School Literacy Improvement Efforts in a State Junior High School

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Abstract: an effective literacy action plan to guide a school literacy improvement effort is rather challenging, however, it requires an essential plan from the school leaders who are concerned with addressing the literacy systems as well as students' learning needs. In case of resolving the problems on school literacy program at school, the study closely deals with how the school leaders set up the action plans in which they need to manage as well as develop the school literacy movement in junior high school. It is a descriptive case study which is focused on illustrating or explaining the ways the school leaders carry out a number of improvement efforts in it based on comprehensive literacy action plan (Irvin, J.L. et.al, 2007). The findings reveal that the school principal has strengthened the students' literacy development by conducting sharing effective strategies, assessing the students' works, and also expanding classroom libraries; intervention can be the reading program such as a fifteen minute reading activity has been implemented at school to boost the student' reading interest; the policies focusing on the literacy assessment that can be used for assessing the students' tasks in school literacy activity; the school principal has provided professional development workshop where the teachers are guided to be literate one in terms of teaching the students literacy materials. In brief, the prominent action plans are required for improving the existence of school literacy movement in the secondary level as well as expanding the students' schemata in the context of literacy competency.

Keywords: school literacy improvement efforts, comprehensive action plan, school

INTRODUCTION

School literacy movement had been declared as one of the prominent policies which was initiated by Ministry of Culture and Education (KEMENDIKBUD) for the purpose of developing the Indonesian students' competency in literacy context. Regarding this, this program has relevant goals as well as procedures in terms of conducting an effective school literacy in the entire schools in Indonesia in which the students are engaged in a variety of texts to be well-understood. However, this still leads to concrete problems on the lack of school preparation as well as management in terms of carrying out the program, such as the school leaders rarely evaluated the existing program with some literacy training or improving the teachers' schemata in implementing it. They seem to apply the previous procedures to run the program (e.g. engaging the students in various literacy events, etc.). as a result, there must be relevant coverage to create an effective school literacy which requires visualization of their social context. It is in line with Holme (2004) who claims that literacy covers activities that appear from the relevant processes of encoding and decoding language as visual signs. It means that literacy is closely related to producing spoken as well as written language visually. It is also mentioned by Kern (2000), who states "literacy places reading and writing in their society in which is concerned with shaping the ability of reading and writing as the main requirements of written discourse instead of different coverage of linguistic and cognition. In case of this, the school leaders along with the teachers are required to employ relevant action plan which guides the appropriate efforts towards the improvement of the existing school literacy properly. Furthermore, Clark (2013) also has the same point of view that literacy is the heart of english

pedagogy in the related curriculum, from the instructional process of reading and writing at the beginning phase of learning which is derived from the way the students read and write in the context academic purposes in terms of the realization of the subject schemata at the intermediate phase. It means that literacy is regarded as a crucial element in the curriculum which affects the whole parts of teaching and learning outcomes in general.

Relevant researches on school literacy movement had been carried out (e.g. Balas, B. M, 2013; Badarudin, et.al, 2017; Setiyadi, P. B. D, et.al, nd; Saputro, S.A, 2018; Sihaloho, et.al, 2018). The studies were concerned with the roles of the school literacy movement for characterizing the students' schemata as well as characters. For example: Badrudin, et.al (2017) stated that the way to read as usual in the field of a School Literacy Movement by doing the reading activity ten minutes before the lesson begins is carried out to boost the students to read regularly. In addition, Balas (2013) claimed that The the literacy practices are regarded as very important things of daily lives in the level of the intermediate school in which the learners study, this contributes to the three dimensions: (a) they are purely individual instead of a part of community, (b) they are the reflection of multimodal texts, and (c) they are implicitly abstract, instead of becoming an explicit thing of current discourse in the academic situation. Meanwhile, Setiyadi said that The typical process on the implementation of school literacy movement using the procedural stages of habitual activities, fostering the instructional materials as well as learning innovation. The revolution can be conducted by displaying the instructional materials obtained from language use and literature covering character education. In line with Setiyadi, Saputro (2018) revealed that programs focusing on the policy of school literacy movement led to the activities of writing out short stories, reviewing competition, poetry or poem contest, class library, reading corner, and literacy festival. The activities were done for building the students' literacy competence. At last, Sihaloho, et.al (2018) claimed that the related program is initiated tin terms of assisting the implementation of its procedures and also building the learners' literacy competences. However, in its implementation, the GLS program requires some breakthrough so that it can have relevance with the condition in the field. From the various perspectives, it can be concluded that literacy practices can contribute to the advancement of students' points of view of learning as well as the increasing of the students' awareness to the materials given or discusses.

