

The Implementation of School Literacy Movement for Children in Elementary School

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ABSTRACT

This study aims at describing the implementation of School Literacy Movement for Children (*Gerakan Literasi Sastra Anak/GLSA*) through habituation, development, and instructional activities at SD Kauman 1, SD Anak SALEH and SD Laboratorium UM. The implementation of GLSA in each school is so unique that they are worth-studying. This is a phenomenological qualitative approach employing multicases design. Data are gathered through direct observation by researcher, in-depth interview with related stakeholders of GLSA such as principals, teachers, students, parents as well as documentary study. After assessing their validity, the data are then analysed by condensing the data, displaying the data and withdrawing conclusion. Based on data analysis, it is found out that on habituation stage, the GLSA is carried out through: (1) morning story of "Sapa Mentari", (2) *pachelathon and conversation*, (3) setting up literate environment and infrastructure (library, reading corner and wall magazine), (4) selecting reading resources for children, (5) involving public and (6) "Genam 45". On development stage, GLSA is carried out by: (1) story telling, (2) literacy show, (3) literacy sack, (4) DEAR practice, (5) independent reading. For instructional stage, the activities of GLSA are: (1) creative teaching and learning process in the form of writing science comic, (2) reading for comprehension, and (3) balance reading practice.

Keywords: Implementation, School Literacy Movement for Children, Elementary School

1. INTRODUCTION

School literacy movement launched by Minister of Education and Culture is still taken mechanistically. Started from 2015, initially it was started by reading movement 15-minute reading before lesson as solution students' low ability in comprehending text as indicated by result of PIRLS test (*Progress in International Reading Literacy Study*), INAP (*Indonesian National Assessment Programme*), EGRA (*Early Grade Reading Assessment*) and RISE (*Research on Improving Education Systems*). The policy was welcomed well by schools and others encouraging reading habit in Indonesia.

For the last three years, it turns out that the policy has not been able to achieve the objectives namely to improve students' reading interest and comprehension on text (Dewayani, 2017). CLM stages from habituation, development and instruction should not be taken rigidly. The three stages are media whose goals and objectives are similar, namely to improve students' awareness on

the importance of reading. To love reading. Reading should be reading routine in our daily life. Information obtained from reading are useful and might be used as basis to take decision. Deep understanding resulting in reading helps students to tackle problem in their everyday life. Reading habit will be also able to nurture value of life. Study conducted by Zhang, Djonov and Torr (2015) reveals that reading text of children literature genre delivered in multimedia platform is able to improve and support children literacy.

Reading hobby on the part of children improves fastly by using multimodal text in picture stories. Picture stories used as common reading media is found out to be effective to introduce language and encourage children literacy development. Students are encouraged to know printed concept, phonology awareness and alphabet. Selecting reading materials also influences children motivation to read (Cavazos-Kottke, 2005; Edmuns & Bauserman, 2006; Guthire, Hoa, Wigfield, Tonks & Perencevich, 2006).

Study findings of Edmun & Bauserman (2006) shows that selecting for appropriate reading materials to improve children reading interest affected post-reading discussion activities (84%). Literacy activities without selecting for appropriate reading materials only gives relatively small impact (16%) for students to discuss the content of books. Children literature in the form of comics is one of materials having a great vogue on the part of children and it is able to encourage post reading discussion (Millard & Marsh, 2001).

Economic and Social Research Council (ESRC) found that fiction books are able to improve children's reading interest. There are several aspects influencing students' reading interest such as easiness to access reading sources, number of reading materials and reading frequency as well as appreciation for reading achievement on the part of students (Harsiati & Priyatni, 2018). United States of America, England and New Zealand has allocated crucial number of budgets to increase their collections of fiction books to improve children's reading interest (Dewayani & Retnaningdyah, 2017).

