# Students' Reading Ability in Applying Literacy Strategies

**Adani Shabrina**
English Education, Languages and Arts Faculty, State University of Surabaya
email: adanishabrina@mhs.unesa.ac.id

**Abstrak**

Terdapat beberapa kendala yang terjadi dalam proses belajar dan mengajar mata pelajaran Bahasa Inggris di sekolah, salah satunya adalah kemampuan membaca siswa yang kurang. Hal tersebut selain berpengaruh terhadap kelancaran proses belajar dan mengajar di kelas juga berpengaruh terhadap pencapaian siswa dalam mata pelajaran tersebut. Oleh karena itu, peneliti memperkenalkan strategi baru yang sedang populer baru – baru ini, yaitu Strategi Literasi. Strategi Literasi adalah strategi yang bertujuan untuk membantu siswa menginterpretasikan teks dengan mudah yang melibatkan kemampuan membaca, berpikir kritis, menulis, serta kemampuan lain dalam bahasa yaitu mendengarkan dan berbicara sehingga siswa dapat menyelesaikan masalah dalam kehidupan sehari – hari. Ada tujuh strategi yang diterapkan yaitu *Read-Alouds, Know-Want to know-have Learned (K-W-L Charts), Graphic Organizers, Vocabulary Instruction, Reciprocal Teaching, Structured Notetaking,* dan *Writing to Learn*. Dalam penelitian ini, peneliti  mendeskripsikan proses penerapan Strategi Literasi terhadap siswa kelas sepuluh, dan juga mendeskripsikan hasil pekerjaan siswa  kelas sepuluh terhadap pemahaman membaca setelah diterapkannya Strategi Literasi. Penelitian ini menggunakan metode kualitatif dengan instrumen *field note* atau catatan lapangan dan hasil pekerjaan siswa. Hasil dari penelitian ini menunjukkan bahwa Strategi Literasi ini di implementasikan dengan baik dan guru dapat menggali ketertarikan, antusias, dan keaktifan siswa pada saat proses belajar dan mengajar. Sehingga siswa memiliki perhatian yang lebih pada teks dan keinginan untuk membaca teks yang telah diberikan. Penerapan Strategi Literasi juga memberikan dampak positif pada kemampuan membaca siswa seperti yang di ungkapkan oleh guru mata pelajaran tersebut bahwa semua siswa dapat menjawab paling tidak 6 pertanyaan dengan benar atau dengan kata lain, siswa dapat melewati batas minimum skor dalam mata pelajaran tersebut yaitu 60. Selanjutnya, berdasarkan analisis dari peneliti, hasilnya menunjukkan bahwa semua siswa mampu menjawab sebagian besar pertanyaan dengan benar dengan satu atau lebih kesalahan grammatika yang tidak merubah arti dan tidak menimbulkan kesulitan untuk dipahami. Jadi, dapat disimpulkan bawa semua siswa memliki kemampuan membaca yang baik bahkan sangat baik karena jika mereka mampu menjawab pertanyaan, maka mereka memiliki pemahaman pada teks.

**Kata Kunci:** kemampuan membaca, strategi literasi, teks *recount*

**Abstract**

There are several obstacles that occur in teaching and learning process of English subjects in schools, one of them is students' poor reading ability. This condition affects in both teaching and learning and teaching process in the classroom and the students' achievement in these subjects. Therefore, the researcher introduced new strategy that is popular recently, named Literacy Strategies. Literacy Strategies is a strategy that aims to help students interpret texts easily by involving aspects of reading skill, critical thinking, writing, and another language skill namely listening and speaking so they are able to solve problems in daily life. There are seven strategies applied, namely: *Read-Alouds, Know-Want to know-have-Learned (K-W-L Charts), Graphic Organizers, Vocabulary Instruction, Reciprocal Teaching, Structured Notetaking,* and *Writing to Learn*. In this study, the researcher described the implementation of Literacy Strategies to the tenth grade students, and the students' reading ability after applying Literacy Strategies. This study used qualitative method with field note and students' task as the instruments. The results of this study showed that Literacy Strategies was well implemented and the teacher could gain students' interest, enthusiast, and activeness in teaching and learning process. So, the students had more attention to the text and desire to read the text that was given by the teacher. The application of the Literacy Strategies itself gave positive effects to the students' reading ability as stated by the teacher that all of the students could answer at least 6 questions correctly or in another word, they could pass the minimum score of this subject that was 60. Furthermore, based on the researcher analyses, the result was that all of the students could answer most of the questions correctly with one or more minor grammatical errors which did not change the meaning and did not cause the difficulty in understanding. So, it could be summed up that all of the students had good or event excellent reading ability because if they could answer the questions, it meant that they understand the text.

