DEVELOPMENT OF TEXT LEVELLING BASED ON SURABAYA'S LOCAL CULTURE

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Abstract

Reading skills is one of the most important language skills in the process of development of knowledge since transfer of knowledge is mostly done through reading. In fact, every our activity is always associated with reading to recognize symbols, texts, pamphlets, announcements, posters, television shows, train travel schedules, ads, and the internet. All our lives are reading. The results of the PISA survey in 2006 and 2011 showed that the students' reading ability of Indonesia was still low compared to other countries. This condition is certainly questionable, because basically all children are born with the same potential, including the children of Indonesia. However, with these data concluded that habituation and learning model implemented in Indonesia is different from international standards so that such potential was not well developed as other countries.

Surabaya as one of the second largest metropolitan city after Jakarta has high enough concerns in developing a reading culture. Many activities carried out in developing a reading culture in Surabaya. However, one activity that has not been done is to measure the child's reading level. Also, there was no specific program conducted to select tiered books in accordance with the children reading abilities.

Therefore, this research is intended to develop a reading culture program through the design of tiered books in order to increase children read capability and to see their reading comprehension level. The book was designed into 7 levels as new books presented in the midst of the people of Surabaya. The book was developed in accordance with the indicator of Fountas and Pinnel in their book The Continuum of Literacy Learning Grades K-2 and grades 3-5 adapted with Indonesian curriculum. Besides, reading comprehension ability assessment is a new tool. This research was conducted by the research design R & D (Research and Development), implemented in schools in Surabaya that have been involved in Surabaya Literacy program. The study resulted that, in addition to, producing tiered books as many as 7 levels of the book, during the implementation of the product, first-graders reading skills may not necessarily be the ability at level 1 reading. The reading ability of the student depends on a lot of variables, such as a social community the student live, educated family or not, and the attractiveness of the textbook itself.

Keywords: *book tiered, local culture, reading comprehension, and assessment* .

INTRODUCTION

Reading skills is one of the most important language skills in the process of development of knowledge since transfer of knowledge is mostly done through reading. In fact, every our activity is always associated with reading to recognize symbols, texts, pamphlets, announcements, posters, television shows, train travel schedules, ads, and the internet. This indicates that reading activities

dominate all human life so that quality of reading necessarily needs to be improved. By reading, one enhances knowledge and experience, increases the thinking power, and sharpens the reasoning, so that he will achieve significant progress and self-improvement. The fact also shows that the development of knowledge in developed countries has been marked by a culture of reading and writing productivity.

A research conducted by Taufiq Ismail in 1996 entitled "Rabun Membaca – Pincang Menulis", showed the reading culture among students, high school graduate in Germany read 32 titles of books on average, in the Netherlands 30 books, Russian 12 books, Japan 15 books, Singapore 6 books, 6 books Malaysia, Brunei 7 books, while Indonesia 0 books. The study showed that advanced countries are the nations that reading culture of the community is high, while the developing countries are still low. Meanwhile, in the field of publishing scientific papers, the productivity of Indonesia is still low. Based on data from Scimagojr, Journal and Country Rank 2011, Indonesia is ranked 65 with number 12 871 publications. Indonesia's position is under Kenya with 12 884 publications. United States was in the first rank, with publication 5,285,514.

Based on the survey results of the Program for International Student Assessment (PISA) in 2006 data also showed that more than 95% of Indonesian students have the ability to read up to the middle level, while more than 50% of students Taiwan was able to achieve a high level and advance.

While the results of the PISA survey in 2011, has not shown that Indonesia students' reading abilities rises to the level of *advance*. This condition is certainly questionable, because basically all children are born with the same potential, including the children of Indonesia. However, with these data we can conclude that habituation and learning model implemented in Indonesia is different from international standards so that such potential is not well developed as other countries.

The phenomenon becomes our concern as a developing country needs a lot of improvement in order to compete with other countries, especially facing increasingly fierce global competition. To do so, an effort to familiarize literacy is compelled for learners and for all Indonesian people to improve their quality of life.

