Literacy Education: helping EFL students achieve better learning outcomes

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ABSTRACT

Background: The development of technology has led to an increase in the interest of teenagers and students towards modern literary works so that literary works based on local wisdom are starting to be neglected.
Purpose: This is the basis of this study developed to improve student literacy competence through the making of It-Based Bilingual Book of Folklore Drama Script which also aims to foster students' interest in local culture.
Design and methods: Classroom Action Research Method is used in this study.
Results: The improving literacy competence experienced by students can be seen from the evaluation of the performance of the assignments they do. In Routine Task, students have an average score of 86.54. In Critical Journal Review task, the students' average has a literacy competence score of 87.90. In the Critical Book Review task, students have an average score of 89.33. Through the Mini Research task, the average score was 91.90. In the Idea Engineering tasks, the average score of students reached 90.27. In project assignments, it can be seen that the students' literacy competence increases in the aspects of reading, understanding and speaking with an average score of 94.09.

Keywords: Literacy, 6 Types of KKNI Assignments, Bilingual Book, Folklore Drama Script

Introduction

The lack of students' interest in writing in the field of literature is the background for the development of this research. This research aims to attract students' attention and interest in regional culture which would later become a final project for the Drama Appreciation course in the form of a bilingual folklore drama script book with ISBN.

Kern (2000) defines literacy as the use of practices in social, historical, and cultural situations in creating and interpreting meaning through texts. From the statement above, it can be seen that literacy requires complex abilities. According to Kern (2001: 23) there are seven principles of literacy education, namely, (1) literacy involves interpretation of writers/speakers and readers/listeners participate in interpreting acts, (2) literacy involves collaboration, (3) literacy involves convention, (4) literacy involves cultural knowledge, (5) literacy involves problem solving, (6) literacy involves reflection and self-reflection, (7) literacy involves language use.

To implement a better literacy education, since the 2016/2017 academic year, 6 types of assignments that are part of the KKNI curriculum have been implemented. The 6 types of assignments are: 1) Routine tasks that must be done by students at every lecture meeting. 2)

Critical Journal Review conducted by students to review a journal related to the topic of the course. 3) Critical Book Review given to students in groups to review a book or novel based on the concept or theory learned in a course. 4) Mini Research which is a small research conducted in groups. 5) Idea engineering is a group task in which students determine the scope of ideas that can be engineered. These ideas are derivatives of new ideas or concepts from existing ideas and the new ideas are predicted to apply in a social context. 6) Project is a student's final project that is carried out in groups and produces products that have aesthetic, social, cultural and economic values.

Several previous studies related to topics are (Devitasari, 2019; Ellisafny, 2019; Gao & Dowdy, 2014; Ismayani, 2013; Lizawati, 2018; Lubis & Bahri, 2021; Mohzana, 2018; Page, 2017; Rohmah, 2018; Talitha & Mahajani, 2020).

However, the research that will be carried out is Increasing Student Literacy Competence through 6 types of KKNI Assignments in Making Bilingual Books of Folklore Drama Scripts with IT-based ISBN, of course, it will be different from previous research studies where students are honed their literacy skills starting from routine assignments. (TR) searching and understanding materials that support this research, reviewing journals (CJR) related to scientific articles on literacy and drama literature, reviewing books related to folklore (CBR), Conducting mini-research (MRI) by going into the field in understanding the contents of the recorded folklore from the informants and writing down the story ideas and storylines in the form of English and Indonesian drama scripts in the most attractive language style possible (RI), Drama scripts from some folk tales were collected and edited to be made into an ISBN book which was the product of the project and then a blog was made from the drama script book. This study aims to improve students' literacy competence through 6 types of KKNI assignments in the Making of Bilingual Books of Folklore Drama Scripts with ISBN based on IT.

Methods

This research uses Classroom Action Research (CAR). In the Classroom Action Research method there are two cycles, namely:

Cycle 1
1. Planning
a) Observation
Looking for additional information about local wisdom stories on the internet and also through trusted informants, this is done in carrying out Mini Research (MRI) assignments and various reference through routine assignments (TR), and Critical Journal Review (CJR).
b) Outlining
In this phase, students search on the internet or book and other sources about what steps must be taken in making drama scripts based on local wisdom on the topic by conducting a Critical Book Review (CBR).
2. Acting
At this stage students do:
- Creation of story formats (templates)
- Layout of folklore drama script book cover
- Writing: Writing a folklore drama script bilingual book which is the task of engineering ideas (RI) for students.
- Drafting: writing the draft or concept of a folklore drama script book which will then be made into a complete story.

- Reviewing (investigation of folklores written in local drama scripts made by students) with fellow students, course lecturers, and reviewer lecturers (reviewer lecturers who have been determined by course lecturers)
- Editing/revising: after passing the review or investigation stage from three different parties, the writer (student) performs the editing or correction provided by the three parties.
- Email. All review activities after being repaired are sent via the email.

3. Evaluation

The evaluation stage is not only carried out by internal parties, but also by external parties, namely experts from the cultural park by assessing and editing local wisdom stories that have been made by students.

