

Cultural Literacy Based Critical Reading Teaching Material with Active Reader Strategy for Junior High School

Vismaia S. Damaianti¹, Lira Fessia Damaianti², Yeti Mulyati³

^{1,3} Department of Education Language and Literature Indonesia, Universitas Pendidikan Indonesia, Indonesia

² Department of Pshycology, Universitas Pendidikan Indonesia, Indonesia

Article Info

Article history:

Received Sep 23, 2017

Revised Nov 27, 2017

Accepted Dec 10, 2017

Keyword:

Active Reading Material

Critical Reading

Cultural Literacy

Junior High School

ABSTRACT

This article describes the findings of a study aimed at producing a set of cultural literacy-oriented critical reading teaching material. This material is developed as a countermeasure to the increasingly thin sensitivity of society, especially the students toward noble values of religion, custom, and culture. With this material student get a significant critical understanding of the discourse with the content of noble value of Indonesian culture. The understanding is attained by students through active reader strategy. There are four important principles developed in understanding the text through this strategy, namely 1) building basic understanding of the text, 2) conducting reading activities in chronological order of the text, 3) identifying the style and language of the text, and 4) critically deepening the understanding of the text. The emphasis on cultural critical understanding became the focus of this research. Thus, critical reading question technique 501 is required. With this technique student can predict causation, establish logical and emotive understanding, and predict the implications of ideas. The implementation of development of this teaching material is based on the stages of Design Based Research. Data is obtained through expert scales and trials to junior high school students in Bandung. The result of this research is a critical reading textbook based on cultural literacy with active reader strategy that is effective to be used for junior high school students. The implication of this research is the acquisition of students' sensitivity toward noble values of religion, custom, and culture that can be internalized in their lives.

Copyright © 2017 Institute of Advanced Engineering and Science.
All rights reserved.

Corresponding Author:

Vismaya S. Damaianti,
Department of Education Language and Literature Indonesia,
Universitas Pendidikan Indonesia,
6-8 Tamansari Road, Bandung 40116, Indonesia.
Email: iwansetiakurniawan@yahoo.com

1. INTRODUCTION

A noble civilization will create a high quality of human life. The noble civilization of a nation is built through the nation's cultural achievements. The one important factor in building civilization of the nation is a scientific tradition that carries the development of personal quality through religious and cultural values [1] with civilization, society does not forget the religion, norms, morals, and values that are appreciated by the society it self [2]. A noble civilization can not berealized suddenly. There should be efforts from people who have the power, sincerity, and creativity in building and developing cultural values. They are people who understand, aware, and sensitive to the noble cultural values attached to their nation. Civilization reflects the extent to which natural environment can be controlled by the community [3]. However, the efforts of carrying civilization face many challenges. Rapid social changes, as a result of global currents, modernization, industrialization, and rapid changes in science and technology have influenced cultural values.

Insensitivity to the cultural values of the nation, or which the author refers to as, cultural blindness, inhibits the formation of the noble civilization of society [4]. In contrast, with cultural literacy, or cultural literacy one can play an important role in building a civilized nation. With cultural literacy one will understand the sayings of the ancestors, minimize individualism, avoid group ego, avoid misunderstandings, and encourage cooperation, especially in the world where development and growth of this culture takes place. The problem is, the literacy of Indonesian students is currently included in the lowest category. Therefore, all efforts that lead to the improvement of the quality of education, especially cultural literacy, should be the center of attention.

2. RESEARCH METHOD

Literacy comprehension has been developed that includes mastery in: (1) reading printed words; (2) writing easily and fun; (3) conveying essential ideas through written words; (4) comprehending oral messages, following defined speech and meaning that is expressed indirectly which is reflected through word choice, sentence structure, and pressure patterns and speech juncture patterns; (5) speaking clearly, succinctly and pleasantly; and (6) finding satisfaction, purpose, and acquisition through various literacy activities [5].