Surabaya as one of the largest cities in Indonesia has Literacy program initiated by government. Surabaya became City of Literacy Movement since 2004. The program has been grown very rapid and shows good results. One of them is that students' interest in reading is higher proved that Surabaya library visitors increase from year to year. However, Surabaya does not have data on what level of the student reading ability. Therefore, the research aims to make the book tiered in accordance with the characteristics of Surabaya and also to examine the level of students' reading comprehension ability.

LITERATURE REVIEW

Reading text leveling is a system used in book reading level. The leveling text has been developed, such as, the Fountas and Pinnell Level, Basal levels, Rigby level, DRA Level and Reading Recovery Level. In this study, researchers will use text leveling developed by Irene Fountas and Gay Su Pinnell (2008). Indicator of leveling text is used to support a tiered develop textbooks in accordance with the level of the student's ability to read. Reading texts are classified into various parameters,

such as number of words, the number of different words, the number of high-frequency words, long sentences, sentence complexity, word repetition and illustration support.

Research conducted by Schaffner et al (2013) resulted that the level of intrinsic and extrinsic reading motivation on 5th grade students affected by the number of readings in the book. Through his findings, he said that when students were given a number of paragraphs, it would only provoke extrinsic motivation for anxiety of poor grades. However, when they were only given a few paragraphs of text, intrinsic motivation and extrinsic would provoke to understand the text reading accompanied by illustrations. They love to read and not just a fear factor to the teacher for not completing readings. The finding supports the text pattern leveling conducted by Fountas and Pinnell. Fountas and Pinnel do not assume that 1st grader will be at level 1, 2nd grader will be at level 2, 3rd grader will be at level 3 and so on. In other words, the level of the class does not determine the degree level of reading ability, but factors determine the rate level is influenced by many aspects, including the teachers' teaching style, reading habituation at school and at home, parents assistance, socio culture of the community and so forth.

Another study conducted by Unrau and Schlackman (2006) showed that intrinsic and extrinsic motivation did not influence on reading achievement for urban high school students. A theoretical model was initially developed to represents the research-based reciprocal relationship between ethnicity, gender, grade level, intrinsic motivation, extrinsic motivation and reading achievement. When the model was tested, the model SEM showed statistically significant effect.

For example, the results of SEM analysis of several groups showed that intrinsic motivation has a stronger positive relationship with reading achievement for Asian students than Hispanic students. Analysis by gender, ethnicity, and grade levels showed a statistically significant decrease over time for the intrinsic and extrinsic motivation. The results also showed a significant decrease in the overall motivation to read during the middle school years for students in urban schools. The result is interesting to study because the intrinsic and extrinsic motivation of students in the urban schools declined year after year. This can be viewed that technological development are increasingly rampant, internet-based games are more interesting than reading becomes one of the factors provoking the low level of motivation of students to read in urban areas. Therefore, a book that remains them motivated to read is highly required.

Similarly, a study conducted by Wigfield et al (2004) examined how two programs of learning to read, the Concept-Oriented Reading Instruction (CORI) and Multiple Strategy Instruction (SI), could influence intrinsic motivation in 3rd grader students reading and driven separately fond of reading (have self-efficacy). Each reading program carried out at the beginning of school year, and lasts 12 week. 150 3rd grade students participated in CORUI and 200 students in SI. The results of pre-post tests showed the response of students in reading motivation only increased in the CORI group. This research is very interesting since the study showed that the strategy of learning to read also become significant factors in the level improvement of student's reading activities.

In the perspective of Levis-Straaus Structural anthropology, the studies indicated that

reading activities involved elements of language. Language is a system. Then the elements of language are called phonemes, a system consisting of relations and oppositions. So, the attractiveness of a reading can be positioned on the integration of phonemes from the local culture. As a Structuralist, Levis-Strauss examined that the language cannot be - separated from the phenomena of nature around. The theory was influenced by various theories of anthropology, psychoanalysis, philosophy and more. But he had found a structural "method" via modern linguistics. The structural method Levi-Strauss developed is different from structural functionalism grounded by Durkheim or even structural dependencies with Marxist influences. Thus, Levi-Strauss's structural anthropology is more influenced by modern linguistics, because with this structuralism, Levi-Straus found his "method" (ShriAhimsa, 2001).

Thus, phonemes packed in a sentence system will be heavily influenced by the local culture, customs, and ancestral heritage, fiction or non-fiction, history and so forth. As the research mentioned above indicates that the student's motivation to read is also shown through teacher reading learning strategies, the number of sentences in a passage, and is also determined by the motivation of the reading.

