ESSENCE

.

THE IMPLEMENTATION OF GERAKAN LITERASI SEKOLAH (GLS) AS A TECHNIQUE FOR TEACHING READING

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ARTICLE INFO	ABSTRACT
	Students' reading habit in Indonesia is still low. Gerakan Literasi Sekolah (GLS) is created by the government to solve this problem. Reading non-learning book in 15 minutes before the lesson begun is one of activities in this movement. Observation, interview, students' response journal, field note, and video recording were done for data collection to investigate the implementation of GLS in one of state Islamic junior high school in a small city in East Java to find out students' negotiation to a text for their reading comprehension and to know that the implementation of GLS is effective or not for teaching reading. The result of this descriptive qualitative research shows that the school is in habituation implementation stage of GLS. The students use both of bottom-up and top-down process to negotiate with a text for their reading comprehension. This research also proves that the implementation of GLS is effective as a technique for teaching reading. ***Keywords:*** ***GLS, Teaching Reading, Teaching Technique***
How to cite:	

Introduction

Reading can be defined as perceiving a written text in order to understand its contents (Richards et al., 2002). According to Klingner et al (2007), reading is an activity that has an aim. Students may read in order to get information or improve their knowledge. Sometimes, students also read for their pleasure. As stated by Nation (2009),

reading is a source of learning and a source of enjoyment. Reading is the main reason why students learn language. Reading is actually an active process that requires a great deal of practice and skill. Nunan (2003) interprets reading as a fluent process of readers which combine information from a text and their own background knowledge to build meaning. Without reading, the learners never know about anything.

Therefore, the teachers should consider of what technique that they will use for teaching reading. There are two kinds of reading in teaching reading, intensive reading and extensive reading. Intensive reading focuses on grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, and, rhetorical relationships (Brown, 2000). It can be simpified that intensive reading is reading for getting information.It is mostly happened in the classroom. For example, the teachers ask students to read specific topic to get some information in a book that has been determined by the teachers. However, extensive reading is performed outside of class time (Brown, 2000). The simple definition of extensive reading is reading for pleasure. The students can read novel, short story, and others in this kind of reading.

Unfortunately, reading habit in Indonesia is still low especially for the students. Data from PIRLS (Progress in International Reading Literacy Study) in 2011, Indonesia's students ranked 45 from 48 countries and another data from PISA (Programme for International Student Assessment) in 2012 showed that Indonesia's students ranks 64 from 65 countries for skill of understanding the reading (Retnaningdyah, et al., 2016). Dewayani and Retnaningdyah (2017) states that Indonesia ranks 60 from 61 countries from the survey of Central of Connecticut State University (CCSU) in 2016 which rate the most literate country in the world. From the evidence above, it can be concluded that skill of reading comprehension and reading habit of Indonesia's students is still low.

Therefore, the government take a step for solving this problem. The government creates a program named Gerakan Literasi Sekolah (GLS) or School Literacy Movement. Gerakan Literasi Sekolah (GLS) is developed based on Permendikbud Number 23 Year 2015 about character development. 15 minutes reading in the beginning, middle or ending of the lesson is one of the activities in GLS. The students must have the books can be brought from home or they can borrow from school library or class

library. Every class has library in the corner of the class. The students have to read a book in 15 minutes before the lesson is begun.

One of state Islamic junior high school that has been chosen by the researcher has implemented. The researcher is interested to conduct a research about the implementation of GLS in this school. The researcher exposes the implementation of Gerakan Literasi Sekolah (GLS) in one of state Islamic junior high school in a small city in East Java, the students' negotiation to a reading text for their reading comprehension, and also Gerakan Literasi Sekolah (GLS) is effective or not to be implemented as a technique in teaching reading.

As we all know that reading and writing are related to literacy. Therefore, the government creates Gerakan Literasi Sekolah to increase reading habit for the students in Indonesia. According to Retnaningdyah, et al. (2016), literacy is ability to access, understand, and use things intelligently through various activities, such as reading, seeing, listening, writing, and / or speaking. Pahl and Rowsell (2005) stated that literacy is repertoire of practices that can be formed, it is not an unchanging or universal set of skills. However, literacy also can be defined as social practice and relationship which is related to culture, language, and knowledge (UNESCO, 2003). In conclusion, literacy is social practice and relationship to access, understand, and use things intelligently through reading, seeing, listening, writing, and/or speaking which is related to culture, language, and knowledge.

