

IMPROVING STUDENTS' LITERACY SKILLS THROUGH STORYTELLING ACTIVITIES

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ABSTRACT

Literacy skills are an important indicator in assessing a nation's progress. Based on this, it is important to improve literacy skills. The relatively low literacy skills of students in Indonesia are the background of this research which focuses on learning that can be developed to improve the literacy skills of senior secondary and vocational students. Through an examination using the case study and questionnaire methods of the Klub Literasi Sekolah (KLS) program initiated by SEAMEO Qitep in Language (SEAQIL), this research reveals that creative and fun learning for three months through assisting students' storytelling activities can improve students' literacy skills. At the end of the activity, significant results were seen, namely an increase in interest in reading, especially in understanding and delivering stories.

Keywords: *literacy, storytelling, klub literasi sekolah*

INTRODUCTION

Literacy, in general, is the ability to read and write. Not only reading and writing, but now the understanding of literacy is developing with the addition of speaking and listening skills to support students' literacy skills. However, the notion of literacy continues to evolve and change as time goes by. Several aspects cause this change, such as the expansion of meaning due to its wider use, the development of information technology, and changes in analogies. (Abidin et al., 2021)

Literacy activities have been implemented since early childhood because people realize that literacy has an important influence on the success of the younger generation. In addition, literacy mastery can support human intelligence to sort out useful information for their lives. (Irianto & Febrianti, 2017)

However, based on the results of the Programme for International Student Assessment (PISA), the literacy skills of students in Indonesia are still relatively low. PISA is one of the international programs initiated by OECD (Organization for Economic Cooperation and Development) which is useful for measuring the science literacy, mathematics literacy, and reading literacy of students in the age range of 15 years. Of the three literacy skills, in 2015 Indonesia was recorded to be 64th out of 72 countries. These results show that the issue of literacy and student interest in reading in Indonesia must be addressed seriously. After mastering literacy, students are expected to be able to understand more about reading material and utilize the results of reading or writing for their lives.

The low level of student literacy in Indonesia is influenced by several factors, such as the lack of adequate libraries in each region, especially in remote areas, the lack of literacy conditions in families and surrounding communities, the existence of bookstores that are still

few in some areas, and the low number of community access to reading materials such as newspapers or magazines (Solihin et. al., 2019). The library is the most crucial tool in supporting student literacy. If there is no new books in the library, students will stop reading because reading materials are running low, and almost all books have been read.

The government, in collaboration with various agencies, is trying to improve students' literacy skills through several activities. One of them is through the Klub Literasi Sekolah (KLS) initiated by SEAMEO Qitep in Language (SEAQIL) with a focus on promoting literacy in the school environment. SEAQIL is one of the centers of the Southeast Asian Ministers of Education Organization (SEAMEO). SEAQIL places KLS as one of the efforts in supporting life skills through increasing student competence in literacy, reading, writing, and speaking skills oriented toward 21st-century skills.

Through observation of senior and vocational high school students in West Sumatra and South Sumatra, this research will focus on learning methods to develop literacy skills through storytelling activities in the KLS program organized by SEAQIL.

In this research, the focus of KLS activities is storytelling class. Storytelling is an activity carried out to convey stories to others through various media and means. Through this activity, students are required to read stories and write scripts as aspects that can improve student literacy. At the end of the activity, students felt very helpful in improving their literacy with this program.

METHOD

This research is qualitative research using a case study method and a survey through a questionnaire. A case study is a method used to explore a case through various information obtained. This source of information comes from written documents or surveys. Survey results can be obtained through questionnaires/surveys or interviews. The case studied is unique and can have meaning for the wider community or even the author himself (Raco, 2010). Survey results can also provide useful information for evaluating school programs (Creswell, 2012).

The author uses the ADDIE model as a reference to develop learning methods to be more effective and achieve the purpose of this study, which is to improve students' literacy. ADDIE stands for Analyze, Design, Develop, Implement and Evaluate. ADDIE is responsive in that it accepts any destination it defines as its customizer. ADDIE is responsive in that it accepts whatever goals are set as its adjustments. Effective ADDIE instructional design focuses on clear task execution, solid knowledge, and original problems. (Hidayat & Nizar, 2021). In its implementation, ADDIE is dynamic so that it can be adapted to the needs of the classroom and students. Classrooms in this era can also be remote, accessed at the right time, and customized to suit individual learners' abilities (Branch, 2009).

