DEVELOPING INSTRUCTIONAL MEDIA IN ENHANCING STUDENTS’ LITERACY CULTURE

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Abstract

In the last decade, education in Indonesia are faced with a very complicated situation and tend to be alarming. The degradation of morale, the erosion of nation’s character and the low culture of literacy among students are the example of problems that happened in education of Indonesia. One of the problem will be concerned in this article is on literacy culture among students of Indonesia. Some studies and statistic data show that literacy culture among students of Indonesia is still very low. The result of study of Programme for International Student Assessment (PISA) puts Indonesian students’ reading habits at number 57 out of 65 countries studied. Meanwhile, based on statistic data from UNESCO in 2012 mentions that index of reading interest in Indonesia only reached 0.001. It means that every 1,000 people of Indonesia, only one person who has interest in reading. In fact, students’ ability in literacy is the first step to achieve success in learning. The effort to improve students’ ability in literacy should be initiated from preparing prospective teachers. Therefore, University have to equip student (candidate of teacher) with a set of sufficient knowledge on literacy and instill literacy culture. This article will explore the general concepts, benefits, and scope of literacy with the emphasis on how to develop attractive instructional media of literacy which adjusted to subject matters and characteristics of students.

Keywords: Literacy, Instructional Media, Reading, and Writing.

INTRODUCTION

The underlying rationale of writing this paper is some data from several studies which show that literacy culture among Indonesia students are still very low. The result of study of Programme for International Student Assessment (PISA) displays that literacy culture in Indonesia society in 2012 was the second worst of 65 countries studied in the world. Indonesia ranks 64 out of 65 countries. Meanwhile Vietnam ranks 20. In the similar study, PISA also put Indonesian students’ reading habits at number 57 out of 65 countries studied. Moreover, PISA points out that there is no single Indonesia students who scored at the fifth level of literacy, only 0.4 percent of students have literacy skill at the fourth level, and the remaining are below the level of three or even below the level of one.

Besides, based on statistic data from UNESCO in 2012 mentions that index of reading interest in Indonesia only reached 0.001. It means that every 1,000 people of Indonesia, only one person who has interest in reading. Similar to UNESCO, the figures of UNDP also shows that the literacy rate of adults in Indonesia is only 65.5 percent. While, Malaysia has reached 86.4. In addition, based on study of Most Littered Nation in the World which conducted by Central State University on March 2016, reveals that Indonesia ranks 60 out of 61 countries with regard to interest in reading. In other words, the low literacy among Indonesia students proves that the education process has not developed the competence and interests of learner to knowledge. Education practices which implemented in schools have also shown that school have not functioned as learning organizations that make all their citizen as lifelong learners.

The failure of teaching literacy in Indonesia, one of them is caused by the inability of teachers to practice information skills as well as reading and writing skills for students. The information skills involves some activities such as gathering information, processing
information, and communicating information. And those activities cannot be separated from reading and writing skills. Inevitable, students’ ability in literacy is the first step to reach their success in learning. One of success indicator in learning is indicated by improvement of students’ literacy culture. It means that the better the level of students’ literacy will influence students’ absorption of information which obtained in learning process. Student who has high absorption level will be easier to explore his/her own knowledge.

The efforts to improve students’ ability in literacy should be initiated from preparing prospective teachers. Therefore, University have to make attempt to instill literacy culture among students by adding a collection of books in the library, conducting public discussion on the significance of literacy, providing internet access, building reading corners or students access center, and equipping student (candidate of teacher) with a set of plenty knowledge on literacy.

Besides, responding the low literacy culture among Indonesia students, the ministry of education and culture released a regulation number 23 of 2015 on school literacy movement. School literacy movement is a comprehensive effort which engages all school community (teachers, students, parents or student guardian) and society as part of the educational ecosystem. Faizah et al (2016) point out that “one of the activity of this movement is reading non-lesson book for 15 minute before study begins. This activity is carried out to instill students’ reading interest as well as in order to improve reading skills so that knowledge can be mastered better by students” (p.ii). Reading material contains the values of character in the form of local wisdom, national, global which delivered according students’ development stage.

GENERAL CONCEPTS OF LITERACY

Generally, UNESCO defines literacy as ability of student to read and write. However, based on its utilization, “literacy is the integration from ability to listen, read, write, speak, and think critically” (Bayham, 1995:5). Furthermore, some educators believe that literacy is ability of reading and writing that have relation with someone success in academic community circle. As Geoffrey Underwood and Vivinne Batt (1996) reveal that “reading and writing are fundamental skills for formal education and for an individual’s success in society”. Moreover, Klein et al (1991) give comprehensive explanation on literacy definition: “Someone who has literacy skills can be seen from some marker indicators such as: (a) ability to read explicit meaning; (b) ability to speak fluently, accurately, and logically; (c) ability to write easily and comfortably; (d) ability to communicate main ideas through writing; (e) ability to understand oral message either explicitly or implicitly; and (f) ability to find satisfaction, objective, and attainment through several literacy activities”. (p.1)

From above definition, we may infer that literacy skills refer to ability to speak, listen, write, read, and though in certain language. And from those competencies, Sulzy (1986), Grabe & Kaplan (1992), and Graff (2006) tend to more emphasize literacy as ability to read and write. This belief can be legitimate if we pay attention to the relationship between the ability to read and write like two sides of the coin. Someone who can write well tend to has good ability in reading. Conversely, someone who has ability to read well tend to be a good writer.

