



Developing an Early Literacy Syllabus of Rejang Language as a Local Content Subject at Elementary Schools

Maria Botifar; Endry Boeriswati; Ilza Mayuni

Universitas Negeri Jakarta, Indonesia

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Abstract

This study conducted a research and development method with the aim of designing Rejang language learning as a mother tongue at elementary schools in Rejang Lebong Regency, Bengkulu Province, Indonesia. The product designed was an early literacy syllabus for elementary school students at classes IV, V, and VI. The phenomenon underlying this study was the current reality that the presences of many local languages are abandoned in the midst of society. The most proximate indicator is that local languages, including Rejang language, are no longer used in familial communication. Such an empirical condition drove the researchers to design a learning product on the basis of early literacy in Rejang language teaching as an effort to preserve this local language. This study adopted Borg and Gall's 10 developmental steps, and the data collection techniques deployed observations, interviews, and questionnaires representing the implementation of both qualitative and quantitative methods. The data were analyzed using means and percentages. The syllabus feasibility test involved three experts in the fields of syllabus and materials, literacy, and Rejang language. This study revealed that the syllabus feasibility test demonstrated the average score of 3.06 with a feasible criterion; the literacy feasibility test showed a very feasible criterion with the average of 3.48; and the feasibility test of Rejang language exhibited a very feasible criterion with the average of 3.75. The results of this study suggested that this syllabus was feasible to be used at elementary schools in Rejang Lebong Regency, Bengkulu Province, Indonesia.

Keywords: *Early Literacy; Mother Tongue; Rejang Language; Syllabus; Learning; Elementary Schools*

Introduction

Rejang language is one of the regional languages in Bengkulu, Indonesia, that is used by the community of Rejang's tribe. Jaspian and King (2007) mentioned that the people of Rejang's tribe occupy a location in the foothills, highlands, and valleys of *Barisan* hill in the northern part of Bengkulu. Rejang people are scattered in several areas in the districts of Lebong, Rejang Lebong, Kepahiang, and North Bengkulu. Therefore, McGinn (2007) divided Rejang language into five dialects comprised of *Musi*, *Pesisir*, *Lebong*, *Rawas*, and *Keban Agung* dialects. As an old language used by Rejang's community, this language is quite vulnerable to extinction. This is due to the phenomenon as regards a sociolinguistic hypothesis stating that the younger the speakers of a language are no longer competent at using their

mother language, the faster the language will become extinct. The plausibility of extinction will be even greater if there is a decrease in scopes and numbers of domains of language use in daily communication, or if the absence of language use in several domains especially in the familial domain increases (Ibrahim, 2008). The above statements are aligned with the findings obtained from observations made at elementary schools. The findings indicated that there is a threat of mother language extinction amongst the students. This condition is shown by the language choice the students use during communication. Generally, students choose *Bahasa Melayu* instead of their mother language during interactions (Botifar, 2013). Some of the aforementioned regional language-related problems call for the efforts of language preservation as early as possible. The local government has started to maintain Rejang language through cultural activities involving a wider community. However, it is only ceremonial in nature. For this reason, language preservation efforts must be grounded in the goals as conveyed by Crystal, namely realizing structural diversity, maintaining the identity of community groups, opening opportunities for social adaptability, increasing the sense of security for children, and increasing linguistic sensitivity (Hakim, 2009).

One of the anticipatory steps in maintaining regional languages, especially Rejang language, is to make schools the last bastion of defense. Schools as the smallest part of society reflect the actual situation so that schools can be the agents of defense in the community. Through schools, Rejang language can be passed on to the next generation, so that the transition process of this language takes place. This is in line with Nelson's opinion as cited in Fishman (2007) that the transmission of language skills to the next generation plays an important role in language preservation. This is in accordance with the statement that if a language is not passed on to children or the next generation, the language will become extinct in three generations, which could begin with a language change. This is very possible because children in such a condition will be of passive users, meaning that they no longer use their mother language actively, or they do not even use their tribal language at all. A worse case will then occur to further generations that will never know of their tribal language at all. This condition is what causes language extinction to occur because there are no longer speakers of that language (Fishman, 2007).

