

## **The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Cindekia Padang Pariaman**

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**Abstract.** *The global life requires the necessity to read well enough to be able to function sufficiently in this changing global population. The students have to be able to access to reading for a particular purpose and to literacy. For that reason, it is important to develop EFL teaching system appropriately to develop students' literacy competency. Therefore, this paper explores a study of the implementing literacy strategies by English teacher at MAN Islam Cendekia Padang pariaman, Sumbar, Indonesia. Through classroom observation and interview to the process of implementing literacy strategies in the classroom by the English teacher, results revealed that literacy strategies by EFL teacher in MAN IC PAPAR has no exposure to the specific how to implement literacy strategies in teaching. This will lead to the need for the establishment of standard in implementing literacy strategies to ensure the achievement of goal of teaching English. This paper suggests that related to the aspect to be covered in standards, namely (1) promoting literacy as well content learning (2) the text, and (3) learning situation. Another suggestion should involves as many parties concerned as possible, including, government, students' parents, and school environment.*

**Key words:** *teaching English, literacy, literacy strategies*

### **A. INTRODUCTION**

Since the enactment of Law no 20 years 2003, the objective of the national education system is to increase the quality, relevancy, and efficiency of education management in order to face domestic and global lives. The global life requires the necessity to read well enough to be able to function sufficiently in this

changing global population (Cahyono and Utami: 2006, p. 54). The Ministry of National Education (MONE), to respond to this Law, the Indonesian government has promoted literacy movement (GSL) and released literacy movement (GLS) module (2016) as the guide in implementing literacy movement. The ground theory to be successful in implementing literacy movement in this module used Anderson and Krathwol's theory (2016, p.25). They describe three stages to get the better result. Apply literacy is a complex matter because in this part the teacher should prepare the appropriate strategy, create classroom atmosphere and make an assessment to find learners' literacy skill.

Thus, to create the students are able to access to reading for a particular purpose, and to literacy, and creating themselves become self-directed, independent learners. The students should understand how to use, create and apply what they read and write comprehensively and applicable to the real world. In this globalization era, serious efforts have been made to strengthen the quality of English teaching in Indonesia, through the enactment of the Literacy strategies in the classroom. Furthermore, English is identified as the global language in international business, trade and transport, international research, education and mass culture (Smith: 2010:45). The role of English is definitely established in this present and will remain so for time to time. It is why English literacy is necessary for current future.

Related to Central Connecticut State University survey on March 9<sup>th</sup>, 2016 releasing a survey on world's most literate put Indonesia on number 60 out of 61 countries. Government and teachers are accused due to these problems. However, the government has already worked to solve them. In a ministerial decree of The Department of Education and Culture number 19<sup>th</sup>, 2005 about national education standard as the guide to create education framework and formulate strategic planning in education development relevant to the global era. The policy emphasizes that teaching learning English at school or Madrasah is supposed to

increase student's competency to communicate in English in real context or in the other word, we can say to be literate in English. School literacy movement and applying literacy strategy in teaching reading in TEFL interrelated to the current curriculum in Indonesia is a must as one solution to increase literacy standard and to develop better human resources in facing AFTA and MEA. It is like killing two birds with one stone.

Insan Cendekia as a popular school of The Ministry of Religious Affair at Padang Pariaman has a special interest in implementing literacy, as it relates to MAN IC's vision, i.e, balancing between knowledge, technology, and religion. The vice principle of MAN IC stated that accomplishing literacy in education process will give Insan Cendekia's students the capability to access science, technology, and rule of law, as well as use cultural wealth and mass media. The students' competency in using, creating, and developing technology will develop maximally. Nevertheless, he admitted it has not run well yet and the teachers in processing to find the appropriate concept in implementing literacy in their classroom. He also stated that very few teachers have exposure to the specific how to implement literacy strategies in teaching.

Besides that, the process of implementing literacy strategies in teaching English will not flow smoothly; many challenges will fade the target. Howe, et.al (2012) investigated 318 teachers in Louisiana. He found out the teachers luck creativity in modified literacy strategies based on other instructional strategies, the objective of the lesson and students' literacy need in the implementation of literacy strategies in teaching process. He also stated there was a significant relationship between variables of teaching experience, graduate hours, and the frequency of use, usefulness, and familiarity with the literacy strategies.