The government creates GLS to improve students' reading habit in Indonesia. Retnaningdyah, et al. (2016) state GLS is an effort which is made to make the schools as learning organization to create long-life literate students through public engagement. One of the activities is commonly 15 minutes reading in the beginning, middle, or ending of the lesson is begun. It depends on the schedule and condition of each school. The types of book which can be read are non-learning books such as novel, short story, magazine, comic, and etc. The classroom reading corner or class library for a collection of reading materials and posters about motivation of how important reading is should be provided. Actually, the purposes of GLS are to develop literacy culture at school, to increase capacity of members and school environment to be literate, to make school as a fun and student-friendly learning park so that the school members can manage knowledge, and

to maintaining the continuity of learning by presenting diversity reading books and accommodating various reading strategies (Retnaningdyah, et al., 2016).

There are three implementation stages in GLS, those are: habituation, development, and learning (Retnaningdyah, et al., 2016). Every school should reach some indicators to complete each implementation stages. Indicators for habituation are: the school should implement 15 minutes reading in the beginning, middle, or ending of lesson that can be reading aloud or reading silently which has been running at least one semester; the students have to make daily journal of their reading; principal, teachers, other educational staff also contribute to this movement; there is class library in the corner of every class; there are posters reading campaign in every area in the school; text materials which is displayed in every class; posters about clean, healthy, and beautiful living habits in school garden, canteen, school health unit; the school have to involve public (parents, alumni, other communities) to develop school literacy activities; the principal, the staffs, the teachers, and the students are committed to implement and support GLS. Some indicators in habituation are also indicator in development and learning. Yet, there are some differences such as an appreciation for the achievement of students in literacy activities regularly and hold some activities in certain days by using literacy as the theme in development stage or there is performance of works, such as: the result of critical thinking ability and communication skills creatively through verbal, written, visual, or digital during celebration in particular day themed literacy in learning stage.

In teaching reading, the teachers can give a reading material to the students or in GLS the students can bring their non-learning book to the school for their 15 minutes reading before the lesson is begun. During reading, the students try to negotiate with the text to get reading comprehension of that text. This negotiation involves top-down and bottom-up processes in reading (Woolley, 2011). Top-down process is more focus in processing that depends on the readers' intelligence and experience to understand the text (Brown, 2000). It can be simplified as when the readers use their background knowledge to predict the meaning of a text. At first, the readers have some expectations about what they will read, and they can confirm or reject these as they have read that text. Brown (2000) explains that bottom-up process, the readers have to recognize kinds of linguistic signals, such as: letters, morphemes, syllable, phrases, grammatical cues, discourse markers) to get the real meaning of words in a text. Bottom-up processing happens when

the readers try to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text and moves from these to trying to understand the whole text.

The teachers can consider using GLS as a technique for teaching reading as well. Harmer (2003) states that there are some principles need to be taken by the English teachers in teaching reading, as follow: reading is not a passive skill, students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, not just to the language, prediction is major in reading, match the task to the topic, good teacher exploit reading text to the full. The teachers should concern to those principles when they are choosing a technique teaching reading. The technique should cover those principles to make teaching and learning of reading can be successful. The researcher has an opinion that GLS will be efficient to use as a technique in teaching. Through this research, the researcher will give the evidence that GLS is effective or not for teaching reading.

Some researchers have described the implementation of GLS in the school. Kurniawan, et al. (2017) conducted a research in SMAN 1 Singaraja. This school has been implemented GLS for two years and it already reached all the three implementation stages. Yet, there are some indicators that do not complete yet by this school. The implementation of GLS in SD Kristen Kalam Kudus and SD Muhammadiyah Suronatan has been researched by Endaryanta (2017). The result shows that literacy culture in SD Kristen Kalam Kudus as culture of reading and writing. Yet, SD Muhammadiyah Suronatan is only as culture of reading. Sari and Suharningsih (2017) conducted a research about the relationship between the quality of Gerakan Literasi Sekolah (GLS) with students' learning independence in SMKN 1 Sidoarjo. The implementation of GLS in this school is in habituation stage. However, this research is more focus on the implementation of GLS in one of state Islamic junior high school in a small city in East Java according to the three implementation stages of GLS, how the students negotiate to a reading text for their reading comprehension, and to get the evidence that GLS is effective or not for teaching reading.