In general, there are 5 steps in analyzing the ADDIE learning model, these are:

- 1) Analyze
 1. The first step is to analyze the development of teaching materials or a product used in learning. After that, researchers must also ensure whether students and teachers
 2. can use the product results by considering students' constraints, facilities, and abilities.
- 2) Design
 3. Design activities start from designing the concept and content of the product. First, the

design is written clearly and in detail. Next, the design is written for each product's content. Finally, product design or preparation instructions must be written clearly and in detail. The product design is still abstract at this stage and becomes the basis for the development process in the next step.

- 3) Develop
4. Develop includes activities to implement the previously created product plan. The previous step created an abstract frame of reference for introducing a new product. The conceptual framework is then converted into a usable product. This stage also requires the creation of tools to measure product performance.
- 4) Implement
5. The purpose of product implementation in the ADDIE development research model is to obtain feedback on the product being produced/developed. Initial feedback or initial evaluation can be obtained by asking questions about the purpose of product development. Then, the application is made to the product design.
- 5) Evaluate
6. The evaluation step is carried out to provide feedback to product users so that revisions can be made according to the evaluation results or needs that the product still needs to meet. The main purpose of an evaluation is to measure the achievement of the initial objectives.

RESULTS AND DISCUSSION

The KLS program organized by SEAQIL involves college students as mentors for the students. Through training called *Training of Trainers* (ToT), which lasted for two weeks, the accompanying students were equipped with basic literacy knowledge and various basic sciences to create work. There are six specializations in the KLS activity: poetry, short story, oration, debate, journalism, and storytelling. In the KLS program, 22 students took storytelling as their specialization. The students came from 5 schools, namely SMAN 1 Mataram, SMAN 2 Unggul Sekayu, SMAN 4 Sekayu, SMAN 1 Sembawa, and SMKN 1 Hiliran Gumanti. All these students are members of class B-18, which runs from July to October 2022.

Initial observations showed that half of the total number of students in the class were not fond of reading. This was discovered through a sparking question: whether students like or often read, especially Indonesian folk stories. Most of them said that they only listen to stories or tales that are told orally or access digital platforms to get light reading materials such as teen-lit novels. In addition, most students did not seem to understand the content of the reading materials given during the third meeting. This shows the problem of low literacy skills in the class.

This research found that storytelling activities improve students' literacy skills, especially through reading stories and writing back students' understanding of reading materials in the form of stories. The series of KLS activities carried out in several schools consisted of several main activities, including preparing RAL and classroom activities. At the end of the activity, students' literacy skills improved, especially in terms of reading and writing. This is evidenced by the results of the final questionnaire given after the activity, which shows students' satisfaction with the KLS activity and the number of students who have started reading various types of books, especially those related to storytelling.

RAL Preparation

In overcoming the problem of low interest and literacy of students in class B-18, the author developed a teaching model as a Rancangan Aksi Literasi (RAL). The RAL is a guideline equivalent to a syllabus, which is used to carry out activities in the classroom. The plan is dynamic and adapts to student and school circumstances. This plan was developed based on the ADDIE model to improve students' reading activities. The first step is analysis, which analyzes students' abilities in storytelling and reading. In addition, the author also pays attention to the student's situation to produce a good learning design.

Next, the author created an effective and efficient learning design based on the analysis results outlined in the Rancangan Aksi Literasi (RAL). After analyzing the students' abilities and circumstances, it was found that they live in an area where the signal is inadequate. Hence, they experience many problems if the class is held online. Therefore, the author minimizes the use of zoom because it is less effective and combines it with asynchronous activities in the form of assignments or further explanations of the material followed by questions and answers with students and teachers. In addition, in the RAL, several unwritten activities or tasks are given to students, but they are still realized.

Rencana Aksi Literasi Peminatan Bercerita (Storytelling) (1 Pertemuan: 60 menit)