In this case, the implementation of literacy strategies in the teaching of English required by the English teacher would demand a considerable change in practice,

making it an undeniable context within which to examine the implementation of the literacy strategy in teaching. This study emerged from an interest in understanding the processes of literacy strategies that applied by the English teacher in implementing literacy strategies in teaching, in order that this knowledge might inform effectual implementation of existing and future implementation of literacy strategies in MAN Insan Cendekia and other similar contexts. In this study, the research question is “What are the difficulties faced by the English teacher in implementing literacy strategy at MAN Insan Cendekia Padang Pariaman?”

### ***English Education and Literacy***

Literacy is central of education (Kalantzis and Cope, 2000:117). They argue reading and writing competence is the key to the education process. They also believe the function of literacy in formal education represent two kinds of common sense as the symbol of modernisms and as the symbol of educated person. This idea supported by Pahl and Jennifer (2005, p.9) literacy today is kind of complex skill that supports daily living activity. They idea supposed new literacy as the social practice that done in the classroom in order to develop students' writing and reading skill is used in different contexts and for the different purpose to complete a set of tasks.

It is clear that literacy in English opens access to obtain knowledge and technology. It also helps the students communicate across different culture or ‘being global’ because they have to be connected to the world through the digital book, media online, and internet not only printed material. Furthermore, literacy today makes the classroom language teaching in local context interrelated to global economies and global markets (Pahl and Jennifer, 2005:74).

Then, Luke and Carrington (2002, p.233 cited in Pahl and Jennifer: 2005. p.132) add that the shaping of the new curriculum has to respond to the new pathways

our students deal globally and locally, in virtual and material social fields. However, the implementation of genre-based curriculum in 2013 curriculum requires English teachers to use a method to help students develop their literacy. It is reinforced by Louden, et.al (2005, p.15) as he says that a good literacy curriculum includes social context that has potential aspects to help learners in acquiring reading and writing. In the other word, literacy aspects are the combination of the school curriculum, teachers, classroom teaching, the school, the family, and society.

### ***Definition of Literacy***

Keefe and Susan, at al. (2015, p.2) define that literacy is kinds of interactions with other people in social aspect and this process is necessary as part of the literacy puzzle. They also mention that literacy is not only reading and writing, though there are other aspects of literacy development is the complex need. Furthermore, the Department of Education and Culture article 23 years 2015 describes literacy objective- directed as long life-education development, because through school literacy movement (GLS) 15 minute reading in or out of classroom context can improve school's role in creating better human resources.

In addition, the individual ability to comprehend and communicate through the text is the principal of literacy (Wagner, 2001:4). In consequence, literacy usually covers other language skills such as listening and speaking, as well as a range of other skills including the interpretation of visual material (Lemos: 2007, p.4). As a result, by improving knowledge through the text and four-skill competence in real context the learners are expected to improve the quality of their life.

### ***Effective Way to Teaching Literacy***

Kucer (2005, p.225) points out that literacy curricula help the learners in studying written course that develops various linguistics and cognitive strategies, sharpened into educational methods or teaching technique. Consequently, the teacher must

create proper material and technique that becomes the key in effective teaching literacy. In the other words, to be an effective teacher in implementing literacy based on *Beyond the Blueprint: Literacy in grade 4-12 and Across the Content* published by Connecticut State Department of Education (2007, p.25) the teacher should fulfil several characteristics.

Firstly, the teacher understands the reader and writers' characteristic. In reading, there several characteristics must be aware of the teacher, such as oral language, students' experience, level of prior knowledge, vocabulary mastery, accuracy, and fluency of word. As a result, if the English teacher pays attention to learners' characteristics, developing reading comprehension of the learners is easier. In writing, knowledge of spelling and writing strategy is important for students' performance in writing task. However, motivation, neediness, and uniqueness of the students influence their performance in doing literacy task). Therefore, the teacher must understand that students' deposition, attitude, and approaches to learning are influenced by their cultural heritage, in order to create the appropriate instructional design for the students.

Secondly, the English teacher comprehends that the text's feature is selected to support content learning, whether it is in the form of conventional print resources or internet resources. Before selecting the materials, the teacher should understand several contemplations. The evaluation process of reading material must be done properly in order to match reading difficulty level to students' reading ability. Then, to help students' comprehending the reading texts the teacher should evaluate the text' bias, idea organization of the text, the vocabulary load, a clarity of the concept of her/his presentation. Nonetheless, the complexity of reading materials from printed material or technology resources has similarities and differences to be used in the classroom and organized correctly in the process of teaching-learning process.