**Keywords:** reading ability, literacy strategies, recount text

**INTRODUCTION**

Reading is one of four main skills in English that should be learnt since it is the basic skill as a bridge in mastering another skills. Chastain as cited in Wijinarko and Widyastuti (2017) stated that as same as listening, reading is also the basic skill in improving other language skills and expanding the knowledge relates with those all skills. Throwing back to the researcher's experience of PPP in one of Senior High School, teacher gave a text which should be read by students at home, and on the next meeting, the text that have been given was discussed in the class. Students who did not read the text, they just listened without being able to share their opinion. Whereas, students who read the text, they were able to share their thoughts based on the text and gave comment for another students' thoughts orally. Based on the researcher's experience above, we can sum up that reading skill is very needed to be mastered because by reading, students will be able to speak, listen, and even write what they have listened. Moreover, Anderson (2003) said that by mastering reading competency, ESL/EFL learners could be helped to achieve success not only in English learning, but also in another content-based classes where reading proficiency was required.

According to Solawati (2017), the result of students' reading ability in English class is not good enough, 8 students belong to good level, 17 students belong to average, and 12 students belong to poor level students. Those phenomena could be caused by students' ability to read is poor, or the teaching and learning process in reading class is not successful enough to encourage students to improve their reading ability. Moreover, according the data of Central Connecticut State University (CCSU) also showed the result of *The World's Most Literate Nation* that Indonesia was placed in 60th rank from 61 countries. It must be very apprehensive. If students' reading ability does not increase, the goal of learning English or even the goal in education will not be achieved.

In fact, based on Curriculum 2013, the tenth grade students have to master some text types such as Recount text, as stated in the Basic Competence (KD) 3.7 and 4.7.

Anderson as cited in Dwi (2010) stated that recount is a text about something happening in the past or a text that retells past events. Generally, it is written based on the writer's real experience, but it could be sourced from imagination or beyond the writer's experience (Education Department of Western Australia,

1997:45). The purpose of the text is that to retell the past events or someone's experience in chronological order.

To overcome the problem, the researcher implemented the new strategy that is well known recently, Literacy Strategies. Literacy is defined as an action of reading and writing. Maulidi (2016) also states that literacy is an ability to interpret and understand information when a person is doing a process of reading and writing. But, as the time progress, the definition of literacy becomes broader. Based on National Institute for Literacy (NIFL), literacy means an individual competency to read, write, speak, count and solve the problem in a certain level that is needed for work, family, and people. Moreover, according to Kern (2000) literacy is a practice of interpreting an implicit and explicit meaning through texts that need complex skills such as cognitive skill, oral and written language knowledge, and knowledge about genre of texts. So, we can conclude that literacy combines a set of skills in English such as reading, listening, writing, and speaking.

Literacy strategies is a method that is arranged systematically and applied by the teacher that is purposed to make students interpret texts easily by involving aspects of reading skills, critical thinking, and writing so that they are able to solve problems in daily life (Rosyiqoh, 2017). Literacy strategies is important because it does not only train students' ability in English, but also build a good character, and change the students become a literate people. The statement above is reinforced by the Head of Development and Language Coaching Agency, *Kemendikbud,* Mahsun (2015) that said "*Gerakan Literasi Sekolah (GLS)* aims to make students motivated and always read and write to build their good character. In long term, hoped that is able to produce people that have high literacy competencies".

There are 7 literacy strategies according Douglas Fisher, et al (2000) as follow:
1. Read-Alouds
2. K-W-L Charts
3. Graphic Organizers
4. Vocabulary Instruction
5. Writing to Learn
6. Structured Notetaking
7. Reciprocal Teaching

Based on the study by Pertiwi (2013) that discussed about the implementation of literacy strategies to improve physics literacy themed *Lasik Surgery*, those literacy strategies succeed in improving physics literacy. Considering that studies, the researcher tried to implement those literacy strategies in English class in order to overcome the problem of students' reading

ability. The previous researcher conducted those literacy strategies in Junior High School to improve physic literacy. Due to the researcher used quantitative method to measure the students' achievement, those study more focused on scoring than the process of the implementation of Literacy Strategies itself, and the result of the data was mostly reported in a form of score. Yet, this study, the researcher more focused on the process in implementing Literacy Strategies because it used qualitative method. By concerning of the process, the researcher would know every detail activity and achievement of students accurately while Implementing Literacy Strategies. In addition, the researcher conducted this study in English class of Senior High School.

Regard from the explanation above, the researcher conducted this research, entitled "Students' Reading Ability in Applying Literacy Strategies", and some research questions, those were "how the implementation of literacy strategies in the process of teaching reading recount text, and how the students' reading ability after applying literacy strategies".