At elementary level, literacy learning is more emphasized on ability to read and write. According to Tarigan (2010) there are five reasons why literacy is directed on reading and writing skills:

“The first reason, reader is composer or constructor of meaning, every reader has his/her own objective. That objective moves his/her thought about topic of text and
activate the relationship between background knowledge and contain of text. The second reason, between reading and writing involve knowledge and similar process. Reading and writing are taught simultaneously because both of them develop together naturally. The third reason, learning of reading and writing jointly increase students’ achievement. The fourth reason, reading and writing concurrently assist students’ communication development. And the fifth reason, combination between reading and writing lead students to be critical thinkers (High order Thinking)”.

From the statement above, basically literacy learning contain reading writing lessons which require students to gather, process, and present information. Then, principally between reading and writing should be taught simultaneously because both of them develop together naturally and interactively (Stickland, 1990; Teale and Sulzby, 1986 in Gipayana, 2010:18).

**BENEFITS AND OBJECTIVES OF LITERACY**

Nowadays, ability to read and write is necessary to build a critical and creative attitude towards the phenomenon of life which is able to foster fineness of character, solidarity, and as a form of effort to preserve the culture of nation. UNESCO (2000) states that “literacy can develop self-personality in terms of ethics and attitude. With literacy students can develop themselves to be more confidence and courageous”. In addition, “with literacy skills students can also act and adjust their behaviors well. Besides, literacy can also improve health, social development, politic, and even the economy of a country”. In line with UNESCO, Kowsar P. Chowdury also has similar point of view on benefits of literacy:

- Improved literacy can contribute to economic growth; reduce poverty; reduce crime; promote democracy; increase civic engagement; prevent HIV/AIDS and other diseases through information provisions; enhance cultural diversity through literacy programs in minority languages; lead to lower birth rates as a result of increased education; and confer personal benefits such as increased self-esteem, confidence and empowerment.

Meanwhile, in Indonesia setting, through school literacy movement the objectives of literacy can be classified into two categories namely general objective and specific objective. On the one hand, “generally literacy has objective to cultivate the character of students through the school literacy ecosystem culture which is embodied in the school literacy movement in order they become lifelong learners”. On the other hand, “Specifically, literacy has objectives as follows: (a) building literacy culture in school; (b) enhancing capacity of citizen and school surroundings in order to be literate; (c) making school as a fun and friendly learning park so that the school community can process knowledge; (d) maintain the sustainability of learning by providing various reading books and accommodating various reading strategies” (Faizah et al, 2016, p.2).

**KINDS OF LITERACY MEDIA**

Media can be a tool to deliver information effectively in a learning process, especially while learning literacy. To optimize the role of media in learning literacy, a teacher needs to develop attractive instructional media in accordance with students’ characteristics, needs, abilities, and learning materials. Gerlarch and Ely (1971) state that “instructional media can be human being, material, and events that build conditions that make students able to acquire knowledge, skills, and attitudes in reading and writing. The instructional media can be packaged in form of audio, visual, or audiovisual (p.10)”.

Literacy media can boost students’ motivation and interest as well as arouse imagination so that emerging new creative ideas. For instance; utilization of caricature media in learning process will stimulate students to think of detail things that are in the picture so
creative ideas will emerge spontaneously. In addition literacy can also be used to arouse students’ emotions through instructional media such as short story text, inspirational story texts, and biographical texts, by using such the instructional media can build students’ characters such as sense of empathy, affection, responsibility, honest, environmental love and respect. Moreover, there are many kinds of literacy media such as board game, graphic organizer, caricature, video clip, encyclopedia, story book, picture, and article in newspaper, magazine or the internet.

BOARD GAME
Board Game is a kind of game which is designed to test general knowledge or thinking skill of someone. There are two advantages of board game that is “first, drilling students’ cognitive skills through problem solving activities and second obtaining emotional skill as implication from patient while solving problems” (Yoeman, 2014). Meanwhile, according to Bonning (2012) another advantages of the utilization of board game in learning literacy are as follows:

First, increasing social skills, this is possible if the learning activity through the board game media is conducted cooperatively. Students will share ideas and give opinions mutually, correct each other or solve problems jointly. Second, improving existence and independence, this is reasonable because once they successfully solve the problem, they will be triggered again to maximize their contribution in the activity. Third, drilling students’ abstract thinking skills. When they are in process of finding ways to solve problems, they practice to think abstractly. Fourth, arousing imagination and creativity. When they are in process of solve problem, they will be led into imagination and creative ideas on how they solve the problem.