RESEARCH METHOD

The study used research and development method, refering to the Borg and Gall (1989) with the necessary adjustment to the existing conditions. The steps in this research and development can be detailed as follows. *First*, a preliminary study includes: (1) pre-study include: review of the literature on theories tiered book and the results of relevant research with a focus on research and draft

of research and development. The study decided to use text leveling indicator of Fountas and Pinnel (2) qualitative studies include collecting data on local wisdom of Surabaya on social aspects (religious, local culture, folklore of the area of Surabaya, the history of the city of Surabaya, and trend issues in Surabaya). *Second*, drafting the model of tiered book was conducted in the form of an internal *workshop* involving a team of writers and schools to test products. *Third*, initial product trials include analytical test involving *stakeholders* outside of *workshop* internal participants. *Fourth*, operational testing was conducted using a participatory approach involving *stakeholders* (Author, principals, librarians, and prominent cultural / customary / religious / community). *Fifth*, validity test involves experimentation validator expert in the development of tiered book. *Sixth*, the revision of the results of the validity test. *Seventh*, dissemination and implementation include creating reports and recommendations, publication of research results, and the use of textbooks tiered.

The research will be conducted to examine the results of such implementation, which was to look at the reading level of the students at Surabaya-based tiered book local culture. Capturing data through assessment using android based application developed by the State Islamic University Sunan Ampel Surabaya. The application is developed using 7-level reading based on the indicators hierarchy of Fountas and Pinnel as it exists in books tiered. Data of students drawn from 32 schools spread in the southern, northen, center, western, and eastern parts of Surabaya. Overall students drawn were 5300 students. Data collection was performed by 500 librarians. They work under the library and archives department of Surabaya. The librarians before taking to the pitch are trained

in advance how to use the application as well as in the introduction of the concept of indicators of reading texts according to the level provided with 7 levels. This data was taken from February to August 2017. The data were analyzed using qualitative analysis to see how the reading skills of students in each class. Classes are referred to in this study were grade 1 to grade 6 elementary school.

DISCUSSION

The tiered book is presented in a 7-level book. Every level designed to the characteristics of students of different reading abilities. **At level 1** is called the level of pre-starter with indicator 1) The language is simple and familiar, 2) 3 to 5 words per line, 3) 2 to 4 lines per page, 4) short sentences with a pattern of simple sentences, a minimum consists of a subject and a verb and or subjects and adverb, 6) large-sized article on each page, 7) illustrations on each page, 8) consistent writing placement. **Level 2** is called the beginner's level with indicators 1) two or more words that change each page, (2) 4 to 6 words per line, 3) 4 to 6 lines per page, 4) longer sentence, with a more complex pattern , 5) Use a comma to separate words, 6) illustration depicting complex ideas, 6) realistic story with a simple plot. Then, **third** level, called the transition level. That level has several indicators, 1) new words in each sentence, 2) 6-8 lines per page, 3) 2-3 sentences per page, 4) longer and detail sentences, 5) general punctuation (points and capital letters,), 6) a 2-3 simple sentence patterns, 7) a series of long text without pictures or illustrations, 8) an informative text presenting more appropriate topic to the idea of a students.

Of the three levels above, then proceed to the **Level** 4, called the growing level. The book level 4 has indicators 1) the use of figure of speech is simple, 2) the story longer to load a lot of words per page, 3) 2-3 patterns complex sentences similar, 4) contains common punctuation (periods, commas and capital letters), 5) have a high predictive value, and 6) started a series of text contained long (more than 2 paragraphs) without pictures or illustrations. Then, **level** 5, called the independent level. At this level has indicators 1) sentence more than 15 words, 2) load more difficult words, foreign words per page which is presented without repetition, 3) 8-10 lines per page, 4) a 4-5 pattern similar complex sentences, and 5) a series of sentences : a noun, verb, adjective, separated by commas. While at **level 6** is called the proficient level. At this level has indicators 1) more than 20 words sentence, 2) longer sentence by loading patterns increase in the number of sentences, 3) pages filled with text, 4) a 2-3 pattern compound sentence, 5) contain a chart with a scale and caption writing that requires understanding and interpretation in some texts, 6) more complex fantasy story with multiple episodes related to the single grooved.

