ENGLISH READING LITERACIES TO IMPROVE VALUES AMONG TEENAGERS (Study Case Taken in North Jakarta)

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ABSTRACT

People with high levels of literacy usually have low crime rates and high intelligence. It is expected that the school community itself will happen in the school environment like teachers and students. The purpose of this research is to collect information on the learning styles and preferences of young junior high school students who are curious and critical. It is very useful to cultivate interest in reading English literature books in order to increase the cultural and social value of students who intend to apply for school literacy campaigns. The reading literacy development model used is the Plomp model: preliminary research, prototyping and evaluation. Science books such as textbooks recommended by the Cambridge Courses may have a major and popular impact because they can increase their value in various courses that use English. Educators are expected to use related books in their learning and lead the school's reading and writing movement. The result of validation of teaching materials indicates that reading literacy material with the use of English-language publications is important and can be tested.

Keywords: *Social Values, English reading, Literacies*

INTRODUCTION

Literacy is one of the parameters in an indication of the social and educational level in a country. Even though it looks good, where the world consists of more than two hundred countries, Indonesia still needs an increase in world literacy ranking. According to Agoestyowati (2017), the last ranking seen from data from the World Most Literate Nations, compiled by Central Connecticut State University in 2016, Indonesian literacy is ranked 59th out of 61 countries. Indonesia is one of the countries with the lowest literacy rates in Asia. This fact is based on descriptive studies by testing a number of aspects. The study in question covers five categories, namely: library, newspaper, education system input, education system output, and computer availability. Data

sourced from five data shows that the condition of Indonesia's reading interest is indeed quite alarming. Efforts are needed to overcome this, and one of them is the provision of reading material for reading skills.

Even though literacy is considered very important in the development of the overall value of a society, literacy in question must be constructive. According to Baleiro (2011), the notion of literacy must take into account the study of existence, contextual, cause-effect, connectedness, adjusting needs, and culture. Literacy has a deeper meaning than the capacity of individuals to process written information in everyday life. To facilitate its distribution, literacy is categorized into three forms of text most frequently encountered by students. According to Muhammadi (2018) in a literacy study, literacy must have three main things, namely: (1) narrative prose, the text in which the writer tells, whether fact or fiction; (2) expository prose, the text in which the author describes, explains, or conveys factual information or opinions; and (3) the document displays information such as diagrams, maps, tables, graphs, lists, or instruction sets. In addition to the three main points, Harsiati (2018) argues that the characteristics of reading literacy context are classified into four categories, namely education, work, personal, and community. The community, especially students in everyday school life, needs three main points and four categories of literacy. Other supporting theories derived from the

provisions of UNESCO (2005) regarding teaching materials in the field of reading literacy must be included in the characteristics of the reading context. Characteristics mean those who focus on (1) reading skills; (2) application, training, and reading rules; (3) reading process; and (4) text used in reading.

Of course, to compensate for the teen's curiosity and criticism, literacy must be educational and challenging. The addition of grades will increase student motivation in developing literacy. The literacy reading referred to for this should be read as much as possible with sufficient understanding that is appropriate to the abilities of adolescent students. According to Saddhoo and Slamet (2012), to improve sufficient understanding in reading literacy, good and correct reading techniques are needed: reading silently and not making sounds, focusing gaze on writing and not moving the lips or head and not reading word for word which will only increase boredom and boredom. If this technique is implemented and taught by the teacher correctly, then the results will be more optimal.

Ghazali (2010) argues that six activities that can be applied by students, especially teenagers, are needed, namely: (1) understanding the introduction of text types, (2) mastering the introduction of text structures, (3) being able to take the essence of reading, (4) understanding and making references or linkages to readings, (5) understanding the meaning of new words

according to the context without having to translate them, and (6) analyzing and adjusting the understanding and suitability of words to the reading context.

According to the research of Muhamadi et al (2018), generally, the difficulty in the literacy movement in schools can be seen in three ways, namely: First, the literacy material lacks or does not yet describe literacy learning. Asking students to read quickly does not match their interests and needs will be less productive. Second, literacy material does not refer to the needs of students in relation to socio-cultural life, so it is difficult to imagine and apply it in everyday life. Third, literacy material does not invite imagination so that students are unable to develop and process what they have read. To support this research, Ngaka and Masaazi (2015) in their research also found that there were very few invitations to students to use their imaginations about their surroundings and the phenomena and events they witnessed. Understandably, the application of reading literacy must be encouraged by adults who have understood the benefits of literacy and can use existing stories and cases so that students can improve their abilities.

