The Use of Literacy Strategies by Junior High School Teachers in Indonesia

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Abstract. Literacy (and numeracy) is an important learning theme in the recently applied curriculum in Indonesia. Known as the 'Freedom to learn curriculum,' it emphasizes the importance of literacy strategies that all teachers must master. The use of literacy strategies is evident in the learning steps stated in lesson plans. This study seeks to identify the use of literacy strategies described in teachers' lesson plans. Using document analysis, this study collected data from lesson plans of five subjects, namely Indonesian, English, Natural Sciences, Social Sciences, and Mathematics. Each subject is represented by two lesson plans taken at random. So, there are ten lesson plans used in this study. The analysis uses fifteen indicators of literacy strategies as the primary reference for implementing learning steps. The results showed that of the sixteen indicators that were determined, it turned out that 5–12 indicators of literacy strategies were found in the learning steps. Indicators that always appear (10) are "identify relevant information" and "think aloud". The indicator "confirm, revise, or reject predictions" and "checklist" is not encountered in all steps of learning. The results of this study indicate that learning with literacy strategies needs to be continuously introduced to maximize learning.

Keywords: Literacy Strategies · Lesson Plan · Independent Curriculum

1 Introduction

Literacy (and numeracy) is an important learning theme in the Independent Curriculum. Literacy has an important role in the world of education. Literacy is a means to recognize, understand, and apply the knowledge that has been obtained by students at school [1]. Literacy is also related to student life, both at home and in the surrounding environment to cultivate noble character. Understanding literacy, in the end, does not only penetrate the problem of reading and writing but even to the stage of multiliteracy [2, 3].

The term literacy is something that continues to develop and process. However, literacy skills focus on understanding the text and its context (literacy underlies the other five basic literacies). Understanding various texts will help understand life with its various aspects because the text is a representation of the lives of individuals and communities in their respective cultures. Literacy is not only the ability to read but also the ability to analyze a reading and understand the concepts behind the writing [4].

Various policies indicate that systematic and continuous efforts need to be made to improve the ability of teachers to design lessons that can strengthen literacy for all subjects (especially junior high school level) to improve students' literacy skills. In addition, several guidelines related to GLS have been published since 2016 by the Ministry of Education and Culture, there is even a 2nd edition for the Master Design [5]. In addition, there is also a literacy strategy in the form of a booklet for training [6]. In 2020, the Independent Curriculum was introduced which focuses on literacy and numeracy. In learning, the material presented by the teacher should emphasize improving learning management skills with literacy strategies to improve students' literacy skills and develop XXI century skills. Learning that uses a literacy strategy by combining XXI-century skills is expected to be a lifelong provision of life skills. So, literacy strategies are important things that must be mastered by teachers [7]. The literacy strategy can be seen in the learning steps contained in the lesson plans [8].

Related to this, this study seeks to identify the use of literacy strategies contained in the learning steps in the RPP for the independent learning curriculum.

2 Method

This study uses quantitative methods to obtain an overview of a situation objectively, starting from the collection, display, and interpretation of data and results [9]. This research was conducted to get an overview of literacy strategies in learning. Data were taken from https://www.sinau-thewe.com/2022/06/complete-rppmodul-ajar-kurikulum-merdeka_18.html. From the site, five subjects were taken in junior high school, namely Indonesian, English, Social Sciences, Science, and Mathematics. From each subject, two lesson plans are taken at random. Thus, ten lesson plans were available for this study. The analysis was carried out by identifying the application of sixteen indicators of literacy strategies in the learning steps.

The fifteen indicators are (A) Before Reading: (1) identifying the purpose of reading, (2) making predictions; (B) While Reading: (3) Identifying relevant information, (4) Identifying new vocabulary, keywords, and/or difficult words, (5) Identifying difficult parts of the text that is difficult and rereading the section; (6) think aloud, (7) making inferences, (8) make inquires about the content of the text and thing associated with the topic (using other sources), (9) making the intertextual connection; (C) After Reading: (10) summarizing, (11) evaluating the text, (12) changing mode, (13) selecting, combining, and/or producing multimodal text (14) confirming, reclining, or rejecting the prediction, (D) Addition: (15) using the graphic organizer [10].

