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Using Local Literature as Learning Literacy

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1

Abstract

Literacy plays an important role in learning in elementary school. Good literacy skills in students, encouraging the development of other abilities because literacy is a basic ability to acquire skills in other fields. Simply, literacy can be interpreted as a reading and writing ability. Data from the Association for the Educational Achievement (AEA) notes that in 1992 Finland and Japan were among the countries with the highest reading rates in the world. Meanwhile, from 30 countries, Indonesia got rank in bottom two from lowest. Primary School is the most appropriate level to encourage a good culture of literacy. Unfortunately the availability of interesting and close literacy materials with students in accordance with the character of students learning concrete holistic has not been much. Local literature is the best alternative that can be used to be developed as a literacy material across the curriculum. This study is aimed to develop literacy books based on local literature. To get to the development of the need to do local literary documentation first. Magetan was chosen as a research location, where in Magetan there are many local literary materials in the form of folklore that have not been well documented. From the results of preliminary research it is known that many documented folklore can be used as a literacy material across the curriculum. The local literary content in the Magetan region is well suited to be developed as an elementary-level literacy material in which there is a moral message as the hidden of the curriculum on each reading.

Keywords: local literature, literacy, elementary level

INTRODUCTION

The development of literacy in Indonesia at this time is still low. This is based on the results of a study of the Program for International Student Assessment (PISA) which shows that in reading ability, the nation of Indonesia ranks 57th out of 65 countries in the world. The tradition off Literacy in Indonesian society does not increase.

Primary schools are the key's of developing literacy. In addition, primary school is the main level that determines the success of mastery of a skill at the next level. For that reason, literacy learning in primary schools should receive extra attention (USAID Priority Team, 2015: 6) USAID priority, East Java Province is one of the most consistent institutions to foster

students' literacy skills through teacher training in terms of good learning practices with innovations. One of the innovations developed by USAID is Big Book as a literacy learning support in low grade elementary school. Meanwhile, for developing literacy in the high class there is not specifically book. Whereas if the basic literacy is good in low class has been run but not forwarded in the next step then a good literacy culture will fail to form. Based on these conditions, the development of a good literacy support book in high school should be done.

The local literature as the nation's intellectual property is less well-documented. As a result, reading materials used as literacy teaching materials in schools are often far from the student's

environment. For example Malin Kundang originating from Sumatra is used throughout Indonesian schools, whereas it would be very difficult for elementary students to imagine the sweet water beach where Malin Kundang whose name is still unfamiliar to them. For that, local literature that is close to the environment students need to get a special appreciation to be developed into a good literacy material. Thus there will be many alternative readings that students can use in school. Literature is literally interpreted as beautiful writing. Teeuw (1984: 100) states that in order to understand a literary work it is necessary to understand the culture that is the background of the work. This is none other than because literature is a cultural product. As a cultural product, literature contains good universal values. These universal values are certainly values that do not contradict the norms and beliefs of the society in which the literary work develops.

Teeuw (1980: 23) states the word literature in the Indonesian language comes from Sanskrit; The root of the word art which in a derivative verb means "directing, chasing, giving instruction, instruction book. The -tra-suffix denotes a tool or a means. From the explanation it is clear that literature is essentially a means of teaching. In literature the values that are actually heavy to be absorbed are packed in a beautiful and fun way. Can be in the form of satire or straightforward. Therefore literature is an effective medium to instill these values. There are several forms of literary works that appear in elementary school, such as poetry, drama, and prose. From three forms of literary works, prose occupies a large portion. Through prose there are many positive values that can be transferred to the

students. Based on the above explanation, the use of local literature as a literacy material across the curriculum in elementary schools is highly recommended.

According to Teale and Sulzby (in Gipayana, 2010: 9), the concept of literacy teaching is defined as the ability to read and write. A person is called a literate if he has essential knowledge to be used in any activity that demands effective literacy functions in society and knowledge that he attains by reading, writing, and arithmetic makes it possible to be used for himself and the development of society (Gipayana, 2010: 9-10). This is similar with the opinions of Grabe and Kaplan (1992) and Graff (2006) which interpret literacy as the ability to read and write. Literacy is very important for students because skills in good literacy will affect their learning success and life. Good literacy skills will help students understand oral, written, or drawing text (USAID Priority Team, 2014: 2)

There are two things that become important reference in the concept of teaching literacy, namely the teaching literacy with dimension of social practice and the teaching literacy with dimension of social process. Various theories arise from the experts on the changing views of understanding which one of them is known by the theory of Rosenbalt. According to Clay researchers begin to direct teachers to present the teaching of reading comprehension to a broader perspective, namely the teaching of literacy (in Gipayana, 2010: 18). The perspective itself lies in the theory of development of the 'emergent literacy' literacy, the acquisition of language acquisition, and the schema scheme.

Literacy learning in primary school is very important to support the success of academic achievement. Effective literacy learning needs to consider the needs, interests, age, background, and student learning environment. In addition, teachers need to be responsive to student needs (USAID Priority Team, 2015: 3). In the 2013 thematic curriculum integrative literacy becomes unifying for all subjects and KD so that the presence of literacy in this curriculum is absolutely necessary.

Some things to consider in learning literacy at the elementary level are as follows.