Method

The focus of this study was investigating the implementation of GLS in one of state Islamic junior high school in a small city in East Java. The researcher chose this

school because it has implemented GLS. The researcher chose one of classes in seventh grade as the participants of this research. The students in this class consist of 23 boys and 17 girls. This research used descriptive qualitative as the research design.

The data collection was completed from observation, students' response journal, interviewing an English teacher, field note and video recordings. The researcher has been done the observation fourth times in a month. The important information during observation would be noted in the field note. Every observation in the classroom was recorded by the researcher. The researcher was provided forty fiction stories in English language for the observation to the students in order to know how the students negotiate the text for their reading comprehension. Each fiction story has seven until ten pages that could be done in two observations. It means that the researcher was provided eighty fiction stories for four observations. The researcher interviewed an English teacher and shared students' response journal after all four observations have been done.

Theory from Retnaningdyah, et al., (2016) was used for analyzing the implementation of GLS in one of state Islamic junior high school in a small city in East Java. The way how the students negotiate their reading text for their reading comprehension was analyzed by using theory from Brown (2000) about top-down and bottom-up process. The result of an English teacher's interview and the result of students' response journal was analyzed descriptively and it is used as the evidence that the implementation of GLS is effective or not for teaching reading.

Finding

The school is one of state Islamic junior high school in a small city in East Java. This school implements GLS by doing 15 minutes reading activity before the lesson begun. Most of all school members of this school have done this movement, such as: the principal, the staffs, the teachers and the students. The parents also involved in this movement because the principal gives information to the students that they can bring their own non-learning book in the school so the parents can support them by buying the book or try to read that book together at home. The students are allowed to borrow the non-learning books from the school library for 1 minutes reading activity.

Based on the result of interviewing an English teacher, he says that most of all the school members included the principal, the staffs, the teachers, and the students have

implemented 15 minutes reading activity. Retnaningdyah, et al. (2016) state there are three implementation stages in GLS, habituation, development, and stages. After observing for four times, this school is actually in habituation stage of implementing GLS. In habituation stage, there are ten indicators. However, this school does not complete all the indicators yet. The researcher thinks that this school is in habituation stage because it has been completed nine indicators in habituation stage. An indicator that is not completed yet is daily journal of reading of the students. The students do not have the daily journal of reading yet. They just read without writing it in their journal. Actually, this school does not complete fifth indicator yet because there is no class library and comfortable reading area filled with non-learning book but it has school library with a lot of collections of learning and non-learning books.

Table 1
Ten indicators in habituation stage

No	Indicators	Not Completed	Completed
1.	There is 15 minutes reading activity (read silently and read aloud) that is done every day (in the beginning, middle or ending of the lesson)		√
2.	15 minutes reading activity have been run at least 1 semester		√
3.	The students have daily journal of reading	√	
4.	The teachers, the principal, and/or other staffs as a model in 15 minutes reading activity by reading a book as well during this activity is running.		√
5.	There is school library, class library, and comfortable reading area filled with non-learning book.		√
6	There are posters reading campaign in every area in the school		√
7.	There are text materials which is displayed in every class		√
8.	There are posters about clean, healthy, and beautiful living habits in school garden, canteen, school health unit;		√
9.	The school have to involve public (parents, alumni, other communities) to develop school literacy activities;		√
10.	The principal, the staffs, the teachers, and the students are committed to implement and support GLS.		√

According to Retnaningdyah, et al. (2016) state that there are eight principles of habituation stage for implementing GLS. First, the teachers determine 15 minutes

reading. The reading can be in the opening, middle or ending of the lesson because it depends on the schedule and the condition of every school. Second, the students have to read non-learning book, such as: novel, short story (fiction and non-fiction), comic, magazine and etc. Third, the students bring the book from their home. Fourth, they choose their own nook based on their passion. Fifth, the teachers cannot give the students an exercise after reading because they just read for pleasure. Sixth, this reading activity is followed by informal discussion about their book. Yet, the students' opinion is optional and the teachers cannot make this opinion as they score. Seventh, the reading activity must be in relaxed, calm, and fun situation. Last but not least, in silent reading the teachers have to read a book as well in 15 minutes.

