B14 Student Engagement in Reading Interest to Promote Literacy

by Ali Mustadi

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Student Engagement in Reading Interest to Promote Literacy in Elementary School

Ardita Markhatus Solekhah
Post Graduate of Primary Education
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
ardita.markhatus2015@student.uny.ac.id

Ali Mustadi
Post Graduate of Primary Education
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
ali_mustadi@uny.ac.id

Abstract—**Despite of having the world's fourth largest population, Indonesia was categorized in the low level of Human Development Index (HDI) by the United Nations Development Program (UNDP). Reading as one of the literacy indicator became one of the causes domain, the result of reading test in PIRLS 2011 at the elementary school, the most basic sub-level of public education, still denoted the 42nd position of 45 countries. In fact, the literacy in Indonesia had been developed inadequately. Even though the government faced the result with *Gerakan Literasi Sekolah*(GLS) in 2016 as an official national solution, SDN Golo had previously initiated literacy programs in 2014. This paper result provided useful information for educators to plan a strategy in reading interest. Our analysis successfully explored the school efforts in fostering literacy through student engagement by conducting in-depth interviews, observations, and documentation. The school's strategy was engaging students in both structural and cultural programs of literacy.**

Keywords—students' engagement, reading interest, literacy in elementary school.

I. INTRODUCTION

Indonesia is still ranked 111th of Human Development Index (HDI), according to a survey done by United Nations Development Programs (UNDP). The parameter of literacy as one of the indicators of this program shows some gap. Literacy is interpreted as the ability to interpret, analyze, and use the information to solve problems.

Reading habit has become one of the aspects which has an important role in building a literal society. Reading Society should be developed into an Advanced Society that is why literacy holds an important key to forming a civilization.

The reading awareness of the early ages society especially the primary school students who live in the city, and they also have more facilities to read and to get books than those who live in rural area, only as much as 72% of them read less than seven hours in a week. Furthermore, the research done by an international institution through PIRLS Program places the reading ability of the 4th grade primary school students as the lowest in 2006. One of the factors which affects their reading ability is that their reading habits is not well developed.

Libraries have a strategic and a center role in accessing the learning resources. Thus, this will affect the learning activities which are done indoor as well as outdoor. Moreover, this also helps us implying the reading habits to every student. Therefore, this program of increasing the reading habits as well as the library itself will serve as an instrument for developing the reading habits.

The education quality and the learning habits in Yogyakarta still set a good example to how the students are supposed to be educated in Indonesia. Although the survey was conducted in 2008, it still placed Yogyakarta as the city with the moderate reading activities about 47,20% with the scaffolding of the teachers around 39,66% [1].

II. LITERACY ISSUES IN ELEMENTARY SCHOOL

A. Reading Activities

Reading activity is inseparable of daily life. However, reading skills are not just acquired, but have special rules and methodology to be mastered academically[2]. Reading includes receptive skills [3] that integrate visual and non-visual information [4]. Therefore, reading cannot be separated from the meaning of certain symbols.

Orientation for reading will be closely related to the development of reading ability[5]. Children are still oriented to reading for pleasure. Thus, children's literature is generally simple, pictorial, colorful and involves only the mechanical reading stage. In fact, not only in terms of the types of reading and reading stages, but also there are other factors that influence the children's reading fluency such as gender, reading activity inside and outside school, economic level, and collaboration between school and family[6]. At the further development, the need for information is higher and more complex, so that the ability to process information is increasingly required. Thus, the goal of obtaining pleasure extended to the acquisition of information [7,8,9].

Several reading modes were applied in learning reading at the intended reading school, i.e reading aloud, reading together, reading in pairs, guided reading, and self-reading[10]. Reading aloud by using story books was still a dominant way for novice readers that contain simple literary information [11,12]. This method showed that between decoding and listening skills was linear to the reading ability[13].

If reading requires a visual form, the appropriate literature for elementary school students contains textbooks, research reports, journals, periodicals, and the internet [14]. In addition to the technical skills, reading activities are also full of moral education because through certain reading materials students can gain experience from characters that seem to live. Lickona is convinced that the literature becomes the raw material in teaching students' character or ethical values and exploring insights about the world [15,16].

B. Library, Librarians, and Reading Interest

Libraries are made up of scientific efforts to accommodate a collection of books with main services of book lending. According to the matter, general function of the library as a storage facility and literature access is strategic and cheap to acquire information which is needed by the community.

This function is classified more generally as a function of producing, preserving, and transmitting reading culture [17]. In implementing the third function of transmitting reading culture, there are some standard facilities to cover the needs of library space i.e. storage room, reading room, administrative room, and librarian workspace [18]. If it is associated with educational functions, good library management is integrated with the education curriculum at schools and even has its own curriculum[19]. The curriculum will be derived in several forms of reading methods and reading programs that cannot be separated from the various debates on teaching standardization [20].

