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## The Effect Of Literacy Practices Toward Students' Reading Skill At Eleventh Grade In Pondok Pesantren Haji Miskin In The Academic Year Of 2021/2022

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh praktik literasi terhadap keterampilan membaca siswa. Hal tersebut dilakukan di Pondok Pesantren Haji Miskin karena sebagian santri di Pondok Pesantren Haji Miskin masih memiliki kendala dalam penguasaan bahasa Inggris khususnya dalam membaca. Sebagian besar siswa kurang kosa kata dan sulit membaca teks yang terlihat dari beberapa siswa tidak dapat membaca dengan jelas. Akibatnya, hanya beberapa siswa yang tidak bisa membaca teks dan tidak bisa memahami paragraf atau teks. Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian pre eksperimen design dengan menggunakan model pre-test-post-test. Populasi dari penelitian ini adalah siswa kelas XI di Pondok Pesantren Haji Miskin. Sampel nya kelas XI.1 diberlakukan sebagai kelas eksperimen yang diajarkan menggunakan praktek literasi. Peneliti ini menggunakan total sampling untuk menentukan sampel penelitian ini. Untuk menganalisis data, peneliti menggunakan test normalitas dengan memakai uji lilliefors dan. Sedangkan untuk menguji hypothesis peneliti menggunakan uji t dan mengkonsultasikan hasilnya dengan table derajat  $\alpha=0.05$ . Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperimen terdapat hasil uji t-hitung ( 3,693) lebih tinggi daripada t-table (2,056) dengan df =26 dan  $\alpha = 0,05$  , jadi hipotesis alternative (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan literacy practices. Jadi, hipotesis alternative diterima yang berarti bahwa penggunaan teknik praktek literasi lebih baik daripada menggunakan metode biasa. Hal ini dibuktikan bahwa menggunakan cara praktek literasi sebagai teknik yang bisa membantu siswa dalam meningkatkan kemampuan membaca siswa.

Kata kunci : *kemampuan membaca, praktek literasi.*

## Abstrak

This research was due to discovering the effect of literacy practices toward students' reading skill. It has been done at Pondok Pesantren Haji Miskin because some of the students in Pondok Pesantren Haji Miskin still had problems in mastering English, especially in reading. Most of the students were lack of vocabulary and difficult to read the text it could be seen from some students can't read clearly. Consequently, only some of the students could not read a text and could not understand a paragraph or text. This research used experimental research. The researcher used pre experimental design by using the pre test-post test one group. The population of this research was the eleventh-grade students at Pondok Pesantren Haji Miskin. The sample was XI.1 was treated as an experimental class and taught by using literacy practices. To determine the sample, the researcher used the total sampling technique. The data was got through pre-test and post-test to experimental. To analyze the data, the researcher used the normality by using the Lilliefors test and to test the hypothesis the researcher used the t-test formula and consulted the result into t-table with a level of significant  $\alpha=0.05$ . From the result and accounting the pre-test and post-test scores of the experiment class, it was found that the t-obtained (3,693) was higher than the t-table (2,056) with the degree of freedom (df)=26 and  $\alpha=0.05$ . So, the alternative hypothesis ( $H_a$ ) was accepted which means that there was a significant effect of literacy practices on the student reading. So, it can be concluded that the entire hypothesis is accepted. Literacy practices gives better significant effect in the students reading. It is proved that using literacy practices can help the students in improving and engage their reading.

Key words: *reading ability, literacy practice.*

## PENDAHULUAN

The word literacy is not foreign to the ears of the Indonesian people. Literacy comes from the word literate which means literate people or people who can read. So, literacy is the ability to access and process information by book. In other opinions, literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality (Juliet McCaffery and Brian Street, 2016). In language education, literacy is very important because language is a communication tool that plays an important role in daily life. Therefore language learning is very important to learn. In language learning, at least there are literacy skills that can be done by students, namely reading.

In the context of education in Indonesia, reading literacy of Indonesian is still low. Data obtained by Indonesia in the reading literacy test organized by The Progress In International Reading Literacy Study in 2011 showed that Indonesia was ranked 45 out of 48 participants. Data obtained in 2012 also did not show a significant increase because the results of the evaluation carried out by the same institution showed that Indonesia ranks 64th out of 65 participating countries. International research results, the program for the 2015 International

Students Assessment on participants' reading ability education ranks 69th out of 76 countries surveyed.