## METHODOLOGY
### Research Design

Research is the process that is done systematically and logically to get the solution of a certain problems or answer from a certain questions (Suryabarata as cited in Tarti, 2013). Whereas research design is defined as the researcher's overall for answering the research question or testing the research hypothesis (Polit et al, 2001).

As it was written in Chapter 1, the aim of this research was to observe the implementation of Literacy Strategies and to know the students' reading ability after applying Literacy Strategies. To meet the research objectives, the researcher decided to have qualitative study as the design of the research. As stated by Denzin and Lincoln (2000) that this type of research involves an interpretive and naturalistic approach. The researchers study things in their natural settings, trying to make sense of, or to interpret phenomena in terms of the meanings people bring to them. Thus, this research was planned in such a way to capture all the phenomena that were happening during teaching and learning process where Literacy Strategies was implemented.

In addition, the data was collected and described in the form of words since the design of this research was qualitative research which qualitative research was conducted in natural settings and used data in the form of words rather than numbers (Kaplan and Maxwell, 2005)

### Research Subjects

This research was conducted in 10th grade students of MIPA 5 in SMAN 1 Dagangan Madiun, East Java. There are four reasons why they were chosen as the subject of the research. First of all, this school is not the best school in Madiun region. One of the teacher ever said that it was harder to teach them than another school because some of them were less concentrate in teaching learning process, their reading awareness were low, and they liked non-academic activities more than academic.

Although the condition of the students was like that, one of the teachers such as English teacher who involved in this research often made the learning innovation in order to encourage students' ability and overcome problems in teaching learning process. This is also the second reason that make the researcher wants to collaborate with the teacher to improve the students' reading ability.

The third reason is that this school is struggling to implement literacy which introduced by Kemendikbud, called *"Gerakan Literasi Sekolah"*. Those is related with the topic of this study that is Literacy.

And the last reason why the researcher chose the 10th grade students of MIPA 5 because the teacher claimed, this class consists of active and less active students. Some of the students always showed their enthusiasm during teaching and learning process and the rest of them rarely showed an enthusiasm during the teaching learning process. By the different characteristic of students in this class, the teacher hoped that the researcher was able to conduct the research well and the result was accurate. In addition, the number of students in this class is 28 students.

### Research Setting

This study took place at MIPA 5 class of senior high schools in Madiun, named SMAN 1 Dagangan. The school is located on Jl. Gerilya No. 7, Kecamatan Dagangan, Kabupaten *Madiun* Provinsi Jawa Timur. The researcher conducted this research in even semester on academic year of 2017/2018.

### Data and Source of Data

For the first research question the data was obtained from teacher's action in implementing Literacy Strategies and the students' action during the implementation of the strategies in class. The data was needed to know how the teacher implemented the Literacy in the process of teaching reading Recount text and the students' activity during the implementation.

The data for the second research question was gained from the result of students' individual task that was answering 10 questions related to the text. By this

action, the researcher was able to answer the second research question of this study.

**Data Collection Techniques and Research instruments**

Data collection technique is a way of researcher in fulfilling the data related to the study. Whereas, instrument is the tool that helps the researcher in using the method, and by instrument the data will be collected (Akurinto, 1997).

Kaplan and Maxwell (2005, p.39) stated that Qualitative evaluators use three main sources for data: (1) observation, (2) open-ended interviews and survey questions, and (3) documents and texts. Qualitative researches generally collect data by using several of these methods to give a wider range of coverage.

In this study, to answer the first research question the researcher took the advantages of non participant observation. As Kaplan and Maxwell (2005) stated that observation records ongoing activities and descriptions of the setting. It was very useful for the researcher when the teacher performed Literacy Strategies to teach reading of Recount text because while observing, the researcher was able to write down every phenomenon and detail which was happening in the class during the teaching and learning process.

Furthermore, field note was used as the instrument to get the data. The table of the field note is adapted from Creswell (2007). Here, the researcher noted down everything she saw and heard when she was in the class where Literacy Strategies was done by both the students and the teacher. After all the things had been noted down, the researcher then elaborated it with her thoughts by giving some comments and opinions related to what she had observed. Moreover, the researcher confirmed the result of what she had written with the theory and readings to see whether or not Literacy Strategies had been appropriately implemented.

For the second research question the data was collected through the students' individual tasks. The teacher gave them individual task that was answering 10 questions related to the selected Recount text and the students should do it individually. This task was purposed to know the development of students' reading ability after applying Literacy Strategies.

**Data analysis**

Data analysis is purposed to develop an understanding or interpretation that answers the basic question of what is going on here (Kaplan and Maxwell, 2005; p.41). With the aim of answering all research questions in this study, the researcher analyzed the data in two steps as follow:

1. The data for the first research question was sourced from the class activities that had been noted down in field note in details. After reading all the data from field note, the researcher went directly to the stage named reporting which summed up all the data that has been collected. In reporting the collected data, the researcher used table that was adopted from Creswell (2007).

