

## CHAPTER IV

### FINDING AND DISCUSSION OF RESEARCH

This chapter presents the result and the discussion of research. It provides the result of research, It is about the role of the implementation of English literacy culture in junior high school of Ummul Quro Putri Plakpak Pegantenan Pamekasan wich will be discussed based on the theory on the previous chapter. This chapter also gives the answer of the research focus namely about how the implementing English literacy culture at junior high school of Ummul Quro Putri, what is the teacher's role in implementing English literacy culture at junior high school of Ummul Quro Putri and what are supporting and inhibiting factors in implementing English literacy culture at junior high school of Ummul Quro Putri.

#### **A. Finding**

In this part the researcher is going to explain the result of the research that has been gotten. It is about how is the implementing English literacy culture at junior high school of Ummul Quro Putri, what is the teacher's role in implementing English literacy culture in junior high school of Ummul Quro Putri and what are supporting and inhibiting factors in implementing English literacy culture in junior high school of Ummul Quro Putri .

In this research, the researcher used observation, interview and documentation to collect the data. The researcher to explore how the implementing English literacy culture, what the teacher's role in forming English literacy culture and what supporting and inhibiting factors in forming English literacy culture.

The researcher conducted the research in 9 to 30 March 2024 interviewing of the head of school and English teacher of junior high school of Ummul Quro Putri Plakpak Pegantenan Pamekasan. The researcher observed the classroom by entering directly to the classroom while conducted the research.

Based on observation of the researcher in the classroom, the English lesson conducted three meetings in a week. At this stage the practice was conducted with 10 - 15 minutes of reading English books. After reading the teacher ordered the student to summarize the readings.<sup>1</sup>

Beside conducting observation, the researcher also conducted an interview to get more data. The researcher asks more detail. This interview helps the researcher make the data more accurate.

## **1. The Implementation of English Literacy Culture at Junior High School of Ummul Quro Putri .**

Junior High School of Ummul Quro Putri is one of the schools in the plaque of the empowerment, in this school has long implemented literacy culture aimed at adding knowledge to the pupils. Literacy activities are very important to implement, especially in the world of education because by reading would known a lot of things.

Forms of literacy activities should be considered with maturity according to state of the Junior High School, such us the readiness of teachers, the redability

---

<sup>1</sup> Observations, ( 10 March 2024 )

of the school environment, and the availability of means and facilities that support the literacy activity. If the willingness already exists, then the literature activities can be done well. The forms of such literation activities each school differently depending on the respective school plans.

Furthemore, on the process of getting the data from the location, on the other day, the researcher also conducted interview with the head of school. Akhmad sayyadi, said:

“The literacy activities at the Junior High School of Ummul Quro Putri have been ongoing since 2020 and I think this school already has the readiness to carry out literacy activities, although there are definitely shortcoming or obstacles that must be faced in future. The teachers also have already stated that already to under to undertake literacy learning, while the facilities and prasarana are sufficient for the pupils so that the school environment will soon become accustomed to the literacy culture that will be carried out in future.”<sup>2</sup>

Based on the observation, the researcher also saw that the Junior High School of Ummul Quro Putri already has the readiness to apply the culture of literacy. It is seen from the teacher and also has the means and supplies sufficient to carry out literacy activities. Facilities that support literacy activities include books, magazines, internet, television, libraries, tables and chairs, quiet classrooms, and corners.

Then the researcher also interviewed English teacher Masturah to find out how to apply literacy:

“The implementation of a culture of literacy in English learning I do with 3 stages, namely the first habituation which is carried out by reading 15 minutes before teaching and learning activities begin, and this activity is carried out from

---

<sup>2</sup> Akhmad Sayyadi, head of school of Junior High School Ummul Quro Putri ,*Direct Interview* (15 January 2024)

Monday to Thursday. After that I explain the lesson and students are required to record the results of their reading and the explanation of the teacher. And the second stage of development is that students are ordered to go to the library to read. And the third stage of implementation is by presenting what has been read before using English in front of other students”.<sup>3</sup>

Then the researcher conducted the interview with first students.