In North Jakarta, especially in the Kelapa Gading area, there are several schools equipped with adequate libraries. To maximize libraries and literacy interests, these schools, especially private schools, often bring in the latest published books from national publishers. Some schools, especially those who have status as international schools or SPK or Schools that use additional Curricula outside the National Curriculum, often enrich libraries and handbooks for students from overseas. These schools often use reading and literacy books originating from Cambridge University Press which have been recognized by many schools in the world. In addition, because these schools use the Cambridge Checkpoint as one of the assessment outside of the National Based School Exams, they use books published by Cambridge University Press as handbooks in learning.

The advantage of using books from outside is that it can increase literacy interest. Books published are full-color books, thereby increasing students' reading interest which leads them to literacy activities. In addition, these books can be a guide for students to work on the questions given to them. Schools that apply literacy will only succeed if their students are based on adequate English language skills. One school that supports this research is Saint Peter Junior High School in North Jakarta, where the school applies the National Curriculum and also uses the Cambridge Curriculum as support.

METHODS

In this study, the researcher used a development model through materials design and learning development. These models will be made in the form of diagrams and simple narratives. This theory was derived from the

applied research of Plomp (2013) which used three stages, namely, preliminary research analysis, prototyping stage and evaluation stage. In the preliminary analysis stage of the research, the researcher analyzes the literacy needs, the implementation of the curriculum, and the characteristics of the students. In the prototyping stage, researchers design test materials such as variables and questionnaires. Once the two stages are completed, the stages will be evaluated. The results of these three stages will then be validated and reviewed if there are additional contributions and additions from the researchers involved. At the end of the application of the research model, all those involved will be asked to respond or give their opinions to see the effective use of the didactic materials.

In this study, the students studied were teenagers who had emotions and intelligence that were very important in understanding literacy, namely junior high students. The results of the study are used to determine the effects and practical literacy teaching materials that they also use in the learning process. In addition to knowing more about these effects and practices, the application of the method is evaluated on each student, small group (3-5 students), and large group (reading class discussion). The data obtained from this study are qualitative and quantitative. Qualitative data was obtained using simple student questions and answers, observations and field observations. Whilst quantitative data has been obtained by completing questionnaires and test scores which are applications of literacy to support students' subjects.

FINDINGS AND DISCUSSIONS

As explained by Saddhoo and Slamet (2012), how to improve the understanding of reading literacy, such as focusing on writing and word-for-word reading, will only increase the sense of boredom, and the sense of boredom should point to its effectiveness. English reading literacy is a parameter that indicates the social and educational level of a country, and it must be supplemented with sufficient literacy materials. To ensure the effectiveness of using sufficient literacy materials, an evaluation process was carried out. In the evaluation of textbooks, the textbooks used as library books are also used as support for the school's student handbook.

Muhamadi (2018) pointed out the difficulties in the school literacy movement, the textbook should describe literacy learning, matching interests and needs, and the needs of students in social and cultural life. The book used should also help solve this problem. The literacy manual used by the students was used as the cover design of the publisher but adjusted according to their needs and research interests. Considering that the publisher is an international publication with international experience, it has extensive experience in attracting students, especially young learners.

The cover design is full of colors and shows that the manual is a textbook, but it has

an auxiliary role. On the cover, you can find publishers, courses, and related course suggestions, that is, using Cambridge Curriculum.
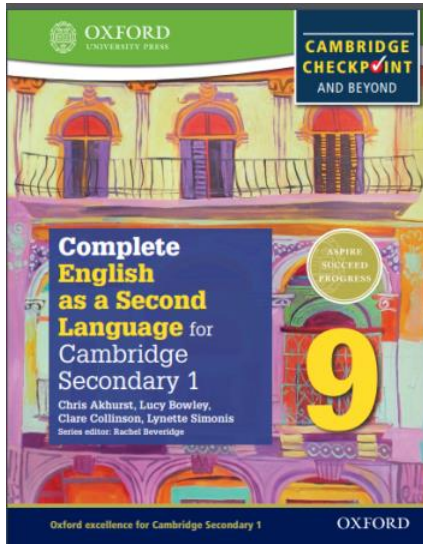