2. The second data came from the students' individual task that was answering 10 questions relate to the selected Recount text. First of all, the teacher corrected the students' individual task. In order to ease the researcher differentiate the correct and incorrect answer, the teacher marked the correct answer with a red tint pen. After that, the researcher analyses every student's individual task using rubric by Heaton (1988). In the end of this, the researcher reported the result descriptively and made a conclusion of the result.

**RESULT AND DISCUSSION**
**Result of the Implementation of Literacy Strategies**

In order to know the process of applying literacy strategies, the researcher conducted observation that was done in 4 meetings. The first meeting was held on March 26th 2018, the second meeting was held on March 28th 2018, the third meeting was held on April 2nd 2018, and the fourth meeting was held on April 4th 2018. On those 4 meetings, the researcher implemented literacy strategies that have been explained in Chapter 2, Those are Read Aloud, Know-Want to know-Learned (K-W-L Charts), Graphic Organizers, Vocabulary Instruction, Reciprocal Teaching, Structured Note taking, and Writing to Learn. Because this is qualitative research, the teacher implemented the Literacy Strategies in the class, while the researcher as the observer. The details of the implementation of Literacy Strategies will be explained below:

*1.* ***Read Aloud,*** **and** ***K-W-L Charts***

First of all, the teacher showed a Recount text, entitled "Abdulrachman Saleh" on LCD, and gave the printed text to each student. After all of the students got the text, the teacher checked their prior knowledge of the topic and the students' prior knowledge was written in ***K Chart***. Then, the teacher asked information that the students' want to know in the text. The students mentioned some points such as Abdulrachman Saleh's job, home, and etc. The information that students' want to know were written in ***W Chart.***

After fulfilled ***K*** and ***W Charts,*** the teacher read the text aloud. It was aimed to give a model how to read in a

correct way. This activity is called **Read Aloud**. Here, the teacher did not read the whole text directly, but one by one paragraph, then discuss the information that were written in **W Charts**. In discussing the information in **W Charts**, the teacher looked at the content in every paragraph. If the information was not mentioned in a certain paragraph, the teacher was not discussed the information but waited until found the paragraph which mentioned those information then discussed it.

Because the students just mentioned 4 information that they wanted to know, the teacher added some information that he claimed important to be discussed. In this step the teacher did not discuss a whole text deeper because the aim of this step was connecting the students' prior knowledge with the new information of the text, and finding the information that students' want to know. In the end of this step, the teacher asked the students to review what they have learned and fulfill **L Chart.**

### 2. Graphic Organizers

After discussing some information about the text "Abdulrachman Saleh" in the previous step, the teacher asked about the generic structure of Recount text. Then, the teacher drew a Graphic Organizer on a board as simulated follow:
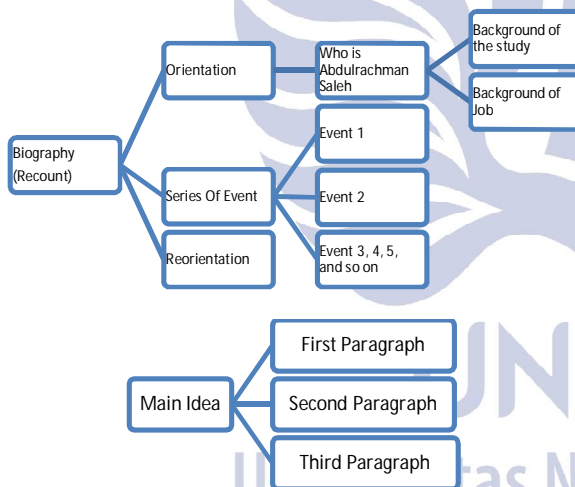


This Graphic Organizer was made by the teacher himself. He said that the important of the text was about the generic structure and main idea because the generic structure was the root of the text itself. The teacher explained the graphic above and asked the students to find information that was mentioned in the graphic above. The teacher allowed the students to discuss with their friends. While the students were discussing and finding information, the teacher invited some of them to write information that was mentioned in graphic above.

After all information in a graphic was fulfilled, the teacher discussed it classically, and corrected some points that were incorrect. In this step, the teacher discussed the

text until the students understood and got all information in the text.

### 3. Vocabulary Instruction

In this step, the teacher reviewed about the verb that is used in Recount text. After that asked the students to find new and difficult vocabularies in the text and write it on the table below:



In the first column the students wrote the vocabularies, in the middle column, the students wrote the whole sentence which the vocabulary was included, and in the third column, the students wrote the meaning of each vocabulary.