So the level of awareness of how important reading in Indonesia is considered to be still quite low. Most people do not understand the importance and benefits of reading. Therefore the government decided to create a program called National Literacy Movement or GLS. The National Literacy Movement is an overall effort to make schools an organization whose citizens are literate for life through public involvement from the Ministry of Education and Culture, while of Muhammad Afif Abdul Ghany (Muhammad Afif Abdul Ghany, 2019). In his journal stated that The National Literacy Movement is the ability to understand, access, and use something intelligently through various activities, including speaking, seeing, listening, reading, and writing.

The National Literacy Movement or GLS was strengthened by the issuance of the Minister of Education and Culture Regulation Number 23 of 2015. One of the activities in the movement is the 15 minutes of reading non-lesson books before study time begins. This activity is carried out to foster student interest in reading and improve reading skills so that students' knowledge can be mastered better. The reading material contains moral values, in the form of local, national, and global wisdom delivered according to the stage of development of students.

As the explanation above, in Indonesia literacy practice, has been held in every school, which is called the National Literacy Movement. With the existence of national literacy in Indonesia, it is also possible to hold literacy practices in English by asking students to read texts in English. Even though The National Literacy Movement used in learning is in the context of Indonesian texts but for this study, The National Literacy Movement used in English texts is used to improve students' English skills, especially reading skills (Della Ardhelya Zahra Putri, 2012)

In addition opinion of Della stated, "the younger generation, such as college students, need to improve their foreign language literacy, which is currently dominated by English as an international language". Literacy is closely related to language, as language also includes how a person communicates in society. Then literacy in schools must also be done in English, because English is an international language that must be able to understand and apply in everyday life. It is believed that English literacy has an important role in global communication and therefore people have to learn English literacy that can be applied in every field (Caroline Linse, David Nunan, 2019).

Literacy practices are the activities associated with reading and writing as one makes meaning. How language and texts are used for readers to make sense of their lives. Based

on this opinion the notion of literacy practices offers a powerful way of conceptualizing the link between the activities of reading and writing and the social structures in which they are embedded and which they shape. So literacy practices are a person's habit of reading and writing in everyday life. Therefore someone's literacy is seen in reading, writing, counting, and speaking activities.

Reading refers to reading for meaning, understanding, and entertainment. It means that the students try to get the meaning and get the point from what they read. The readers can interpret the ideas and get information from the text. Nunan also stated that there are two main reasons why people read, they are: first, reading for pleasure. Reading can entertain the reader and also improve their ability. Second, reading for information

Based on preliminary research by conducting observation and interviews at Pondok Pesantren Haji Miskin, the researcher found several problems. First, most students were lack of vocabulary which can be seen from the reading activities carried out by these students. When students read and were asked to interpret and understand the text, many students did not understand the meaning of the vocabulary, sentences, and the main idea because they have limited vocabulary. It automatically influenced their ability in reading the text.

Second, most students thought that reading text in english was difficult. The problems above were also admitted by the english teachers in this school as the problems that also occurred when the students were asked to read a text, some of them did not read the text effectively. They tended to talk with other students and also some of them were sleepy, which made the learning process not successful.

And the last, the loss of the student's interest in reading a text so it affects their english score. It can be seen from the activity's learning and result scores. When learning and examining some students did not comprehend the text and did not answer the questions so some of them got a low marks. The researcher intends to prove that literacy practices can be applied to improve students reading skills.

By the problems above, in this case, literacy practices refer to "the customary, habitual ways in which people read and write in their everyday lives" Therefore, literacy that is carried out at school or outside of school is the right thing to improve student's reading skills and it is used to encourage the students to become independent learners. Supported by Lukman Lian's opinion literacy is an activity to further cultivate the movement of reading and writing. Literacy has many advantages that can train you to be more accustomed to reading and can also familiarize someone whose main thing is a student to absorb information that is read and summarized with the language in which it is understood .Based on the description above, the researcher was interested in identifying the effect of literacy practices on

students' reading skills in Eleventh Grade. Finally, the researcher was interested in conducting research under the title "The Effect of Literacy practices toward Students' Reading Skill At Eleventh Grade of Pondok Pesantren Haji Miskin"

### METODE PENELITIAN

In conducting the research, the researcher used Pre-experimental designs. Pre-experimental design are a kind experimental research where this method uses a pre-test and post-test one group design, namely the researcher only uses one experimental class without a comparison class .