The definition of literacy develops more widely for different approaches in teaching reading. Literacy is the use of printed scripts and written information that function to achieve purpose to develop a person's potential knowledge in society [6]. Thus, the mastery of literacy is not only the ability to interpret written vocabulary but also the ability to understand the meaning to foster a good life, such as understanding of noble values of culture. Cultural literacy is a person's understanding of the culture seen from the history, contributions, and differences obtained from reading, writing, or other media. Therefore, he can interact with the culture and reflect it [7]. Literacy has fused into many cultures of a society. Literacy must be integrated with the culture of society [8]. In other words, literacy programs should be culturally based in harmony with the already established culture of the community. Through the process of teaching reading which favors the principles of the virtues of cultural diversity, it is expected to be an alternative to efforts to increase the civilization of people. The cultural elements that must be understood to obtain the noble value it contains, as identified by Koentjaraningrat [9]: (1) religion, (2) community system and organization, (3) knowledge, (4) language, (5) art, (6) livelihood, (7) technology and equipment.

One important reading activity for high school students to gain a high understanding of cultural value in the text is critical reading activity. Through critical reading activities, students can deeply understand the noble values contained in a culturally oriented text. Critical reader should be an active reader asking questions, looking for facts, and suspending judgment until they assume right [10]. For students with certain conditions, a learning system that allows learning to be done with the principle of freedom, independence, flexibility, recentness, suitability, mobility, and efficiency is needed. To that end, the authors developed a formulation of cultural oriented critical reading teaching materials in the form of textbook. The learning stages of reading that students do in understanding the material in the book is the stages of learning based on active reader. With this active reader strategy, students will conduct critical reading training carefully and easily [11]. The explanation above explains that this research intends to develop teaching materials in the form of cultural literacy based critical reading text book with active reader strategy as the stages of students' reading activities. To obtain the right textbook product, this research uses adaptation from Design Based Research, shown in Figure 1.

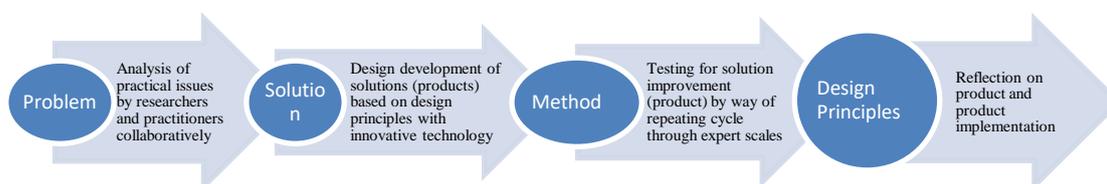


Figure 1. Research Flow of Development of Cultural Literacy Based Critical Reading Material with Active Reader Strategy

3. RESULTS AND ANALYSIS

3.1. Analysis of Materials Problems

In accordance with the flow of this research, the first data collected is the result of analysis of the material, which is the teaching material that is being used in schools entitled *Ekspresi Diri* (self expression)

with 27 titles of discourse. The purpose of this analysis is to obtain important information that can be corrected and developed on the materials studied.

From the data of analysis result of 27 texts of teaching materials of *Ekspresi Diri dan Akademik* (Self Expression and Academic) above, it can be described, as follows.

- a. Judging from the readability of the discourse it appears that most of the texts on display are in easy level. The text that meets the standard is not dominant. This can be proven from the data that there are 30% of the texts which are ranked very easy, 33% easy, 18% rather easy, 11% standard, 3% difficult, and 3% very difficult.
- b. From teaching reading activities, it can be seen that there are four activities undertaken by students. Students perform activities, such as (1) dissecting text structures, (2) identifying language elements, (3) answering questions on reading content, and (4) identifying language elements.
- c. The content of the noble values of Indonesian local culture does not seem to be the focus of the discourses on the teaching materials. This is proven from the fact that none of the text took local Indonesian culture as its theme.