4. Reflection

The results of the validation and suggestions from external reviewers for the improvement of the bilingual folklore drama script book are then proposed to be an ISBN book which is the product of the Project assignment and the creation of the folklore drama script blog and then disseminated at the end of the lecture semester.

Cycle 2

1. Planning

Input improvements made by external then make improvements and plan:
- Language style
- Content
- Cover design

2. Acting

Writing a folklore drama script book by paying attention to some aspects, namely:
- The language style used
- Content
- Cover design

3. Evaluation

The evaluation stage is carried out by the external department, namely the cultural park by assessing and editing:
- Language style
- Content
- Cover design and draft

4. Reflection

The Folklore Drama Script Book was validated by an external, namely a team of experts from the cultural park and then proposed for ISBN management.

Findings & Discussion

Research on student literacy competencies through 6 types of KKNI assignments (see table 1) in IT-based ISBN folklore really requires a very good literacy ability. Literacy competencies which include listening, writing, reading, and these competencies also require receptive and productive skills (Kayati, 2019)

Table 1. Average Score of 6 Types of Assignments

No.	Task Type	Information	Value Range
1.	Routine Tasks	Understanding folklore	86.54
2.	Critical Journal Review	Folklore journal review	87.90
3.	Critical Book Report	Folklore Drama review	89.33
4.	Idea Engineering	Writing Drama script of folklore	90.27
5.	Mini Research	Recording folklore from informants	91.90
6.	Project	Dissemination of ISBN book products and blogs	94.09
Final			**90.01**

This study uses a qualitative descriptive method which is carried out through a process of 6 types of assignments for the 2013 KKNI, namely:

1. Planning

Before this research is carried out, it is very necessary to make a plan as a starting point in the implementation of this research through the following process:

a. Observation

In the observation process, students were asked to look for references related to drama and the elements that make up the drama as well as North Sumatran folklores that were passed down from generation to generation and spread by mouth to mouth.

As a routine task, students are also asked to search for and explore folklore based on local wisdom in North Sumatra, such as "the origin of the City of Natal from the Angkola tribe, Datuk Kandibata from the Karo tribe, Berru Niraja folklore from the Pakpak tribe, Datuk Story from the Karo tribe. Alang Tualang Poso from the Malay tribe, the legend of Pulo Brayan from the Malay tribe, the story of Boraspati from the Toba Batak tribe. The six folklore above are folklore that contain elements of legend and myth for which there is no documentation of the story and are still anonymous. Students are asked to find complete information about the folklore from various sources of information and also from informants. During the observation of this study, students also reviewed at least 5 national and international articles related to drama and folklore. The activity of reviewing this journal begins with understanding the article and then making a summary. After that, the students were asked to describe the strengths of the journal articles and their weaknesses. This research-based article of course also describes the findings. Then students must also be able to find the benefits of the articles reviewed. With this assignment, students are greatly helped in understanding literary studies, especially drama studies and the elements that make up the drama.

In Mini Research assignments, students go directly to the field to look for concrete data by finding at least two informants, such as elders or traditional leaders in one area, as data sources.

In collecting data, they recorded data from informants and then summarized the contents of the story in summary form, so that students could find out the contents of the story in the form of storylines, characters, conflicts, and moral values contained in the story.

b. Outlining

The activity of reviewing books related to drama, drama elements and how to make drama scripts was also carried out by students to increase their knowledge and skills on project assignments in making folklore drama scripts based on local wisdom. After reviewing books related to drama and how to make drama scripts, students are asked to make an outline of the story that will be written in the selected folklore drama script and also an outline of the drama script that will be made.

2. Action (Organized work)
a. Creating story formats (Templates)

Students discuss to determine the template of the folklore that has been selected. This template is in the form of a story format that will be adapted into a drama script. Making this format (template) is the starting point of a step in developing drama script documents that do not forget the originality of the content of folklore. Making the story format (template) also aims to control the display and layout as well as provide a framework in developing the language style that will be expressed in the form of folklore drama scripts.

b. Lay out cover

Layout cover is an important element of a book which is a compilation of related design elements in a field so as to form an artistic arrangement that gives its own appeal to the readers. The layout cover that is designed must also describe the story idea of the drama script, so that by looking at the cover the reader will have an idea of the story to be read. In this case, the layout of the cover that is designed certainly gives a style or characteristic of local wisdom from folklore written in the form of the drama script.

c. Drafting

After students get data from the informants and from other information, they are asked to make a draft of the story that guides the formation of the plot (storyline) of the folklore which will be made into a drama script consisting of exposition, problem, complication (Conflict), rising action, and climax.

d. Writing (Writing)

After understanding the content of the story and knowing the plot of the folklore, the students began to write drama scripts from the folklore they got. The first drama script was written in Indonesian and then translated into English, so that the drama script became bilingual.

The students who were guided in this study consisted of 2 classes, each formed into 3 groups. The three groups have received their respective folklore for which drama scripts will be made, namely;

1. The origin of the City of Natal from the Angkola tribe
2. Datuk Kandibata of the Karo suku tribe
3. Berru Niraja from the Pakpak tribe.
4. Datuk Alang Tualang Poso from the Malay tribe.
5. The legend of Pulo Brayan from the Malay tribe.
6. Boraspati of the Toba Batak tribe.

