Exploring the Factors that Support Reading Literacy of Elementary School Students in Palu City

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Abstract

Elementary school student literacy is the foundation for developing literacy competencies at the next education level. This study aims to describe the supporting factors for the literacy of elementary school students in Palu City. This research used a qualitative approach with a descriptive design. The data were collected through questionnaire and interview techniques. The collected data were analyzed using descriptive statistical analysis. The results of the data analysis indicated that the supporting factors for reading literacy of elementary school students in Palu City can be classified into three categories, they are (1) students, (2) parents or families, and (3) schools consisting of teachers and infrastructure.

Keywords: *Exploring; Factors That Support Reading Literacy; Elementary School Students*

Introduction

The issue of literacy in elementary schools is an important issue that needs serious attention. Literacy ability at this level is one of the determinants for students in facing the next levels of education (Harahap et al., 2017). Among the literacy skills in elementary schools that must be strengthened are basic literacy skills consist of reading and writing. It is necessary to identify factors that can support the strengthening of literacy skills of elementary school students. The identification of these factors can be used to be a solution for students' difficulties in developing their literacy skills. Kharizmi (2015) stated that primary school students get difficulty in increasing their literacy skills. It is indicated by some research results conducted by international institutions, which show that Indonesia's position at the bottom rank. One of the reference survey institutions is PISA (Program of International Student Assessment) and PIRLS (Progress in International Reading Literacy Study).

Information related to literacy skills reported by the institutions provides an overview of the items used for literacy assessments and aspects that cause student difficulties in developing literacy skills. Harsiati's research result (2018) shows that PISA reading literacy questions are dominated by higher-order thinking skills that consist of interpretation, reflection, and evaluation ability. The reading skill tests

consist of the ability to restating information, interpreting and integrating, and reflecting and evaluating text.

Suryaman's study (2015) on 2011 PIRLS results on reading literacy shows that the average reading level of Indonesian students is at a low level, and it is below the international average in reading. However, from 2006 to 2011, student problem-solving skills increased, especially at the level of high, moderate, and poor. Students' ability to solve problems at a perfect level has not changed. Problem-solving skills are influenced by (a) the tendency to answer questions based on guesswork, (b) poorly developed stem construction and item choice, (c) poor quality of discourse, (d) less optimal development of reading competence, (e) inadequate developing reading habits, (f) measurement of answers based on varied perceptions of teachers and students, and (g) question items that rarely appear in national exam questions.

Characteristics of questions and identification of student difficulties in improving reading literacy are the basis for making innovative efforts in creating models or constructs of literacy learning (Musfiroh & Listyorini, 2016), and Abidin (2017) tried to strengthen the writing literacy of elementary school students by using the MID (MultiLiteracy, Integrated, and Differentiated Concept) model.

Literacy movements in elementary schools are designed using specific patterns to improve students' literacy skills. Suyono et al (2017) carried out several schemes in implementing literacy in schools. The results of this study indicated that there are two patterns in implementing basic literacy in schools. Firstly, the literacy activities pattern in thematic books. This pattern includes pre-reading,while-reading, and post-reading activities. Secondly, the pattern of literacy activities in schools. These patterns cover three aspects (1) the pattern of strategies and implementation of literacy activities, (2) reference books and literacy environment, and (3) cooperation in literacy activities.

These efforts are an attempt to achieve the success of the school literacy movement (GLS). The success of GLS implementation in elementary schools cannot be separated from supporting and inhibiting factors. Wibowo (2019) suggested that two factors that are supporting and inhibiting factors can improve students' literacy skills in making written works. The supporting elements include the principal's and teachers' passion in helping the students are skillful in writing. The inhibiting factors cover difficulties in getting sources of the latest reading and writing books and poorly planned coaching activities for written works.

At the regional level, some research works have been conducted to identify the causes of difficulties in improving literacy skills in primary schools. Daromi's research results (2019) indicates that the strategic constraints in improving literacy skills at SD Muhammadiyah 09 Malang consist of six aspects. Those aspects consist of (a) procurement of non-text reading books; (b) teachers' literacy competence is still low, (c) students' lack of enthusiasm in literacy, (d) lack of funding, (e) narrow library space, and (f) the absence of specific staff to manage the library.

Apart from these two studies, there have been several studies about the supporting and inhibiting factors of the literacy movement in elementary schools to increase literacy skills. The research makes some significant points. (Yunianika & Suratinah, 2019) revealed that students literacy skills in elementary schools need support from principals, teachers, students, and other school components.