3.2. Development of Cultural Literacy Based Critical Reading Material with Active Reader Strategy

Teaching materials in the form of Cultural Literacy Based Critical Reading Textbook with Active Reader Strategy actively developed on the basis of a solution to improve the quality of textbooks. The developed textbook consists of 12 Chapters. In developing the teaching materials, researchers conduct (1) a selection of readable text based on Flesch parameter and contains cultural values based on Koentjaraningrat's criteria; (2) a determination of the discourse critical understanding activity procedure with the active reader strategy; (3) a reinforcement of critical understanding with questions technique 501. The products of the teaching materials can be seen in Figure 2.

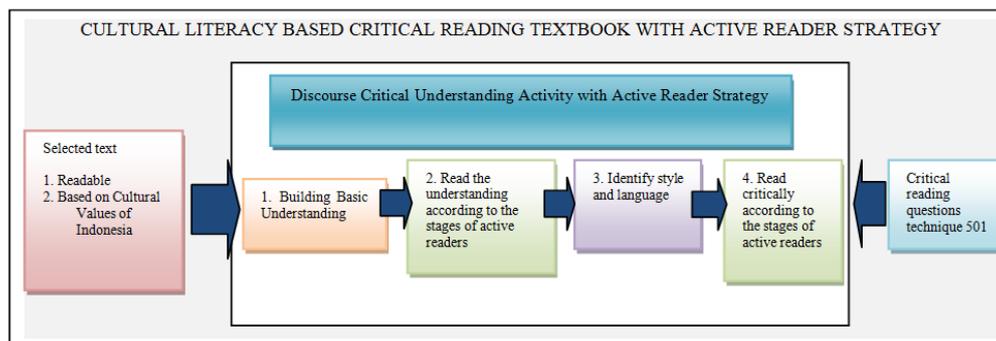


Figure 2. Profile of Cultural Literacy Based Critical Reading Textbook with Active Reader Strategy

3.3. Testing of Each Product Based on Expert Scales

Experts provide assessment of teaching materials based on four aspects of assessment, namely the aspect of teaching materials, aspects of instructional strategies in teaching materials, evaluation aspects in teaching materials, and design aspects of teaching materials.

3.3.1. Analysis of Aspects of Teaching Materials

Out of eight items of assessment, there are three items that got a score of 5 (very accurate) as much as 100%, namely aspects of (1) cultural literacy, (2) the achievement of critical reading skills, (3) understanding and living the noble values of Indonesian culture. The other five items got a score of 4 (accurate) as much as 60%.

3.3.2. Analysis of Learning Strategies in Teaching Materials

Out of twelve assessment items, there are four items that got a score of 5 (very accurate) as much as 100%, i.e. items (1) active reader strategy with teaching material structure, (2) clarity and suitability of local wisdom-based learning with active reader strategy, (3) clarity of learning instruction, and (4) the material component in this teaching material is appropriate to be applied through learning using active reader strategy. The other items got a score of 4 (accurate) as much as 83%.

3.3.3. Evaluation Aspects in Teaching Materials

There are three evaluation aspect items that got a score of 5 (very accurate) of the ten items assessed, namely (1) working instruction sand the steps that must be done by students can be clearly understood, (2) the presented evaluation can encourage students to understand texts independently, and (3) presented evaluations are in harmony with the material. One item got a score of four (accurate) as much as 100%, which is presented evaluation items can increase students' knowledge in understanding the text critically. The other six items got a score of 4 (accurate) as much as 80%.

3.3.4. Design Aspects of Teaching Materials

Only one item got a score of 4 (accurate) as much as 85%, which is a creative and dynamic item. The other nine got a score of 5 (very accurate) as much as 100%.

3.4. Comprehensive Product Testing Based on Expert Scales

A summative assessment is carried out after revision of teaching materials as analysis result of formative assessment. This assessment is intended to get a picture of the overall quality of teaching materials. The results obtained are as follows.

Harmonization items between the content and organization of teaching materials and harmonization between the content and learning objectives obtained a score of 5 (very accurate) as much as 83%. The items of accuracy, completeness, and harmonization of learning steps got a score of 5 (very accurate) as much as 66%. The items of possibility of implementation of teaching materials and usefulness for the user of the teaching materials obtained a score of 5 (very accurate) as much as 100%.