Based on empirical facts above, the researchers are interested in conducting a study on designing Rejang language learning through a literacy-based syllabus for use at elementary schools. Understanding of the syllabus begins with a curriculum concept that has positioned the syllabus as a tool to achieve established curriculum goals, both institutional and instructional goals. The syllabus as an integrated part of the curriculum has its own function that differentiates it from others. Functionally, the syllabus can be understood from the definition proposed by Feez and Joyce (2001), in that syllabus is a planner and a map or guide for students and teachers. This means that a syllabus is limited to contextual learning activities in the classroom with students and teachers as the actors. It can be understood that a syllabus has limited space and time, while the curriculum is broader in scope. However, a syllabus is more flexible in its design, where teachers and students can play a direct role in determining the direction of learning in the classroom according to their needs.

Richards, Platt, and Weber in Tarigan (2009) stated that a syllabus is a description of the various contents or weights of a course and the arrangement as well as sequence of materials to be taught. The foregoing reflects that a syllabus has the materials arranged based on the sequence of learning in the classroom. The order of materials to be taught describes the content or weight of the teaching, so that the better the materials are, the better the quality of teaching will be. Meanwhile, according to Yulaelawaty (2004), a syllabus is a set of plans and arrangements for the implementation of learning and assessment which are set systematically and which contain interrelated components to achieve the mastery of basic competencies. This point implies that a syllabus has components which are interconnected with one another. These components will complement each other from planning, implementation, and assessment.

A literacy-based syllabus is designed in order that a literacy development occurs, and such a development provides opportunities for children to become more familiar with the sounds and forms of

new language writing; develop linguistic skills, knowledge of languages, and language learning abilities; understand and communicate in a new language; make comparisons between the new language and other languages; increase their cultural awareness by learning about different countries and their communities; work with materials from those countries and communities; develop a positive attitude towards language learning; and use their knowledge with confidence and competences.

Developing literacy in language skills can improve both language skills and strategic abilities. For this reason, Paris, Lipson, and Wixson as cited in Kennedy and Eithne (2012) described that children's strategic literacy knowledge will form three things, namely declarative ability which means that children know and can name as well as describe strategies; a procedural skill wherein children apply steps involved in implementing strategies; and a conditional ability in which children know why strategies should be used and when to apply those strategies. With the three strategic abilities, children have high language awareness of improving their social skills, so that they can find solutions to each of their linguistic problems. This means that language learning literacy indirectly forms strategic skills for students to use their language maximally.

In the development of literacy, there are key components of children's literacy development, namely vocabulary recognition, vocabulary development, reading fluency, reading comprehension, and writing and spelling development (Kennedy & Eithne, 2012). Recognition and development vocabularies are the core components in building children's literacy. Vocabularies become the first primary need of early literacy. Meanwhile, fluency in reading is considered something that supports reading comprehension which involves skills in recognizing vocabularies and the orthography of a language.

Early literacy development is identical to limited skills and unlimited skills. Limited skills involve recognition of phonological awareness, phonics, spelling, grammar, and punctuation. Meanwhile, the mastery of limited skills will be continued with unlimited skills including spoken language, vocabulary knowledge, comprehension, and writing (Kennedy & Eithne, 2012). Unlimited skills are given in line with the limitations of skills in the early grades, and the emphasis is on reading and writing for meaning and communication, so that children's language skills and higher-order thinking skills are improved in parallel with these basic skills. Therefore, limited and unlimited skills are of important materials for developing children's literacy at schools.

Literacy is also a form of character building because it is not only associated with reading and writing skills based on the criteria of accuracy and precision in accordance with linguistic rules, but it also is related to social skills. A study shows that people, who do not perform well on reading and writing tests and have never been to school at all, continue to use a written language for everyday purposes according to their needs and cultures (Baynham & Prinsloo, 2009). This means that social skills obtained from literacy make a person have the ability to survive better. That study further explains that over the last 20 years, the richness, diversity, and complexity of literacy practices occur in people's daily lives. For this reason, literacy in this context is defined as individuals' abilities not only to read and write linguistically, but also to apply a written language ability to fulfill social needs. The ability to write socially is able to form children's characters that can understand, use, and reflect on written texts to achieve their goals, to develop their knowledge and potential, and to participate in society (Kennedy & Eithne, 2012).

