. The teacher also should create a pleasant atmosphere in the classroom so students don't feel bored and the teacher always motivates students.

Related to the issue of the lack of school facilities and infrastructures, the government should provide facilities that support literacy learning such as arranging comfortable libraries, setting classrooms as literacy classes by preparing a portion of the area in the classroom to keep the reading books, and creating literacy nuances like making posters and pamphlets about activities likes to read and write.

4.2 Discussion

Literacy learning carried out by the teacher in this is suitable to the semester program, syllabus, and RPP that has been set by the school. The system for preparing syllabus and lesson plans used by teachers has met the standards. As explained by Mulyasa (2007: 190) that the components contained in the syllabus also show harmony, which must include

competency standards, basic competencies, indicators, material standards, process standards, and assessment standards.

During the implementation of literacy-based learning in the class, eight literacy strategies are identified as indicators of the success of literacy applied. The activities are divided into 3 stages, namely the opening activities (before reading), the main activities (during reading), and the closing final activities (after reading). At opening stage, students are asked to think the purpose of reading and predict the contents of the text. This activity is a series of activities intended to increase the motivation to read and activate the readers' schemata. Nurhadi (2016) explains that the activities of pre-reading can be activating schemata including the activities to arouse students' prior knowledge of a particular concept, predict text, identify information, answer questions, connect to previous learning, and give short questions. Abidin (2015: 146) states that effective teachers should be able to direct students to use students' prior abilities (all information, knowledge, attitudes, and skills students have before reading) to process ideas and messages obtained from a text.

The result of literacy-based learning shows that most of the students are good literacy to read. There are still students who are not able to read because of the low reading interest. In contrast, the the results of learning writing indicate students are still poor in writing. Therefore teachers need to stimulate their reading interest and the quality of student writing by applying creative and fun learning models. Rukmi (2013) states that there are several learning models that can be applied in literacy learning. They are TAI (Team Assisted Individualization) learning models, STAD (Student Teams Achievement Division), Two Stay Two Stay, and STL (Student Team Learning). Especially for writing learning, for example, the Jigsaw model, writing spin (Write Around), TPS learning model (Think Pairs Share). Besides that the teacher can provide learning media such as multimedia. Hartati (2016) revealed that the use of audiovisual media can develop students' literacy skills.

Related to the obstacles faced in the literacy-based learning process, the problem that needs to be considered is the existence of adequate student literacy skills, but there is no awareness of students to improve the culture of reading and writing. Therefore, through the school literacy program students begin to feel like reading and writing. To support the program, good school facilities are important to create a literate school environment.

5 CONCLUSION

Based on the findings and discussion, it can be concluded as follows:

- a) Implementation of literacy-based learning in third grade students of SMPN 1 Ternate is divided into three stages, namely opening activity, main and closing activities. The learning is directed to reading and writing skills and it follows eight types of literacy strategies during the learning process. The literacy strategies are predicting, identifying, making connections, recording information, confirming, revising / rejecting predictions, and evaluating
- b) Learning outcomes show that almost all students are able to achieve the standar score specified in the KKM which is 7.5. However, writing literacy results shows that students get difficulties in writing.
- c) Obstacles found in literacy-based are students' low reading interest, difficulties in developing literacy learning activities and improving the quality of student writing, inconsistencies to support school literacy movements program and the lack of school facilities and infrastructure.
- d) The offering solutions to overcome the obstacles are stimulating reading habits through increasing the quantity of visits to the library, committing to runn the school literacy movement set by the government, developing more interesting learning activities by using a various cooperative learning models, and providing facilities that support literacy learning by arranging comfortable libraries, setting literacy classrooms , and creating literacy nuaces.

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