

EFFECT OF SCHOOL LITERACY MOVEMENT (GLS) ON STUDENTS' LITERACY ABILITY

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Abstract: This research aims to know the influence of school literacy movement (GLS) to students' literacy ability of Fifth grade SD Negeri Gunung Sari I Kecamatan Rappocini Kota Makassar school year 2016/2017. The research approach used a quantitative approach with Pre Experimental Research. The sample chosen with purposive sampling by choosing class V as experiment class with number 66 students and are present 50 students. Techniques of data collection used in this research i.e. test and documentation. The data collected from granting of literacy ability test then analyzed statistically descriptive and inferential using to sample t-test that is Wilcoxon Test by using the test of two sides (two tail test). Normality test uses Kolmogrov-Smirnov Normality Test with Asymp Sig. (2-Tailed) is 0,002 for pretest data and 0,003 for posttest data. Literacy ability on initial test (pretest) are on very satisfactory category with mean is 83,99 and the literacy ability on the final test (posttest) are on very satisfactory category with mean is 90,23. Hypothesis test uses Wilcoxon Test Asymp Sig. (2-tailed) Value is 0,00 < 0,05. Conclusion of research based on the result of analysis shows that there is the influence of school literacy movement (GLS) to students' literacy ability of Fifth grade SD Negeri Gunung Sari I Kecamatan Rappocini Kota Makassar.

Keywords: GLS, Reading Comprehension, Literacy Ability, Quantitative Approach.

1. INTRODUCTION

The literacy ability of learners is closely related to the demands of reading skills that lead to an analytical, critical, and reflective understanding of information in this 21st Century. Literacy is very important for students because skills in literacy affect their learning success and life. Good literacy skills will assist students in understanding oral, written, or visual / visual texts. Literacy itself can be interpreted as literacy and writing ability. Subject to encourage students to be literate can be done with a variety of school programs that umbrella. School programs that support the formation of literate students are the hallmark of a quality school. This program does not have to be a spectacular activity, but rather a program that shapes the students' habits and culture in reading, writing, and speaking.

The results of research published by the Organization for Economic Co-operation and Development (OECD) in the 2012 Program for International Student Assessment (PISA) 2012 show Indonesian students are ranked 64th out of 65 countries by obtaining a score of 396 using average reading scores 493 (OECD, 2014) and PISA 2015 show Indonesian learners are ranked 64th out of 70 countries earning a score of 397 using an average reading score of 490 (OECD, 2016). A total of 65 countries participated in PISA 2012 and 70 countries participated in PISA 2015. From both of these results it can be argued that educational practices implemented in schools have not demonstrated the functioning of schools as learning organizations that seek to make all citizens a literature to support them as lifelong learners.

News published by Khalid (2016) states that the USAID Priority Program has conducted an Early Grade Reading Assessment of 15,941 students sampled in seven assisted provinces in Indonesia from 2012-2015. The seven provinces are Aceh, North Sumatra, Banten, West Java, Central Java, East Java, and South Sulawesi. The results of these assessments show that many children who are sampled by priority programs read fluently but lack the understanding of

the meaning of the text being read. The reading comprehension of the average student is still below 80%. According to Jamaruddin, the Coordinator of USAID Priority of South Sulawesi Province (Khalid, 2016), the research needs to be taken seriously by the local government and stakeholders related to education and the ability to understand the reading will affect the absorption of students during the learning process. Students will also be difficult to develop other skills that often can only be obtained by reading.

Based on this, the Ministry of Education and Culture developed the School Literacy Movement (reading activity 15 minutes before learning) involving all stakeholders in the education field, from the central, provincial, district / city level, to the education unit. In addition, the involvement of external elements and the public element, ie parents of learners, alumni, community, business and industry also become an important component in GLS.

Development of GLS based on the Regulation of the Minister of Education and Culture No. 23 of 2015 on the Growth of Character Article 1 Paragraph 4, "Habituation is a series of activities to be undertaken by students, teachers, and educational personnel who aim to foster good habits and form a generation of positive character ". It is a matter of reading non-learning activities for fifteen minutes before the start of study time. According to Faizah, et al (2016: 2), "GLS aims to increase the capacity of citizens and schools into literacy". The activity is an effort to foster the love of reading to learners and a fun learning experience while stimulating the imagination.

According to Abidin (2015: 351), "this school program will be the key for the establishment of a cultured school that is noble school that has a habit that support the success of students in the future". In line with this, effective learning needs to address the needs, interests, age, background, and student learning environment. Learning literacy which is intended the culture of reading or reading in school. Literacy learning in the United States Agency for International Development (USAID) Priorities (2015: 3), "literacy learning in elementary schools is essential to support students' academic achievement". The statement relates to the literacy competence (listening-speaking, reading-writing, calculating, calculating and observing) that should be embedded since primary education, then proceeded to a higher level of education so that learners can improve the ability to access information and knowledge. In addition, learners are able to distinguish useful information and not useful. That's because literacy leads one to the ability to understand the message embodied in various forms of text (oral, written, visual).

