



CIREBON INTERNATIONAL CONFERENCE ON EDUCATION AND ECONOMICS (CICEE)

ANALYSIS OF READING LITERACY IN INDONESIAN LANGUAGE LEARNING IN SMP NEGERI 2 CIREBON CITY, WEST JAVA

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Abstract

The aim of this research is to obtain information about reading literacy and the urgency of reading literacy in Indonesian language learning at SMP Negeri 2 Cirebon City, West Java. The approach used in this research is a qualitative method with descriptive analysis. The techniques used to obtain data in this research were observation, interviews and documentation studies. Data collection tools include observation guides, interview guides and documentation. The results of the research show that reading literacy has been applied to Indonesian language learning at SMP Negeri 2 Cirebon City, West Java. There are indicators that serve as benchmarks for reading literacy activities, namely having a reading journal, the school has involved the community and alumni in reading literacy activities, the school's commitment to emphasizing reading literacy activities, the existence of a reading corner in the classroom, the existence of reading literacy activities during 15 minutes before learning starts, and there is already a name for the School Literacy Movement activity, namely Readaton. Literacy reading is carried out every Wednesday. Starting at: 07.00 – 07.15 WIB. There is an evaluation after the Readaton activity, guided by the teacher who supervises literacy to come forward to read the reading literacy results. For example, when I supervised reading literacy in class VII E. There were types of books read, namely fiction and non-fiction books. The urgency of reading literacy, namely: (a) can expand insight and knowledge, (b) makes the brain work more optimally, (c) helps critical thinking, (d) sharpens the ability to understand reading information, and (e) helps in taking decision.

Keywords: Reading Literacy, Indonesian Language Learning.

INTRODUCTION

Education is a conscious, planned effort to achieve learning goals. This is in accordance with is stated in law number 20 of 2003 concerning the educational education system, article 1 number 1 states that, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that student actively develop their potential to have religious spiritual stage, self-control, personality, intelligence, noble moral, and skill needed by oneself. Society nation and state. In this case, education is expected to make student become knowledgeable humans and can develop their skill then, this opinion was further strengthened by the ministry of education and culture (2013 : 1), stating that the development of the 2013 curriculum is expected to produce Indonesian people who are productive, creative, innovative and affective through strengthening attitudes (knowing why), skills

(knowing how) and integrated knowledge (know what). Considering of course there are still many problems faced by education one of which is students' low interest in reading. One of the efforts to increase students' interest in reading is that in 2013 the Ministry of Education and Culture through Ministerial Regulation Number 23 of 2013 planned a school literacy movement to help students foster a culture of reading and writing in the school environment.

What is meant is the School Literacy Movement (GLS). The School Literacy Movement (GLS) is a comprehensive effort that involves all school members from teachers, students, parents or guardians of students and the community as part of the educational ecosystem. According to Utama (2016: 2), states that the School Literacy Movement (GLS) is a comprehensive effort to make schools a learning organization whose citizens are literate throughout life. In this case, the School Literacy Movement (GLS) can strengthen the development of character. One of them is the activity of reading non-learning books for 15 minutes before study time begins as stated in the Minister of Education and Culture Regulation Number 23 of 2015. This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be better mastered. Good.

The School Literacy Movement (GLS) is a social movement with collaborative support from various elements. Efforts taken to make this happen are in the form of getting students into the habit of reading. This habituation is carried out with a 15-minute reading activity (the teacher reads a book, and the school community reads silently, which is adapted to the school context and targets). When the habit of reading is formed, it will then be directed to the development and learning stages (accompanied by bills based on the 2013 Curriculum). According to Yunus Abidin, et al., (2017: 1) traditionally, "literacy is seen as the ability to read and write. In this case, people who are said to be literate in this view are people who are able to read and write or are free from illiteracy. The understanding of literacy then develops into the ability to read, write, speak and listen. Over time, literacy has shifted from a narrow understanding to a broader understanding covering various other important fields. In the 21st century, students' literacy abilities are closely related to the demands of reading skills, which lead to the ability to understand information analytically, critically and reflectively.