The researcher asked how is the implementing English literacy culture in Junior High School of Ummul Quro Putri. Kameliya Azizah said:

“Before the lesson started, the teacher told me and my friend to read about 10 – 15 minutes, then asked to summarize what was describe in front of also summarized what was read. After the lesson, the teacher corrected our summary. Sometimes we’re also given task of looking for material in the library and the result in percentages in the classroom”

The next students that interviewed by the researcher is Mila Rahmah , She said:

“ Litercy activities at Junior High School of Ummul Quro Putri are given high priority by the teachers. Every lesson at the beginning we were told to read first, then summarize and record in the respective books. At the end of lesson the teacher checked the results.”

Through the observations of researcher at Junior High School of Ummul Quro Putri English lessons with literacy utilization are held 4 times a week, from Monday to Thursday, at the habituation stage this is done by reading 15 minutes before the learning activities begin, in addition to reading the teacher also instructs students to summarize what they have read. The results of observations

---

<sup>3</sup> Masturah, English Teacher of Junior High School of Ummul Quro Putri , *Direct Interview* ( 18 January 2024)

by researchers that all students read books about English learning such as English short stories, then compose stories using English in their respective notebook.

( see on appendix 5 )

At the development stage, Junior High School of Ummul Quro Putri has implementation by inviting students to visit the library to find reading sources and information related to English learning, for example looking for difficult vocabulary, or reading telling stories.

From the results of the observation of this development stage, it is also carried out by using making media affixed to the classroom which is used as a place to display the work of students who cannot be separated from literacy such as poetry, short stories, rhymes, and other images. It is done once a month and each class is required to send 3 pieces of student work.

Based to the data obtained from interviews with teachers as well as the results of these observations that the implementation of a culture of literacy in English language learning at Junior High School of Ummul Quro Putri is carried out with three stages, habituation, development and implementation.

Based on research findings regarding the implementation of literacy activities at Junior High School of Ummul Quro Putri namely:

- a. Teachers design literacy learning activities that are included in the lesson plans. The lesson plans include various strategies used by teachers in shaping literacy from the habituation stage to implementation.( see on appendix 6 )
- b. The strategy used in foaming a culture of literacy through English subjects with three stages, namely habituation, development and implementation.

## **2. The Teacher's Role in Implementing English Literacy Culture at Junior High School of Ummul Quro Putri .**

Efforts to establish a culture of literacy at least need some basic capital, the basic capital in question includes teachers, principals, school programs, facilities and infrastructure. Teachers are the first basic capital that must exist to form a culture of literacy in schools so there is a need to improve the quality of teachers in schools.

Literacy activities in schools require the role of a teacher so that the activities go as planned. In carrying out literacy activities in the school teachers take on a task and responsibility that is very important in directing and shaping the moral of pupils to be better.

Before the researcher interviewed the school about the role of teachers in forming literacy culture in the learning of Indonesian language at Junior High School of Ummul Quro Putri Plakpak Pegantenan Pamekasan researcher first performed observations related to the teacher's role in growing literature culture, with teachers should list literacy activities on the lesson plan where literacy activity is carried out 15 minutes before the lesson begins.

Furthermore, on the process of getting the data from the location, on the other day, the researcher also conducted interview with head of school, Akhmad sayyadi said:

”Literacy activities carried out at Junior High School of Ummul Quro Putri Plakpak Pegantenan Pamekasan have been on going for a long time, in increasing literacy ability of all teachers I directed to play its role in implementing literacy culture. Here's one example that can improve the literacy of the students has been

provided a language corner available in each class. Also, each teacher must list literacy activities on each lesson plans making. Which literacy activity is carried out before the lesson begins, have adequate means and supplies. Which can help teachers in cultivating literacy culture. Teachers must take full responsibility for the course of the school's activities, one of which is literacy programmes.”<sup>4</sup>

After the researcher conducted a direct interview with the head of the Junior High School of Ummul Quro Putri Plakpak Pegantenan Pamekasan it was known that the literacy activities that became the program had been ongoing for a long time. The researcher also found that literacy activities have been very well implemented in schools and teachers have been responsible and have a role in the literacy culture program that exists in schools.