These indicators were elaborated to develop a tiered book. The indicators were adopted from text indicator leveling of the Fountas and Pinnell and Indonesian curriculum books in 1994. Development is completed with the selection of textbook vocabulary, word count, illustration, print layout, content, concept adjusted to local knowledge element of Surabaya. This is in line with the results Schaffner et al (2013) that the use of the amount of text that matches the characteristics of the students will increase intrinsic and extrinsic motivation of interest in reading and reading comprehension. Although this study only drew data from class 5th, it shows if the amount of text put into consideration in the making of the book will affect the student's motivation to read so that those who cannot read at

all given the short text will increase their interest in reading and gradually they will be smooth and look for books that have more text as a challenge to read.

The 7 levels of the book were entitled fruits, Surabaya Zoo, School activities, Beautiful commendable morality, religious Travel to Sunan Ampel Surabaya, Healthy Culture in Schools. The books are packed with storylines that fit local cultural context in the hope that the book will be increasingly in demand to be read. Students who have not had the skills of reading also would like the book for their own context, as Levis-Strauss in his structural method says that phonemes in the text system will ease students to understand the content of reading if it fits and relates to the context of the local culture (ShriAhimsa, 2001). Levi-Strauss saw that linguistics is mainly characterized by three features that can be utilized in anthropology. First, as a language is entirely a sign system, so language elements called phonemes is a system consisting of relations and oppositions. These relations are the cultural context of the reader. Second, the system should be studied in a synchronous, before diving into the problems of diachronic. Third, the laws of linguistic show an unconscious level. The laws of grammar, for example applied to people without hesitation. (Levi-Strauss, 1968)

The tiered books above are used side by side with the application reading assessment "let's read" developed by the Laboratory Faculty of Tarbiyah and Teaching UIN Sunan Ampel Surabaya. The data obtained from these activities is the level of fluency, pronunciation and students reading comprehension. However, this study will focus on reading comprehension. Applications were used by assessors with the way the books presented to the students, then the students read, and the assessor gave the questions in accordance with the indicators. Assessors record the quality of answers in the application in accordance with the criteria in the indicator so that the level they read can be identified and classified, whether at level 1, 2,3,4,5,6 or 7?

In the reading assessment used a few indicators. At level 1 has indicators 1) Mention the name of an image, and 2) understand the difference between words and images. While level 2 has an indicator to identify the contents of the text with the help of illustrations, level 3 has indicator 1) determine the meaning of the word in the context of a particular sentence and 2) stop reading when finding a word that is difficult to understand / control of understanding, level 4 has indicator 1) identify the meanings of words in large quantities and 2) mention important parts of a story, level 5 has indicators 1) make meaning of new vocabulary, 2) connect the content of the text with the known facts, and 3) retell the content of reading, level 6 has indicator 1) use the information in the image, locate and use written information in the text, identifying the explicit meaning, and retell the content of reading with coherently. While the last level is level 7 has indicator 1) use the information in images, photographs, maps, and graphs 2) identify implicit meaning, 3) retell the content of reading with coherently and precisely, and 4) able to infer the content of reading.