Children literature turns to be effective media to nurture literacy culture. Langer (1997) states that literature is able to make children to: (1) be wise; (2) have better reasoning, and (3) be more literate. Wisdom is humanistic culture. It helps us to differentiate which one is bad and good, to take wise decision which is effective in terms of time and objectives. Competence to reason shows that someone is smart and literate. Literate students are those who are able to understand, to listen, to read and to write consistently.

In this study, CLM context to improve students' reading interest aim at making children literature materials to induce children's awareness in doing their literacy activities. Reading material of children literature offers enjoyment resulting in willingness to read other reading materials. Children literatures are important element to nurture their love for books and to make them familiar with literature. Children literatures are reading material whose content is in line with children's world, which put children's point of view as focal point and offers enjoyment and understanding because language used accentuates on beauty.

Amidst problems of literacy such as low reading interest of students, uneven distribution of books, low competence of teacher and less-literate school environment, still we should be proud on several elementary schools conducting effective, innovative and productive literacy program. Preliminary studies that have been conducted shows that SD Kauman 1 Kota Malang has implemented CLM. In SD Kauman 1, CLM is integrated to 2013 Curriculum with literacy-based instructional method. The objective of this study is to describe, elaborate, and give deep meaning to CLM activities on habituation, instruction and developments stages in order to improve students' reading interest.

2. METHOD

This study employs qualitative approach. It is chosen for its ability to describe and embody meaning underlying participants' behaviour, to elaborate complex background and interaction, to explore for identifying information types, and to discover the real occurring case. Another reason for the use of qualitative approach is that this study focuses on implementation process of development of school policy which in this case is implementation of CLM at school. Case to study is related to CLM activities starting from habituation, development, until instruction stage in elementary school aiming at developing reading interest. CLM activities are explored deeply to obtain findings in the form of cases in which students' reading interest can be improved. Then, the findings are interpreted to reveal prevailing deep meaning.

Study site chosen is SDN Kauman 1 Kota Malang. It is chosen because the nature of this study is naturalistic one. In qualitative study, sample determination is not based on statistical calculation. Sample is selected to obtain maximum information; it is not to be generalized (Lincon and Guba, 1985). Schools have implemented CLM of different background and characteristics. In addition to its integration to 2013 curriculum employing literacy-based instruction, SD Kauman 1 Kota Malang has made numerous achievements for literacy.

Data are gathered by using interview, observation and documentary study (Bogdan and Biklen, 1992). The data gathered are then analyzed during and after field observation. At the need of analysis during field study, the researcher conducted reflection on the focus of study. Then, data are analyzed further after finishing field study to build, arrange and review the result of analysis. It aims at determining whether the researcher has collected complete and optimum data to describe the focus of study. Qualitative data analysis was conducted through three simultaneous activities. Those are data condensation, data display and taking conclusion or data verification (Miles, Huberman and Saldana, 2014).

3. RESULT

3.1 CLM Activities on Habituation Stage

3.1.1 Literature Reading before Instruction

The most striking nature of CLM at SD Kauman 1 Kota Malang is its integration with 2013 curriculum. It puts language as medium of thought, of national unity, of driving science and of preserving culture of nation. Children literature takes a central role because language and literature are unitary. On habituation stage, CLM aims at developing students' reading interest through reading children literature and the activities for that are: (1) literature reading before instruction, (2) arranging

literate media and environment, (3) selecting appropriate literature reading material for children, and (4) involving public.

Reading literature before instruction is conducted story telling activities called “Cerita Pagi Sapa Mentari”. Students tell story before their classmates. It aims at sharpening students’ speaking skill. Students of course should read before telling story. Reading for comprehension is crucial for storytelling. For students who are still difficult to understand the text, teachers allow them to tell story by reading the text.

Story telling conducted in SD Kauman 1 Kota Malang has special schedule. It is used to know story that has been and has not been told. Story theme is selected in advance to cover value contents which is in line with statements of vision and mission as well as culture of school. The habituation of literacy through story telling activity called “Cerita Pagi Sapa Mentari” has been implemented integrated and continuously. The habituation runs optimally due to common and shared statements of vision and mission as well as objectives of CLM program.