Figure 1. Cover English literacy teaching materials, Cambridge Checkpoint

It is very clear that the book contains improved English Skills, including reading, listening, speaking, and writing so that it assures students that what they are reading is useful for increasing their grades and also interesting to read.
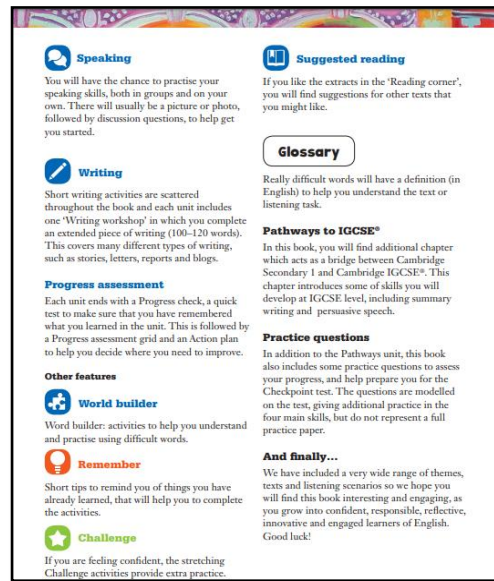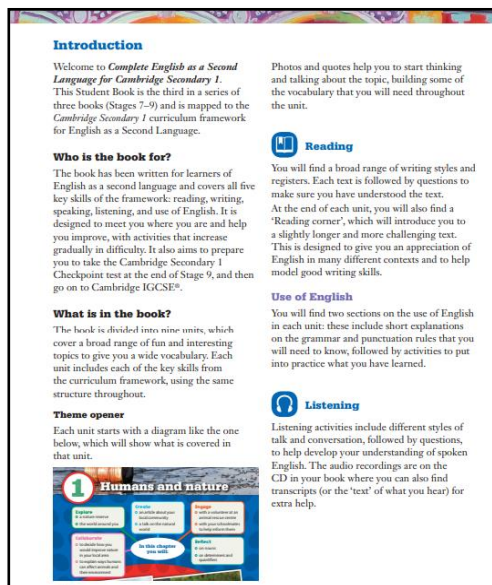

Figure 2. Advanced pages about how to apply and use the book

Points on the prototype of the validation of a read literate teaching material are the results of a prototype evaluation with an expert review evaluation method. The activities undertaken in the process of evaluation of the prototype with expert review evaluation method are in the form of validation reading of literacy materials using Oxford and Cambridge University Press literation. Validation is performed by two experts and reviewed by two teachers who handle the subject. The validation of teaching materials is done in several aspects, namely aspects of content feasibility, linguistics, presentation, and graphics. In the assessment, researchers approved by experts and teachers made the classification of the following classes: 85-100 = very good, 75-84 = good, 65-74 = enough, and 0-64 = less.

The feasibility aspect of the content consists of seven parts, namely (1) The literacy

design of teaching materials according to the character of school level youth/Junior High School. (2) conformity with student development. (3) Literate materials possess and contain critical thinking. (4) Material connections with social and cultural value. (5) Literacy teaching materials relating to learning materials. (6) Sequence and flow in accordance with the teaching materials literacy and student learning books. (7) Literacy teaching materials make students ask questions or argue. Detailed validation results for each aspect can be seen in some tables. The result of the material aspect of content feasibility validation can be seen in Table 1. Based on Table 1, it is indicated that the average value of each indicator is in terms of content eligibility in an excellent category. The designed teaching materials are considered very suitable for the character and development of adolescent students. Teaching materials for literate readers contain critical thinking and instill the social and cultural attitudes of teenage students and are systematized. Teaching materials are also expressed according to the development of the student.

Table 1. Results of the Validation of Teaching Material for the Content Eligibility Aspect

No	Aspect	Validation value	Category
1	The design of literacy teaching materials in accordance with the character of adolescents / junior high school level	85	Very Good
2	Conformity with the development to students	85	Very Good
3	Literacy material has and contains critical thinking	88	Very Good
4	Linkage of material to social and cultural	85	Very Good
5	Literacy teaching materials related to learning materials	95	Very Good
6	Sequence and flow according to teaching materials literacy and student learning books	75	Good
7.	Literacy teaching materials make students to ask and refute	75	Good
	Total	588	
	Average	84	Very Good

The validated aspect of the teaching material is the linguistic aspect. The results of the validation of the linguistic aspects are presented in Table 2. The linguistic aspects consist of seven parts, namely (1) readability. (2) transparency of information. (3) good principles of the English language. (4) effective use of language. (5) effective use of language. (6) Reading and writing materials stimulate the imagination. (7) accuracy in punctuation. Table 2 shows that the linguistic accuracy of the teaching materials is generally very good. It is assumed that the reading and writing material is easy for teenage students to understand. The

data is supported by transparent information contained in the teaching materials and in accordance with the principles of the English language and supports the development and improvement of language skills.

