

Readiness of Literacy Program Implementation in the Early Grades of Elementary School

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Abstract

The research aim is "to describe readiness of Literacy Program implementation in the early grades of elementary school" with the specific objective being (1) describe the teacher's understanding of the Literacy Program in the early grades of elementary school; (2) describe the readiness of the condition of students in the Literacy Program implementation in the early grades of elementary school; and (3) explain the supporting and inhibiting factors for the Literacy Program implementation in the early grades of elementary school. This research approach is quantitative research. This research was conducted with the object of the study being elementary school teachers in Tosari Subdistrict, Pasuruan Regency. The research instrument consisted of observation sheets and interview guide. Processing data in this study was conducted using descriptive statistical analysis techniques. The results of this study indicate that 95% of teachers do not understand literacy program, 100% of students are not ready, and 90% of the inhibiting factors of literacy learning are the lack of books, facilities, and reading skills of students.

Keywords: readiness, literacy, literacy program implementation

Introduction

Reading and writing competencies are a vital requirement for people living in an era of technology and information. In this era, the delivery of information is no longer dominated by oral delivery, but in writing. The use of writing as a means of conveying information can only be done by people who are able to read and write. Reader as recipient of information needs to understand the meaning conveyed through written symbols. The author productively conveyed his ideas through written symbols. Someone who cannot use writing well will have difficulty in utilizing various technology products, because in general the instructions for using technical products are delivered in writing. In other words the ability to read and write must be mastered by everyone who lives in this era.

Kern (2000, p. 2) suggests that literacy focuses on two things, namely the competence of reading and writing. Reading and writing activities related to text. Writing is an activity that produces text. With the text he made, the author poured out various ideas, thoughts, and feelings. What is written, generally is the result of understanding and processing of information from certain sources. However, Craig (2013, p. 21) argues the results of understanding and processing of information contained in the writing that he composed was never exactly the same as the original source that he read or learned.

Reading is a receptive activity, namely receiving information from written sources. Receptive words can be interpreted as accepting. Even though it's receptive, the reader is actually not just accepting, but producing understanding according to his reasoning abilities. In this case the reader does not just accept, but also assimilates the contents of the text with their prior knowledge. Given that prior knowledge of each person is different from other people, the results of understanding each

person is often different from other people. This is in line with the opinion of Harvey and Goudvis (2000, p. 5) that in reading there are demands to think about the words that have been read in order to construct meaning.

The definition of reading and writing as stated above provides a reference on how to carry out reading and writing learning in elementary school. The grades in elementary school consist of six levels, namely grades I, II, III, IV, V, and VI. Grades I, II, and III are early grades, while grades IV, V, and VI are advanced grades.

Content standards in the 2013 curriculum in Indonesian Language subjects consist of four aspects of language competence, namely listening, speaking, reading, and writing. The four competencies apply to all levels of the grade, starting from grade I to VI. This shows that reading and writing learning, which in this case is termed literacy, has been taught since in grade I. The following are presented in various grade I KDs. III which implies the obligation to carry out literacy learning.

Literacy consists of two competencies, namely the competence of reading and writing, it is not possible to only develop through activities in other grades, for example only in the library. Graderoom learning that teaches various subjects is always related to reading and writing activities. This shows that the circuit can be well developed through learning from various subjects. Therefore, literacy programs need to be integrated into the daily learning process in the graderoom. Thus, teachers are very important to know and be skilled about what and how literacy is carried out in each grade, especially in the early grades.

Competencies obtained in the initial grade are very important competencies in order to achieve competency in the advanced grade. Failure to achieve literacy competencies (reading and writing) in the early grades will make children experience serious learning difficulties in advanced grades. In the sense that literacy learning in the early grades must be able to provide adequate competency provision to children in reading and writing.

Literacy learning in the early grade contains learning activities in reading and writing. In this learning it is expected that children have the ability to be able to read fluently and write well.

According to Tompkins (2011, p. 150), the ability to read fluently is realized by accuracy, speed, and prosody. Accuracy is the ability to automatically recognize words in the text without any doubt. Smoothness is related to the speed of reading. According to him, up to grade III children should be able to read at least 100 words per minute. While prosody is interpreted as reading accompanied by expressive rhythmic and accompanied by the accuracy of phrases and intonations.

Craig (2013, p. 20) indicates good writing from two sides, namely the reader side and the sentence side. Viewed from the reader side, good writing is not only easy to read but also easy to understand, fun and interesting for reader. While good writing from the side of the sentence is not showing any grammatical errors.

To better understand the readiness of schools in implementing literacy programs contained in Gerakan Literasi Sekolah, this research needs to be done to explore more deeply the readiness for implementation in elementary schools. The results of this study are expected to be used as input for policy holders in the implementation of the Literacy Program.

Based on the background of the problem formulated this general research problem is "How is the readiness of the Implementation of Literacy Programs in the Early Grades of Elementary School?" The general problem formulation is further elaborated in the formulation of the specific problem as follows: (1) What is the teacher's understanding of the Literacy Program in the Early Grade of Primary School?; (2) How is the readiness of the condition of students in the implementation of the Literacy Program in the Early Grade of Elementary School?; and (3) What are the supporting and inhibiting factors for the implementation of the Literacy Program in the Early Grade of Elementary School? Begin the introduction by providing a concise *background* account of the problem studied;

Based on the formulation of the problem formulated the general objective of this research is "to describe the readiness of the implementation of the Literacy Program in the early grades of elementary school". The general objectives are further elaborated in the specific objectives, namely to describe the teacher's understanding of the Literacy Program in the early grades of elementary school; to describe the readiness of the condition of students in the implementation of the Literacy Program in the early grades of elementary school; and to explain the supporting and inhibiting factors for the implementation of the Literacy Program in the Early Grade of Elementary school.