Pertemuan	Topik/Materi	Tujuan (Aktualisasi)	Aktivitas	Instrumen	Media	Keterangan
1	Mendiskusikan RAL dengan guru	Franchise RAL dan jadwal kelas dari 5 sekolah yang dibagikan.	Mendiskusikan kembali mengenai RAL, mempersiapkan dengan kondisi sekolah, serta menentukan jadwal kelas.		Media sosial (grup WhatsApp dan Zoom)	
2-3	Mengelaskan mengenai storytelling	Memahami apa itu storytelling, pentingnya cerita dalam storytelling, dan menjelaskan manfaatnya.	Mencari bahan-bahan atau tulisan terkait storytelling. Mendiskusikan dengan siswa tentang tokoh dan bagaimana proses yang berkaitan dalam cerita tersebut.	Membuat bagan uraian cerita dan proses tokoh dalam cerita dari storytelling yang sudah dipelajari.	Artikel dengan media sosial	Sumber bahan ajar: Powerpoint sendiri Channel Youtube 'Dongeng RAL'
4	Rekonstruksi Cerita	Siswa dapat memahami dan mempraktikkan bagaimana cara rekonstruksi cerita. Lalu kerdil secara sederhana.	Mengulangi cara rekonstruksi cerita. Memahami rekonstruksi cerita pada cerita rakyat yang disajikan. Mempraktikkan rekonstruksi cerita rakyat.	Mendiskusikan atau mempresentasikan hasil rekonstruksi cerita dan tugas yang diberikan.	Media sosial Artikel daring	
5	Teknik Storytelling	Siswa dapat memahami teknik dan langkah-langkah storytelling.	Mengulangi mengenai teknik storytelling (The Mountain, The Start, Mountain, Lighthouse) dan langkah-langkah dalam storytelling.	Mempraktikkan beberapa scene dan cerita rakyat dengan menggunakan teknik dan tips dari narasi/visual pendukung.	Media sosial	
6-7	Media, Alat Peraga, dan Teknik Storytelling	Siswa dapat memahami dan menerapkan media, alat peraga, dan teknik storytelling.	Mengulangi mencari-mencari media, alat peraga, dan teknik storytelling.	Mempraktikkan cerita sederhana/lingkat menggunakan alat	Media sosial	Sumber bahan ajar: Penjelasan Karangan siswa digital

Figure 1. Rancangan Aksi Literasi (RAL)

The third step is development, creating a learning strategy and developing it based on the analysis and design that has been done previously. The results of the design that has been made are developed and equipped with supporting instruments that can be used to help make this learning design success. To make learning activities in the classroom more interesting, the author uses media such as videos and colorful Power Points. In addition, there is the utilization of websites and online libraries so that students can get more story references.

Class Activities

Mentoring for students lasts for three months, and classes are held once a week for 60 minutes per meeting. Classes are held online with synchronous methods through

SEAQIL's zoom and asynchronous through assignments given in *Whatsapp* groups or *Google Forms*.

The results of the RAL development were then implemented in classroom mentoring. By the fourth step of the ADDIE model, the implementation of this KLS activity began with the first meeting to discuss the class schedule with the mentor teacher from each school and the adjustment of RAL that had been made during the *Training of Trainers* (ToT). At this first meeting, teachers also had the opportunity to provide feedback and suggestions on the syllabus or literacy action plans that had been designed.

In the second meeting, teachers and students began to be taught and invited to brainstorm by showing examples of digital storytelling in the form of stories on Youtube and podcasts on Spotify. This was done to increase the insight or basic knowledge of teachers and students, especially regarding the definition and benefits of storytelling in several scientific aspects and forms of storytelling that may not be known by most teachers and students.

Furthermore, the third meeting was conducted asynchronously. Students are given the task of reading a book containing a folktale, writing a synopsis, and then determining the story's structure. Books can be borrowed through the school library or online libraries, such as *iPusnas*. The students were also given information about the procedures for borrowing e-books at *iPusnas* because students were still unfamiliar with this online library.

The fourth to eighth meetings discussed the understanding of stories, reconstruction, media, techniques, and props in storytelling. Finally, the ninth to the last meeting focused on practice from story selection to storytelling videos by each student.

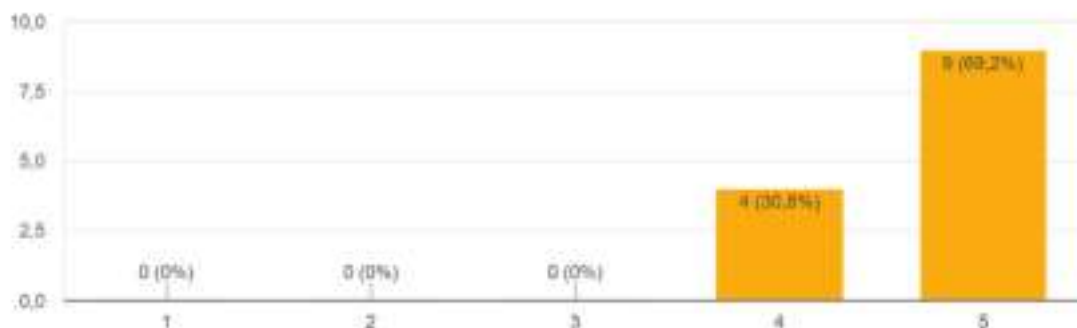
Final Questionnaire Results

The final stage is to evaluate the activities during class. The evaluation was conducted to measure the achievement of the initial objectives. The evaluation tool given to students is a questionnaire using Google Form media which consists of questions about KLS activities, the author's performance while accompanying students in class, and whether this activity affects improving student literacy, especially in reading activities.