Other some previous studies are the reflection of research topic which concerned with the process of implementing school literacy such as Hegarty, N, et.al. (2009) point out the ideas of implementing the school literacy which their project was implemented to illustrate related steps included the similar program's development in terms of managing the program called Waterford Institute of Technology (WIT) which is concerned with devoloping information literacy in the libraries particularly for a freshman learners, it also relates to the pedagogical notions that affected the plan, and sums up the related assessments. These led to proper inputs from the learners and also instructors in the existing program. They also contribute to the advancement of pedagogy paradigm as well as the student-centered learning approach through the relevant workshop on literacy. Meanwhile, Shanahan, et.al (2009) state that "the learners from American schools are required to study spoken discourse and literacy in a second language acquisition and they are supposed to study with a variety materials if they get engaged with their monolingual English pals". Based on the statement, it can be concluded that literacy has contributed important outcomes in terms of building the English skills. Meanwhile, Stevens, J.R (2003) initiated the existing program notions were taken from a series of research in the schooling structure, the literacy management, and the contemporary learning startegy.

To improve the existing program, this requires relevant action plans which can be the parameter for the school in implementing or evaluating the program. The comprehensive literacy action plans are necessary to be used for the improvement of the school literacy movement. Irvin, J.L (2007) states that comprehensive literacy action plan which has four dimensions, they are; (1) fostering the learners' literacy comptences in which the school parties motivate and engage learners for any literacy improvement effort ; (2) literacy strategies for a lower-achievement readers;(3) the school engagement can be regarded designing and implementing the existing program (4) scaffolding the instructors to foster their pedagogical skills through attending relevant conferences.

Dealing with the previous studies, the objective needs to be formulated to meet the research needs which focuses on explaining the ways the school leaders carry out some improvement efforts in it based on comprehensive literacy action plans (Irvin, J.L. et.al, 2007). Considering the related actions plans, the study is concerned with describing a number of relevant findings which are elaborated in the perspective of literacy action plans.

RESEARCH METHODOLOGY

The study employs a descriptive case study which focuses on explaining the way the school leaders and other parties conduct the relevant action plan in terms of the development of the students' literacy competences. It is supported by Yin (2003) who recommends that the case study method is proper one to investigate the current phenomena with a variety of problems. It means that a descriptive case study contributes to the significances of the study is conducted to resolve some majoring problems in various contexts.

The researcher selects a purposive sampling with a consideration on professionalism, performing a prominent role (as a principal) and alot of experiences. In case of this, the researcher interview the principal to gather the data on relevant literacy action plans (Irvin, J.L, 2007). regarding the design, the study has the requirement in the selection of the school parties involved in this process which has been conducted in the State Junior High School in Cirebon Regional Regency.

In terms of the research instruments, the observation as well as interview are used to elaborate the research question on how the school leader and other school parties conduct the literacy action plan as their existing effort to embody the influential school literacy movement. the researcher also conducted participant and non-participant observation on a series of activities on the implementation of school literacy movement. Meanwhile, the interview is conducted to gather the data mostly from the principal and teachers. therefore, method triangulation was selected to provide the validity of the data. Regarding the data analysis, the data from observation was transcribed into fieldnote which contained the school literacy events as well. then, the data from interview was elaborated to fulfill the findings and discussion.

RESULTS AND DISCUSSION

The data are discusses as well as explaines based on comprehensive literacy action plans (Irvin, J.L. et.al, 2007), as follows:

Fostering the learners' literacy comptences through literacy improvement effort.

The principal has strengthened the students' literacy development by conducting sharing effective strategies, assessing the students' works, and also expanding classroom libraries. The school principal also commented about this issue:

Pada dasarnya, sekolah telah menginisiakan kegiatan yang memfokuskan pada penguatan terhadap perkembangan literasi di semua mata pelajaran dalam hal diskusi strategi yang dapat digunakan oleh guru dalam menjalankan kegiatan tersebut, tata cara penilaian guru terhadap hasil kerja siswa, dan memfasilitasi kegiatan ini dengan menyediakan pojok baca di setiap kelas. Semua hal tersebut sejauh ini dapat memberikan kontribusi yang signifikan bagi kelangsungan program literasi ini.