3.1.2 Arranging Literate Media and Environment

Media and infrastructure at SD Kauman 1 Kota Malang supporting the implementation of CLM are library, reading corner, and bulletin board. Developing and arranging library is crucial part of CLM implementation and text-based knowledge management. Library in SD Kauman 1 Kota Malang has been well-managed. Library administrator of SD Kauman 1 Kota Malang also functions as coordinator of reading corner and bulletin board. Library to support CLM in SD Kauman 1 Kota Malang plays crucial role and function. Well-trained and case-hardened librarians are professional staff working to manage literature sources.

They are also partnering for students to learn, to help and deliver service to access needed books. Librarians are also pioneer in activities related to literacy. Main task and function of librarians in SD Kauman 1 Kota Malang is to encourage students on the importance of reading and to make them familiar with literary works. Students are encouraged to love books and science. Library is arranged in such a way that it becomes a nice and comfortable place to study. Therefore, library should be taken into serious account for its optimum use. In addition, it is to develop literacy culture and to improve quality of instruction.

In addition to library to arrange literate medium and environment, there is also reading corner in each class in SD Kauman 1 Kota Malang. The reading corners are managed by teachers, students and parents to provide collection of books especially books of children literature. It is found out that reading corners are able to support the function of library. For low-grade class, most

children literature books are picture story, comics and tale. Short story and novel are two kinds of children literature books that are mostly found out in high-grade class as well as anthology of poetry.

Bulletin board functions to provide information in SD Kauman 1 Kota Malang. It is used as media for journalistic activities of students. It is also chosen because it is the simplest journalistic activities. It is relatively easy is not too hard to make using material suited to our needs especially for children literature. There are several benefits of bulletin board in SD Kauman 1 Kota Malang. Firstly, it functions as communication media and source of information as well as medium of creativity on the part of students regarding their literacy competence such as reading, writing, drawing, and news reporting. Students need media to manifest their ideas, thought, creation and even fantasy. Thus, bulletin board is appropriate to be used as meaningful media for students.

3.1.3 Selecting Appropriate Literature Reading Material for Children

In terms of CLM program in SD Kauman 1 Kota Malang, selection of literature reading material for children covers the process of providing literature books for children from planning up to its purchasing. It is not easy to select and purchase literature material for children. Failure of CLM programs are mostly caused by inappropriate selection of reading material, as well as the availability of children literature which obey prevailing criteria. Usually, criteria on selection of literature reading materials are left behind.

Students’ experience and background as well as their psychological developments are factors that should be taken into account in selecting literature reading material for children. Most students read fiction on traditional and modern literature with human or animal figures. The criteria of selection should cover aspects such as plot, figures, theme, background, style, illustration and format.

Selecting literature reading material in SD Kauman 1 Kota Malang also makes use of criteria of low- and high-class categorization. For students of grade I up to III, the criteria are that firstly, the books should contain simple information and/or daily experience; secondly, there is optimism value contained in story. Then, the books should be inspiring and able to develop imagination. Their genre might be of fantasy with animal figures; the books contain s moral values which is in line with psychological development of students covering various aspects such as moral, social, cognitive aspects supporting *core values* of character development program at school; the message is delivered simply; the books might be of big size; their illustration has simple plot; and the text do not repeat what is implied in illustration.

3.1.4 Involving Public

For the implementation of CLM program, SD Kauman 1 Kota Malang works together with book publisher. The cooperation has been conducted since initial stage of CLM up to the its implementation so that related parties might give significant contribution either financially or other contribution for CLM program.

SD Kauman 1 Kota Malang works together with Penerbit Erlangga to conduct “Erlangga Reading Day”. The activity was conducted to commemorate “World Book Day” on April 23rd, 2018. The objectives of the program are making students familiar with children literature books. The activities turn to be stepping stone for other routine activities such as writing workshop, book fair and book donation.