After 14 meetings from July to October, the author distributed an evaluation questionnaire in the form of a google form which will be used as a reference for making an internship report from this KLS activity. This evaluation sheet consists of 12 questions regarding the KLS activities and the evaluation of student assistants during teaching. The data obtained for the activity evaluation was loaded through a questionnaire distributed at the end of the activity to 22 students. Of the 22 students, only 13 students filled out the questionnaire. This is because nine students did not respond or refused to complete the questionnaire. This assessment aspect is equipped with a scale from 1 to 5, with the lowest score being one and the highest being 5. Of the 12 questions, the author focuses on five questions that are relevant to the topic of this discussion.

How relevant and useful is KLS for your literacy improvement?

13 answers



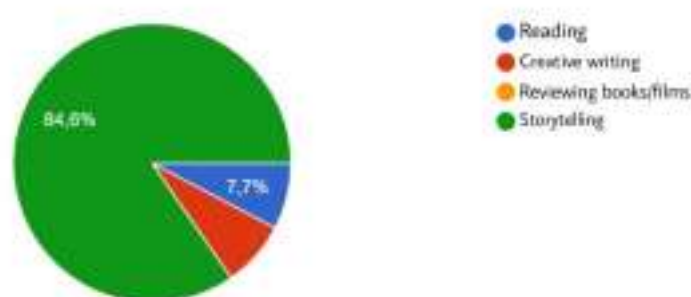
Figure

2. First part evaluation results

From the questionnaires distributed, 9 out of 13 students, or 69.2%, felt that *Klub Literasi Sekolah* activities were very relevant and beneficial to improving literacy. This activity is relevant to improving literacy because its original purpose is to improve literacy in the 21st century through reading activities in KLS activities.

Which activities were most relevant to you during your time with KLS?

13 answers



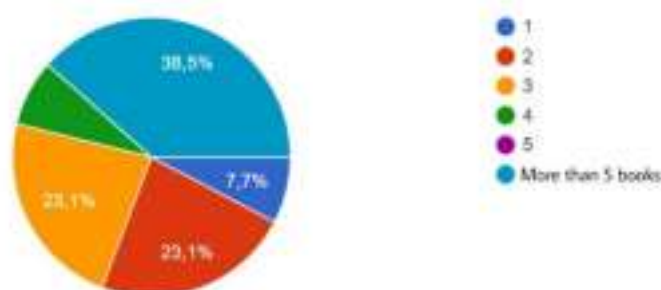
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3. Second part evaluation results

Next was the question regarding the most relevant activity for students during the KLS. 84.6% of students chose "storytelling" as the most relevant activity. This is because it is under the specialization chosen, namely, the specialization in storytelling. However, some students made reading and creative writing activities the most relevant. This is because before working on the final project in the form of storytelling work, students are first asked to read several folk stories before determining which to perform in the final project. In the third meeting, students were also given the task of reading stories and writing down the structure of the stories they had read. In addition, students are also asked to write a story script that will be performed for the final project, which can be taken from books or websites, and they can also write their own stories that have been read before. Finally, the author advises students to rewrite the story they have read in their own words to make it easier to understand and more natural when presenting the story. These aspects make students choose the "membaca"/"reading" and "menulis kreatif"/"creative writing" options over storytelling.

How many books did you read during the KLS?

13 answers



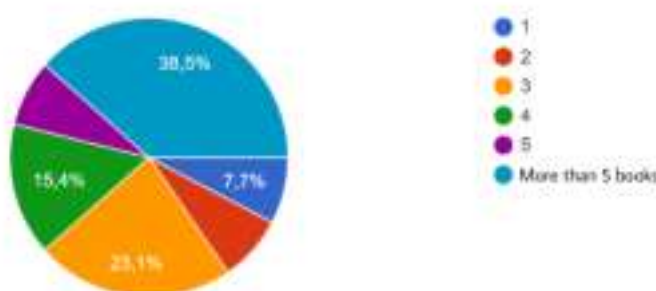
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4. Third-part evaluation results

As we know, literacy is always closely related to reading. The next question was about the number of books read by students. Of the 13 students, 5 of them read more than five books. Then three students read 2 and 3 books. Although this activity is carried out online, students still take an interest in reading books, whether for reference to the story script that will be performed in the final project or just an individual desire. Most schools implement GLS (*Gerakan Literasi Sekolah*), which requires students to read at least one book every day or every week before learning begins. Students are free to choose the genre of book they want to read. After reading, they are asked to summarize what they have read. This GLS activity is also one of the efforts made by the government to improve student literacy.