Next the researcher also interviewed the English teacher who teaches at Junior High School of Ummul Quro Putri about the role of the teacher in cultivating literary culture is very important given that the students need direct guidance by the teacher because the teacher can directly regulate the activities carried out, Masturah said:

”Teachers are one of the important roles in fostering a culture of literacy. Teachers must also act as role models for their students, before ordering students to read books, teachers must also familiarize themselves with reading. And teachers must also be motivators by encouraging students to keep reading even if briefly, Teachers also act as facilitators, namely when students are accustomed to reading, teachers must continue to read and monitor so that it becomes a culture.”<sup>5</sup>

---

<sup>4</sup> Akhmad Sayyadi, head of school of Junior High School Ummul Quro Putri ,*Direct Interview* ( 15 January 2024)

<sup>5</sup> Masturah, English Teacher of Junior High School of Ummul Quro Putri , *Direct Interview* ( 18 January 2024)

To validity the data, the researcher adds the data source of the research. The researcher continue to ask student. The researcher conducted is Maulida Hasanah Putri She said:

” Teachers become one of the most important parts in supporting us in doing this literacy activity, without the motivation of our teachers we cannot do well and perfectly”.

From the results of observations in the implementation of the literacy culture, teachers were also seen reading books before ordering students to read so that this became a good example. Teachers should also always motivate students about the importance of learning and literacy. Then the teacher must facilitate what is needed such as reading books.

Based on the research findings, teachers have 3 important roles in fostering a culture of literacy, namely:

- a. As a role model.
- b. Teacher as a motivator.
- c. Teacher as facilitator.

### **3. Supporting and inhibiting factors in implementing a English Literacy culture at junior high school of Ummul Quro Putri .**

In every activity there must be something that supports and inhibit it, as is literacy. Researcher conducting interviews with English teacher at Junior High School of Ummul Quro Putri. As the teacher said when the researcher conducted the interview.

“In the implementation of literacy culture on learning English in Junior High School of Ummul Quro Putri there must be several things among them is the presence of support BOSS which is partly used for literacy activities such as to buy books and other equipment. there is the readiness of schools and teachers to manage and carry out literature activities, and also there is support from the community and graduate and parents who provide help in the form of books.”<sup>6</sup>

To validity the data, the researcher adds the data source of the research. The researcher continue to ask student. The researcher conducted is Alviana Rahmana Putri She said:

“ A lot of books as reading material can support literacy activities and the availability of free time to read because reading preserves a quiet time. I mean the inhibit factors that it’s very boring to read.”

The next student that interviewed by researcher is Anissatus Saadah. She said :

“ What I feel that the inhibiting factors to literacy are lazy reading, and busy with other activities while reading requires full concentration. What is support is the mean and materials that are quite impressive such us the presence of television as a learning medium and also the existence of madding to collect works”

From the results of observations, it can be seen that the head of the school and the teachers of the Junior High School of Ummul Quro Putri designed literacy activities in the form of lesson plans so that the application of literacy culture was easier and went well. Then the supporting factor is the existence of books purchased with the help of the government and donors, this can be seen from the list of books in the library. As well as the facilities and infrastructure

---

<sup>6</sup> Masturah, English Teacher of Junior High School of Ummul Quro Putri , *Direct Interview* ( 18 January 2024)

that the researchers observed were quite adequate such as the library, books, making and so on. As for what hinders it, namely students are still not aware of the importance of literacy, it is seen by researchers that students are not fully able to use it to read and write, then students are lazy to read.

Based on the research findings that in implementation of English Literacy culture at Junior High School of Ummul Quro Putri there are supporting factors including:

- a. The support from the government in the form of the disbursement of boss funds is partly used to complete shortcomings in literacy activities such as buying books. Boss funds are very useful in literacy activities because they can buy the needs to support literacy activities at school.
- b. The existence of human resources who are managers in the implementation of literacy activities, such as teachers and madrasah heads who play a very important role in the implementation of literacy activities in schools. Without a policy from the school to make a literacy-based lessons plan, literacy activities will be difficult to implement.
- c. There is support from the community, parents of students and alumni who provide support in the form of energy and material. With external support, literacy activities are easier to implement at school.
- d. The availability of adequate facilities and infrastructure, such as the existence of various kinds of books in the library and in the classroom, the library as a place for books and reading, reading corners in classrooms to make it easier for students to get books.