Thirdly, the English teacher understands her role in creating supportive literacy learning environment. The first role of the teacher is to comprehend how to set academic and learning objective for literacy assignment. The teacher also understands how to assure students' involvement in the learning process, collaborate with school communities, and develop technology resources in order to expand the supporting literacy context beyond the individual classroom. In another word, the teacher should understand how the process of planning, revision, and editing in developing students' literacy competence, especially in reading and writing.

Fourthly, the teacher understands how to teach the significant aspects of literacy to a wide range of students through reading and writing process. In this case, the teacher's role as the effective model, teaching, and building scaffold comprehension strategies in four skill competences in English is important.

Fifthly, the effective English teacher knows how to integrate a wide variety of material in their instruction based on students' diversity, to vary reading level and interest, skill and talents of students. Finally, the effective teacher comprehends how to raise student's motivation to read and write text independently.

### ***Literacy Strategy***

The EFL teacher must pay attention to the instructional strategies in applying literacy strategies should include, (1) explicit instruction, (2) teacher modelling, (3) scaffolding and coaching from the teacher, (5) specific purpose (s), (6) aligned with school mission, curriculum and grade-level goal. Moreover, *Beyond the Blueprint: Literacy in grade 4-12 and Across the Content* published by Connecticut State Department of Education (2007: p. 50-77) shares 26 literacy strategies divided into four categories: comprehension, vocabulary, fluency, and spelling.

Table 1.1.Literacy strategies

NO	The Purpose of Literacy Strategies	Literacy Strategies	The Instructional strategies	Use
1.	Comprehension	1. The directed reading-thinking activity 2. Question-answer relationship 3. Know-what learning chart 4. Comparison matrix 5. Response notebook 6. Anticipation guide 7. Chapter tour 8. Classification chart 9. Visualizing 10. Thinking aloud/metacognitive process 11. Semantic map 12. Graphic thinking organizer 13. Obstacle course 14. Walking this way-talk this way-look this way	These strategies intend to emphasize some procedures like: 1. Prediction, inference 2. Setting reading purpose 3. Questioning 4. Synthesize the text 5. Recognizing similarities and differences in the text to lead student's comprehension 6. Monitoring for meaning 7. Making connections 8. Activating background knowledge 9. Organizing information 10. Determining importance 11. Evaluating	All Content Area All Grade Levels Before and During Reading
2.	Vocabulary	1. Concept of definition map 2. Context clues for determining word meaning 3. List-group-label, possible sentence 4. Possible sentences 5. Semantic feature analysis 6. Vocabulary by analogy with word walls 7. Knowledge rating scale	These strategies intend to emphasize some procedures like: 1. Context clues 2. Thinking aloud and read aloud 3. Use synonym and antonym 4. Group discussion	All Content Area All Grade Levels Before and During Reading
3.	Fluency	1. Repeated reading 2. Reading theatre	These strategies intend to emphasize some procedures like: 1. Teacher models reading 2. Reading aloud	All Content Area All Grade Levels Before and During Reading
4.	Spelling	1. Spelling self-correction	These strategies	All

NO	The Purpose of Literacy Strategies	Literacy Strategies	The Instructional strategies	Use
		2. Clues to spelling from word relationships 3. word sorts	intend to emphasize some procedures like: 1. Teacher explains how to recognizing and correct the miss spelling 2. Use dictionary 3. Write words spelling	Content Area All Grade Levels Before and During Reading

Although 26 literacy strategies are developed to help the teacher in the teaching process, the teacher has to improve his/her skill in strategic teaching in order to encourage students learning. Excellent teachers have a positive impact on student outcomes, ensure the teachers have the tools to be excellent and professional to implement each practice of literacy strategies is important (Fisher et al., 2002: p.72). The 26 literacy strategies provide instructional guidance in identifying what and how to support general goal of the objective of the lesson.