Here, the teacher let the students guessed and found the meaning by looking at the whole sentence and the content. The teacher just guided them and gave correction to their answer. By doing this, the students would able to know the meaning of words without finding it on the dictionary. The teacher guided the students to find the meaning until all difficult words were translated.

### 4. Reciprocal Teaching

The teacher gave the new text to the students, entitled Bambang Pamungkas and asked them to analyze the text with their group. The details of the teaching and learning process were explained below.

Palincsar (1986) stated that Reciprocal Teaching aims to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text. There are four steps in Reciprocal Teaching, those are predicting, questioning, clarifying, and summarizing.

Because this strategy should be done in group, the teacher asked the students to work in a group consisted of four students. Then, he distributed the text to every group and made sure that all members of the group got the text. After the texts were distributed, the teacher asked every group to choose the group leader to lead the group in analyzing the text.

Before starting to discuss the text, the teacher explained the steps that they must do with the group in analyzing the text. The researcher took the group 1 to be described in this step.

- **Predicting**

In order to gain the members' interest of the topic, the group leader discussed the topic that is Bambang Pamungkas. The group leader asked every member to give information what Bambang Pamungkas is. This action was also aimed to dig and checked their prior knowledge and experiences of the topic.

Before moving to the next step, the group leader asked the members to read the text silently.

- **Questioning**

In questioning, the group leader asked some questions related to the text such as the main idea of every paragraph.

- **Clarifying**

The third step is clarifying. The group leader and the members clarified the answer of questions in step questioning. It was aimed to discuss and clarify whether the answers were correct or need to be corrected.

- **Summarizing**

And the last step is summarizing. The students decided important information that they needed to be reported or written.

Although there were steps that every group should do, but the teacher let them to do the process of discussion as natural as possible. Here, the teacher monitored every group and reminded them to do every step because it would make them analyzed the text easier.

### 5. *Structured Note taking*

After knowing all of important information in the text, every group made note taking. This note taking was different with Graphic Organizer because it was created by the students themselves.

After making structured note taking, the teacher asked every group to submit their structured note taking because the teacher would correct it. Then, after the teacher corrected the groups' structured note taking, the teacher distributed it again to the groups and asked them to correct their structured note taking, type it, and submit it on the next meeting.

### 6. *Writing to Learn*

Fisher (2002) stated that "regardless of how teachers apply this strategy, writing helps students think about the content, reflect on their knowledge of the content, and share their thoughts with the teacher". Moreover Fearn and Farnan as cited in Fisher (2002) stated that reading, writing, and content learning are related.

After the students made their own structured note taking, the teacher asked every group to make a brief summary of the text based on their understanding.

As same as their structured note taking, the teacher also asked every group to submit their summary because the teacher would correct it. Then, after the teacher corrected the groups' summary, the teacher distributed it again to the groups and asked them to correct their summary, type it, and submit it on the next meeting.

### 7. *Presentation*

To know the result of the students' work, the teacher asked every group to present their analyses in front of the class. They read their structured note taking that was about the generic structure of Recount text that they analyzed. During presentation, all groups paid attention to the presenter and sometimes they looked at their work.

After all groups had presented, the teacher reviewed the result of the group analyses generally, and corrected the students' work that were incorrect. Then, the teacher and the students summed up the text Bambang Pamungkas classically. Here, the teacher also made sure that the students were able to understand and analyze the text correctly even without teacher's guidance.

In the end of the lesson, the teacher reflected what students' done today, and asked the students' feeling when learning Recount text.

### The Result of Students' Reading Task

By seeing the long process of the Implementation of Literacy Strategies, the teacher realized that the students were able to understand and analyze the text by themselves. Regard from that, the teacher gave an individual task to the students. The teacher distributed Recount text entitled, "Thomas Alva Edison", and 10 questions related to the text. The students should answer those 10 questions individually. The result of students' reading tasks was described below:

### Student 1

Student 1 could answer 9 questions completely and correctly, for example: in answering question no. 1, he wrote "the text tells about" before writing his answer "Thomas Alfa Edison". He did it almost in every answer. There were only 2 numbers which the sentence contains only minor errors, for example: at question no. 2 he should write "three month**s**", at question no. 4 he should wrote "the invention of Thomas included", but it did not causing difficulty in understanding.

### Student 2

Students 2 could answer 8 questions correctly and he made just a minor grammatical error such as in answering question no. 9, she should write "Orientation".

### Student 3

Students 3 could answer 7 questions correctly, and 1 question almost correct. In answering questions, she made some grammatical errors but it did not causing difficulty in understanding, such as the answer for

question no.1, she should add "of" before writing "Thomas Alva Edison", and the answer for question no.2, she should write "o**n**ly".