There is a need of adequate human resources to develop literacy program and therefore public should be involved. Active role of school committee, parents, alumni and industry and business world may help to sustain and develop school infrastructure in order to develop students’ achievement in literacy. By involving public, students may learn from various role figure of literacy. Students’ parents play crucial role in supporting CLM program by their active role in building family literacy. Family literacy is an effort conducted by all members of family to nurture and create literacy culture to support literacy program at school, at society and at national level.

3.2 CLM activities on Development Stage

Effort to develop social and affective literacy environment at school might be conducted by encouraging relevant school to give reward for literacy achievement on the part of students. SD Kauman 1 Kota Malang pays serious attention on the nurture of interest and students’ passion on children literature books shown by reading activities which are then assessed based on indicators of students’ attitude, persistence, behaviour, as well as achievement in literacy. Literacy-based reward is of two categories. The first emphasizes on learning and reading process, and the second category focuses more on skill and quality of works produced by the students.

The reason why SD Kauman 1 Kota Malang provides two categories for literacy achievement is to give opportunities for students who are committed, persistence, and eager to study and discipline to achieve more. However, high achiever students in terms of skill and quality of work are those who have high achievement also in learning process and literacy.

Students obtaining reward for their literacy achievements are required to be peer-mentor or tutor. The objective is that to share their experience and best practice for other students. Besides, it also helps us to help teachers’ duty to improve students’ literacy. Peer mentoring and tutoring gives positive impact in

transferring knowledge and best practice among students. Reward for students’ literacy achievements is not given only based on final result, skill or quality of students’ work. It is also based on learning process and literacy process by the students. Rewards given based on learning process in CLM program is *reading award*. It is given to students who have finished reading children literature books and completes the required task. The *reading award* aims at motivating students to increase the number of books they read.

There is also other reward called literacy ambassador. It is given to those having high commitment to borrow and read book at library. In addition to visiting library, they also conduct literacy activities at the library. Another assessment criterion is that students are also volunteer to help librarian in arranging and tidy up the books.

Awicerita. This reward is granted to students showing achievement in morning story activities of “Sapa Mentari”. This morning story is part of CLM implementation program on habituation stage. On this activity, students are required to tell story before instruction. *Awicerita* award is not only based on assessment score and students’ performance during “*sapa mentari*” story telling activities. It is also based on students’ enthusiasm in listening stories shown by their resume of listening stories.

Literacy reward based on students’ work in SD Kauman 1 Kota Malang is called SKPK which stand for “Siswa Kauman Punya Karya”. SKPK reward is given to students whose works are published in magazine, newspaper, books, printed and online tabloid. It is found out that appreciating students’ literacy achievement gives significant impact in motivating students to achieve more. The literacy reward might be of material and immaterial reward. The first is in the form of prize money, books and others. The latter is in the form of training and guidance, and increasing academic score for students.

3.3 CLM Activities on Instruction Stage

CLM program on instruction stage aims at maintaining students’ reading interest and understanding on text by integrating children literature during writing instruction which covers writing strategies. The writing strategies that have been implemented is creative writing for science comics in Grade VI. It is an effort to improve students’ reading interest to natural science. So far, natural science is considered as challenging subjects and science textbooks are those full of multimodal text. Comprehension of complex text is required. Most students in SD Kauman 1 Kota Malang loves reading comic more because it has more picture and less words. Therefore, science comics are made. Comics covering science concepts written in dialogue will facilitate students to understand the material given.

Comics are also able to encourage student to improve their reading interest. The nature of comics containing

less words and picture without words because the pictures are able to “tell their own stories” may facilitate and sum up science material for students to understand. Before writing comics, students should read related material. Producing comics turn to be motivation in reading science. Comic produced to facilitate students’ comprehension of science in SD Kauman 1 Kota Malang is comic strips. It is a kind of comics consisting of several pages of column frame in one page. It is simple and short. Comics strip made by grade IV students of SD Kauman 1 Kota Malang function to sharpen students’ imagination and literacy in understanding science concept.