This learning in schools is currently not able to realize this. Therefore, in this study, the researcher focused on observations on "Reading Literacy Analysis in Indonesian Language Learning at SMP Negeri 2 Cirebon City, West Java". SMP Negeri 2 Cirebon City, West Java is a school located on Jalan Siliwangi Number 94, Kebon Baru Village, Kejaksan District, Cirebon City, West Java. This school has implemented the 2013 Curriculum and the Independent Curriculum. The Merdeka Curriculum is for classes VII and VIII, while class IX applies the 2013 Curriculum. Reading literacy is one of the lessons that not only sharpens the ability to understand written messages, but also trains students' thinking abilities because this skill processes and sharpens information from the reading being read and connect the reading with previous information they have obtained. Regarding this, his opinion was then strengthened by Ma'mur (2010: 138), stating that reading is a routine activity that cannot be separated from the lifestyle of modern humans, especially in the world of education. Reading comprehension learning can be interpreted as a series of activities carried out by students to achieve reading comprehension skills. Learning to read is not merely carried out so that student mental activities and thinking abilities understand the content of the reading. Students' achievement of learning objectives (Yunus Abidin, et al., 2012: 4) and Sutrianto, et al., (2016:2). State that school literacy in the context of the school literacy movement (GLS) is a ability to access, understand and use something intelligently through various activities, including reading, viewing, listening, writing and/or speaking.

Based on the results of interviews with Indonesian language teachers on March 18 2024 at SMP Negeri 2 Cirebon city, west java, Indonesian language teachers said that student interest in reading was very good reading literacy category. In this case reading literacy. From this problem, researchers are interested in knowing and researching this problem more deeply with the title analysis of reading literacy in Indonesian language learning at SMP Negeri 2 Kota Cirebon city, west java. Researched the author uses a qualitative research method with a qualitative resear method that are used to examine the conditions of natural objects, where the researcher is the key instrument. According to nawawi (2012: 67), the descriptive method is a problem-solving procedure that is investigated by describing method. Indonesian language teachers and students who will apply this literacy, while secondary data sources are data sources that do not directly provide data to data collectors, for example through other people or documents (Sugiyono, 2014: 309). Secondary data in this research comes from documents processed by teachers and archives owned by the school. The data collection techniques in this research are observation, interviews and documentation studies, while the data collection tools are observation guidelines, interview guidelines and documentation.

The data collection tools, namely observation guidelines, interview guidelines, and documentation in this research, observation guidelines are prepared based on the subject's behavior, as well as how reading literacy is implemented at SMP Negeri 2 Cirebon City, West Java. For the interview guide, the researcher asked several questions regarding the application of literacy carried out by the teacher, while documentation in this research could be in the form of archives, documentation, all important notes in the form of writing or images which were used to complement the data desired in the research. The data analysis technique in this research is data reduction, that is, the data obtained at the research location will be presented in the form of a detailed report and then reduced and focused on important things. The presentation of qualitative data is in narrative text. Decision making and verification at this stage in qualitative research, data verification will be carried out continuously throughout the research process.

METHOD

Based on the understanding above, the researcher used a descriptive method because he wanted to describe the researcher's problem and the results of the analysis of reading literacy in Indonesian language learning. The location of this research is at SMP Negeri 2 Cirebon City, West Java, which is located at Jalan Siliwangi Number 94, Kebon Baru Village, Kejaksaan District, Cirebon City, West Java. The instrument in the research is qualitative, namely the researcher himself. As stated by Sugiyono (2014: 59), states that in qualitative research the researcher's instrument is the researcher's instrument is the researcher himself. Qualitative research functions to determine the research focus, select informants as data sources, carry out data collection, assess data quality, analyze data, interpret data, and draw conclusions about the findings. Data sources, according to Mustary (2012: 38), state primary data is data produced from primary sources. Primary sources are a term used by scientific disciplines to describe source material that is closest to the person, information, period, period or idea being studied.