The preparation of school literacy programs in Palu City can use the study results on elementary school students' literacy skills as references. The programs designed by Regional Education Office need a collaboration of the principal, teachers, parents, and community to promote the program's success. The blueprint of the school literacy program may use the finding of this study.

Methods

This study used a qualitative approach with a descriptive research design. The data was collected based on regional representation in Palu City. 95 grade V students from three elementary schools were selected; 23 students from SDN Tipo, 27 students from SDN Karuna Dipa, and 45 students from SDN Inpres 5 Birobuli.

The data in this study were collected using a questionnaire and interview techniques. The data collection instruments were a list of questions in the questionnaire and interview guidelines. Then, the collected data were analyzed using descriptive statistical analysis techniques. Each student's answer is described to obtain an overview of the factors that support the increase in student literacy skills.

Results

The results showed that the supporting factors of literacy skills are classified into three aspects - students, parents (family), and schools (teachers & facilities).

Students

The results showed that the student is an essential part and supports the literacy skills. Aspects related to students are identified based on three criteria consisting of reading intensity at home, students 'reading interest, and students' reading ability.

First, reading intensity at home. The results showed that 53.3% of students read one to two books weekly. 40% of students always read a book daily, and 6.7% of the students reveal that they read only one book in a month. This data shows that students have reading habits even though only one or two books in a week.

Second, students' interest in reading. Data on students' reading interest is represented by the statement "I like reading books". This data shows the perception of reading pleasure that 52.2% of students select strongly agree, 46.7% of the students are neutral, and 1.1% choose to disagree. The students' enjoyment in reading indicated by the choices of 'strongly agree' and 'neutral' Meanwhile, students who select 'disagree' imply that they do not have pleasure or interest in reading.

The statement that shows the students' interest in reading is implied in the sentence "I feel bored when reading a book" The research results indicated that 20.2% of students choose neutral, 78.7% of students choose to disagree, and 1.1% of students select strongly disagree. This percentage illustrates that students have had pleasure in reading as an element of literacy.

Third, reading skills. The student's reading ability is represented by the statement "I can read books well" The students' response to this statement is 77.8% of students choose strongly agree, and 22.2% choose quite agree. This data shows that students already can read.

Students' reading ability is also represented by the statement "Reading is easy for me" The results indicated that 58.9% of students choose strongly agree, and 41.1% of students choose neutral. The results above pointed out that grade 5 students have good reading skills.

Teacher

The teacher is a supporting factor in developing students' literacy skills. The following are the results of research related to these factors.

First, the teacher appreciates the students' reading ability. One form of appreciation is indicated by the student's response to the statement of "The teacher says that I am a good reader." 72.2% of students choose to agree; 26.7% of students choose neutral, and 1.1% of students choose to disagree.

Second, teacher assistance. Students feel happy when the teacher accompanies them while reading. It is demonstrated by student responses to the statement of "I like reading when my teacher is with me" The data shows that 69.7% of students choose strongly agree, 27% of students choose neutral, 2.2% of students choose to disagree, and 1.1% of students choose strongly disagree.

Facilities

Facilities are one of the supporting factors for strengthening students' literacy skills.

The following is the results deals with facilities. The first is classroom facilities. Classroom supports students' literacy skill is expressed in "I like reading books in the classroom" The results showed that 56.2% of students choose strongly agree, 38.2% of students choose quite agree, and 5.6% of students choose to disagree.

The second is library facilities. The statement expressing the importance of library facilities is 'I visit the library every day." 43.3% of students neutral to the statement, 24.4% of students strongly agree, and 30% of students disagree.

Family

Families play a role in the success of the National Literacy Program. The family referred to in this study are parents (father, mother, grandmother, grandfather, uncle, or aunt who lives with the student) and siblings. Data regarding families related to students' literacy skills are as follows.

First, providing reading books at home as represented by students' responses to the statement of "How many books are in your home beside textbooks?" Student responses to this statement vary. 39.8% of students stated that the reading books they have are comic / picture stories; 30.7% of students stated that they have 1-25 reading books in their home; 28.4% of students stated that they have various reading books; 1.1% of students stated that they have magazines at home.

Discussion

The provision of reading books by parents was revealed by students' responses to the statement of "My parents provide reading material every week." The results showed that 66.7% of students said that it was never, and 33.3% of students said it was sometimes.