Based on expert's assessment of overall and each aspect, it is found that cultural literacy based critical reading material with active reader strategy can be categorized as accurate. An overall of final product testing result can be seen in Table 1.

Table 1. Data of Final Product Testing Result

Aspects of Assessment	Teaching Material Assessment Indicator	Score				
		5	4	3	2	1
Material	1. in accordance with learning objectives					
	2. in accordance with the parameter of cultural literacy					
	3. in accordance with the parameters of critical reading ability achievement					
	4. help students find key ideas from complex texts					
	5. help students express ideas critically					
	6. encourage students to find text information better					
	7. encourage students to recognize text content more easily					
	8. encourage students to understand and appreciate the noble values of Indonesian culture					
	9. material accurately applied through active reader strategy					
	10. authentic material					
Strategy	1. improve basic understanding ability of text					
	2. improve the ability to find information on each text structure					
	3. improve the ability to recognize style and language of text					
	4. improve the ability to understand the text critically					
	5. clarity of learning activities instructions					
	6. suitability of learning stages with active reader strategy					
	7. accuracy of strategies in encouraging reading interest					
	8. delivery of various types of information					
Evaluation	1. the correctness of evaluation step in accordance with active reader strategy					
	2. clarity of working instructions					
	3. evaluation presentation encourages understanding of text					
	4. evaluation presentation encourages critical understanding					
	5. presentation of evaluation makes it easier for students to express creative ideas					
	6. presentation is in accordance with material					
	7. the number of questions in in accordance with material					
	8. questions do not have multiple interpretations					
	9. evaluation steps can be done independently					
	10. evaluation in in accordance with learning objectives					
	11. evaluation in in accordance with learner level					
Design	1. suitability of type and font size					
	2. readability of texts					
	3. placement of titles, subheads, does not disturb comprehension					
	4. accuracy of spacing between lines					
	5. compatibility of illustrations					
	6. creative and dynamic					

3.5. Analysis of Results of Teaching Material Implementation against Junior High School Students

To get a picture of its usability, this teaching material is tried to be used in teaching reading activity toward 50 junior high school students. The description of the results of the usability is seen from the evaluation result in form of score of information discovery and score of reading comprehension. The results of the application of teaching materials to two groups of junior high school students are as follows.

- a. Data of Teaching Material “*Temukan Informasi Penting dalam Teks*” (Find Important Information in the Text) Application

Based on the data of teaching material “*Temukan Informasi Penting dalam Teks*” (Find Important Information in the Text) application above, it can be seen that on average students obtained the score of information discovery of 76 and the average score of discourse understanding of 7.16. These results indicate that students’ average score exceeds the score of minimum passing criteria (70/7), both for the score of information discovery and the score of understanding.

If seen from the relationship between the discovery of information and understanding of discourse, it appears the correlation value of $r = 0.827$. This shows that there is a relationship between the score of information discovery and discourse understanding. That is, the better the ability of students to find important information in a text, the better the students’ understanding of the discourse they read.

This data also indicates that this teaching material can be used in training students to understand text.

- b. Data of Teaching Material “*Kenali Unsur Bahasa Teks, Kau Akan Paham*” (Recognize the Text Language Element, You Will Understand) Application

After the “*Kenali Unsur Bahasa Teks, Kau Akan Paham*” (Recognize the Text Language Element, You Will Understand) material is used, it appears that on average students obtained an information discovery score of 70 and the average score of discourse understanding of 7. These results indicate that students’ average score approaches the score of minimum passing criteria (70/7), both for the score of information discovery and the score of understanding.

The relationship between the discovery of information and discourse understanding can be seen from the correlation value of $r = 0.86$. This shows that there is a relationship between the score of information discovery and discourse understanding. That is, the better the ability of students to find important information in a text, the better the students’ understanding of the discourse they read. This data also indicates that this teaching material can be used in training students to understand text.