Thus, primary data sources are data source are data sources obtained directly thought interviews with informants. The primary data source in this research city is an Indonesian language teacher who teaches at SMP Negeri 2 Kota Cirebon city, west java. This data source was obtained through interviews with information in this research were Indonesian language teachers and students who will apply this literacy, while secondary data sources are data sources that do not directly provide data to data collectors, for example through

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RESULTS AND DISCUSSIONS

Research result

In this research, the researcher observed how reading literacy occurs in Indonesian language learning, and the urgency of literacy at SMP Negeri 2 Cirebon City. This observation was carried out for 1 month, namely from 19 February 2024 - 19 March 2024. The observations from this research were several indicators of reading literacy at the habituation stage and the urgency of literacy at SMP Negeri 2 Cirebon City, West Java. The literacy indicator at the habituation stage is a 15 minute reading activity. In this observation, the researcher observed students' reading activities at SMP Negeri 2 Cirebon City during Indonesian language learning. Based on observations made on Monday, February 12 2024, at 07.00 WIB in class VII E taught by Kisman. Researchers saw teachers who had implemented reading literacy activities at the beginning of Indonesian language learning. The method used is that students are asked to read the material they have written. If there is still something they do not understand, students are asked to ask questions before starting new material. During the next observation, on February 19 2024, the researcher saw the Indonesian teacher directing students to read the sub-material that the group would discuss for approximately 10 - 15 minutes. The method used by the teacher is that students are asked to read the material that has been distributed, then continue with a presentation. After the presentation is finished, the participant group is asked to ask the group that came forward to answer. Apart from that, the participant group must also express their opinion if there are answers other than those from the advanced group when at the end of the lesson the advanced group is asked to read the conclusions of the percentage results from the two observation results above. The 15 minute reading literacy activity in Indonesian language learning has been carried out well. Reading activities have been running for one semester. In the following week, Monday 26 February 2024. Researchers made observations about reading activities and students were still directed to read, and according to the teacher, this reading activity had been going on for more than one semester. Students have a daily reading journal. Based on the observations made, the students had a daily reading journal while the researcher was conducting observations. The teacher also reads during the activity. On Tuesday, February

27 2024, the researcher made observations of the Indonesian language teacher, and the researcher saw that the Indonesian language teacher also read during the lesson. There is a library and reading corner in the classroom. On Wednesday, February 28 2024, researchers made observations about the existence of a library and reading corner in the classroom. Based on these observations, researchers found that there were reading corners in each class and there was a library with a comfortable reading area. There are reading campaign posters too. On Monday, March 4 2024, researchers made observations regarding the existence of reading campaign posters, and researchers found that several classes already had reading campaign posters in the form of an invitation to visit the library. There is text-rich material. Based on observations made by researchers on Tuesday, March 5 2024, researchers found that there were text-rich materials displayed in several classrooms. Most classes VII, VIII, and IX have text-like materials. The environment is clean and there are posters about living a clean, healthy and beautiful life. On Monday, March 18 2024, researchers made observations of the school environment and it was seen that the environment was always clean because before class started students picketed first to keep the school clean. On the same day, researchers also made observations regarding the existence of posters on the habit of living a clean and healthy life, and there were many posters on the habit of living a clean and healthy life in the school corridors. The school tries to involve the public. Based on observations made by researchers at SMP Negeri 2 Cirebon City, researchers saw that the school involved the public (parents of students, alumni) and elements of society to develop school literacy activities so that up to now they can run smoothly and well.