4. DISCUSSION

4.1 CLM Activities on Habutiation Stage

4.1.1 Literature Reading before Instruction

Story telling activity of “Cerita Pagi Sapa Mentari” in SD Kauman 1 Kota Malang is in line with instructional concept of 21st century making use of 4Cs terms (*critical thinking, communication, collaboration, and creativity*). By storytelling students are able to produce, develop and implement their creative ideas individually or in group. Students are also able to communicate their ideas effectively by using oral, written media or by using technology-assisted media. Nauman, Copple & Bredkamp (2000) states that the most important activities to develop students’ skill in reading is interactive reading aloud. In storytelling, students may use interactive reading aloud. It is able to develop skills such as making prediction, connection, making summary and drawing final conclusion of text (Hoyt, 2007).

Story telling helps students to be good and creative listener. By storytelling, students may tell stories clearly by using appropriate intonation and improve their listening skill. Story telling should be well-designed. Before this activity, teachers ask students to choose one interesting story. Students may remember the outline of the story that will help them to retell it fluently before their friends. Students are also given specific them or teachers give them free them to tell. This story telling activities are able to develop students’ imagination and creativity for oral communication.

Concerning the process, storytelling activity in “Cerita Pagi Sapa Mentari” is not only concerned with decoding language symbols but also activities requiring high level thing skills. Along with Anderson (2003) stating that reading is thinking process by reader to match various information from text with their entry knowledge to build complete meaning.

Based on opinion from various experts on activities that may be done in reading in order to improve reading skill and interest on the part of students, then activities that might be done by teachers and students are as

follows: (1) to find main idea/keywords; (2) to evaluate supporting ideas and other text feature; (3) to quote text and analyses objectives of writer; (4) to note or fill form of reading text; (5) to response and criticize reading text; (6) to make concept mapping of text to obtain important data; (7) to share ideas and discussion; (8) to predict, infer, and draw conclusion. (9) to find difficult words, to analyses sentence and text organization; and (10) to test facts, opinions, proofs and imagination.

4.1.2 Optimizing Library, Reading Corner and Bulletin Board of Literature

Library should not only be the place to read but also to be center of various and numerous literacy-based activities. Such activities are book launching and review, writer and poet meeting, movie watching, painting exhibition and literacy festival such as reading parade, reading poetry anthology, writing short story or novel and drawing (Gong and Irkham, 2012:40).

School library should not be the only place to collect and store literature materials but also place to help students and teachers. In addition, library should be able to facilitate curricular and extracurricular activities, to induce willingness and arouse interest and reading habit to enrich horizon of science and develop students’ talents. Libraries in developing countries serve various objectives namely to encourage literacy, so to support curriculum and education in general and to develop reading interest. Literacy efforts done by SD Kauman 1 Kota Malang are in line with statements of Kompri (2014) stating that medium and infrastructure should support and optimize instructional process. Therefore, optimizing and supporting literacy process might be facilitated by arranging medium and infrastructure of related schools.

The arrangement and optimizing library function are also supported by the existence of reading corner. It is a place in the corner of classroom filled with collection of books. Ministry of Education and Culture (2016) states that reading corner is space in the corner of classroom with collection of books to support library function. By using reading corner, students are trained to be accustomed to reading books. It should be arranged in such a way that students are eager to use it for example by displaying books aesthetically serving the basic need of references of students. Comfortable chairs should be provided also. Well-arranged reading corner will be able to support the implementation of CLM program.

Maximum management, use and development of reading corner will be achieved with the active role of teacher, students and parents. It is discovered from the interview with principal of SD Kauman 1 Kota Malang.

Reading corner in each class should be monitored regularly. The availability of books should be balanced with number of students. Reading corner should also be able to support teaching and learning

process. With the existence of reading corner, teachers are encouraged to read books for their students or ask their students to read independently. Collection of reading material should be updated at least once in three months to prevent students' boredom. In addition, the most important function of reading corner is to improve students' frequency in reading. That is the most important (W.K1.KS.T1.020318).