The second is moral support. Based on the results, it was found that the family gives moral support in students' reading activities. It is indicated by the statement of "My parents accompany me to read the book." The response to this statement was that 44.9% of students choose frequently, 46.1% of students choose sometimes, and 9% of students choose never.

Families support their children by asking about the content of the reading. It is demonstrated by the statement of "Parents ask the contents of the reading that I read." The results indicated that 62.2% of students choose often, 35.6% of students choose sometimes, and 2.2% of students choose never.

Supporting Factors

The student is the main supporting factor for literacy skills. Students' perceptions of literacy skills are divided into three criteria, reading intensity at home, reading interest, and reading ability.

The research results of students reading intensity at home showed that 53.3% of students read one to two books weekly, 40% of students always read books daily, and 6.7% of students read books once a month. The results of this study are in line with research results conducted by Windi, et al. (2016). One of the results of this study is the aspect of students' reading intensity. The results showed that students do reading activities more than three times weekly, and they read books for more than fifteen minutes weekly.

The results of research conducted on grade III to grade VI students of SD Negeri 2 Pinggirsari in Pinggirsari Village, Arjasari Sub-district, Bandung Regency, pointed out that the students' reading intensity is developed by their reading habits in school. One of these habits is reading for fifteen minutes before the lesson begins.

The habit of reading books is carried out since students are still at an early age so that it becomes a habit or habit for life. The PIRLS Guide (2016) suggested there are two significant aspects influence students' literacy. One of them is that children attend early childhood education. This habit at an early age will shape character, namely the character of children with good reading interests and reading skills.

Reading intensity affects reading comprehension skills as described by Madani (2018). The results of his research indicated that there is a significant positive effect between reading intensity and reading comprehension ability. In addition, the results of this study reveal that the dominant factor affecting reading comprehension ability is reading intensity.

Regarding reading intensity, a study in India recommends that it must be taken into consideration the awareness of building reading habits in order to develop students' linguistic competence (Lalit, et al., 2020). The results corroborated the findings in the exploration of supporting factors for literacy in elementary school students. Reading intensity can be a driving force for students' reading interests and habits.

The results showed that the reading interest of elementary school students in Palu City is at a percentage of 98.9%. The percentage consisting of 52.2% of students state that they love reading, 46.7% of students state that they like reading, and 1.1% remark that they did not like reading. The results of this study suggested that upper elementary grade students are interested in reading. The results of this study are different from Triatma's (2016) research. Triatma's research demonstrates that the reading interest of grade VI students in SD Delagan 2 Prambanan is at a low level. Two factors influence students' low reading interest. These factors are internal factors and external factors. Internal factors consist of feelings, attention, and motivation. External factors consist of the role of the teacher, environment, family, and facilities.

Descriptive research on students' reading interest has also been carried out in several areas, such as in the Serang City(Antari, et al., 2016), Batang city (Hapsari, et al., 2019). The two studies show that the fifth-grade elementary school students have moderate and low reading interest in the category. Meanwhile, research by Salma, et al. (2019) shows that the reading interest level of grade III and V students at SDN Tlogosari Kulon 03 Semarang is at a high level. The results describe that the school literacy program has a positive impact on increasing students' reading interest. The difference between the two research results is that each area has different supporting factors include students' distinct characteristics.

One of the characteristics of students that affect students' reading interest is reading ability. Based on the results, it is indicated that grade V students in the elementary school in Palu City influence students' reading ability. This is supported by the data that 100% of students can read well. This data describes that students already can read. The ability to read has several types, one of which is reading comprehension. Reading comprehension skills of Grade V students in the elementary school students Puspita (2017).

The research was conducted on elementary students in Bandung district. The results showed that grade V students in several elementary schools in Bandung district had low reading comprehension of information texts.

The ability to read has several types, one of which is reading comprehension. Reading comprehension skills of grade V students in elementary school was carried out by Puspita (2017). The research took place on elementary students in Bandung district. The results showed that grade V students in several elementary schools in Bandung district at a low level in reading comprehension of information texts.

Hidayah (2011) researched on the reading ability of grade V students in elementary school based on gender. The results of this study indicated that grade V students in SD and MI have the same reading ability between boys and girls. This means that gender has not yet become a differentiator in the reading ability of grade V students, both state elementary school or Ibtidiyah Islamic School.