Raising a reading passion is the gate to build new habit which means constructing a new pattern or structure in one's life. It will make ones easy to behave and create a well-trained spontaneous reading mind with a lot of experience in interacting with different readings. The most realistic effort is introducing and familiarizing the books since their childhood so in their adulthood it turns into necessity [21]. In addition to raise the characteristics in making decisions to read, reading habitual is also an important aspect to build literate society[22]. Therefore, it is fundamental to organize library curriculum into a series of activities and programs to streamline the function of transmitting reading culture.

The series carefully planned Programs include three phases: planning, actuating, and evaluating [23]. Engaging students to be part of peer reading practice helps to expand experience, develop reading interest

and generate reading motivation [24,25] both individual or group, in both structural and cultural situations [26]. Student involvement in this activity is also another form of moral appreciation. This appreciation in every reward and consequences of punishment is a system used by all humans to learn [27].

III. MATERIAL AND METHODOLOGY

A. Data

Data were obtained and processed about the students' involvement in growing the passion of reading. The primary qualitative data are observations, interviews, and documentation.
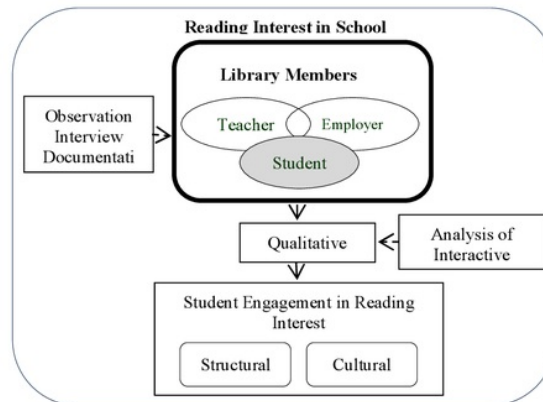

Fig. 1. Research Framework

B. Method

Descriptive Research Ethnography was chosen to obtain information in a group of subjects about the passion of reading students grade 1 to grade 5 in SD N Golo Kota Yogyakarta. The subject of the study is a group [28] so that the analysis is more complex than the narrative description. Researchers as the main instrument to maintain neutrality as a characteristic of qualitative research by not involving themselves in any form of treatment during the study and maintain data objectivity through three data collection techniques. The collected data were analyzed by Miles-Huberman Interactive Analysis Model [29]. All results of the data are summarized by the collection of data from relevant subjects, source cross checking, techniques, theories, and data crystallization in accordance with the efforts of schools involving students in reading passion building.

C. Data Analysis

Data analysis is carried out continuously and progressed throughout the research process until data reaches saturation by organizing, sorting, grouping, disseminating, interpreting, and exposing it. Activities undertaken in data analysis include data condensation, display data, and conclusion drawing/verification [29].

IV. RESULT AND DISCUSSION

A. Result

SD N Golo has planned and gradually realized several reading programs for all students from grade 1 to grade 6. The library accommodates innovative policies related to procurement of reading by pressing the budget of recruiting readings from students at the beginning of the school year, reminiscences of prospective alumni, researchers, as well as students and cooperation with other school libraries for book lending. Incoming readings are then recorded and circulated. A small portion is distributed into the reading corners in the classroom. Circulation monitoring and collection maintaining are also assisted by students who are empowered to become junior librarians. This small group contributes activities that encourage the reading of all school members to become 362 members of the library including principals, teachers, employees and students.

The availability of adequate facilities and literacy resources is supported by funding (BOSDA, central BOS, and other non-binding donations), availability of library buildings, reading rooms including gazebos, book collections, librarian workshops, new book storage space before administrated, old books, and administrative service rooms. Development of the collection is done through a policy to alumni, researchers or observers of the institution in the form of giving a number of books. Ease of access to books is also done through various collaborations with similar institutions that are fellow elementary school, and cooperate with the Mobile Library of ARPUSDA Office every two weeks.

Completeness of the facility is more effective with the detailed programs preparation and the involvement of school residents, especially the students as a subject as well as a supporting of reading programs both in the classroom and at school. Some reading programs include procurement of professional resources and facilities (library, reading corner, and gazebo) and library materials, 10 minute reading movement, optimization of small librarian function in library service and management, class meeting, training, reading Reward and Punishment, compulsory visit, and external cooperation.

The reading program at SD N Golo placed students as a passive and active subject (executor) in the reading program. This kind of engagement reaches a level of empowerment and provides meaningful learning through various experiences of reading and handling peer reading activities. Of the many programs, both class programs, and school programs, student involvement can be identified as follows.