**Student 4**

Students 4 could answer 6 questions correctly and 1 question almost correct. In answering questions, he made some grammatical errors such as in question no. 1, he should write "Thomas Alfa Edison**'s life** story" but it did not cause difficulty in understanding. In addition, for question no.2, his answer was quite difficult to understand. He might want to write "his mother taught him reading, writing, and math".

**Discussion**

In this part, the researcher discussed the result of the data based on the theory. The discussion is divided into two part, those are the implementation of Literacy Strategies to teach reading Recount text, and students' reading ability after applying Literacy Strategies.

**The Implementation of Literacy Strategies**

First of all, the teacher showed a Recount text, entitled "Abdulrachman Saleh" on LCD, and gave the printed text to each student. After all students got the text, the teacher asked them about the title of the text. When the teacher asked about *Abdulrachman Saleh*, some of students knew that he was a hero of Indonesia. We can sum up that the students actually had prior knowledge of the topic.

The teacher started to implement the Literacy Strategies. The teacher directly combined two strategies, *Read Aloud* and *K-W-L Charts*. According to Allen as cited in Fisher et al (2002), a read-aloud or shared reading is one of the most effective ways for young adults to hear fluent reading. Here, the teacher read the text one by one paragraph in order to model students how to read correctly and let students hear the fluent reading. The teacher also paid attention to intonation and asked the students to pay attention on it too. This was a good strategy of teacher because by posting intonation correctly, the text that he read became meaningful and understood by students easier than read in flat intonation. All of the students listened to the teacher when he read the text. This activity is called *Read Aloud.* However, in Read Aloud, the teacher read the text individually without letting students to read the text after him.

Fisher et al (2002) stated that teacher uses K-W-L charts in order to helps students organize their inquiries, and it can be done by a simple discussion classically. In this step, there were some difficulties faced by students. First of all, in fulfilling L column, the students mentioned just a few questions such as *Who is Abdulrachman Saleh, Where does he live*, *When was he born,* and *What is his job*. In fact, the teacher helped them to generating questions by using 5W+1H, but the students just mentioned all questions above. So, the teacher gave additional questions that the students had to find the answer because the teacher felt that those information had to be known by students because it was important. The second difficulty was when the teacher asked an additional question *Why did University of Indonesia bestow him the title of Bapak Ilmu Faal (Father of Physiology)* the students could not answer those question directly, so, the teacher asked them to read the paragraph consisted of those statement. Luckily, the students could answer it after reading the paragraph related to those question.

Graphic organizers provide students with visual information that complements the class discussion or text. According to Fisher et al (2002) that Students at Hoover reported that Graphic Organizer was the most helpful strategy that they employed. The teacher drew a graphic on the board. There were two graphics, the generic structure of the text and main idea of every paragraph. On the first generic structure named orientation, the teacher drew additional boxes on the right side that was about the background of the study and the background of the job. Because the text told a history of person or we called it biography, the teacher wanted the students to know the details journey of life of Abdulrachman Saleh. When the teacher asked at the first time about the text, the students did not know that it called biography. But, when the teacher explained again that the text was about the history of person in Bahasa, there was a student answered that it was biography. The second difficulty in this step was when the teacher asked about the generic structure of Recount text. Formerly, the students confused that it was reorientation or resolution. But then, the teacher clarified the answered. In addition, the students also said event while the correct one was series of events. And the last, when the teacher invited students to write information that was mentioned in the graphic, the class condition was alive. Some students were happy to fulfill the graphic on the board, and the little number of students especially the boys were not ready to come forward. There was a boy who was actually the leader of the class that was not ready to fulfill the graphic, yet, their friends helped them to fulfill it.

The next step is *Vocabulary Instruction*. In this study, the teacher made an innovative planning by looking at the material, the circumstances, and the students' need. Due to Recount text used verb 2 which was more difficult than verb 1, and some of students also did not know all of the verbs 2, so, the teacher asked them to write all vocabularies that they felt difficult and did not know before. The students made a table consisted

of 3 columns, they wrote down the difficult words on the left column, the sentence containing those difficult words in the middle, and the meaning on the right column. The student should write the sentence containing those difficult words because sometimes, the meaning of the word was different based on the content. In finding the meaning, there were students who still seeing the meaning on dictionary. But, they still paid attention to the teacher was discussing in the class. By doing this step, the teacher hoped that the students' knowledge of vocabulary was increased.