## B. RESEARCH METHOD

The present study was supposed to investigate the implementation of literacy strategies by the English teacher at MAN IC in Padang Pariaman. In order to describe the implementation of literacy strategies, the researcher used the qualitative approach. Qualitative research tends to use words or pictures rather than statistics to describe the central phenomenon under the research (Creswell, 2013:18). Moreover, this study was also a case study since MAN IC only had one English teacher and case study was not proposed to infer the result of the description of the certain larger population. The result might be specific and particular to subject under study (Creswell, 2013:181). A case study was a study conducted to analyze a specific point belonging to a certain subject. In this study, the researcher used some research instruments to obtain the detail information and data. Based on research design was stated as qualitative research, the researcher chosen three techniques; observation, interview, and documentation.

## C. FINDINGS AND DISCUSSION

### *Findings*

The literacy strategies implementation's data in the class were gained from class observation, teacher interview, and document. In the document the researcher highlighted two kinds of literacy strategies were applied in the teaching process, QAR, and graphic thinking organizer. However, the observation data showed a very different reality from the survey data. There were three kinds of literacy strategies were applied, they were QAR, graphic thinking organizer, and walk this way-talk this way-look this way.

Related to interview data found “Honestly, I don’t have a clear concept what literacy is. I try to facilitate my students with reading resources and encourage them to write based on their background knowledge or about everything they know much” (**Line 5**). “Reading strategies and literacy is not quite any different” (**Line 6**). “GLS module was not ‘teacher friendly’ (**unstructured interview, 2017**); She further said “Me myself I have to learn a lot about literacy and also the strategies that why I asked your research materials so I can have a better understanding what literacy are. Students, so far they did well and well motivated. The school I expect a lot, physical and non-physical facilities such as varieties of the book, Internet access so I do not have to go to the downtown to search internet access, training or workshop about literacy”(**Line 7.8**).

Basically, she remarked that literacy strategies were the same as reading strategy. The classroom observation showed her difficult to ‘translate’ what the literacy instructional is in terms of teaching aims or indicators as stated in the previous passage. In the following table taken from the observation and interview data showed the teacher had basic concept in implementing literacy strategies:

Table 1.2.What the teacher know and able to in applying literacy strategies

The basic principles the teacher should know	Checklist
1. Effective teachers understand reader and writer characteristic.	✓
2. Effective teacher comprehend the texts' feature to be selected to support content learning, including technology, as well as conventional print resources.	✓
3. Effective teachers understand their role in creating learning context and a supportive literacy-learning environment.	✓
4. Effective teachers understand how to teach significant aspects of literacy to a wide range of students through reading and writing process. <ul style="list-style-type: none"> <li>1) The teacher understands her role as effective model, teaching and building scaffold comprehension strategies in reading, writing, listening, speaking, viewing and presenting.</li> <li>2) The teacher knows how to teach important vocabulary.</li> <li>3) The teacher can build student's accurate, fluent word identification in context</li> <li>4) The teacher teaches the students writing effectually.</li> </ul>	✓ ✓ ✓
5. Effective teachers know how to integrate a wide variety of materials in their instruction.	✓
6. Effective teachers raise motivation to read and write independently.	✓

Based on the table 4.4 this seemed to indicate she had the basic knowledge of the literacy strategies. Whilst the researcher tried to question her about what has meant by the literacy content learning-the reader, the text, and learning situation-interact to build text comprehend, she was able to explain that the text suitable with students' level, characteristics, background knowledge, vocabulary mastery, and linguistic complexity. She admitted that aspect was part of knowledge that influence of implementing literacy strategies "because literacy none without the knowledge and their capability in the linguistic pattern, vocabulary, fluency will help them to communicate the idea that they had" (**Line 7.1**). She also added literary work was helped her student to be literate students rather than as simply a person who can read and write. "My students love literary work, but I gave novel written in Indonesia such as (Name of Indonesia author), (Name of Indonesia author)'s novel with western country as the background so they can learn about culture, the way of life (Pause) learn English also learn culture and the highlight the content must have great value of life. At the same time, I develop their imagination and increase their knowledge without pressure. No writing without reading" (**Line 7.6**). However, based on classroom observation and her confession, the researcher found improper implementing of instructional strategies

of literacy in the classroom. But she claimed that she lack of training and workshop about literacy strategies.

