STUDENT'S IDENTITIES IN SCHOOL LITERACY MOVEMENT: TOWARD A DISCURSIVE PERSPECTIVE FOR LITERACY EDUCATION IN INDONESIA

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ABSTRACT

The School Literacy Movement (hereafter, SLM) has become a predominant investigative issue recently. This program supports students (e.g. secondary school students) to cultivate their literacies and enables them to invigorate their reading habits. However, empirical attempts accentuating types of the student's identities represented in the School Literacy Movement remains under-explored. Thus, this study aimed at filling the void. The data were collected from a student's reflective journals outlining her experiences amid participating in SLM. Technically, the data were analyzed discursively through Socio-Semantic Inventory Analysis (van Leuween, 1996). The findings designated that types of the student's identities represented in School Literacy Movement encompass an observing student, an idealistic student, a self-restraint student, an active reader, a melancholic student, and a technology-oriented student. Pedagogically, this study suggests that SLM should not only be viewed as an auxiliary program fostering students' literacies but also a bridge connecting students to possess learning awareness and autonomy in English language learning.

Keywords: School Literacy Movement, Student's identities, Socio-Semantic Inventory Analysis

INTRODUCTION

School Literacy Movement is a program aimed at increasing students' reading habit and interest. It is officially issued by the Indonesia Ministry of Education and Culture in February 2016 and applied in elementary school until senior high school level. The program is based on Indonesia Ministry of Education and Culture's regulation number 23, 2015 about a civilizing character (Permendikbud No. 23, 2015). Besides, it aims at raising students' reading habit and interest, the program is also a strategy in making the school a place in constructing literate identity not only for the students but all of the parties involved such as teachers, librarian, even the headmaster (Guidance book of School Literacy Movement in Senior High School, 2016; Abdullah, Tandiana & Saputra, 2020).

Literacy in the context of the School Literacy Movement program defined as the ability to access, understand and use a particular subject competently through activities such as reading, watching, listening, writing, and/or speaking (Guidance book of School Literacy Movement for Senior High School, 2016). It means literacy is not merely the ability to read and write, but to critically use the ability in making sense of the global stream in this era where much of information rapidly spread around us (Ko, 2013; Andriani & Abdullah, 2017; Duke, Halvorsen, Strachan, Kim, & Konstantopoulos, 2021).

Teaching critical literacy in the Indonesian context is essentially relevant to the 2013 curriculum where the students are demanded to be critical and more active in the classroom, and the teachers are demanded to perform critical pedagogy. Besides, the curriculum is also promoting twenty-first-century teaching-learning in classroom activities. Indonesia is still focusing on the development of literacy culture by promoting School Literacy Movement above. There has been little development on critical literacy in the school curriculum (Gustine, 2014; Yundayani, Abdullah, Tandiana, & Sutrisno, 2021; Larson,

Duret, Rees, & Anderson, 2021). School Literacy Movement helps the critical literacy pedagogy to be actualized in the classroom.

This program has been implemented in several cities such as Jakarta, Bandung, Banten, Tasikmalaya, Riau, Banyuwangi, Banjarmasin, and so forth to their school regulation (Kompas, 2017). One of the senior high schools in Tasikmalaya, particularly, has implemented the program since 2016. At this school, the students are required to read non-academic books such as a novel, biography, and comic and so forth, for fifteen minutes before the first lesson begins, then they have to write in a daily literacy journal (reading log) about the book they have read. The school provides the complete facilities for the program to actualize such as reading centre, library, reading corner located in several areas around the school, even each class build their reading corner.

Nevertheless, in the reality, not all of the students participate in the program despite the easy access to get the book. The reasons are coming late the class, the absence of the supervision of teacher or SLM team, the laziness of writing journal of literacy (Preliminary Interview on October 4, 2017), and even having breakfast instead of at the School Literacy Movement time (Pre-observation on October 5, 2017).

This phenomenon has never been revealed in previous studies. Wulandari's study (2016) focused on describing how the implementation of the program actualized in one elementary school in Indonesia. It simply showed the ideal implementation of the School Literacy Movement. The other one conducted by Mitasari (2017) focused on the role of the School Literacy Movement in increasing elementary students' reading and writing interest. Those merely showed the implementation of the program at the elementary school level (Rosmala, Hidayati, & Abdullah, 2021).

Therefore, the present study discloses senior high school student's identities represented in School Literacy Movement using Critical Discourse Analysis. Identity in this notion is defined as "being recognized as a certain kind

of person in a given context…" (Gee, 2001, p. 99). It helps us to get insight into their involvement in the context of the school literacy movement. Thus, it will enlighten the policymaker in dealing with the inconsistency that occurred in the field. More specifically, this study seeks to answer the following question:

What types of student's identities are represented in School Literacy Movement?

Teaching Critical Literacy in EFL context

Teaching critical literacy in this era is important essential. Since the production of meaning is rapidly spread around us through Web 2.0 and social media sites, students need to critically read the text. As Gustine (2014) contended, the term critical literacy in the education world is known as critical thinking and critical pedagogy. Most of the teachers in Asia struggle to know what is critical literacy means (Kim, 2012). Thus, introducing critical literacy in the school curriculum is quite difficult in several Asian countries such as China, South Korea, Vietnam, as the countries are known as the Confucianism – adhered countries, where the teacher's position is as the knowledge transmitter. It is what Freire (1970) called the "banking education system".