How many articles/short reading materials did you read during KLS?

13 answers



Figure

5. The fourth part evaluation result

Still related to the previous question, this question discussed the number of articles or short reading materials read by students. 5 students read more than five books, and three students read three books. These articles or short reading materials can also be a reference for students in making storytelling scripts. Although the articles read are not scientific, students are still helped by reading these short readings because the main focus is to increase students' interest in reading in this literacy activity. Compared to the previous question about the number of books read, it can be seen that students prefer to read short reading materials rather than books. When accumulated, nine students read three or more books, while 11 students read

three or more articles/short reading materials. Short readings are more effective for increasing students' interest in reading gradually until students like reading books that have more pages.

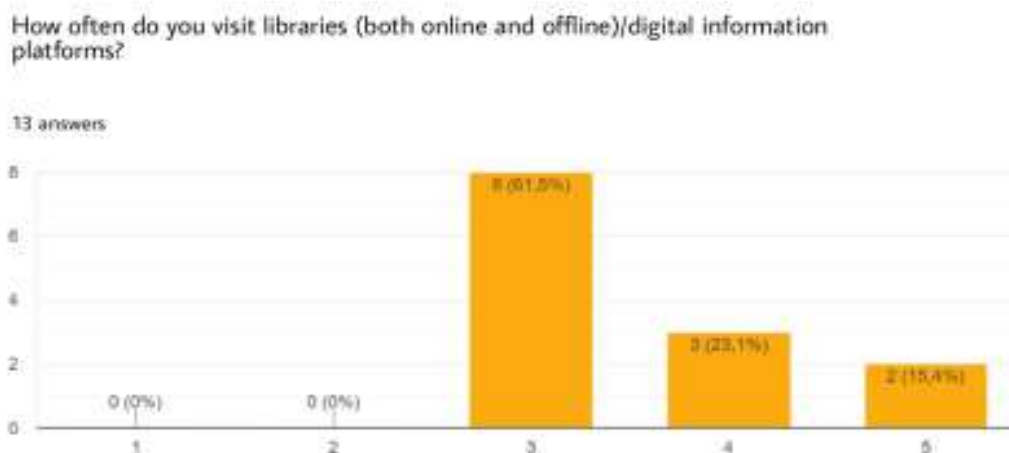


Figure 6. Fifth part evaluation results

Literacy activities are also closely related to libraries. As one of the supporting facilities in improving literacy, the presence of a library is very important, especially for students. The presence of a complete and interesting library is one of the reasons students frequently visit, both online and offline. The next question regarding the library was how often students visit the library or digital information provider platform. Eight students answered quite often, three students answered often, and two students answered very often, visiting the library. To foster students' interest in reading, the author asked students to look for various stories from offline and online libraries and other sites that could be used as references for their assignments. The author advises students to visit iPusnas and see the collection of books available there. Some schools and students from certain areas do not know about the online library or do not understand how to access it.

CONCLUSION

This study found that storytelling activities can improve students' literacy skills, especially through reading stories and writing back their understanding of reading materials in the form of stories. From the final results of the questionnaires distributed to students, it was found that students' literacy skills improved, especially in terms of reading and writing related to storytelling. In the implementation, the author utilized the library as one of the means to improve students' literacy. The libraries used are school libraries and online libraries (iPusnas). Students are more interested in reading books or other writings online through devices or computers than physical books. In addition to reading, rewriting the script can encourage creative writing skills. Scripts that have been written in their sentences can be more easily understood, and this will make it easier for students to tell stories.

Future research can be conducted by focusing on examining various other activities that are relevant and interesting for students, to be used as a reference in improving students' literacy skills, for example, those related to the realm of literature. In addition to using questionnaires, future research could also utilize the interview method to evaluate the results or outputs of the

activities that have been implemented, so that information from students can be obtained in more depth. In addition, it is important to adapt and develop literacy club activities similar to KLS in other schools in various regions. This needs to be done to encourage an increase in the literacy skills of students in Indonesia in general so that Indonesia can catch up with other countries.

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