1. Time

The exact time, when and how long the literacy should be given to the students

2. Task

Tasks that match the needs, interests, background and age of students

3. Text

Selection of text that matches the characteristics of students

4. Teaching strategy

Strategies used in learning

5. Talk

Learning verbal skills

6. Assessment

The type of assessment that fits the needs, interests, background and age of the student. Cooper (1997: 24) states that teachers should build the concept of literacy on students in a balanced way. Effective literacy programs should support students to build the ability to read, write, speak, listen, take perspective and develop such skills continuously. There are three interrelated components in the literacy program at school or in the classroom namely motivation, commands on reading and writing, as well as free reading and writing.

Motivation can be built with the creation of a literary environment for students (Cooper, 1997: 26). This is in line with the opinion of USAID Priority team (2015: 25) which states that the literary environment is very important to stimulate student interest in literacy. Furthermore it is said that the literate classroom environment is a classroom environment rich in linguistic media and prints.

The second literacy component is the command for reading and writing. It is not an easy thing to make commands in reading and writing. Orders related to the task of reading and writing should be meaningful and construct students' knowledge (Cooper 1997: 33). Free Reading is interpreted as reading the library selected by the student according to his / her interest. Basically, independent reading and writing is the goal of the literacy program. Student interest in books and self-produced writing through long journeys and should be maintained, even developed by teachers (USAID Priority Team, 2015: 121)

Among many cultural products from the cultural development system of society are language (and literature), art, and science. Based on it, of course can be known that society which become the main subject in the development of culture have various characteristic and interpretation. However, one of the things that become an integral and an important cultural product in civilization is the language (and literature) in which its development is identical with art and science as mentioned before. Furthermore Teeuw (1984: 100) states that a

literary work Can not be separated from knowledge, little more about the culture behind the literary work. The relationship is not immediately revealed only from the symbolic system or system of language sign. So it is appropriate to say that literature involves cultural conventions.

Literary work is a form and result of creative art whose object is human and its life by using language as its medium. Viewed from the aspect of its creation, literary works is an expression of writing containing teachings to be conveyed to readers. Such teachings can be moral values, cultural values, even the views and desires of authors articulated through their work (Sunny, 2009: 123).

One form of literature that is growing rapidly in Indonesia is Folklore. Folklore is synonymous with culture and oral literature is often an effective medium to teach character education with an aesthetic nature without prioritizing popular scientific theory. This is in line with Semi's (1993: 76) assertion that a literary work is said to have an aesthetic norm when the literary work is: 1) capable of animating or updating the reader's knowledge; 2) able to make our lives better and richer; 3) able to bring readers more familiar with the culture.

METHODS

This research is a preliminary study of the development of literature-based literacy supporting books locally. Initial research aims to see the use of local literature as a literacy learning material at SD in Magetan and mapping local

literature in Magetan that can be used as a literacy material in SD. Therefore this research is designed with qualitative descriptive design. The object of research is elementary school that exist in region Magetan Regency while subject is teacher. The data taken are data about the use of local literature as a literacy learning material in SD and data about local literature, especially in Folklore Magetan District. Sources of data involved include: resource persons and documents. Data collection techniques are interviews and documentation. Triangulation of data used for the first data is triangulation of sources and techniques. While the second data using source triangulation. After triangulation of data, legitimate data are described then compared with previous theories or research results to obtain conclusions.

RESULTS AND DISCUSSION

1. The use of local literature in SD Magetan District

The local literature of the Magetan area that is often raised as a literacy material at the elementary level is a lake legend that tells about the origin of the sarangan lake. While the other folklore has not been found by the teacher. The form of this local story is a loose prose that is scattered on the internet with the average authors include in the form of personal blogs. For the printed version, local Magetan district literature is mixed with local literature from other regions and distributed in printed form as free reading material (not compulsory) to all circles. Local literature is not listed in the student's book or teacher's book from the center so the teacher does not use it in the lesson. The teacher's effort to introduce local literature to students is only done by

reading free reading or assigning students to write based on stories heard from home but the assignment is not followed up with class discussions. Elementary school teachers in Magetan district also do not conduct research, documentation, inventory, and analysis specifically on local literature in the district of Magetan for literacy learning.

2. Local Literature In Magetan

From the interviews it is known that local literature in Magetan Regency is quite a lot. In general, local literature is developed as an oral literature in the form of a legend legend origin of a place or legend figures who are considered as powerful and influential people. Among the existing local literature, today there are still recounted and become the completeness of customary activities in a region such as the story of ki ageng Wonokoyo in Galungan tradition in the area of Geni Langit. Even so, the local literature that is derived from societies, currently threatened with extinction. This is due to the reduced number of native speakers of existing oral literature. Most native speakers are village elders with a very old age. While the younger generation is also not too understand the condition. Inventory business of oral literature has not been done maximally by local government.

3. The Prospect of Local Literature as Literacy Learning Material

Local literature is a literary work that develops in a certain region and can not be separated from the socio-cultural elements of the community speakers. Thus, local literature contains the values and norms held by certain communities. As a literary work, local literature also has a universal value that is positive as a reference in the joints of social life.

Positive values are certainly loaded with important character content to be passed on to the next generation. Starting from the explanation can be concluded that the local literature has the potential to be used as a medium of character in school learning. Literacy is one effective tool that can be used to membelajarkan characters through reading activities. Thus the local literature is very potential to be used as a literacy learning material in SD.

Conclusion

From the overall exposure above can be summed up things as follows:

1. The use of local literature on learning literacy in elementary school is still not maximal
2. Local literature in Magetan Regency is very diverse but not yet well inventoried
3. Local literature is a potential material for literacy learning in schools.

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