TABLE I. STUDENT INVOLVEMENT IN READING PROGRAMS

Program	Student engagement
1. Class	
a. Provision of a reading corner in each class b. Procurement of library materials c. Establish and optimize the function of small librarians in each class d. Movement reading 10 minutes	a. Reader b. Make a book donation at the beginning of the year c. Sign up to be a small librarian, registering books, taking responsibility for the administration of classroom reading, intensifying reading activities in classrooms and schools. d. Read and discussing it
2. School	
a. Providing a comfortable reading room (reading gazebo and library) b. Visit and lending services c. Class meeting d. Training of making and clipping e. Provision of sanctions against late lending f. The most active reader award g. Involvement of small librarians in the school reading agenda h. Creation of compulsory class visit schedule i. External cooperation j. Data collection and addition of library	a. User, Reader b. Helps librarian services regularly and scheduled c. Participants d. Participants e. Not involved f. Participants g. Helps the reading program h. Not involved i. Users j. Not involved

SD N Golo created a community called *Pustakawan Cilik* as one effort to motivate students to read. In addition to embedded labels is one form of a positive award given, the promotion of reading culture through peers is a development approach in the socialization of reading culture in addition to some programs that have been run by the school. Membership of school librarians is obtained through recruitment and selection from fourth graders to sixth graders. The final selection process will capture three student representatives from each parallel class so that in one period, the little librarian will be 18 students. Limited membership for advanced classes is intended to add to the social skills of students after the initial classes are oriented to the passion and skill of individuals in cultivating reading. The dominant factors seen in this junior librarian formation are sex ratio, intellectual level, and custom built from home.

The flow of small librarians' participation is governed by school librarians including the division of tasks both in class and in the school library. Class assignments relate to administrating and managing in and out of books in the classroom reading corner, whereas in the school scope, students are involved in lending and collection services as well as reading ambassadors for all students in the school.

B. Discussion

Some of the reading programs at SD N Golo have been developed through careful planning, implementation, and evaluation [23]. Its planning appropriates to reading definition that is acquiring reading skills[2,13] to any information and to improve student interaction with books [3,4,5,8,9,22]. In the long run, critical problem solving can be mastered analytically[30]. Program planning is carried out after the agreed policy including funding, activity type, the facilitator up to the selection of teaching methods to read in the classroom or outside the classroom. it proves that politics in reading teaching has significant influence even before the program [20] including the planning of the library curriculum as the information center and learning resource [19].

Implementation of the library program has shown that its function has been running in the innovation of procurement and collection updates, management of reading in and out, administration of borrowing up to the class level, to the procurement of activities such as training and class meetings. Networks between school libraries and built-in district libraries show the expansion of reading culture [17]. The reward and punishment strategy was enacted to motivate and minimize the trends that hindered the reading culture in schools [27]. The running of these programs is supported by several adequate facilities including the reading room, administration room, librarian workspace, and storage space centered at Bugenvil Library and librarian as coordinator of the entire reading program [18]. This step becomes a breakthrough and breaks the inadequacy of facilities and reading programs[31].

Intensive student involvement in reading and reading needs [21]. Creation of "Little Librarian" branding for the advanced classes is the selection through selection. As for the early class, a motivation of reading is actively encouraged through short stories reading movements taking into account their reading progress [12] before learning begins with guided loud reading [11,32]. The drive for enhanced interaction with the book [25] both in the early and advanced classes is done by intense reading intensity as well as the quality of students' reading skills [33,34]. Many of these reading programs function as extrinsic motivators. However, with a consistent intensity, the volunteerism of students in advanced classes to join their intrinsic motivation [35].

These direct experiences contribute meaningfulness in increasing interest and reading interest [24]. Students' involvement in the program does not extend to the planning stage but is dominated by the technical implementation of the classroom and within the scope of the school. Little librarians are a representation of the reading community, whose operations pick up the ball, provide exemplary, and motivation for their peers [36]. The dominant factors arise from the student involvement including gender,

intellectual level, and custom built from home [6]. Table 1. informs the structural and cultural involvement of the students in the planting of reading culture at SD N Golo, Yogyakarta City.

C. Conclusion

Reading society is a prerequisite for the progress of civilization. The basic step that can be done for it is familiarizing children with books both at home and at school. In this paper, we have exposed the school's efforts to engage students as part of their own reading programmers and for their peers structurally and culturally in order to encourage the emergence of intrinsic reading motivation. Students' involvement in any reading program provides a great opportunity to encourage intrinsic reading motivation. Nevertheless, the students' impetus to be structurally involved is still dominated by the awakened awareness of reading from the family. In further research, we will propose a review of family contributions and collaborate with school reading programs.

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