USAID Priorities (2015) describes the implementation of Reading activities at SDN Cibabat Mandiri 4 Cimahi West Java during two semesters of the academic year 2014-2015 with the result of reading interest and students' literacy skills increased. In addition to that, the demand for reading books in schools also increased. The results of research by Kurniawati (2016) with the title Efforts to Realize Literacy Schools Through Gelis Batuk. Gelis Batuk (Literacy Movement School Read Write Works) is a program of literacy improvement of students. The results showed an increase in students' literacy skills after Gelis Batuk was implemented. Further research was conducted by Wulandari (2017) with the title Implementation Policy of School Literacy Movement in Islamist Integrated Primary School Lukman Al Hakim International. The results of this study illustrate that there are reading programs and school policies that support the implementation of GLS, supporting factors and inhibiting factors of GLS implementation at SDIT Lukman Al Hakim International.

The data found through observations conducted at SD Negeri Gunung Sari I Rappocini Sub-District Makassar City on January 18 and February 8, 2017 that found the implementation of the GLS in the form of reading activities 15 minutes before the learning next. This can be seen with the availability of school programs, school libraries, reading corners of the class, and reading carts that support the implementation of reading activities 15 minutes before learning by students and teachers. 15 minute reading is part of the hatching phase of GLS.

This study aims 1) To illustrate the ability of student literacy before and after the implementation of GLS in SD Negeri Gunung Sari I Rappocini District Makassar City academic year 2016/2017. 2) To know the influence of school literacy movement (reading activity 15 minutes before learning) to the literacy ability of grade V students of SD Negeri Gunung Sari I, Rappocini District, Makassar City, academic year 2016/2017.

2. RESEARCH METHODS

The design used in this research is one group pretest-posttest design. In this design the study sample is subjected to a double-measurement treatment. The first measurement is done before the second treatment and measurement is done after the treatment is done (Sugiyono, 2012). This design can be described as follows:

Pre-test (O1)	Treatment using KWL strategy techniques in reading teaching (X)	Post-test (O2)
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The independent variable is the school literacy movement (GLS). School Literacy Movement is a reading activity conducted by students and teachers before learning. The reading takes about 15 minutes.

While the dependent variable is the students' literacy ability, ie the post test result obtained by the students after being given the treatment. Literacy skills in the GLS is the ability to read in order to understand and understand the contents of reading that has been adapted to indicators to understand reading and ability to read loudly in order to understand the reading material with indicators that have been adapted to the element of the story being read.

The instrument used in this study questions the comprehension given as a posttest. The population in this research is high school student of SD Negeri Gunung Sari I of Rappocini Sub-district, Makassar City, amounting to 185 students. The sample selection in this research is done by purposive sampling technique. purposive sampling is a technique of determining samples with certain considerations. The sampling technique is used when there is consideration. The consideration is the suitability of focus on GLS (Faizah, 2016). The sample in this research is class V is 66 people. In this study the data were collected by performing the following three steps illustrated:

1. Pretest

Pretest activity is performed before treatment with the aim of knowing the ability to read before giving treatment

2. Treatment

Provision of treatment in the form of reading 15 minutes before the lesson held in the experimental class.

3. Posttest

At this stage, students are given a number of structured questions to compare reading skills after treatment.

The data analysis technique used by the researcher is statistic, because this research is quantitative research, so there are two kinds of statistics used are: 1) descriptive statistical analysis aimed to describe or describe the literacy ability obtained by students from the experimental group. The reading ability is then compared to grouping it as follows:

Table of Criteria Guidance for Student Literacy Capability

Value Interval (100% figure)	Categorization
80 and above	Very Satisfactory
70 – 79	Satisfactory
60 – 69	Enough
50 – 59	Less
49 to Under	Very Less

2) Inferential statistical analysis used to test the research hypothesis by using t test with different data. before testing the hypothesis in advance tested the prerequisite analysis, ie the normality test processed in SPSS Statistic version 20.0

3. RESULTS AND DISCUSSION

This study examines the effect of the school reading movement (reading activity 15 minutes before learning) on the literacy ability of grade V students of SD Sari I SD Rappocini District Makassar City. This experimental research using Pre Experimental design form One Group Pretest-Posttest Design. The design of this study was chosen because the researcher will give treatment only to the experimental class.

The sample in this research is 50 people. The experimental class is a class that gets treated in the form of a school reading exercise (reading activity 15 minutes before learning). Based on research that has been done in SD Negeri Gunung Sari I class V as experimental class in this research.