Apart from the above, as a regional language, Rejang language is the second language at schools. Thus, literacy using Rejang language will shape children into billiteration. Billiteration will be easily achieved by children because children do not need to learn Rejang language from a very beginning level. This is because a transfer facilitation model occurs. The transfer facilitation model takes place when children's automaticity increases in a way that they map the language sounds into the written system (Page, 2017). This transfer facilitation model enhances students' metalinguistic abilities, thereby enabling bilingual learners to develop strong metalinguistic skills that are applied to all learned languages and

orthographic systems (Page, 2017). This means that metalinguistic skills are sufficiently well-developed in children. Thus, literacy in Rejang language as a second language can be a catalyst for the development of the required metalinguistic knowledge. Metalinguistic knowledge is an important part of language learning because it can increase children's awareness about how language works. For instance, metalinguistic knowledge about the structure of a language can help children achieve reading comprehension. The foregoing discussion illustrates the importance of literacy in students' lives to prepare themselves as societal members who are responsible for their lives. As in this increasingly globalized era, it requires societal members who can understand variously developing information. Information in the digital age must be filtered by individuals themselves as a form of their social skills. However, the fact that people more often interact in the digital world does not directly mean that their information literacy skills will be better.

Marseno, Kusuma, and Saleh (2014) conducted a study on elementary school students regarding their understanding of information literacy. Their study revealed that elementary school students' digital skills have not supported the improvement of their information literacy skills, so that access to computers and engagement into the virtual world will not automatically lead them to information literacy skills. This requires the integration of information literacy and technology as well as information knowledge into the primary school curriculum. Thus, literacy as a skill required for social skills needs to be developed in the form of learning implementation. Such a learning implementation must be realized in co-curricular activities which are mandatory for students. In so doing, literacy is able to form new habits for students to have more literacy skills that are not merely capable of reading texts and producing written works, but most importantly students can understand the meanings of texts read, convey their understanding in written works, and share their understanding appropriately with other people.

The implementation of literacy learning at schools certainly requires a syllabus as a set of lesson plans. So far, there is no any Rejang language learning syllabus that emphasizes the early literacy aspect. For this reason, the Rejang language early literacy syllabus is an important part of developing linguistic literacy.

Review of Literature

A relevant study on the Rejang language literacy syllabus has been conducted by Botifar (2013). Her study is oriented towards the local content curriculum of Rejang language based on a communicative approach in junior high schools. Such a developed curriculum has a continuous content with a literacy syllabus to be studied. Thus, the curriculum content can be a guide in designing a relevant literacy syllabus. Another relevant study is conducted by Robiah Sitti (2016) titled "Development of Makassar's language learning materials based on the character building concept for 5 grade elementary school students". Employing Borg and Gall's (2003) stages, she developed character development-based teaching materials. Her study has the same characteristics as the present study in terms of designing local language learning. Her study has an object similarity to the present study. Developmental steps based on the maintenance of regional languages are an important part of her study, and those steps become relevant to the present study on the Rejang Language early literacy syllabus.

Another relevant study is conducted by Nurdianti and Suryanto (2010) on literacy learning of Indonesian language subject for grade V students at Gemolong State Elementary School number 1, Sragen. Their study used a qualitative descriptive method in a single case study with a data collection technique in the form of in-depth interviews. The relevance of their study to the present study is on literacy learning that is researched qualitatively, giving an idea that learning to read and write as children's literacy development at the basic level needs to be carried out with appropriate literacy steps. There are other studies relevant to the present study. Hakim et al. (2012) studied on increasing students' interest in learning Javanese scripts. As informed from their study, methods such as multimedia-based

learning media are very helpful in learning processes. Their study introduces Javanese characters using learning media. Wilova and Kropackova (2015) reported that developing early reading literacy is one of the main pillars of primary school education. Its main principle is the literacy approach to early reading and writing. Page (2017) provided evidence on billiteration in other languages and texts, showing that the skills to read alphabets provide a solid foundation for learning to read. The use of mother tongue for early literacy also supports successful learning through a strong school-home relationship. Lastly, Puglisi et al. (2017) revealed that reading and writing environments at home become an established predictor of children's language development and literacy.