Students at Hoover as stated by Fisher et al also report that they read and understand more when they use reciprocal teaching than when they read the text independently. Reciprocal teaching (Carter, 1997; Palincsar, 1984) allows students to become the instructors of the content that they are studying. The statement pushed the researcher to conduct this step. The researcher thought that before the students given an individual exercise, they better did exercise in group because they were able to train their understanding in analyzing the text and get used to think of the text by discussing together with the group. In the final, they had their self confidence to analyze the text by themselves. The teacher implemented *Reciprocal Teaching* as same as stated in Fisher et al book. The students did four steps, predicting, questioning, clarifying, and summarizing. As the researcher's observation, most of groups were very active working in groups, they were also more confident because they could share their thinking whether it was correct or still incorrect. Although they were active in doing this step but there were some comments about their activities. Most of them still used Bahasa or even Javanese when discussing the text, it happened might be caused by their English speaking ability was less or they felt easier in discussing with their friends when using Bahasa. Although there were steps that every group should do, those are predicting, questioning, clarifying, and summarizing, but the teacher let them to do the process of discussion as natural as possible. In addition, the teacher always monitored every group and reminded them to do every step because it would make them analyzed the text easier.

The sixth step is *Structured Note taking*. Smith & Tompkins (1988) said that structured note taking assists students to take notes more effectively and helps them in recalling and mastering information. Note taking is a valuable ability when students are collecting information from sources. By using structured note taking, the students become more comfortable since they are able to construct their own. Although note taking is various among students and classrooms, the general evidence shows that students have higher achievement

when they take notes (Titsworth, 2001). The teacher let the groups made their own note taking in order to ease them classify information that they got and learned it later. In making structured note taking, most of the groups still had a problem such as they made many grammatical errors. So, the teacher asked every group to submit their structured note taking because the teacher would correct their work. After that, the teacher asked them to justify their work, type it, and submit to the teacher again. This was good because the students would know their errors or mistakes and able to justify their work, and hoped that they would aware to do not make the same errors or mistakes.

The last step is *Writing to Learn*. Fisher (2002) stated that "regardless of how teachers apply this strategy, writing helps students think about the content, reflect on their knowledge of the content, and share their thoughts with the teacher". Moreover Fearn and Farnan as cited in Fisher (2002) stated that reading, writing, and content learning are related. The teacher asked them to make a short and brief summary about the text. In writing summary, most of the groups were able to write but they still make mistakes and error in grammar. So, as same as in the structured note taking, the teacher corrected their work, and they should justify their summary.

Although in the step *Reciprocal Teaching*, *Structured Note taking,* and *Writing to Learn* the students analyzed the text with their groups independently, but the teacher still guided them and monitored their activities. The teacher sometimes walked around every group. In doing this step, the students wasted more time because they needed to train themselves to analyze the text by their own.

The last activity of this Literacy Strategies was presentation. In order to know the result of their analyses, the teacher asked them to present their work with their groups.

In presenting their work, most of the groups read their structured note taking that was about orientation, series of events, and reorientation of the text without explaining each point. After all of the groups had presented their analyses, the teacher reviewed the result of group analyses in general and highlighted important information of the text. The teacher and the students also summed up the text talked about.

In the end of the lesson the teacher reflected what students' done today, and asked the students' feeling when learning Recount text.

**Students' Reading Ability after Applying Literacy Strategies**

In describing the students' reading ability, the researcher looked at the students' reading task. First of

all, the teacher corrected the students' task. In order to ease the researcher differentiate the correct and incorrect answer, the teacher marked the correct answer with a red tint pen. After that, the researcher analyses every student's individual task using rubric by Heaton, 1988. (*see appendix 4*). In the end of this, the researcher reported the result descriptively and made a conclusion of the result.

By looking at the result of students' task that had been corrected by the teacher, all of the students could answer at least 6 questions correctly or in another word, all of the students passed the minimum score of this subject which was 60.

Besides, after the researcher analyses the students' task using rubric by Heaton, 1988, the researcher found positive effects of the implementation of literacy strategies. It can be concluded that there were several students who could answer almost all of questions correctly and they just made a minor grammatical error which was still acceptable because it did not change the meaning and still could be understood. There were also several students who could answer almost all questions correctly. In answering the questions, they made two or more minor grammatical errors but it still did not cause the difficulty in understanding. And the rest of them could answer at least 7 questions correctly with one or more minor grammatical errors which still did not change the meaning and did not cause the difficulty in understanding.

## CONCLUSION

There are some important points that can be taken as the conclusions of this research. For the first research question, "How is the implementation of literacy strategies?" the researcher conclude that the teacher had implemented Literacy Strategies appropriately. Starting from making the lesson plan, the teacher did not directly copy the strategies theory that had been shared by the researcher, but, he made some innovations of the strategy by looking at the students' need and ability, the situations, and the teacher's ability itself. Because he made innovations of this strategy based on the students, the situation and his ability, this strategy was well implemented. The teacher also could gain students interest and enthusiast in teaching and learning process.