Ministry of Education and Culture (2016) states that there are several indicators of maximum use and development of reading corner. They are the existence of reading corner in each classroom completed with reading materials; improvement of students' frequency of reading; the use of reading corner for instruction; well-managed and well-designed reading corner; updated collection of reading corner; list of reading summary; and improvement of reading and communicating on the part of students and teacher. The indicators mentioned above on the use and development of reading corner has been found at three schools implementing CLM program.

In order to create literate environment, SD Kauman 1 Kota Malang has created bulletin board for children literature. It is a media to manifest the ideas for journalism activities at school. There are several types of journalistic writing attached on bulletin board such as article, news, feature, opinion, essay and profile. Those types of writing show literary works of students. Like newspaper or magazine published professionally, what is important in producing bulletin board are identity, continuity and creativity (Ngatmini, 2014). There is bulletin board for literature produced by SD Kauman 1 Kota Malang. Bulletin board for literature is an innovative breakthrough. There are several children literatures that are displayed according to certain theme such as poetry, short story, pantoums and comics. Several pictures with literary messages are also displayed.

There are three groups for bulletin board. One group consists of seven students. Our teacher organizes and accompany us to make bulletin. There is one special bulletin boards for literatures published once in three months (W.K.1.S.T1.20138).

As stated by Mayfield (2008), bulletin board should be able to arouse participation, openness, cooperation and inter-relatedness in certain community. Bulletin board functions to support the development of literary culture at school which is in line with expert's thought that bulletin board may facilitate the success of CLM program (Setyaningrum, 2017).

4.1.3 Selection of reading Material for Students

One of the factors supporting students' literary skills is effective literacy instruction. The instruction should have clear objectives, supported by appropriate instructional materials, implemented by using relevant learning cycles and it should be evaluated by using

authentic assessment (Morocco et al, 2008). CLM program on habituation stage to nurture reading habit should be supported by appropriate instructional materials in the form of appropriate text for students. Therefore, teacher should be able to select and sort appropriate text for instructional material for students. Selecting and sorting should be conducted because each text has its own characteristics for certain purposes.

Text which is not in line with students' characteristics causes frustration or boredom on the part of students. These two conditions occur when text used as instructional material is considered too easy or too difficult for students. Rog & Burton (2001) stated that appropriate text for students is that which is able to motivate and challenge students. Motivating text is relatively easy to understand for students to develop their self-confidence. On the other side, challenging text is difficult one that students should do various task to understand that. Hadaway & Young (2010) believes that there are at least four criteria for selecting appropriate books for students. There are: (1) level of familiarity of book content with students' background and knowledge, (2) level of language used in the books, (3) level of textual support, and (4) culture relevance.

4.1.4 Publisher Involvement

Billy (2017) stats that public involvement is one of the characteristics of literacy movement. It is not literacy movement if it doesn't involve other stakeholders such as literacy activist, organizer of reading community, academician, book publisher, supervisors, principals, teachers and students as well as regional library and language center institution. In general, public involvement and cooperation gives positive impacts and benefit for CLM program. SD Kauman 1 Kota Malang also involves book publisher to support CLM. Principal of SD Kauman 1 Kota Malang explains on "Erlangga Reading Day" as follows:

Erlangga Reading Day is conducted to improve students' reading interest. We work together with Erlangga Publisher because they publish quality books for children. In line with the objectives of CLM, Erlangga shows concerns on publishing children literature books. Therefore, students are motivated to read books (W.K1.KS.T1.060418).

4.2 CLM Activities on Development Stage

Teachers and school staffs are required to pay attention on the development of students' interest toward books and reading which are measured based on their attitude, persistence and behaviour. Literacy-based reward focuses on learning and reading process and not on skill and quality of work only (Ministry of Education and Culture, 2016). Appreciating students' process of learning may develop their learning motivation and eagerness. Then, the motivation may help them to achieve in their future academics and make them to be

long-life learner. Literacy-based reward might be given periodically or when schools conducted competition of students' literacy.