Theoretical Background

In this study, the focus is on developing early literacy syllabus of Rejang language as a local content subject for elementary school students. Literacy refers to reading-writing competences. This simple concept of literacy is the starting point for people to understand literacy further. As defined by Teale and Sulzby (1986), literacy is narrowly defined as the ability to read and write. Likewise, Grabe and Kaplan (1991) stated that literacy is the ability to read and write. This narrow definition does not mean that literacy is only about the ability to read and write symbols, but in a deeper way, it refers to the ability to use written language symbols as a means of receiving and imparting information and knowledge.

Meanwhile, the PIRLS definition draws on literacy as the ability to understand and use a form of written language that is needed by society and valued by individuals. Young readers can construct meanings from various texts. They read to learn, to participate in the reading community at school and in everyday life, and to have fun with texts (Mullis et al., 2007). The importance of recognizing reading as part of everyday life that builds up personal enjoyment seems necessary to be increased. Reading is a beginning activity for children to understand literacy later on. Meanwhile, a study shows that children read only for the temporary sake and not for pleasure (Johari et al., 2013). For that, in line with the definition above, reading activities must be introduced from an early age to build pleasure. Aligned with the foregoing, a study conducted by Boerma et al. (2017) demonstrated that the literacy environment at home still contributes to children's reading comprehension in high school grades. Paris, Lipson, and Wixson as cited in the Ministry of Education and Culture (2016) described that children's strategic literacy knowledge will form three things, namely a declarative ability which means that children know, can name, and describe strategies; a procedural skill which means that children apply the steps involved in implementing strategies; and a conditional ability in which children know why strategies should be used and when to apply the strategies.

There are several literacy competencies that must be given to early grade students according to The University of the State of New York (Anderson, 1972), namely:

Table 1. Literacy Competencies for Early Grade Students

Reading	Writing	Listening	Speaking
<ul style="list-style-type: none"> • Recognizing sounds of letters • Reading words by connecting sounds of letters • Knowing the concept of writing • Reading fluently and developing vocabularies • Reading comprehension strategies • Motivation in reading 	<ul style="list-style-type: none"> • Spelling • Handwriting • Creative writing • Motivation to write 	<ul style="list-style-type: none"> • Listening to the texts which are read aloud • Listening for different needs • Listening as an attitude of respect 	<ul style="list-style-type: none"> • Speaking for different needs • Using proper language rules • Using a variety of language types (formal, informal) • Speaking with appropriate expressions, taking turns when speaking in groups • Giving appropriate responses

According to Abidin (2017), language skills for literacy development will shape students at the following levels: high reading comprehension ability, a good writing skill to build and express meanings, a good speaking skill, and being skillful at mastering various media. Speroni et al. (2009) said that there are three areas that will be interrelated and embedded in literacy pedagogy, namely focus on meaning, focus on language, and focus on usages. With respect to focus on meaning, this focus requires input or language that children hear or read for understanding and the development of critical literacy. As regards focus on language, this focus includes developing children's awareness of the forms and use of language and the ability to critically analyze those forms and use. Concerning the focus on usages, this focus involves using language to transform what has been learned through generating new knowledge, creating literature and art, and acting on social realities.

Subsequently, Soltman (2015) elucidated that there are five stages of literacy development starting from pre-emergent literacy, emergent literacy, early literacy, literacy transition, and fluent literacy. In the context of this study, developing early literacy by making use of Rejang language as the local content subject is initiated at the fourth grade students. In such a way, students will know Rejang language at the ages of 9-10 years old. However, Rejang language skills are still in the early literacy stage. For this reason, students in the present study will recognize early literacy stages that emphasize verbal communication skills, reading skills, and writing skills. The content of early literacy can be viewed in table 2 below:

Table 2. The Contents of Early Literacy

Verbal Communication Skills	Reading skill	Writing skill
Developing speaking and listening skills	Understand meaningful texts	Being able to write names
Participating in individual and group works	Ask questions about books which are read	Writing out all letters of the alphabet
Being able to answer questions	Naming and mentioning letters	Understand letters to form words
Speaking from simple sentences to complex sentences	Developing vocabularies, recognizing and reading some words	Writing out short words and simple sentences
Self-evaluation and correction while speaking	Uttering words and reading simple sentences	Being able to spell words based on sounds and Matching shapes and pictures
Understanding poetry and songs	Comprehending the differences between non-fictional stories and fictional stories	Writing or drawing things that have visual meanings
Pronouncing alphabets		
Retelling simple stories with accuracy relevant to events and sequences		