In contrast to the two previous studies, this study did not search the types of reading ability or reading abilities of students based on gender. The reading ability studied in this study is general, the activity of giving meaning to written language. Although the data shows that students have been able to read easily as popularized students 'responses to the statement "Reading is easy for me", This study did not measure the level of students' reading ability. However, this data illustrates that grade V SD students already can read. Although the data shows that students have been able to read easily as indicated by the students 'responses to the statement "Reading is easy for me" this study does not measure the level of students' reading ability. However, this data illustrates that grade V SD students already can read.

The results indicated that students feel happy if their teachers appreciated their reading ability. The praise comment can "The teacher said that I am a good reader." The results of this study are consistent with the reference statutes on the role of teachers as educators, teachers, mentors, directors, assessors, and evaluators of students (Law No. 20 of 2003; Law No. 14 of 2005). The role of the teacher can improve students' reading literacy skills, both in lower and higher grades.

Teacher support for students' reading ability is pointed out by Lubis (2019). His research shows that teachers play a role in creating literacy learning in Indonesian subjects in grade V by providing spaces to display student work based on reading results. The students presented their works on cardboard to express their knowledge gained from reading. The display of students' work is a kind of teacher appreciation for students' reading activities. The teacher gives credit to all students' work regardless of the form of their work.

The results showed that the supporting factor for students' reading literacy is teacher assistance. The teacher assists students in reading activities. Teacher assistance in reading literacy is stated in "I like reading when accompanied by the teacher" 96.7% of students are happy when their teacher accompany them when reading books.Teacher assistance in student activities provides space for students to discuss, hone their potential, create harmonious relationships, and stimulate student activity (Manizar, 2015). This mentoring will establish a habitus for students (Setyawan & Gusdian, 2020). The results obtained from the school literacy team mentoring program can be classified into two groups. Firstly, the formation of a

school literacy organizational structure. Secondly, the control of information on the sustainability and implementation of the school literacy movement.

The results of this research point out that the supporting factors for reading literacy at the grade V students of the elementary school in Palu City related to teacher assistance, which were different from the results of the previous two studies. The results of this study have not revealed the types of mentoring and their impacts on students' reading literacy skills thoroughly. The facilitation in mentoring needs to be considered because students like it.

Based on the results, it was found that the facility is one of the supporting factors for reading literacy at grade V students of the elementary school in Palu City. This facility consists of classrooms and a library indicated by the students' responses to the statements "I like reading books in the classroom" and "I visit the library every day."

The use of classrooms through reading corners can develop students' interest in reading. Ramandanu's research (2019) describes the use of a reading room corner involving students at SD Negeri Pamongan, Demak. The facility is one of the supporting factors for reading literacy skills because reading comfort can promote reading interest.

Wanelly's research (2019) shows that at SDN 63 Surabaya lacks funds to implement a school literacy program. Pradana (2020) has also investigated the constraints associated with this fund. Research which conducted based on the results of related studies show that reading corner has a positive impact in enhancing student interest in reading.

Based on the research results, the supporting factor for reading literacy of elementary school students in Palu City is family. The family supports are by providing reading material at home and moral support. There are some researches related to the two aspects associated with family as supporting factor for reading literacy at elementary school students.

Family support in the reading literacy at elementary school students is a sustainable factor since early childhood education. It is indicated by the results of research conducted by Saputri, et al. (2017). The study shows that family influences reading literacy covers parental education, family care, and genes (heredity).

Research Results of Saputri et al (2017) show that family contributed to the reading interest development of lower elementary school grade students. The reading interest that developed on the family's support is a basis for reading literacy skills improvement of upper elementary school grade students.

Kurniawan, et al (2019) suggested different things from the results of this study. Teachers encounter obstacles in implementing literacy programs in grade IV of elementary schools. This obstacle is the lack of parental participation in literacy activities.

Conclusion

Based on the results of the research and discussion presented above, it can be concluded that the supporting factors for reading literacy of elementary school students in Palu City are classified into four, namely students, teachers, facilities, and families. These four components can support the improvement of students' reading literacy when they are well-managed. In contrast, if these four factors are not well-managed, they will be obstacles.

The management of these supporting factors for literacy should involve various parties include schools, families, communities, and the government. Schools need to establish literacy teams by cooperating with well-trained and experienced school literacy practitioners. In addition, schools need to allocate sufficient budgets to support the implementation of literacy stages cover planning, implementation, and evaluation.

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