The students themselves seemed more active during the implementation. They followed every step of Literacy Strategies that was being implemented by the teacher. And the important was that they had more attention to the text, so they had a desire to read the text that was given by the teacher.

For the second research question, " How is the students' reading ability after applying literacy strategies?", the result showed that the implementation of literacy strategies gave positive effects to the students' reading ability. Based on the result of teacher's correction, all of the students could answer at least 6 questions correctly or in another word they could pass the minimum score of this subject that was 60. In addition, based on the researcher analyses, the result was that all of the students could answer most of the questions correctly with one or more minor grammatical errors which did not change the meaning and did not cause the difficulty in understanding. So, it could be summed up that all of the students had good or event excellent reading ability because if they could answer the questions, it meant that they understand the text.

## SUGGESTIONS

By looking at this research, English teachers at Senior High School are hoped to try this Literacy Strategies as new innovative strategy in class which may overcome some problems such as the lack of students' reading ability or another obstacles that have impact on the course of teaching and learning process in class and also the achievement of the goal in this subject. However, in applying this Literacy Strategies, the teacher is not required to apply all strategies but can take several strategies based on the students' need and ability, the situation and the goal.

For the future researchers who are interested in Literacy Strategies, before doing the same research it is better to read this study in detail and find out what has not been discussed or researched than find the lack of this study. Furthermore, specify the goal, check the basic competence of Curriculum 2013 which relates with the skill and the goal, the materials to support the research, and also the subject that will be tested. By doing it, the researchers will be able to find new phenomenon dealing with the implementation of this strategy at different purpose.

## REFERENCES

Allen, Willis Heather, & Clementi, Donna. (2016). *Connecting literacy and language learning*

Eiselen, R. Uys, T., Potgieter, N. 2005. Analysing survey data using SPSS13: A workbook. University of Johannesburg.

Emilia, Emi, Hamied, A., Fuad. 2011. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung. Rizqi Press.

Eryanti, Y., Girda. 2012 **"*Graphic Organizer" as a scaffolding tool to enhance the ability to write a recount text of the tenth graders*. Universitas

Negeri Surabaya.

Fisher, Douglas, *et.al.* 2002. *Seven Literacy Strategies That Work.* 28, (3), 70-73.

Hall, T., Strangman, N. 2008.*Graphic organizers*. Wakefield MA: National Center on Assessing the General Curriculum.

Handayani, D., Astutik. 2016. "*Reciprocal Teaching" as an instructional technique in teaching reading comprehension of factual report text to the eleventh graders*. Universitas Negeri Surabaya.

Hatano,G. 1988. *Social and Motivational Bases for Mathematical Understanding.* in *Children's Mathematics*, ed. GB Saxe, M. Gearhart.

https://www.kemendikbud.go.id/main/blog/2015/08/mendikbud-luncurkan-gerakan-literasi-sekolah-4514-4514-4514

Humbert, A. Rebecca. 2014. *The effectiveness of graphic organizers :a quantitative study on the effects of venn diagrams versus concept maps on student test scores*. The State University of New York at Fredonia Fredonia, NY.

Kern, R. 2000. *Literacy and language teaching.* Oxford: Oxford University Press.

Nickols, Fred. 2016. *Strategy definitions & meanings.*

Pertiwi, S., Henita. 2013. *Penerapan strategi literasi pada pembelajaran bertema operasi lasik untuk meningkatkan literasi fisika siswa SMP.* Universitas Pendidikan Indonesia.

Ratnawati. 2016. *Program Literasi Dalam Peningkatan Mutu Proses Belajar Mengajar Pendidikan Agama Islam Siswa Kelas VII A SMP Negeri 2 Plupuh, Sragen Tahun Pelajaran 2016/ 2017.* Surakarta. Institut Agama Islam Negeri Surakarta.

Riswanto, Risnawati, Lismayani, Detti. 2014. *The effect of using KWL (Know, Want, Learned) on EFL students' reading comprehension achievement*. Institut agama Islam Negeri (IAIN) Bengkulu.

Senkowski, J., Andrew. 2016. *The effects of a structured note-taking strategy in virtual school mathematics*. Montana State University Bozeman, MT

Smith, P., Tompkins, G. 1988. *Structured Notetaking: A new strategy for content area teachers*. Journal of Reading, 32, 46-53.

Solawati, Nur Fadilah. 2017. *The reading strategies used by freshmen at the state university of surabaya in comprehending text*. Universitas Negeri Surabaya.

Wati, M., Ari. 2015. *Teaching reading narrative text by implementing survey, question, read, recite, and review (SQ3R) technique to the tenth graders of*

*SMAN 1 Krembung.* Universitas Negeri Surabaya.