Methods

The focus of this study was to design a literacy syllabus of Rejang language for use in the local content subject at elementary schools. To achieve this goal, this study was designed based upon Borg and Gall's (2003) development steps. The development steps carried out began with the collection of information through literature reviews, field observations, documentation studies, interviews, and questionnaires. The information collected was for the needs analysis and a description of the current syllabus situation. From the two data, a literacy syllabus was developed. Its feasibility was tested by means of expert judgments. Three experts, namely the experts of syllabus and learning materials, literacy, and Rejang language were involved. The results of experts' judgments were processed with a rating scale ranging from very feasible (4), feasible (3), quite feasible (2), and less feasible (1) with the categories adopted from Rosidi as cited in Khotimah (2019) as shown in table 3 below.

Table 3. Criteria and Scales of Experts' Evaluation

1.00 – 1.49	Less feasible
1.50 – 2.49	Quite feasible
2.50 – 3.49	Feasible
3.50 – 5.00	Very feasible

Findings

Developing an early literacy syllabus model for Rejang language as a local content subject

The developed syllabus model is a literacy syllabus. Literacy syllabus is a content-based syllabus that aims to develop early literacy in Rejang language. The literacy is emphasized on verbal communication and reading-writing activities focused on improving understanding, text construction, semantics and visual cues displayed by texts. For this reason, this content-based syllabus will use topics associated with the actual themes relevant to students' daily lives. Actual themes become the basis for the development of classroom learning, so that learning strategies, learning materials and learning evaluations refer to these themes. The actual themes developed are as follows:

Table 4. The early literacy syllabus of Rejang language at classes IV, V, and VI

Classes	Themes of Early Literacy Syllabus	
	Semester I	Semester II
IV	<i>Spanokku, Kesok Inokku, Umeakku</i>	<i>Lagu Rejang, Skulahku, Kisah Rakyat Rejang</i>
V	<i>Lingkungan rumahku, Sungai dan Keluargaku, Kebun Kopi</i>	<i>Nenek dan dongeng, Aku dan Sekolah, Peralatan rumah</i>
VI	<i>Rumah Adat Rejang, Tari Kejei, Lemea Masakan Khas Rejang</i>	<i>Suban Air Panas, Bukit kaba, Lagu Rejang</i>

Literacy is developed using the early literacy development stages based on Rejang language skills of students at a beginner level. Three areas are developed in early literacy, namely verbal communication competence, reading skill, and writing skill. The chart below explains the content of early literacy in the Rejang language syllabus.