3 Result and Discussion

In this case, the numbering (1–15) is used which refers to the indicators of the literacy strategy, namely (1) identifying the purpose of reading, (2) making predictions; (3) Identifying relevant information, (4) Identifying new vocabulary, keywords, and/or difficult words, (5) Identifying difficult parts of the text that is difficult and rereading the section; (6) think aloud, (7) making inferences, (8) make inquiries about the content of the text

Table 1. The Use of Literacy Strategies Indicators

Indicator	Ind		Eng		Natural Sciences		Social Sciences		Math		Total
	A	B	A	B	A	B	A	B	A	B	
1	1	1	1	0	1	0	0	1	1	1	7
2	0	1	0	1	1	1	1	1	1	1	8
3	1	1	1	1	1	1	1	1	1	1	10
4	0	0	1	0	0	0	0	0	0	1	3
5	0	0	1	0	0	0	0	0	1	1	4
6	1	1	1	1	1	1	1	1	1	1	10
7	0	0	0	0	1	1	0	1	0	1	4
8	1	1	0	1	1	1	1	1	1	0	8
9	0	1	0	0	1	1	1	1	1	1	7
10	1	1	0	0	1	1	0	1	1	1	7
11	1	1	1	1	0	1	1	1	1	1	9
12	1	0	1	0	1	0	0	1	0	0	4
13	0	0	0	0	0	0	0	1	0	0	1
14	0	0	0	0	0	0	0	0	0	0	0
15	0	0	1	0	0	0	0	1	0	1	3
TOTAL	7	8	8	5	9	8	6	12	9	11	83

and thing associated with the topic (using other sources), (9) making the intertextual connection; (10) summarizing, (11) evaluating the text, (12) changing mode, (13) selecting, combining, and/or producing multimodal text (14) confirming, revising, or rejecting the prediction, (15) using the graphic organizer. Here is the table (Table 1).

The table shows that the total score obtained is 83 from the ideal value of $15 \times 10 = 150$. In addition, it can be observed that the subjects that use literacy strategies below 50% (7.5) are Bahasa Indonesia (A) just has 7 indicators, English (B) just has 5 indicators, and Social Studies (A) just have 6 indicators.

The indicators for literacy strategies that use 10 lesson plans below 50% (5) are in seven indicators, namely indicators number 4,5,7,12,13,14,15: (4) Identifying new vocabulary, keywords, and/or difficult words (2 lesson plans); (5) Identifying difficult parts of the text that is difficult and rereading the section (3 lesson plans); (7) making inferences, (4 lesson plans); (12) changing mode (4 lesson plans); (13) selecting, combining, and/or producing multimodal text (1 lesson plans); (14) confirming, revising, or rejecting the prediction (0 lesson plans); and (15) using the graphic organizer (3 lesson plans).

Based on this, it appears that what is not found in all lesson plans is "confirming, revising, or rejecting the prediction". This shows that the predictions in the early part of the lesson (there are 8 lesson plans) do not correspond to the closing part of the lesson because there is no confirmation of the predictions.

The strategies in all lesson plans are strategies number 3 and number 6. Strategy number 3 is Identifying relevant information, while strategy number 6 is thinking aloud. This shows that the two strategies are familiar and are used to being carried out by the teacher.

The second sequence (in nine lesson plans) is strategy number 11: evaluating the text. This shows that the strategy is already familiar and has been used by the teacher.

The third sequence (in the eight lesson plans) is strategy number 2 and number 8. Number 2 is making predictions and number 8 is making inquiries about the content of the text and things associated with the topic (using other sources).

The fourth sequence (in seven lesson plans) is strategy numbers 1, 9, and 10. Strategy number 1 is identifying the purpose of reading, strategy number 9 is making the intertextual connection, and strategy number 10 is summarizing.

So, if sorted starting from what is familiar or used to be done by the teacher, the arrangement is as follows.

1. Identifying relevant information and thinking aloud in all lesson plans (strategy number 3 and 6),
2. evaluating the text in nine lesson plans (strategy number 11),
3. making predictions and making inquires about the content of the text and things associated with the topic (using other sources) in eight lesson plans (strategy number 2 and 8)
4. identifying the purpose of reading, making the intertextual connection, and summarizing in seven lesson plans (strategy number 1, 9, 10)
5. Identifying new vocabulary, keywords, and/or difficult words (2 lesson plans); Identifying difficult parts of the text that is difficult and rereading the section (3 lesson plans); making inferences, (4 lesson plans); changing mode (4 lesson plans); selecting, combining, and/or producing multimodal text (1 lesson plans); confirming, revising, or rejecting the prediction (0 lesson plans); and using the graphic organizer (3 lesson plans). There is strategy number 4,5,7,12,13,14,15.