In making drama scripts, students are free to use language style without eliminating and destroying the original story content. They apply engineering ideas by using language styles that can beautify the language of the drama script. After the drama script is finished, each group sends their drama script files to each other via email to be checked by other groups in each class with the following scheme:

GROUPS :

A ⟶ B
B ⟶ C
C ⟶ A
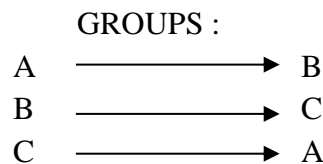
After checking and correcting the errors found in the drama script, each group must do a grammatical check of the script language they made.

e. Reviewing

The six drama scripts that have been made by each group and have been reviewed by each group are sent via email to their respective groups, then the drama scripts are reviewed by peer reviewers, which are reviewed by their senior students who have a GPA of 3.5 and above from the Literature Study Program of Languages and Art Faculty, Medan State University. After being reviewed by peer tutors, their drama scripts were collected and submitted to several English literature lecturers to be reviewed for 1 week. The results of the corrections and reviews of the lecturers are returned to each group for correction. After the process is complete, each group submits the revised drama script to be re-checked by the course lecturer. After going through several review processes, the 6 drama scripts are eligible to be published as ISBN books

f. Editing

After going through the review process by peer tutors and reviewer lecturers, they enter the next stage, namely the editing process. First, the editing process is carried out by the course lecturer and then submitted to the Medan Cultural Park for the editing process for publication. After the editing process was done carefully by the cultural park, this bilingual drama script book then published for ISBN.

g. Email

The review process carried out by peer tutors is all through the email process, as well as reviews carried out by each group of students, reviewer lecturers, lecturers in charge of courses and also the cultural park.

h. Evaluation

a. Internal Reviewers

The process of making bilingual drama script books in achieving good quality goes through several stages of evaluation that have been carried out starting from internal evaluations carried out by students themselves, evaluations between groups of students, senior students, reviewer lecturers and lecturers in charge of the course.

b. External Reviewer

After going through an evaluation process carried out by internal parties, to be more selective in quality, external parties, in this case the Cultural Park, participated in evaluating bilingual books of folklore drama scripts before being published in ISBN.

Reflection

After the bilingual book of folklore drama scripts is published with the ISBN, dissemination is carried out for each group. They presented the contents of the book in front of the students and lecturers. In this Dissemination presentation, the lecturer can assess the students mastery of the story from the drama script they made. After the presentation, a question and answer discussion was held and then students were asked to appreciate the folklore literary works that had been presented earlier. This is done so that students are able to reflect on what they have done. The course lecturer assesses each group presentation and scores and announces which group is the best.

Blog

The bilingual book of folklore drama scripts that have been published on the ISBN is then uploaded to online networks in the form of a blog. It also aims to disseminate to the wider community to be able to see literary works based on local wisdom written in the form of bilingual drama scripts. This action is also carried out to maintain and preserve elements of local culture, morals and character values to the outside world.

Conclusion

Graphic 1: Increasing Student Literacy Competence through 6 Types of KKNI Assignments
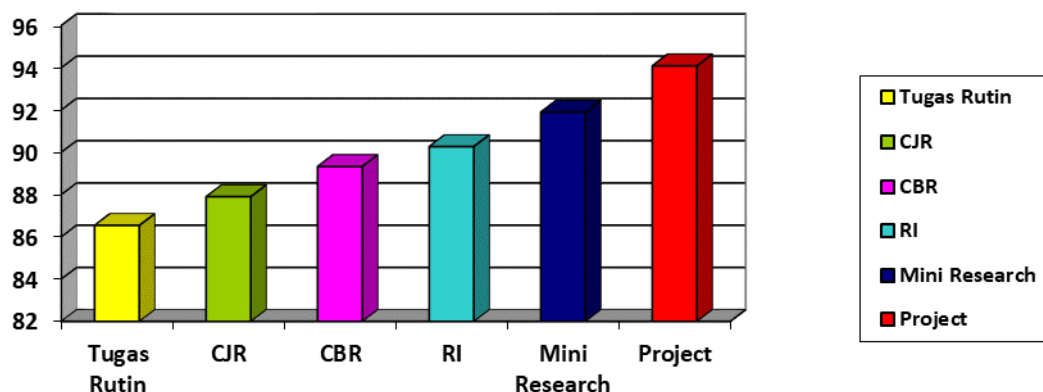
By conducting a study on Increasing Student Literacy Competence through 6 Types of KKNI Assignments in Making a Bilingual Book of Folklore Drama Scripts with an IT-based ISBN, this study has guided students in making a bilingual book project for folklore drama scripts that has been neglected by many others. In each implementation of the assignment which is the flow of this research, the students' average score increases. This shows that through this study, student literacy competencies were assessed from the success of students in completing the 6 tasks given by the lecturers experiencing good progress, in other words, this study succeeded in achieving the initial goal of increasing student literacy competence.

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