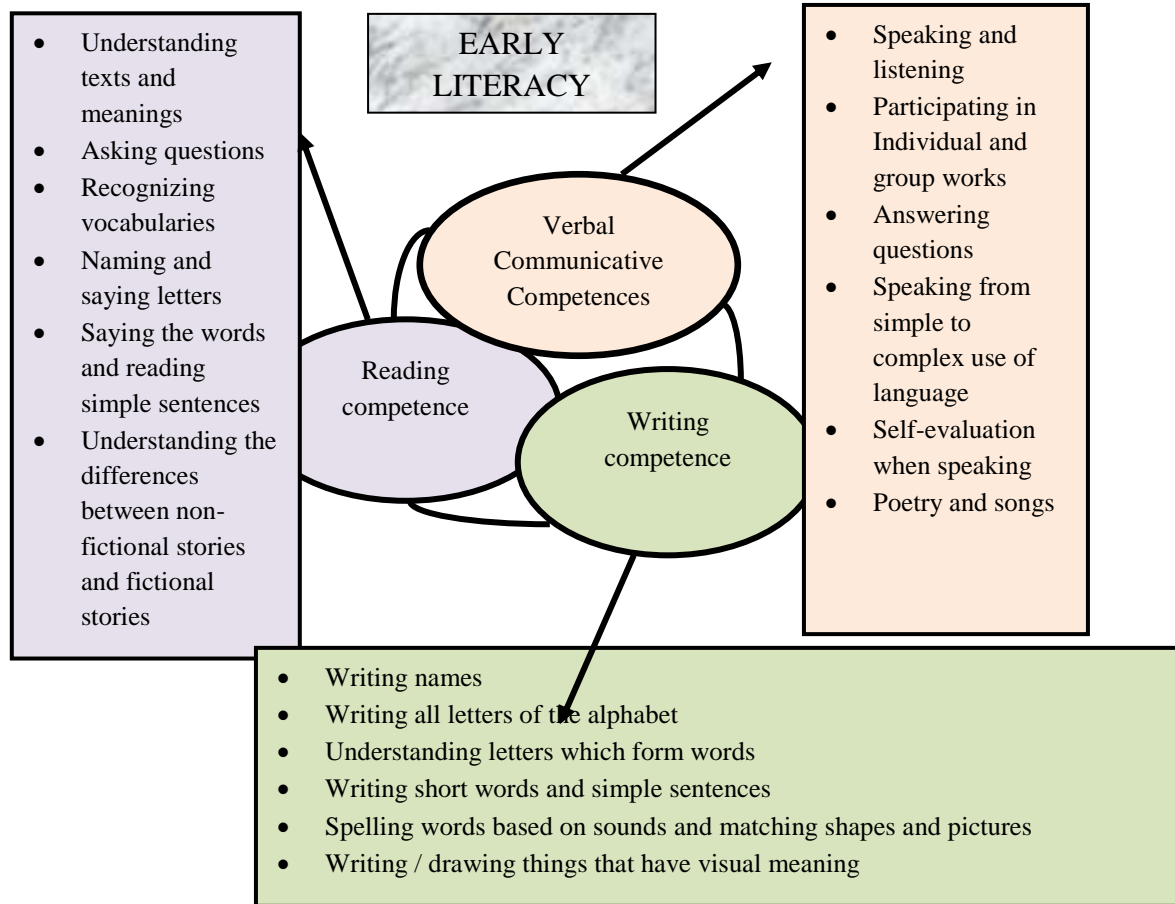


Figure 1. Early Literacy

This Rejang language early literacy syllabus develops four main components extending to objectives, learning strategies, learning materials, and learning evaluation. The purpose of this syllabus is to build early literacy skills in Rejang language of elementary students for grade IV, V, and VI. Early literacy is built by speaking-listening skills and reading-writing skills starting with letter recognition to writing simple sentences. For this reason, the focus developed on early literacy becomes the basis for students to continue and improve literacy skills at the intermediate level.

Thus, the purpose of this syllabus emphasizes three things, namely (1) Improving verbal communication skills through listening-speaking activities both individually and in groups by using various contexts relevant to students' daily lives; (2) Improving the skill of reading books and knowledge through the introduction of letters, words, sentences, and meaningful texts; and (3) improving the ability to write through activities to recognize simple sounds, letters, words, and sentences.

Operational verbs chosen to support the achievement of syllabus objectives are the operational verbs starting from the LOTS, MOTS and HOTS levels. The following are the operational verbs of the syllabus.

Table 5. Operational Verbs Used in Rejang Language Early Literacy Syllabus

Class	Operational Verbs		
	LOTS	MOTS	HOTS
IV	Imitate Choose Explain Pronounce Name Recognize Mention Write Choose Spell Draw	Explain Demonstrate Evaluate Retell Sequence Read Distinguish	Translate
V	Imitate Search for Ask questions Find Pronounce Write Spell Draw	Explain Demonstrate Evaluate Retell Fill in Sequence Determine	Compile
VI	Imitate Fill in Gather Say Spell Draw	Explain Demonstrate Evaluate Retell Write	Analyzing Comparing Arranging

This syllabus is focused on the materials that are contextual, close to students' daily lives, based on Rejang culture, developing four language skills in an integrated manner, and developing aspects of grammar, vocabulary, pronunciation, and functional skills. The development of the material focus is described in the table below:

Table 6. The foci of materials in Rejang language early literacy syllabus for classes IV, V, and VI