In the implementation of tiered book usage data found the following student understanding.
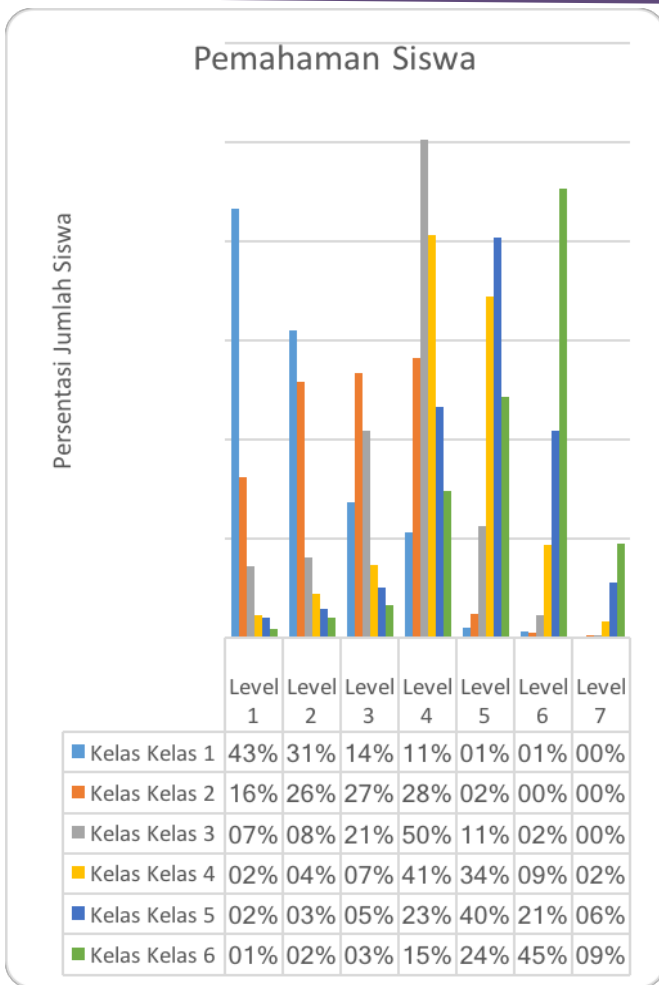
Graph 1.Reading Comprehension Ability

Data displayed show that the reading skills of students do not depend on its class, but it depends on many factors behind. The data in the graph show that not all students in first grade have the reading comprehension on level 1. At level 1 is 43%, some 31% are at level 2, some also are at level 3 with 13.6, at level 4 with 10.6%, at level 5 with 0.9%, at 0.6% level 6 and level 7 yet. In Class 2 found a 16.2% level 1, level 2 with 25.9%, a

26.7% level 3, level 4 with 28.2%, on a 2.3% level 5, level 6 with 0.5%, and at level 7 with 0.2%.

In grade 3 found some interesting data where the grade 3 are 7.2% at level 1, level 2 with 8%, 20% level 3, level 4 with 50.2%, level 5 with 11.3 %, at level 6 with 2.3%, and at level 7 with 0.2%.

In Grade 4 student data found a 2.3% level 1, level 2 with 4.4%, 7.3% at level 3, level 4 with 40.6%, 34.5% at level 5, level 6 with 9.3%, and at level 7 with 1.6%.

In 5th grade student data found 2.0% at level 1, level 2 with 2.8%, 5.0% at level 3, level 4 with 23.3%, 40.4% at level 5, level 6 with 20.9%, and at level 7 with 5.6%. In 6th grade student data found 0.8% at level 1, level 2 with 2.0%, 3.3% at level 3, level 4 with 14.8%, 24.3% at level 5, level 6 with 45.3%, and at level 7 with 9.4%.

The data showed that every student in the class has a different criteria indicator of reading understanding, so in the learning process the teacher has to adjust to the characteristic of student. Teachers should not be implementing the same strategy in learning to read as the reading ability depends on individuals. Therefore, teachers have to prepare different learning strategies for students of different characteristics. This finding is supported by research Wigfield et al (2004) implementing different learning strategy and found that learning strategies can increase the motivation to read (CORI) and learning strategy that is less able to motivate reading (SI). Other factors are found, in addition to learning reading strategies of teachers, such as social condition of the community, as Schaffner et al., studied in 2013, and the

inappropriate text as Unrau and Schlackman studied in 2006.

Therefore, this study indicates the importance of encouraging students to reading comprehension better by using appropriate learning strategies by teachers, fosters motivation to learn reading comprehension through the design of the book (the number of words, syllables, words, and illustrations or pictures), and considers the factors of ethnography of local communities, such as develop books based on the local culture, so that the reading contains contextual passage to student life.

CONCLUSION / CLOSING REMARKS

The research results in producing 7 levels of tiered guide book with the title of fruits, Surabaya Zoo, School Activites, Beautiful commendable morality, religious Travel to Sunan Ampel Surabaya, Healthy Culture in Schools. In the current study also found when implementing the products that the reading ability of 1ˢᵗ grade students may not necessarily be at level 1 reading ability. The reading ability of student depends on a lot of variables such as a social community student live, educated family or not, and the attractiveness of the books themselves, and how their teachers teach reading strategies.

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