The inhibiting factors in forming a culture of literacy in English language learning at Junior High School of Ummul Quro Putri are:

- a. The lack of interest in reading by students, reading is still a compulsion for students because they are not used to reading. Lack of student awareness of the importance of reading and a less supportive environment will result in lazy students reading, so reading does not become a necessity but a compulsion.
- b. The way each child captures and understands the content of reading is different, each human being has different abilities because it becomes a faster and a slower human nature.
- c. Reading takes time and concentration, reading is a difficult activity to do when done in conjunction with other activities it results in lazy reading.

The above statement is a factor that inhibits and supports the implementation of English literacy culture at Junior High School of Ummul Quro Putri. The obstacle is also a despair in applying a literary culture, but it is a challenge to be faced in order to create a literate generation.

## **B. Discussion**

After displaying the result, the researcher discuss the explanation above based on the questions that are focus of the researcher. This section concerns two things, namely how is the implementation of English literacy culture of Junior High School of Ummul Quro Putri, What is the teacher's role in implementing English literacy culture in Junior High School of Ummul Quro Putri and what are supporting and

inhibiting factors in implementing a English literacy culture at Junior High School of Ummul Quro Putri.

### **1. How is the implementation of English literacy culture at Junior High School of Ummul Quro Putri?**

The Ministry of Education and Culture explains that the literacy movement in schools is a comprehensive effort to make schools an organization of learning that citizens learn throughout their lives through public bonds. Literacy activities in schools are initiatives or activities of a participatory nature involving school citizens (students, teachers, head of school, educators, supervisors, school committees, parents of students), academics, publishers, mass media, the business world and stakeholders under the coordination of the Directorate-General of Primary and Secondary Education Ministry and Culture.<sup>7</sup>

Based on the observations and interviews the researcher found that the form of application of literacy culture at Junior High School of Ummul Quro Putri is that the teacher performs three stages to form a culture of literature in the learning of English language, the first is the stage of customization, the teacher orders the student to read a book for 15 minutes in the classroom before the learning is started and this activity is done from Monday to Thursday, then the second stage of development is the teacher ordered the students to go to the library to read more English books such as short stories, novels and so on, and the last stage is

---

<sup>7</sup> Sarwiji Suwandi, *Pendidikan Literasi*,130

development, that is, writing a summary of the books that have been read and explained ahead.

This is line with the theory of Prawira are: In school-age children and adolescents, literacy is crucial to language development. Reading a range of books, periodicals, and newspapers, for instance, exposes kids to a sophisticated vocabulary and makes reading a significant chance for word learning. Even while reading is crucial for vocabulary growth, not much is known about the pleasure that today's youth derive from their reading habits.<sup>8</sup>

School literacy activities should be carried out gradually taking into account the readiness of schools throughout Indonesia.

According towiedarti, the school literacy movement generally takes place in three stages: cultivation, development and implementation.<sup>9</sup>

a. Stage of reproduction

The activities of the School/Madrasah Literacy Movement at the training stage are aimed at cultivating the interest in reading in the pupils. This exercise aims to cultivate the interest of reading and writing for pupils through 10-15-minute reading and write activities of important things from the books that have been read. The program is an activity where all school citizens, especially at Junior High School of Ummul Quro Putri, are obliged to spend

---

<sup>8</sup> Prawira, Ni Nyoman Pradnyani, et al. "The Implementation of Literacy Activities in Primary School." *Jurnal Ilmiah Pendidikan Dan Pembelajaran* 7.1 (2023): 150-156.

<sup>9</sup> Yunus Abidin,dkk, *Pembelajaran literasi*,281

time reading and writing before learning begins. This activity is also an eye to instill the habit of reading books so that the students get science.

Forming interest in reading is very important and fundamental to the development of students' literacy skills. How to cultivate interest in reading can be done through 10 - 15 minutes of reading activities (Permendikbud No. 23 of 2015).<sup>10</sup> In accordance with the technical guidelines for implementation at the first stage, literacy activities at Junior High School of Ummul Quro Putri in English lessons for the habituation stage through reading activities 10 - 15 minutes at the beginning of learning.