Class	The Foci of Materials	
	Semester I	Semester II
IV	Introduction, body parts, sounds of letters, picture stories, composing dialogues, writing out names properly, <i>Bueak Tuai</i> , vocabularies and texts related to Rejang houses	Spelling words, questioning guidance, Rejang's songs, dialogues at school, phonology of <i>Ka Ga Nga</i> letters, Rejang's tales and non-fictional stories, visual vocabularies, Rejang's tales, guidance of self-evaluation, stories of Rejang's people
V	<i>Bueak Tuai</i> letters, dictated words, visual words, peer assessment, names relevant to the pictures, dictated letters, <i>Ngimbang</i> letters, <i>Muning Raib</i> story, poetry	5W1H-information, questioning guidance, Rejang's tales, picture story, vocabularies from texts, self-evaluation, pieces of picture stories, household appliances, dialogues, poetry
VI	<i>Bueak Tuai</i> , <i>Nimbang</i> letters, visual vocabularies, <i>Ka Ga Nga</i> letters and alphabets, Rejang's saying or proverbs, familial dialogues, picture stories, questioning guidance, Rejang's tales, and non-fictional stories	Letters and pictures, self-evaluation, the story of Si Pahit Lidah, 5W1H, names and pictures, dictated sounds, things or objects in schools, vocabularies from texts

The learning method in this syllabus is directed at improving functional skills that describe language functions associated with situations, grammar rules, vocabulary, and class activities. For this reason, the method developed cannot be separated from the use of a language system to construct certain meanings. The method of describing life skills is an important part of literacy learning. Considering that literacy skills are directed at the achievement of students' life-long skills, the method chosen must work in synergy with literacy goals. The 2013 curriculum is directed at developing life skills with the 4C-based learning method extending to critical, communicative, collaborative, and creative thinking skills.

Below is an example of Rejang Language early literacy learning activities using the 4C learning model in class IV / I basic competence: 4.3 Imitating friends or teacher doing introductory activities in Rejang language.

Table 7. An Example of Learning Activities

Collaboration	- Observing ways, intonations, words, and parts of the introduction made by the teacher or friends
	- Observing examples of introduction made by the teacher and noting the sections or sequences of such an introduction
Critical thinking	- Checking information obtained and concluding the information
	- Evaluating introductions made by friends in front of the class
Creativity	- Arranging introductory sentences using vocabularies of the previous meeting based on the sequence of introduction
Communication	- Introducing oneself in groups
	- Taking a note of information from introductions made by friends in group.

Evaluation in the early literacy syllabus of Rejang Language refers to the constructs of children's language skill development. In developing children's language skills, it is inseparable from the aspects of language skills, namely listening, speaking, reading, and writing. In the speaking aspect, early literacy emphasizes increasing a creative speaking skill with different goals and audiences by considering impacts and responses. Listening and responding are concerned with understanding, remembering, and responding to the speaker's implicit and explicit meanings by commenting on the use of language including vocabularies, grammar, and nonverbal features. Furthermore, word recognition in the reading aspect uses phonetic knowledge. Subsequently, it is continued with word structure and spelling, understanding and interpreting texts, identifying and commenting on text.

The results of experts' evaluation

The syllabus feasibility is analyzed based on Breen's opinion as cited in Nation and Maclister (2010) in terms of the objectives, material focus, format and presentation, and evaluation. The results of the syllabus feasibility evaluation show a mean score of 3.06 with an appropriate criterion. The recapitulation of results can be viewed in the following table:

Table 7. The results of Experts' Evaluation of Syllabus Feasibility

Components	Average	Criteria
Objectives	3.00	Feasible
The Foci of Materials	2.75	Feasible
Format and Presentation	3.50	Very Feasible
Evaluation	3.00	Feasible
Average	3.06	Feasible
Criteria	Feasible	

The results of the literacy feasibility evaluation demonstrate a very feasible criterion with an average score of 3.48. The recapitulation of results can be seen in the following table:

Table 7. Recapitulation of Literacy Feasibility Evaluation

Components	Scores	Criteria
Verbal communicative competence	3.63	Very Feasible
Reading competence	4.00	Very Feasible
Writing competence	4.00	Very Feasible
Literacy strategies	2.33	Less Feasible
Limited skills	4.00	Very Feasible
Unlimited skills	3.25	Feasible
Integration of listening and speaking skills	3.38	Feasible
Integration of reading and writing skills	3.64	Very Feasible
The Foci of texts, thinking, group, and development	3.13	Feasible
Average	3.48	Feasible
Criteria	Feasible	

The results of language feasibility evaluation demonstrate a very feasible criterion with an average of 3.75. The recapitulation of results can be described in the table below:

Table 8. Recapitulation of Rejang Language Feasibility Evaluation

Components	Score	Criteria
Characteristic of Rejang language as a local content subject	3.75	Very feasible
Objectives of teaching Rejang language as a local content subject	3.50	Very feasible
The scope of Rejang Language as a local content subject	3.50	Very feasible
The content of Rejang language	4.00	Very feasible
Local content evaluation	4.00	Very feasible
Average	3.75	Very feasible
Criteria	Very feasible	

Discussion

The discussion addresses the categories of feasibility, effectiveness, and practicality. Assessing the quality of learning can be seen from three indicators, namely feasibility, effectiveness, and practicality (Wijingsih, 2017). The feasibility of Rejang language early literacy syllabus is assessed from the theoretical feasibility. The theoretical feasibility by means of involving experts in their respective fields proves that the syllabus is feasible to be used as a syllabus for Rejang language as a local content subject in elementary schools. The feasibility of a syllabus with a total average of 3.06 indicates that the early literacy syllabus of Rejang Language has met theoretical feasibility which fulfills the four elements composed of objectives, material focus, format and presentation, and evaluation.

Meanwhile, the theoretical feasibility for the aspect of literacy also provides a significant feasibility report. This can be seen in the quantitative figures of the experts' evaluation results. The proper and very feasible categories for literacy and Rejang language evaluation exhibit that this syllabus has fulfilled an ideal validity of being a syllabus model to be implemented at elementary schools. Rothwell (2005) explains that the effectiveness of learning is achieved when the desired goals have been attained in terms of both learning objectives and maximum learning outcomes. The results of this study have reached the effectiveness by fulfilling three indicators, namely the achievement of verbal communication

competence, reading competence, and writing competence as the indicators presented in the syllabus developed.

Furthermore, Nieveen and Gustafson (1999) mentioned that a product practicality is associated with the following: 1) experts' and practitioners' opinions state that the product can be applied, and 2) the product being developed can also be applied in the field. For this reason, the practicality of the syllabus is reviewed theoretically and empirically. Theoretically, the practicality has been evaluated by the experts, and the evaluation shows that the syllabus is able to be applied. The experts who evaluate the syllabus are the experts of syllabus and learning materials, literacy, and Rejang Language. From the results of the expert feasibility evaluation, the mean of the syllabus is 3.06 with a feasible category, and the mean of literacy is 3.48 with a feasible category.

Conclusion

The syllabus model developed in the present study is an early literacy syllabus of Rejang language as a local content subject for students of elementary schools. This syllabus is a content-based syllabus that aims to develop early literacy in Rejang language for elementary school students of grades IV, V, and VI. There are 18 themes developed with six themes at each level. The syllabus is developed using main components in the form of learning objectives, material focus, methods and approaches, and evaluation. Operational verbs develop thinking processes starting from LOTS, MOTS, to HOTS. The themes developed based on the Rejang culture are: household appliances for Rejang's tribe, *Ketibak Baso* (kinship call), Rejang's tales, Rejang's cuisine, Rejang's houses, Rejang's songs, Rejang's characters (the letters of *Ka Ga Nga*), and *Tumtum* culture. Themes that are close to students' lives are: how to get acquainted, parts of the human body, school equipment, and pictures of visualized objects.

The syllabus feasibility is examined by means of a theoretical test. The theoretical test involves three experts in the fields of syllabus and teaching materials, literacy, and Rejang language. Based on experts' evaluations, the following results are obtained: 1) the syllabus feasibility shows a mean score of 3.06 with an appropriate criterion. 2) The literacy feasibility demonstrates a very feasible criterion with an average score of 3.48. 3) The feasibility test by the Rejang Language expert exhibits a very feasible criterion with an average score of 3.75.

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