The purpose of this study is expected to provide the following benefits: (1) to provide a concrete data of the readiness to implement the Literacy Program in the early grades of elementary school; (2) for teachers, the results of this study can be used as a reflection of the readiness to implement the Literacy Program in the early grades of elementary school; (3) for lecturers, the results of this study can be used as material for thinking about the implementation of the Literacy Program in the early grades of elementary school; and (3) for policy holders, the results of this study can be used as a recommendation material for the Literacy Program in the early grades of elementary school.

Method

Based on the problems studied, this type of research is classified as quantitative descriptive research to obtain readiness data on the implementation of the Literacy Program in the early grades of elementary school. The research targets are teachers, students, and elementary school heads in East Java, especially the Pasuruan Regency area. The teacher is the target in digging information about teacher's understanding of the components of change from KTSP to 2013 Curriculum, understanding in preparing learning plans and readiness to implement learning by using 2013 Curriculum. Students are targets in exploring information about students' understanding of changes from KTSP to 2013 Curriculum in particular, changes in the learning system in the high class from per subject to per theme. Elementary school principals are the target in digging information about the principal's understanding of the components of change from KTSP to 2013 Curriculum, understanding in preparing learning plans and readiness to implement learning by using 2013 Curriculum planning facilities and infrastructure for learning each class.

Research data is an understanding teacher about literacy program in early grades of elementary school; the condition of the readiness of elementary students in the implementation of the Literacy Program in the early grades of elementary school; and supporting and inhibiting factors for the implementation of the Literacy Program in the early grades of elementary school. The research location consisted of two locations, namely (1) on the campus for the development of research instruments and (2) several elementary schools in East Java for observation, documentation, and interviews. Operational variables are explained (1) Literacy is a condition that has an impact on the lack of maximum planning, implementation and assessment of learning as a result of teacher competence and the background context; (2) Learning devices are a collection of learning resources or learning tools that can help students and to carry out learning activities that include syllabus, Learning Implementation Plans (RPP), Student Learning Materials (BAS), Student Worksheets (LKS), and Assessment Sheets (LP); and (3) Readiness is a condition that shows all school components involved with the implementation of school literacy programs already understand and are able to implement according to the guidelines specified in the curriculum, as well as demonstrate the readiness of other physical elements of the school. Research instruments is observation sheets and interview sheets. Data analysis techniques used include observation and interviews techniques.

Results and Discussion

From these data show that 95% of teachers do not understand the meaning of literacy that is currently developing which is not only related to written language. There are 5% of teachers who do

not associate literacy with written language, but the understanding shows that the teacher has not understood the meaning of literacy at all. From the results of the quantitative data of teacher's understanding it can be explained that according to the teacher, literacy is all activities related to letters, namely reading and writing. Understanding in the early class is the introduction of letters in reading and writing so that children can understand what the teacher is assigned. The literacy program in the early class is an activity of recognizing letters in the activities of reading and writing so that the activities so that children can understand what the teacher is saying. This literacy program is really needed in the early classes to encourage students to learn, especially reading and writing. The existence of literacy as a basis for further learning in order to know the condition of students. Good understanding of literacy can motivate students in teaching and learning, especially in the early grades. It is very good to lure students into understanding reading, listening, speaking, writing and very important because it encourages children to learn.

From the interview activities on the readiness of students' conditions in the implementation of literacy programs in the early grades of elementary school, the following data were obtained: (1) children condition is ready to learn read but students are ready if the teacher prepares learning programs and media; (2) student are very ready to learning literacy if the teacher makes media for students; (3) In the initial stage, it still needed readiness in adjusting to students because they still needed the support of facilities and infrastructure which were still insufficient and requires understanding vocabulary; and (4) It takes time to introduce literacy in the early class because it is still the beginning of the learning process. 100% of the teachers stated that the condition of students in the implementation of literacy programs in the early grades of elementary school was not ready.

From the interviews with the supporting and inhibiting factors for the implementation of literacy programs in the early grades of elementary school. As a supporter, literacy is easy to understand, and in the early classes only recognize letters; teacher readiness, student enthusiasm. The inhibiting factor is the absence of support from parents and 90% of respondents state that infrastructure is inadequate; Students are not fluent in reading; student condition; the ability of students to capture literacy learning;

Conclusion

From the results of this study it can be concluded that

1. 95% of teachers do not understand the meaning of literacy that has developed at this time which is not only related to written language. There are 5% of teachers who do not associate literacy with written language, but their understanding shows that the teacher has not understood the meaning of literacy at all;
2. 100% of teachers stated the condition of students in the implementation of literacy programs in the early grades of elementary school was not ready;
3. As a supporter, literacy is easy to understand, and in the early classes only recognize letters; teacher readiness, student enthusiasm;
4. The inhibiting factor is the absence of support from parents and 90% of respondents state that infrastructure is inadequate; Students are not fluent in reading; student condition; the ability of students to capture literacy learning.

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