In this case, the principal and his staff are committed to implementing the School Literacy Movement (GLS). Based on the researcher's observations during the research, the commitment of the principal and teaching staff in implementing the School Literacy Movement was visible during the research in carrying out literacy activities. Factors inhibiting the implementation of literacy at SMP Negeri 2 Cirebon City, namely factors from the students themselves based on observations made. On Tuesday, March 19 2024 and Wednesday, March 20 2024, researchers saw that many students liked to read. Apart from that, researchers also observed students' visits to the library on Tuesday, March 19 2024 when students were instructed to go to the library and read seriously. There are adequate facilities and infrastructure. In addition, there is internet access in the school environment for students. School policy from the school is an effort to carry out these activities. During the research, researchers saw activities that led to reading literacy activities. Discussion This research was conducted at SMP Negeri 2 Cirebon City. This research aims to determine reading literacy in Indonesian language learning.

The results of this research are that SMP Negeri 2 Cirebon City has implemented reading literacy in Indonesian language learning. Based on the results of observations and interviews, at SMP Negeri 2 Cirebon City, the school carried out a 15 minute reading activity at the beginning of the lesson. Before starting the discussion and accompanied by questions and answers during the presentation and lastly, it is done by summarizing the percentage result from the advanced group and then reading the conclusion again. This for class VII, the reading activity is carried out at the beginning of the lesson, namely by student taking notes on the material and then reading if there is something they don't understand, understood, student is asked to ask question. In accordance with the school literacy movement is the ability to access, understand and use things intelligently though various activities, including reading, viewing, listening, writing and speaking. In line with Yunus Abidin, (2017:1) who states that literacy is the ability to read, write, speak and listen. The

indicators for literacy according to (Sutrianto et al, 2016: 14), at the habituation stage are as follows.

1. There is a 15 minute reading activity (reading silently, reading aloud) which is carried out every day at the beginning, middle, or towards the end of the lesson, 2) the 15 minute reading activity has been running for at least 1 semester 3). Students have daily reading journal. 4). Teachers, school principals, and/ or education staff become models in the 15 minute reading activity by reading along during the activity. 5). There is a library, reading corner in each class, and a comfortable reading area with collections non-textbook, 6). There are reading campaign posters in classrooms, corridors and/or other areas in the school literacy activity, 10). The school principal and his staff are committed to implementing and supporting the school literacy movement: Based on the results of observations, and interviews, several indicators of this habituation stage are implemented and have been carried out, namely.

1). The teacher has carried out a 15-minute reading activity at the beginning of Indonesian language learning for classes VII, VII, and IX,

2.) This activity has been running for more than one semester, 3). The teacher also read during the lesson. 4). At SMP Negeri 2 Cirebon city has a library with a comfortable area and is equipped with textbook and non-study books as well as a reading campaign poster in the classrooms and corridors, 6). There are text-rich materials displayed in class VII, VIII, and IX, 7). The school environment is clean and there are posters on the habit of living a clean and health life in the school corridors, 8). There are 5 s posters, namely greeting, smiles greetings, polite and polite, 9). There is internet access which makes it easier to literacy activities, 10). There is a plant garden which makes the environment comfortable and cool.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result of research conducted on the analysis of reading in Indonesia language leaning at SMP Negeri 2 Kota Cirebon city, west java, the conception are. 1.) The application of reading literacy has been implemented in Indonesian language learning very well and smoothly. The 10 indicators have been implemented well. The 10 indicator that have been implemented are that the teacher has carried out a 15 minute reading activity at the stars of Indonesian language teacher also read during the lesson there is a library with a comfortable area and is equipped with non-learning textbooks there are reading campaign poster in the classroom and corridors there are text rich material displayed in classed VII, VIII, and IX, the school environment is always clean and there are poster on the habit of clean and healthy living in the school corridors internet access makes literacy easy there are 5 5 posters namely gate namely greeting smiles greeting politeness and manners and there is a plant garden which makes the environment comfortable and cool.

Suggestion

Based on the research results, the researchers suggest: 1). Teachers must be more active in guiding student. So that they get used to reading, there needs to be special direction for student. Apart from that, when giving students are more serios when reading in the library, 2.) students are expected to be more serios about reading, reading every day, both during class and in the library, and at home to read, 3.) the school literacy movement (GLS) is very good and has been implemented at SMP Negeri 2 Cirebon City.

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