The school has completed all the principles of habituation stage for implementing GLS. This school has been implemented 15 minutes reading activity before the lesson is begun. The students also read non-learning book (novel, short story (fiction and non-fiction), comic, magazines) for general lesson, such as: Bahasa Indonesia, English, science, an etc. Yet, for the lesson which is related to religion, the teachers ask the students to read Al-Qur'an. They can bring their own book from home or they can borrow it from the school library for 15 minutes reading activity. After reading, the teacher does not give an exercise which is related to their reading. He just discusses what the students' have read informally in relaxed, calm, also fun situation. From the explanation above, it can be concluded that the school has completed all the principles in habituation stage.

In the previous research from Kurniawan, et al. (2017) conducted a research about the implementation of GLS in SMAN 1 Singaraja. This school has been implemented GLS for two years and it already reached all the three implementation stages which are habituation, development, and learning. Yet, the school still completed first implementation stage of GLS which is habituation stage because this school has been implemented a year ago but SMAN 1 Singaraja has been implemented GLS for 2 years. The school still have a lot of time to increase the implementation stage of GLS become development and learning stage as well.

Sari and Suharningsih (2017) conducted a research about the relationship between the quality of Gerakan Literasi Sekolah (GLS) with students' learning independence in SMKN 1 Sidoarjo. The implementation of GLS in this school is in

habituation stage. The students have to learn reading a non-learning book 15 minutes before lesson is begun. The similarity between the previous research from Sari and Suharningsih (2017) with this research is that both of SMAN 1 Sidoarjo and this school is in the habituation stage for implementing GLS. 15 minutes reading before the lesson begun is implemented as well in both schools.

Kurniawan, et al (2017), Sari and Suharningsih (2017), Endaryanta (2017) and this research are focus on the implementation of GLS that is analyzed from the implementation stages of GLS, those are: habituation, development, and learning. Yet, Endaryanta (2017) conducted a research about the implementation of GLS in SD Kristen Kalam Kudus and SD Muhammadiyah Suronatan that is analyzed from literacy culture.

Discussion

The students of the school can bring their own book from home or borrow it from the school library for reading activity to implement GLS. Yet, in this research, the researcher was provided total 80 fiction short stories in full English language for the students. All of eighty fiction short stories were taken from Reading A-Z website. Reading A-Z website is an online reading program with downloadable books. 40 fiction short stories are for first observation and second observation and 40 fiction short stories are for third and fourth observation. Every student has different title of the fiction short story. A fiction short story has seven until ten pages that could be done in two observations.

The researcher decided to provide the fiction short stories in English because she wanted to know how the students negotiate with a text for their reading comprehension. The negotiation in reading involves top-down and bottom-up processes (Woolley, 2011). Top-down process is more focus in processing that depends on the readers' intelligence and experience to understand the text (Brown, 2000) or when the readers use their background knowledge to predict the meaning of a text. Brown (2000) explains that bottom-up process, the readers have to recognize kinds of linguistic signals, such as: letters, morphemes, syllable, phrases, grammatical cues, discourse markers) to get the real meaning of words in a text or in short, the readers try to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text and moves from these to trying to understand the whole text. The researcher

divided the negotiation of the students for their reading comprehension into four parts because the observation has been done in four times.

In the first observation, the researcher gave a fiction short story for every student. The students read silently actually. At first, they confused of what is the story about. They thought that it was very difficult. They just opened the short story back and forth because they did not know yet about the story. Then, they try to open their dictionary. They found the meaning of every word from their own dictionary. Even the phrase "once upon a time", they would find the meaning of that phrase by searching the meaning of every word. As the result, they got wrong meaning of that phrase. Some of the students also ask the meaning of the word "the" and "of" to their teacher. Fortunately, after 15 minutes reading activity has been done, the teacher always discusses their reading to make them more understand and clarify the wrong meaning. It can be seen from this explanation, that the students use bottom-up process to negotiate with a text for their reading comprehension because they tried to find the meaning of the story by finding the meaning of every word.