Basically, the school has initiatives to strengthen the literacy program in all of the school subjects in case of discussion on effective strategies used by the teachers to run the program, the teachers' assessment, and provide the relevant facilities such as reading corner in all of the classes. These have been significantly contributive to the develeopment of the literacy program so far (Interview 1).

 In terms of sharing the effective strategies, the school principal has conducted a number of workshops or focus group discussions in which the teachers along with the principals discussed as well as shared relevant topics on literacy such as procedures of designing literacy materials, teaching in the context of digital literacy etc. The principal assumed that the programs would expand the teachers' paradigm in relation to the development of students' literacy competence..in addition, the teacher has also assessed the students' work such as resume, presentation in a daily literacy activity. Regarding this, Balas (2013) claimed that The the literacy practices are regarded as very important things of daily lives in the level of the intermediate school in which the learners study, this contributes to the three dimensions: (a) they are purely individual instead of a part of community, (b) they are the reflection of multimodal texts, and (c) they are implicitly abstract, instead of becoming an explicit thing of current discourse in the academic situation. However, few teacher assessed the students' work during the school literacy activity. In case of expanding classroom libraries, each classroom has owned the reading corner in which the students are able to access a variety of books there and they can share what they read there. In brief, the writing as well as reading program have been carried out at school in the form of writing resume and a fifteen-minute reading activity for all of the levels. The school also has activated the monthly discussion on the development of the program in a month, this contributes to evaluate the strengths and weaknesses towards the running program.

Literacy strategies for a lower-achievement reader

Interventions here can be meant as providing the reading program to the students who have a lack of cognition in reading and writing initiated by the school principal. The reading program such as a fifteen-minute reading activity has been implemented at school to boost the student' reading interest. In this case, the school principal commented:

Salah satu cara untuk mengatasi permasalahan siswa dalam minat baca dan menulis. Sekolah sudah mencanangkan program membaca dan menulis berupa kegiata membaca lima belas menit dan menulis resume. Saya berharap kedua program ini dapat meningkatkan kesadaran siswa akan pentingnya literasi dalam situasi saat ini.

One of the ways to overcome the students' problems on reading and writing. The school has already conducted the reading and writing program such as a fifteen-minute reading acitivty and composing resume. I hope that both of the programs will boost the students' awareness on the importance of literacy nowadays (interview II).

It is supported by Badrudin, et.al (2017) stated that the way to read as usual in the field of a School Literacy Movement by doing the reading activity ten minutes before the lesson begins is

carried out to boost the students to read regularly. In this activity, the teachers instruct the student to read the selected books or materials so that they compose a summary or resume. In terms of this, Saputro (2018) states that programs focusing on the policy of the school literacy movement led to the activities of writing out short stories, reviewing competition, poetry or poem contest, class library, reading corner, and literacy festival. Moreover, The activities were done for the purpose of building the students' literacy competence. As a result, the outcome of the activity is only concerned with assigning the students to write out the summary or resume.

The school engagement can be regarded designing and implementing the existing program

In terms of school policies, the school principal has ensured that school literacy movement is a part of the 2013 curriculum. However, the policies focuses on the literacy assessment that can be used for assessing the students' tasks in school literacy activity. Saputro (2018) states that programs focusing on the policy of school literacy movement led to the activities of writing out short stories, reviewing competition, poetry or poem contest, class library, reading corner, and literacy festival. In addition, The activities were done for the purpose of building the students' literacy competence. It brings the students to be assessed performatively as well as authentically. Furthermore, the school principal has initiatives to encourage the teacher in applying the performative assessment through monthly focus group discussion. Dealing with this, the school principal encourages all of the school parties (particularly teachers) to implement the performative assessment which can be used to assess the students' performances such as demonstration and presentation tasks. The researcher interviewed the school principal about the school policies of the program, the school principal commented:

Saya sebagai Kepala Sekolah sudah mengupayakan program ini berjalan dengan baik melalui beberapa kebijakan yang menitikberatkan pada penilaian performatif terhadap hasil kerja siswa. Hal ini dilakukan agar guru mengetahui sejauh mana siswa dapat mengembangkan potensi literasi mereka.