In this experiment, the researcher used one class as the subject of the research (experiment class). Gay also adds that a pre-experiment design typically involves one class . In other words, this research consists of one group that will treat the shared literacy practices on reading skill. The researcher will evaluate the student's different results. It means that class was treated by giving students literacy practices where length of time and pre-test and post-test were given to one class. The research is described in the following table(Sugiyono,2015).

### HASIL DAN PEMBAHASAN

In this research, the researcher used two kinds of data analysis : pre-test and post-test from the experimental. The pre-test of one class shows that experimental class was equal at the beginning of the research because they were normal. The researcher used the Liliefors test to find out whether the data distributed normally or not and used F- test to obtain.

Normality Test Of Pre-Test And Post Test Score Of Experimental Class. The normality test of pre-test and post test score of the experimental class can be showed by the table below:

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	5,74192817

Most Extreme Differences	Absolute	,131
	Positive	,115
	Negative	-,131
Kolmogorov-Smirnov Z		,682
Asymp. Sig. (2-tailed)		,741
a. Test distribution is Normal.		
b. Calculated from data.		

From the column of kolmogorov-smirnov, the level of significant (0.741). It can be concluded that the samples are distributed normally. Hypothesis Testing

After finding the mean score, the standard deviation and normality test of the both test, the hypothesis was tested. The hypothesis of this research was tested as follow :

1. The first hypothesis

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostTest	62,96	27	11,950	2,300
	PreTest	58,52	27	11,078	2,132

From the calculation of pre-test and post-test scores of that class, the mean score of the post-test of experiment class is 62,96, it is higher than mean score of pret-test experiment class is 58,52. It can be analyzed by using SPSS 20.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PostTest - PreTest	4,444	6,253	1,203	1,971	6,918	3,693	26	,001

It found that the level of significant is lower than alpha ( $0,001 < 0,005$ ). It can be concluded the descriptive hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) is rejected because the significant tailed is lower than alpha. So that, it can be concluded that there was any significant difference of the result score of pre test students' reading skill between post test the students reading skill who were taught by using literacy and the students in the classroom.

## 2. The third hypothesis

The second hypothesis was the result score of post test reading skill of the students was better than the result score of pre test reading skill of the students who were taught by using literacy practices. From the calculation of result scores of both test, the mean score of the post test of experiment class is 62,96 it is higher than mean score of pre test of experiment class is 58,52. It means that the alternative hypothesis ( $H_a$ ) was accepted and it can be concluded that the reading test result of the post test was better than pre test who was taught by using literacy practices.

## Discussion

Based on the above results, the literacy movement can improve students' reading skills due to 3 things, namely;

1. Habituation, with habituation so that students are accustomed to reading. The more accustomed someone reads, the more students reading ability will increase. Same like Bignold stated believed the reading patterns had improved student's reading skill.
2. Reading for pleasure. With reading for pleasure, it is a fun thing for students because the books they read are non-learning books. Like Christina stated the national literacy trust is dedicated to building a literate nation and stresses the importance of reading for pleasure as one way to advance literacy attainment in children.
3. Fantasy, in this reading activity students are given imaginary stories such as fairy tales, legends so that students get carried away with the story. Based on Dana Percec, fantasy is a hybrid mode, hybridity being more characteristic of this "area" of literature than of many others. It has, like many others, a specific rhetoric and iconography, and also a specific community of consumers who understand and observe the strategies of reading and writing, viewing and producing fantasy.

## SIMPULAN

Based on the finding and discussion in the previous chapter, they researcher conclude this research that focus on students' reading skill through literacy practices. The use of

literacy practices in teaching reading to the eleventh grade students of pesantren haji miskin pandai sikek has significant effect in increasing the students reading skill, it was supported by the data. In which the mean score of the students in the pre-test from the experiment class 58,52 which has been improved in the post test, in which the students mean score is 62,96, in applying the t-test formula it is found that t-obtained is which higher than t table. It means that hypothesis (Ha) of this research could be accepted that using literacy practices give significant effect toward the students reading skill. There was significant different effect between pre test score from the students who were taught by using literacy practices and post test score . It was found that the value of t-test is greater than the value of t-table. Moreover, the mean score of post test was greater than the mean score of pre test of experiment class. The use of literacy practices in teaching reading was better than who are not taught by literacy practices. It is proved by the data of the pre test and post test of experiment class. So, using literacy practices in teaching reading is better than not using literacy practices.

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