In the second observation, they continued to read the previous fiction short story. The teacher asked a student to read aloud their fiction story in front of the classroom. They did not feel confuse again like in the first observation. The students try to enjoy their reading even still find some difficulties. They could understand a little bit about their short story that they have been read because they read the previous part before. Yet, they still try to understand the story by finding every word. It means that they still used bottom-up process in the second observation. Actually, every student has different way to understand the story. Some students wrote only the difficult words their own book to get the meaning of the story. However, some students translate all the short story in their book to understand it.

In the third observation, the students got new fiction short story still in English language. Each student got a fiction short story. The title is different for every student. The teacher asked the students to read silently. The student really enjoyed their reading. They did not feel confuse again. At first, they could guess what the story about from their background knowledge. After reading some parts of it, they could confirm that their guess was true or not. They guessed in the beginning but they still find the meaning of every word to understand the story. The difference between this observation and the two

previous observations was the students could get the meaning of every word easier. Probably, they already enjoyed their reading and they have been understood a lot of vocabularies from their reading activity before. In this observation, the students used top-down process when they predict what the story about and they could confirm that their prediction was correct or not after they were reading it. Bottom-up also used by the students in this observation because they could understand the short story after they find the meaning of every word.

In the last observation, two of the students were asked to read aloud their story in front of the classroom. The students negotiate with a text for their reading comprehension by using top-up process and bottom-up process as well. Yet, they could be easier to understand the short story because have known some parts of story before in the previous reading activity. They just confirmed that their prediction was right or not after they have done reading their fiction short story. They tried to find the meaning of difficult words in their dictionary to get the meaning of the fiction short story.

The explanation above shows that in beginning the students felt confuse and felt pressured as well because they thought that it was very difficult to understand the fiction short story in English language. They just opened back and forth it because they did not understand the words and the story as well. In the third and fourth observation, they have enjoyed their reading. They could understand easier the meaning of words and understand the story even they still searched the meaning of every word.

Then, is GLS effective to be used as a technique in teaching reading? The answer is yes. The researcher has interviewed an English teacher. He is a senior teacher. He has been teaching English for about twenty years. He said that GLS is very beneficial for the students to increase their reading habit. As we all know that reading habit of Indonesia's students is still low. He also stated that GLS is appropriate as a technique in teaching reading. He gave a chance for the students to read non-learning book in 15 minutes. Then, he discussed it informally what the story about with the students in fun condition after 15 minutes reading was ended. After that, he could bring the story in the main lesson especially in English lesson. He could correlate the fiction story with genre text such as narrative text or if non-fiction story could be correlated with recount text. He said that it would be easier to understand the material when they have understood the reading text.

In short, the teacher confirms that GLS is effective to be used as a technique in teaching reading.

The researcher also gave students' response journal to every student to know their perception of GLS. Most of the students agree that GLS is beneficial to increase their reading habit. At first, most of them do not like reading but after GLS is implemented, they often read and can enjoy reading. They feel interested more in English lesson when the teacher used GLS as a technique in teaching reading. GLS makes them easier to understand the material which is related to the text that they have been read. It means that the students agree as well that GLS is effective to be used as a technique in teaching reading.

Conclusion

Based on the result from the four observation, sit can be concluded that this school is in habituation stage of implementation of GLS. This school needs to develop GLS to increase the stage become development stage and learning stage. To complete all the three stages, the principal; the staffs; the teachers; the students; the parents and other components that is related to GLS should be well coordinated. In 15 minute, reading before the lesson begun, the students use bottom-up process in the first and the second of observation and they use both top-down process and bottom-up process in the third and last observation to negotiate a text for their reading comprehension. The result from interview with an English teacher and students' response journal can be concluded that implementation of GLS can be effective as a technique in teaching. The future researchers can investigate what are the supporting factors and obstacle factors for implementing GLS in this school.

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