Table 2. Results of Language Material Validation Results

No	Aspect	Validation value	Category
1	Legibility	88	Very Good
2	Clarity of information	95	Very Good
3	Good English language rules	97	Very Good
4	Effective use of language	88	Very Good
5	Efficient use of language	95	Very Good
6	Literacy teaching materials increase imagination	95	Very Good
7	Accuracy in punctuation	97	Very Good
	Total	655	
	Average	94	Very Good

A validated aspect of the teaching material is the presentation aspect. The results of the presentation validation aspects can be seen in Table 3. Based on Table 3, it seems that the performance indicators have been assessed as clear and follow the order in which they are systematically presented. Choosing an image and color that matches the critical character of a teenage student can provide motivation and attraction. Another aspect of the teaching material is the graphic aspect. As a result of the validation of the graphic aspect, teaching materials for learning reading and writing are designed using the appropriate type and size of the font, and are read by middle school students. The illustration of the teaching materials also reflects the interests of the students. Overall, the importance of the teaching material in terms of graphics is in a very good category, as can be seen in Table 4. Based on the results of validating the results of various aspects in the past, the overall results of validation of reading literacy material with the use of learning to read and write from outside publications is very good.

Table 3. Results of Validation of Teaching Material Presentation Aspects

No	Aspect	Validation value	Category
1	Order of systematic serving	95	Very Good
2	Teaching materials can provide motivation	85	Very Good
3	Teaching materials can provide an attraction	95	Very Good
4	Interaction and response	75	Good
5	Completeness of information	95	Very Good
6	Conformity with the presentation of time	85	Very Good
7.	Clarity in the formulation of performance indicators	95	Very Good
	Total	625	
	Average	89	Very Good

Table 4. Results of Validation of Instructional Materials in a Graphic

No	Aspect	Validation value	Category
1	Use of fonts: proportional type of writing, which uses the type of Comic Sans and/or Times New Roman	95	Very Good
2	Font used: proportional writing size, i.e. uses size 12 in content and 16 in section headings	95	Very Good
3	Proper layout	85	Very Good
4	Illustrations, pictures, and photographs clearly state the source	95	Very Good
5	Illustrations, pictures, and photographs represent the chapter titles	95	Very Good
6	Attractive appearance design or not monotonous	75	Good
7.	Illustrations, pictures, and photos raise questions or are curious at the beginning of the introduction	95	Very Good
	Total	635	
	Average	91	Very Good

Table 5. Overall Reading Material Validation of Literacy Teaching Materials

No	Aspect	Numbers	Validation value	Category
1	Content Feasibility	144	75	Good
2	Proper linguistic in used	75	85	Very Good
3	Supporting diagram	9	85	Very Good
4	Good Presentation	135	85	Very Good
5	Linkage to other lesson literacy	6	75	Good
6	Graphical in used	5	80	Very Good
7.	Simple morphology in used	12	80	Very Good
	Total		565	
	Average		81	Very Good

Development research conducted is an educational research design research model that develops literacy teaching products. The development model used in this study was adapted from the Plomp model. The focus of the preliminary research and prototyping phase is to produce excellent teaching materials. The development of reading teaching materials using the Oxford - Cambridge library books adopting the Plomp development model has

been successfully implemented. Teaching material for reading literacy using textbooks supported by books published by Oxford-Cambridge has been validated by experts and approved by teachers from the field of study.

Based on the analysis of the validation of the teaching materials, an average value of 81 was obtained. When viewed from a predetermined category, the teaching materials that have been developed are included in the

excellent category. Therefore, it can be concluded that the developed teaching material has been in accordance with the requirements of the national curriculum, although the literacy material uses literacy material from the supporting curriculum, the Cambridge Curriculum. Presentation of the material according to the indicators that are formulated and in accordance with the student's development. The content of the teaching materials is also in accordance with the material and demands of reading and writing at the youth level. Various concepts and descriptions of functions contained in the teaching materials make it easier for students to properly understand the content of the reading and can help them work on related problems, that is, learn English. The contents of the teaching materials have managed to achieve the selected basic competencies. In addition, the use of language in the teaching materials uses simple and clear sentences, so that all students understand it easily. Sentences per sentence use the correct spelling according to the rules and conditions of English writing. The didactic material developed is designed with attractive color gradations, so that it can motivate students to follow the learning process well. Thus, it can be concluded that the didactic material developed has been declared very good and can be used in the process of learning to read.

CONCLUSION

Based on the development and testing of teaching materials, it can be concluded that teaching materials for reading were developed using literary books published overseas, namely Oxford-Cambridge Bookable, to improve language skills and increase reading interest. This can be seen from the results of the validation of the teaching material of reading using the teaching material book by the validator that has been implemented. These results illustrate that literacy materials, in which books are published abroad to support the developed national curriculum, are important and can be used in the learning process.

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