An individual’s sensitivity to the noble values of culture is essential. Some researches proves this. Litina et al. proves that understanding culture is important for the formation of one’s wisdom [12]. Psychological education [13], nursing education [14], even medical education must also have a sensitivity to this cultural value [15]. For students the sensitivity and emotional intelligence to the noble values of this culture is very important for their daily life, such as for communication with teachers, to deal with collectivism conflict between friends [16], and to smooth students’ involvement in academic activities. To gain understanding and sensitivity to cultural values, it can be done through understanding the discourse. This study proves that through appropriate reading strategies students gain an understanding of the cultural values contained in the discourse. The finding of current study is in line with previous research conducted by Toppel [17] that found that students can respond to culture well through correct teaching reading strategies. Furthermore, the results of this study were aligned with other studies, for example it is important to expose cultural-based reading materials as high-quality reading material [18].

4. CONCLUSION

Based on The result of this research is a critical reading textbook based on cultural literacy with active reader strategy that is effective to be used for junior high school students. The implication of this research is the acquisition of students’ sensitivity toward noble values of religion, custom, and culture that can be internalized in their lives.

ACKNOWLEDGEMENTS

Thank you profusely to Prof. Dr. Ahmadslamet Harjasujana, M.Sc. who provided valuable feedback. Thanks also to those who have been involved in this research.

REFERENCES

- [1] J. Nurihsan, “Develop Indonesian Nation Civilization through Education and Qualified Comprehensive Guidance,” Bandung, UPI, 2011.
- [2] F. Braudel, “Gramatykacywilizacji,” Warszawa, Oficyna Naukowa, 2006.

- [3] K. Włodarczyk, "Quality of Urban Life in Poland," *Journal of international studies*, vol/issue: 8(2), pp. 155-163. 2015.
- [4] I. B. Krause, "Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspective," London, Karnac Books Ltd., 2012.
- [5] V. S. Damaianti and A. S. Harjasujana, "Reading in Theory and Practice," Bandung, Mutiara, 2004.
- [6] A. J. Liddicoat, "Language Planning & Policy: Issue in Language Planning and Literacy," London, Cromwell Press, 2007.
- [7] K. J. Desmond, *et al.*, "Combining Service Learning and Diversity Education," *Making Connection: Interdisciplinary Approaches to Cultural Diversity*, vol. 13, pp. 24-30, 2011.
- [8] G. Ferguson, "Language Planning and Education," Eidenburgh, Eidenburgh University Press, 2006.
- [9] I. Mariane, "Local Wisdom Rite Forest Management" Jakarta, PT. Rajagrafindo Persada, 2014.
- [10] P. C. Burns, "Teaching Reading in Today's Elementary Schools," Boston, Houghton Mifflin Company, 1982.
- [11] E. L. Chesla, "Reading Comprehension Success," New York, Learning Express, 2009.
- [12] A. Litina, *et al.*, "The Cultural Transmission of Environmental Values: a Comparative Approach," *World development*, vol. 84, pp. 131-148, 2016.
- [13] E. E. Buchtel, "Cultural Sensitivity or Cultural Stereotyping? Positive and Negative Effects of a Cultural Psychology Class," *International journal of intercultural relations*, vol. 39, pp. 40-52, 2013.
- [14] M. H. Suk, *et al.*, "Mediating Effect of School Nurses's Self Efficacy between Multicultural Attitude and Cultural Sensitivity in Korean Elementary Schools," *Asian nursing research*, vol/issue: 9(3), pp. 194-199, 2014.
- [15] H. Minkoff, "Teaching Ethics: When Respect for Autonomy and Cultural Sensitivity Collide," *American Journal of Obstetrics and Gynecology*, vol/issue: 210(4), pp. 298-301, 2014.
- [16] M. Gunkel, *et al.*, "Cultural Values, Emotional Intelligence, and Conflict Handling Styles: A global Study," *Journal of World Business*, vol/issue: 51(4), pp. 568-585, 2016.
- [17] K. Toppel, "Enhancing Core Reading Programs with Culturally Responsive Practices," *The reading teacher*, vol/issue: 68(7), pp. 552-559, 2015.
- [18] M. Sailors and D. Kaambankadzanja, "Developing a Culture of Readers: Complementary Materials that Engage," *The reading teacher*, 2017.