So it can be concluded that literacy activities at the habituation stage as defined by the stages in the school literacy movement, the ministry of education and culture are carried out through this habituation, literacy activities in English language learning at Junior High School of Ummul Quro Putri have been implemented.

b. Stage of development

Literacy activities in schools at the development stage aim to improve literacy skills through responding to enrichment books. In it, students are honed orally and in writing. Literacy culture at this stage aims to develop reading comprehension skills.

At the development stage, at Junior High School of Ummul Quro Putri has implemented by instructing students to look for reading sources and

---

<sup>10</sup> Yunus Abidin,dkk, *Pembelajaran literasi*,281

information related to the material being linked. Then make a summary according to the material provided.

At the development stage, it also utilizes the making media which is attached to the class as a place to display the work of female students who cannot be separated from literacy such as poetry, short stories, rhymes and other images. the application of this activity is to develop the talents of Junior High School of Ummul Quro Putri students so that they are more active in pursuing a work of their own making and add their insight in appreciating a work of art at the development stage, Junior High School of Ummul Quro Putri has implemented by instructing students to look for reading sources and information related to the material being linked. Then make a summary according to the material provided.

## **2. What is the teacher's role in implementing English literacy culture at Junior High School of Ummul Quro Putri?**

Based on the results of observations and interviews, researcher found that the implementation of teachers English Literacy culture of at Junior High School of Ummul Quro Putri is that first the teacher must be a role model, in any aspect of literacy activities the teacher must be a good example for students. the second teacher at Junior High School of Ummul Quro Putri becomes a motivator for students because without encouragement from the teacher students will not be enthusiastic about doing any activity, as well as in literacy activities the teacher must provide enthusiasm and encouragement so that students are not lazy to read because reading is the best source of gaining knowledge and reading will open

windows to the world and the third teacher as a facilitator teachers at Junior High School of Ummul Quro Putri must serve what students need, in literacy activities teachers must continue to supervise and guide students. Based on the results of observations and interviews, researcher found that the role of teachers in fostering a culture of literacy in English language learning at Junior High School of Ummul Quro Putri is that first the teacher must be a role model, in any aspect of literacy activities the teacher must be a good example for students. The second teacher at Junior High School of Ummul Quro Putri becomes a motivator for students because without encouragement from the teacher students will not be enthusiastic about doing any activity, as well as in literacy activities the teacher must provide enthusiasm and encouragement so that students are not lazy to read because reading is the best source of knowledge and reading.

This is line with the theory of Uzman that the teacher is a position or profession of special expertise as a teacher. The work of the teacher can also be viewed as one of the professions that overall has to a good personality and mental tough, because the teacher may be an example in particular students and in general for the community around.<sup>11</sup>

As a profession, teachers indeed have a very important role and duty and a huge responsibility in exploring human potential. A teacher's job is a kind of job that can't be seen in person. A teacher will feel proud, satisfied and successful in

---

<sup>11</sup> M Uzer Usman, *Menjadi Guru Profesional 1*

his work when among his pupils can be a useful person Religion, nation and country.

According to Usman, the role of the teacher is the creation of a series of interrelated behaviors that are performed in a particular situation as well as related to the progress of behavior change and the development of the student that is targeted. Atmosudirjo mentions that teachers have an enormous role in education, on his shoulders on the burden of a responsibility for education. Then from that teacher must develop himself with science and skill skills in learning. According to Adam and Decey in the basic participant of student Teaching, the roles of teachers include teachers, class leaders, mentoring, environmental regulators, planners, supervisors, examples, motivators, and facilitators.

In accordance with what Sudirjo said that teachers have a very large role in education so that in implementation a culture of literacy teachers must also play the following roles:

- a. Teacher as an model. In the context of literacy implementation in school, teacher as a model that literates before ordering students to read books. Teacher must have become accustomed to the culture of reading first. The teacher who literates will be an example for the students who literate anyway. Teachers have already shown their role as a teacher example, this can be seen when the teacher instructs the student to read the book and the teacher also reads it.
- b. Teacher as a motivator. Teacher must be able to give motivation and enthusiasm to students to keep reading at the minimum time that has been set

in school. Teachers have also shown their role as motivator, it is seen when the teacher gives motivation about the importance of reading activities in daily life at the beginning of learning activities. It's already realised in class, especially in learning English.