Activity reading 15 minutes done is a loud reading activity, where before the activity done the researchers prepare a simulation material that comes from books in the classroom. Lively reading activity is the activity of teachers to read short stories to learners. Literacy reading lasts for 15 minutes and can also be given additional activities in the form of giving short questions to students about the material that has been observed. 15 minutes reading activity besides reading loud there is also a reading activity in the heart conducted by students and teachers. In the activity of reading in the heart,

books that can be used are reading books contained in the corner class, reading carts, and libraries. In this study, used sheet reading material taken from the book in the corner of the class. In reading activity the researchers fill out the card read and the reading activity in the hearts of learners who fill the card read.

1. Student literacy skills

Before giving treatment to the experimental class first give pretest to get the initial data on the experimental class. After giving the pretest then given the treatment of reading activities 15 minutes before learning. After the subsequent treatment, posttest is given to determine students' literacy ability after treatment. Based on descriptive analysis, it is known that the result of pretest and posttest of student literacy ability is in very satisfactory category with the mean value on pretest that is 83,99 and posttest is 90,23.

Based on the results of descriptive analysis concluded that the ability to read students in the experimental class is in the category is very satisfactory after giving treatment. It is seen in the mean value (mean) in the experimental class of 83.99 and 90.23 which is in the category of very satisfactory based on categorization ability literacy. The ability of literacy with very satisfactory category illustrates that the literacy capability indicator has been achieved. Literacy skills consist of literacy skills in the liver and loud reading. Reading indicators in the heart of reading comprehension include literal understanding, reorganization, inferential comprehension, and evaluation adopted from the results of research conducted by Yonantin (2014). These indicators are in line with the GLS focus on the habituation stage as well as the purpose of reading in the heart (Dalman, 2013). Indicators reading loudly to understand the contents of reading) include characters and characterizations, background, theme, and story of the story that was adopted from the results of research conducted by Nurcahyo (2014). The reading indicator has been adjusted for the purpose of reading aloud (Dalman, 2013) that is understand and understand the reading material including the story reading element.

2. The Influence of GLS on Student Literacy Ability

Based on the result of t test that has been done to the experimental class, it is known that there are differences of literacy ability of learners in terms of literacy ability before and after being given treatment in the form of GLS implementation (reading activity 15 minutes before learning) in experimental class.

If seen from differences in literacy capabilities before and after the implementation of reading activities, it is known that there is an increase in literacy skills in the experimental class, in terms of Asymp Sig value. (2-tailed) smaller than 0.05 and the difference in mean values of the pretest and posttest results of the experimental class. The results can be concluded that there are significant differences in literacy capability before and after given GLS intake treatment (reading activity 15 minutes before learning).

The results of this study are similar to those proposed by Faizah et al (2016: 2), "GLS aims to increase the capacity of citizens and the school environment into literacy". Significant differences in literacy skills after GLS implementation (reading activity 15 minutes before learning) increase or more literate than literacy skills prior to GLS (reading 15 minutes before learning). The results of this study in line with research conducted by Kurniawati (2016) with the title Efforts to Realize Literacy Schools Through Gelis Batuk. Gelis Batuk (Literacy Movement School Read Write Works) is a literacy improvement program and reading students. The results showed an increase in students' literacy skills after Gelis Batuk was implemented.

Based on the results of research it is clear that the more frequently implemented GLS then the ability of student literacy will increase. Based on the previous discussion, the conclusion of this research is the influence of the school literacy movement (reading activity 15 minutes before learning) on the literacy ability of the students of grade V SD Sari I SD Rappocini District Makassar City.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research conducted can be concluded that some things include:

1. Student literacy ability in experiment class is in very satisfactory category. The results can be seen from the mean (pretest) and posttest (mean) values. The mean (pretest) mean is 83.99 and the mean (posttest) mean is 90.23.
2. School literacy movement (GLS) has an effect on the literacy ability of students of SD Negeri Gunung Sari I, Rappocini District, Makassar City. This can be seen from the difference in reading ability of the students of SD Negeri

Gunung Sari I of Rappocini sub-district, Makassar City before and after the implementation of GLS (reading activity 15 minutes before learning) with Asymp Sig score. (2-tailed) pretest and posttest results are smaller than 0.05 which means significantly different.

The suggestion is that the principal can make this research as a motivation in improving the phase of school literacy movement that is carried out, such as the development stage and the learning stage.

1. Teachers can improve the process of implementation of school literacy movement at the stage of habituation, especially on the implementation of reading activities 15 minutes before the learning is done.
2. Students should try to improve students' reading interest and reading ability. In addition, students are better able to increase interaction with other students.
3. For the next researcher, this research can be used as a reference.

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