### ***Discussion***

The literacy movement was promoted in 2015 and the notion of literacy movement module (GSL) launched in 2016 was understood differently on the ground. Even though, two stages from three stages in applying literacy movement completely fulfilled, in this case, routine and providing book resources, the English teacher articulated her view in a different way in applying literacy strategies in teaching as the last stage in implementing literacy strategies. Based on the interview, document and classroom observation, it seemed that the English teacher found it was difficult to understand the literacy strategies, particularly in implementing it in class. She was able to define literally literacy strategies implicit, nevertheless, literacy strategies target boarder than that where the students were guided to absorb the information, being independent and use it to survive

Basically, the concept of literacy still puts reading as the main target, even though Bailey (2004, p.286) cited in Cambridge Assessment's report (2013, p.8) emphasizes that literacy is a set of action and transitions used by people in reading and writing for personal and social purposes. The teacher has to comprehend literacy strategy is different with writing strategy, as done by the teacher she did creative innovation using Graphic order thinking and walk this way-talk this way-look this way in teaching writing is not appropriate.

Regarding to interview data the teacher cannot judge literacy strategies is not quite different with reading strategies.Beyond the blueprint's handbook (2007, p.25) stated that the instructional strategies provided for the teacher to support their students' literacy competence and reading strategies are used by students to

understand the text and be efficient readers (Brown, 2001: 306). On the other hand, literacy theoretically knows how to read, write, and speak formally expressing person's knowledge and how much a person has learned and reading is the oral interpretation of written language, a kind of action to learn. Therefore, the teacher must understand and apply the instructional strategies of literacy appropriately, because the link between strategic teaching and student learning is the keystone of the professional development plan (Fisher, et al., 2002: p.72).

The studies done by Howe et al. (2012) and Cantrell & Patricia (2008) found teachers' competency in implementation literacy, especially in applying literacy strategies must be developed to obtain the satisfactory result. They described the teaching experience, graduate hours, and frequency of use, familiarity with the literacy strategies and creativity in modifying strategies based on other instructional strategies, the objective of the lesson and students' literacy need to be influenced teachers' competency, hence is not a simple work.

The researcher summated it up as assured in the previous passage, the teacher has the prior knowledge about literacy, component, and principles to apply it in the classroom as described clearly in review of literature the teacher's teaching experiences and familiarity with the literacy strategies is low. In this case, as admitted by the teacher in the interview she was lack of knowledge, workshop, and training about literacy implementation in the classroom. Therefore, the school or institution and the government must develop it gradually; to increase the EFL teacher competency in literacy strategies. And the major barrier faced by the teacher of MAN IC PAPAR about lack of knowledge of literacy implementation inside the classroom will be accomplished. Then, the barriers of facilities support must cover by the school actively by providing the fitting facilities to support literacy movement inside or outside the classroom to support the government's policy. All these accounts show that the main problem faced by the EFL teacher

in implementing literacy in the classroom at MAN IC PAPAR was the lack of knowledge and facilities support.

## D. CONCLUSION AND SUGGESTION

### *Conclusion*

The overall conclusion showed the results of implementing literacy strategies by EFL teacher in MAN IC PAPAR has no exposure to the specific how to implement literacy strategies in teaching, even though, The teacher applied several stages of instructional literacy strategies. She did not have clear concept of literacy strategies theoretically. This will lead to the need for the establishment of standard of implementation of literacy strategies to ensure the achievement of goal of teaching English by using literacy strategies in MAN IC PAPAR. Therefore, the teacher needed to pay attention to the comprehensible concept of literacy instructional strategies practically and theoretically contributes to the improvement of the students' literacy competence sufficiently because literacy is not reading comprehension.

### *Suggestion*

Based on the findings during the implementation of literacy strategise by EFL teacher in MAN IC PAPAR, there are some suggestions proposed for practical aspects. The suggestions are intended to enrich, and find the best way of implementing literacy strategies to develop students' literacy strategy.

For practical aspects, given the result of the study, there are some suggestions proposed. For the institution, it is suggested the school provide the various kinds of English book in the library or WIFI support to download the literacy E-book in KEMENDIKBUD website to support literacy movement and facilitate the teacher with literacy workshop and training how to adopts literacy strategies in the classroom because it is a beneficial strategy to teach reading and writing interactively and develop character building and critical thinking of the students.

For the teachers, in applying literacy strategies the teacher has to build her competence day by day, in this case, practice makes perfect, because school is a spot for the students to develop their literacy skill through teaching and learning process, especially in reading (Lemos:2007, p.3). The students need a useful support to make the teaching and learning process not a burden but an interesting and enjoyable one.

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