- c. Teacher as facilitator. Teachers must be able to play their role of encouraging and empowering their students, if students have begun to get used to the culture of reading at the development stage, teachers must guard and evaluate so that they become a literate generation. The Junior High School of Ummul Quro Putri teacher has shown his role as a facilitator. This can be seen when the teacher corrects and evaluates each student's literacy skills.

Suandi emphasized that teachers are required to have language skills. With these language skills, teachers can also be a good asset for students, both with regard to language performance (which includes four aspects of language skills) and in producing work. Teachers are expected to act as figures that can be modeled, besides that teachers must actively improve students' reading skills.

### **3. What are supporting and inhibiting factors in implementing of English Literacy culture at Junior High School of Ummul Quro Putri ?**

In general, there are several factors that support and inhibit in foarming a culture of literacy some of these factors are:

#### **a. Supporting Factors**

- 1) There is support from the government, one of which is the provision of boss funds which are partly used for literacy activities. At Junior High School of Ummul Quro Putri, we have received assistance from the government,

some of which was used to buy books, shelves, library tables and chairs and so on In general, there are several factors that support and hinder in shaping a culture of literacy.

2) Facilities and infrastructure that will support literacy activities. At Junior High School of Ummul Quro Putri has facilities and infrastructure that can support the implementation of school literacy activities such as the existence of a library with a variety of books, the existence of a reading corner for each class which will make it easier for students to get books in the classroom. With the facilities and infrastructure in the school, students will more easily access books as a source of literacy so that students will gradually get used to reading. There is support from the government, one of which is the provision of boss funds which are partly used for literacy activities. At Junior High School of Ummul Quro Putri, we have received assistance from the government, some of which was used to buy books, shelves, library tables and chairs and so on In general, there are several factors that support and hinder in shaping a culture of literacy. some of these factors.

3) The principal and teachers have a good learning spirit to manage and implement literacy activities. The principal and teachers of Junior High School of Ummul Quro Putri are very enthusiastic in implementing literacy activities. This can be seen from their implementation a culture of literacy.

#### b. Inhibiting Factors

1) The lack of interest in reading among students. Junior High School of Ummul Quro Putri students still do not have their own awareness of the importance of reading so that literacy activities are still a demand or compulsion for them. To increase interest in reading for female students, it is necessary to create interesting strategies so that students read. The support from the community, parents of students and alumni of Junior High School of Ummul Quro Putri has an influence on the implementation of literacy activities. This can be seen when they make donations in the form of books and money to the institution which is used to buy books and other equipment needed in iteration activities.

2) The ability to understand the content of each child's reading is different, some are slow and some are faster, at Junior High School of Ummul Quro Putri it becomes an obstacle because understanding the reading will be different according to their respective abilities. a. The lack of interest in reading of students. Junior High School of Ummul Quro Putri students still do not have their own awareness of the importance of reading so that literacy activities are still a demand or compulsion for them. To increase interest in reading for female students, it is necessary to create interesting strategies so that students read. The support from the community, parents of students, and alumni of Junior High School of Ummul Quro Putri has an influence on the implementation of literacy activities. This can be seen when they make donations in the form of books and money to institutions

that are used to buy books and other equipment needed in iteration activities.

- 3) Reading requires time and concentration. Reading requires special time, so it is necessary to have free time so that students feel lazy to read. Reading also requires full concentration because reading cannot be done together with other activities, even though it can be more difficult to understand the contents of the reading. The ability to understand the content of each child's reading is different, some are slow and some are faster, at Junior High School of Ummul Quro Putri it becomes an obstacle because understanding the reading will be different according to their respective abilities. The lack of interest in reading of students. Junior High School of Ummul Quro Putri students still do not have their own awareness of the importance of reading so that literacy activities are still a demand or compulsion for them. To increase interest in reading for female students, it is necessary to create interesting strategies so that students read. The support from the community, parents of students, and graduate of Junior High School of Ummul Quro Putri give an influence on the implementation of literacy activities. This can be seen when they make donations in the form of books and money to institutions that are used to buy books and other equipment needed in iteration activities.