Beers, Beers & Smith (2009) states that schools are social and affective environment functioning as communication model and literate interaction. Social and affective environment might be built by model of communication and interaction among schools' stakeholders. It might be given along with the acknowledgement of students' achievement. Reward might be given at flag raising ceremony every week to appreciate their progress in each aspect. It is not only for academic achievement but also attitude and behaviour of students. Therefore, all students have chance to get reward.

The reward given is not only for students' final result or their works quality. SD Kauman 1 Kota Malang also acknowledge students' learning and literacy process. Reward given for learning process in CLM program is Reading Award. It is given to students after they have finished reading books and completed their task. The aim of *reading award* is to motivate students to add books they read. Another reward is library ambassador. It is granted to students having high commitment to library. In addition to visiting library regularly, they also conduct literacy activities there and another criterion for library ambassador is that they are willing to be volunteer to help librarian.

Awicerita. This reward is given to high-achiever students in "Cerita Pagi Sapa Mentari" storytelling activities. It is part of CLM implementation on habituation stage. *Awicerita* award is granted based on not only performance assessment during storytelling but also students' enthusiasm in listening stories measured by resume task of listening the story.

School literacy program is expected to create literate school environment resulting in better attitude of students. The characteristics of literate school environment are that: (1) it should be friendly and comfortable for students resulting in improvement of their motivation to learn; (2) all school components shows empathy, care and appreciation; (3) it is able to arouse interest and love on science; and (4) it is able to encourage students to communicate well and give contribution to environment and accommodate stakeholders' and external parties' participation.

4.3 Literacy Activities on Instruction Stage

For instruction stage, literacy activities aim at developing skill to understand the texts and relate them with their personal experience, to think critically, and to communicate creatively through remedial text responses (Anderson & Krathwol, 2002). In this case, teacher may require students to do academic task. Literacy implementation in all subjects should make use of various text such as enrichment books or other medium

of information. Children literature texts might be main or optional material for students to read.

Reading and writing are interrelated skills. Writing is also one of the skills supporting the development of reading skill. The better students writing skill, the better their reading skill and vice versa. It is the reason for mutual relation between reading and writing. Because writing improves reading, then writing skills should be basic component to improve literacy program for early children. Writing skill also shows academic achievement (Graham & Perin, 2007). Writing skills help students to understand complex information (Tompkins, 2003). One of the activities in SD Kauman 1 Kota Malang is writing science comics. The following is statement from teacher of grade VI A on definition and advantage of science comics to facilitate understanding on science concept.

Comics as visual communication media is able to deliver information which is easy to understand. Comics combines picture and words arranged in such a way to create plot that makes them easy to understand (W.K1.G.T3.050318).

The main objective of writing science comics is to facilitate students' understanding science concept. In addition, writing skill is crucial for students to complete their task related to literacy. Writing improves their high-level thinking especially students' creativity and critical thinking. Writing sharpens students' understanding on instructional material and it helps them to relate the material with their life. Writing activities also encourages students to work together through collaborative project.

5. CONCLUSION

Various CLM activities on habituation, development up to instruction stage gives real and positive impact on development of students' reading interest. The availability of reading material of children literature produced by students and teachers is proof and impact of development of reading interest. CLM implementation which is based on statements of vision and mission and objectives of schools continuously is able to create literate school environment.

Literate school environment is indicated by literacy activities supporting the improvement of language skills (listening, reading, writing and speaking). Public involvement such as book publisher, reading group, literacy activist, and parents facilitates the implementation of CLM program aiming at developing reading interest on the part of students. Reading text of children literature is effective to trigger students' reading interest. Comics is the most favorite genre of students of SD Kauman 1 Kota Malang.

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