I have been ensuring this program well by setting up a number of policies which are focussed on performative assessment towards the students' tasks. This directs the teachers to measure how well the students develop their potency in literacy context (Interview III).

In conclusion, the right policy contributes to the development of the program. It also influences the students' literacy comptences as well as their reading and writing interest. This happens if there is a strong commitment from the school to accelerate the goals of the program later.

Scaffolding the instructors to foster their pedagogical skills

Literacy improvement efforts should embrace the teachers as instructors for conducting the program. In this case, the school principal has provided a professional development workshop where the teachers are guided to be literate one in terms of teaching the students literacy materials. The school principal commented:

Dalam rangka meningkatkan kapasaitas guru dalam menjalankan program literasi ini, kegiatan workshop tentang peningkatan mutu dan profesionalisme seorang guru telah dilaksanakan dengan tujuan menjadikan guru-guru lebih profesional dan kompeten dalam menjalankan kewajibannya khususnya program literasi ini. Untuk itu, saya berkejasama dengan pihak-pihak terkait dalam mensukseskan kegiatan ini.

For the sake of improving the teachers' capacity in running the literacy program, workshop about professional development has been carried out to bring them to be more professional and competent in the context of literacy program. To succeed this program, I involved the related parties in it. (Interview IV)

In addition, there have been feedback and follow up activities on the running program done by the teachers. The effective instruction will stimulate the students' reading interest for the purpose of gaining the new knowledge for them. Alvermann (2002) also points out that directing the adolescents' needs as well as interests is the main consideration to encourage them aware of the importance of literacy for the purpose of boosting their potencies towards the new schemata. It is also in relation to McNaughton, S. et.al. (2003) claims that succesful literacy instruction is needed to obtain the comprehension of the text through relevant management and instruction. In brief, effective literacy instruction is necessary to embody effective literacy program.

CONCLUSION

Effective improvement efforts bring the school literacy program significantly influential particularly for the students who need to expand their literacy competence in any subjects. The efforts here can be defined as the ways thee school leader sets up comprehensive action plan towards the existing program. In this case, they cover (1) fostering the learners' literacy comptences in which the school parties motivate and engage learners for any literacy improvement effort. e.g. The school principal has strengthened the students' literacy development by conducting sharing effective strategies, assessing the students' works, and also expanding classroom libraries; (2) literacy strategies for a lower-achievement readers e.g providing the reading program to the students who have lack of cognition in reading and writing initiated by the school principal. The reading program such as a fifteen-minute reading activity has been implemented at school to boost the student' reading interest; (3) the school engagement can be regarded designing and implementing the existing program e.g. the policies focuses on the literacy assessment that can be used for assessing the students' tasks in school literacy activity; and (4) scaffolding the instructors to foster their pedagogical skills through attending relevant conferences or workshop e.g. the school principal has provided professional development workshop where the teachers are guided to be literate one in terms of teaching the students literacy materials. The study is far from the perfection so that the recommendation for the next research is applying proper comprehensive action plans are needed for developing the students' literacy competences as well as background knowledge. In conclusion, the appropriate action plans from the school leader influence various sectors at school such as the students' cognition, teachers' professionalism, and effective literacy program.

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[Observation Checklist]

Date   : _____   Presenter :
_____ Location:_____
Observer : _____
Topic   : _____   Role   :
_____

Action Steps for schoolwide literacy improvement effort	Observed (check if yes)
Literacy action plan	
1. Conducting the students' discussion on reading and writing learning	
Proof:	
2. Employing various texts in the whole subjects	
Proof:	
3. Carrying out the regular reading events	
Proof:	
4. Carrying out the school reregular writing events.	
Proof:	
5. Designing the relevant curriculum and instruction in the whole subjects:	
Proof:	
6. Creating the literacy assessment for the students	
Proof:	

[Interview]

The interview questions:

1. How do you develop school literacy program at school?
2. What the school engagement do you set up to embody effective literacy program at school?
3. How do you overcome the students' problems in reading and writing?
4. How do you improve the teachers' competence towards the existing program?
5. What is your expectation in this current program?