Here is a figure from the table (Fig. 1).
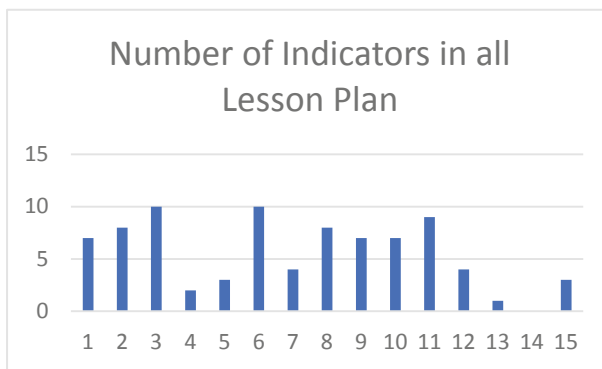
**Fig. 1.** Number of Indicators in all lesson plans

As previously explained, the figure shows that the indicators that are always present in the learning steps are indicator no. 3 and no. 6, namely "(3) Identifying relevant information" and "(6) think aloud," the indicator that is not found in all learning steps (out of 10 lesson plans) is indicator number 14 "(14) confirming, revising, or rejecting the prediction". This means that teachers need to be constantly reminded about the importance of confirming or revising predictions at the end of learning. This can be used to measure the existence of new things that students receive, additional knowledge, and one measure of learning success.

In addition, it seems that multimodal texts are also less empowered by teachers to be produced by students (there are only one lesson plans which uses multimodal texts). Therefore, there is a need for thorough socialization of the need for multimodal texts in learning so that students are not bored and bored. Multimodal texts are believed to be able to make students more critical, and creative, and develop innovation.

On the other hand, one of the weaknesses of the available lesson plans is that after students read the text, they immediately work on the questions or questions provided. When this happens, learning is like taking a test. In proper learning, after students have read the text, there needs to be an intermediate step, namely Identifying new vocabulary, keywords, and/or difficult words or Identifying difficult parts of the text that is difficult and rereading the section. Unfortunately, in the lesson plans that are discussed, only two lesson plans carry out the steps of Identifying new vocabulary, keywords, and/or difficult words. Steps Identifying difficult parts of the text that is difficult and rereading the section only exist in three lesson plans. Literacy strategies need to be applied so that reading learning does not have the nuances of a test.

The following is the figure of several indicators in each learning step (Fig. 2).

The figure shows that the most literacy strategy indicators (12) are in social studies subjects (B), while the least (5) are in English subjects (B).
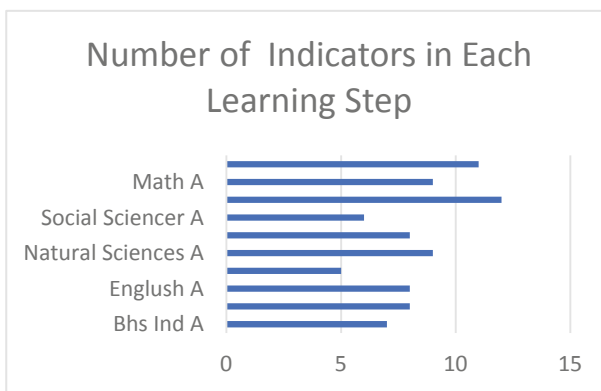
Fig. 2. Number of Indicators in each learning step

4 Conclusion

Based on this, it appears that the use of literacy strategies in learning is still not maximally used, especially for indicators number 4,5,7,12,13,14,15 whose use is still below 50% of the 10 existing lesson plans. The indicators are (4) Identifying new vocabulary, keywords, and/or difficult words, (5) Identifying difficult parts of the text that is difficult and rereading the section; (7) making inferences, (12) changing mode, (13) selecting, combining, and/or producing multimodal text (14) confirming, revising, or rejecting the prediction, (15) using the graphic organizer.

Especially for indicator no. 14 "confirming, revising, or rejecting the prediction", it is not even found in the learning step (14).

The indicators of literacy strategies that are always present in learning are indicators number 3 and 6, namely "identifying relevant information and thinking aloud". This needs to be maintained and if necessary developed.

The results of this study indicate that learning with literacy strategies needs to be continuously introduced to maximize learning. In the future, the preparation of learning steps in the independent curriculum or other curricula needs to continue to be considered to be able to offer the best to participants.

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