To play board game is relative easy, you just need a board game, dice, and markers. Before playing every student must know the basic rule of the game of board game. Then, after one of player throws the dice and move marker he/she has to answer question in the box. If he/she can answer the question he/she may throw the dice again after on his/her turn. But, if he/she cannot answer he/she will get penalty (he/she will miss chance to throw the dice).

![Picture 1. Board Game](image)

GRAPHIC ORGANIZER
Karen Bromley et al (1999) explain that a graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic
into a pattern using labels. Actually, there are many varieties of other names for the graphic organizer, including semantic map, visual organizer, structured overview, or mind mapping” (p.7). In line with Bromley et al, some experts such as Irwin-De Vitis and Moddlo (1995) believe that “graphic organizers are wonderful strategies to get students actively involved in their learning”. Because they include both words and visual images, they are effective with a wide variety of learners, including ESL, gifted, and special-needs students. They also present information in concise ways that highlight the organization and relationship of concepts. In addition, they can be used with any subject matter at any level.

Creating graphic organizers are very easy because they can be constructed on whiteboard, flannel boards, cardboard, chart paper, standardized-size paper (A4) that can be copied for each student, or for use with projectors. Moreover, Katherine S Mc Knight (2010) asserts that “the use of graphic organizers can be combined with various tools such as colored markers or pencils to highlight different topic or to identify individual contribution to a group organizer or computer software (e.g. The Learning Tool, Mighty Draw, Mind Map, Sematic Mapper, etc.) to employ graphics and produce professional-looking flow charts and organizers”.

In this opportunities, I would like share my experience when I taught reading comprehension subject by using Venn diagram. A Venn diagram consists of two (or sometimes as many as five) overlapping circles. It is used to represent information that is being “compared and contrasted”. The Venn diagram is one of conceptual organizer that highlights “similarities and differences”.

The procedure to make The Venn diagram is relatively easy, first, copy the Venn diagram template for students, second, identify and label each circle the two people, places, things, or stories to compare and contrast, third, read the passage and discuss similarities and differences with students, fourth, record shared characteristics in the overlapping section of circles, fifth, record unique characteristics and list them in the appropriate circle. For example, I asked my students to compare and contrast two Indonesian folklores that is “Sangkuriang and Roro Jonggrang” and the result of Venn diagram from one of my student is as follows:

![Picture 2. Venn Diagram from two stories](image.png)

**VIDEO CLIP**

The word video clip comes from two words that is video which can be defined as a device that serves as a recipient of images and sounds, and the word clips that mean cutouts.
Azhar (2002) expresses that “video clip is Collection of pieces of visual that are strung with or without certain effects and adjusted according to the provisions of the song rhythm, tones, lyrics, instruments, and appearance”. In short, video clip can be defined as snippet of images and sounds which combined into an audiovisual display.

The utilization of video clip as a medium of literacy is more meaningful because the video clip has image power which can give the sensation of spectacle that has a personal touch and memory. In one book (Pembelajaran Literasi, 2015:107) asserts that “when students look at video clip, they feel like experiencing what they see by recalling the ongoing events. Therefore, the message contained in the video clip can stimulate the mind, boost motivation, cultivate the feelings, interests, and students’ attention thus encouraging the process of learning in themselves”.

Moreover, Sadiman et al (2012:172) clarify some benefits from employing video clip media in learning process as follows: “First, enabling students to study individually or in groups. Second, reaching all learning domain either cognitive, psychomotor, or affective. Third, teachers are easy to control, it mean teachers can play repeatedly and stop at the desired part. Fourth, clarifying something abstract becomes more realistic. Fifth, developing imagination and improving students’ creativities”.

CONCLUSION

Unavoidable. The level of students’ literacy in Indonesia is still very low. Whereas, literacy skill is the primary avenue to knowledge and the first to reach success. To enhance students’ literacy culture, recently Ministry of Education and Culture has released a regulation number 23 of 2015 on school literacy movement. School literacy movement is a comprehensive effort which engages all school community (teachers, students, parents or student guardian) and society as part of the educational ecosystem. One of the activity of school literacy movement is reading non-lesson book for 15 minute before study begins. This activity is carried out to instill students’ reading interest as well as in order to improve reading skills so that knowledge can be mastered better by students. Besides, university is also demanded to take an important role in preparing prospective teachers which have sufficient knowledge on literacy and have skills in developing literacy media.
BIBLIOGRAPHY