However, according to Gustine's (2014) action research on teaching critical literacy in EFL classroom in the Indonesian context is promising. That's why it is needed to enhance interesting ways for the student in learning English (Lingga et al, 2021). Since critical literacy has significantly been relevant to the 2013 curriculum, where the curriculum demands to perform the twenty-first-century teaching.

School Literacy Movement

School Literacy Movement was initiated out of the Ministry's concern of Indonesia citizen's poor reading habit. Indonesia was ranked at 60th out of 61

countries for literate behaviour characteristics in a 2015 study conducted by John Miller, president of Central Connecticut State University in New Britain. This study showed that Indonesian citizen's awareness of literate behaviour and reading habit is still low (The Jakarta Post, 2016). As cited in The Jakarta Post (2016), Baswedan, the previous Indonesian Ministry of Culture and Education, added that the illiterate rate in Indonesia has significantly decreased, but the reading habit is still low. Therefore, School Literacy Movement is one of the Ministry' movement to solve this serious problem.

The program is started from elementary until senior high school context to make the students adjust to the reading habit itself. It can construct the literate identity of the students and all parties involved in the school field (Pocket Book of School Literacy Movement, 2016).

The main activity in School Literacy Movement is reading a non-academic book for fifteen minutes outside the teaching and learning activity. It depends on each school regulation in implementing the program. Students can select the books based on their preferences. Vieira and Grantham (2011) as cited in Houghton (2015) pointed out that an educational environment that encourages students to select their books increase reading engagement. It will lead the students to read more.

The program has three stages, namely, the adjustment stage, development stage, and learning stage. The activity mentioned earlier is included as the first stage, the adjustment stage. In this stage, the students are only required to read the book they choose on their own, then informally discussed the book. It aims to get the students accustomed to reading. The second stage, the development stage, required complex practice after reading such as making a review or response towards the book they have read. There is a non-academically assessment such as a reward for students who always read. Additionally, in the learning stage, the literacy practice is included as the requirement from a certain

school subject, and it is academically assessed (Guidance book of School Literacy Movement for Senior High School, 2016; Wulandari, 2021).

METHOD

The present study used qualitative content analysis as the method of analysing student's identities and the factors inhibiting student's participation in the School Literacy Movement. This method is selected because it aims at examining the text in line with the research purposes of this study. As quoted in Krippendorf (1980) this is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use" (p. 18). Student's reflective journals were taken as the data sources of the research, to examine the type of student's identities in School Literacy Movement. The reflective journal was written in Bahasa Indonesia to make the student easy to display their activities during School Literacy Movement.

The reflective journals were collected from a female student (age around 17-18), who is in her second grade in one of the senior high schools in Tasikmalaya, West Java. She was selected to write reflective journals because of these considerations: 1) her class has been selected as the model class of the program; 2) the student has high active participation towards the program 3) the easy access to contact her; 4) she was willing to participate in the research.

The first step before obtaining the reflective journal was asking her willingness through informal conversation. Then, distributed and filled the consent form. Next, the researcher asked her to write the reflective journal in the form of Microsoft word. The reflective journal contained the description of her activities during the School Literacy Movement, whether she read or not, what book they read, and her motivation regarding her activities during the program. She wrote the reflective journal for three weeks (the first week: February 12 - 16, 2018; the second and third week consecutively begin from February 26 until

March 9, 2018). Each week the student wrote five journals from Monday until Friday, since the school was scheduled from that day. Then, she sent the reflective journal through a social network system (WhatsApp) or Electronic Mail (Email) every Sunday.

In analysing the data, the researcher utilized Socio-semantic Inventory Analysis (Leuween, 1996) as the tool to discover the representation of student's identities. Socio-Semantic Inventory Analysis has been employed as the tool in analysing the representation of social actors in newspapers, articles, speeches, and so forth (van Leuween, 1996; Post, 2009; Amer, 2017). The inventory has ten categories, however, the researcher utilized only five categories to examine the social actors represented in students' reflective journal. Those categories are selected because those are the most suitable, relevant, and applicable to examine how social actors are represented in discourse (Amer, 2017). Those social actors represented can shape and emerge student's identities. More specifically, the analytical components encompass *Inclusion and Exclusion, Role Allocation (Activation and Passivation), Association and Dissociation, Differentiation and In differentiation,* and *Nomination and Categorisation* ((van Leuween, 1996).

FINDINGS AND DISCUSSION

An Observing Student

This identity appeared when the student observed the teacher who was in charge as the supervisor of the program each day. She observed which teacher did the duty properly. As in the following extract:

Table 1. The extract of An Observing Student

Participants	Extracts
Journal 2, 02/13/2018	My Mathematics teacher **always** comes **on time**.

Journal 5, 02/16/2018	The teacher who is in charge of the staff today is **my favourite teacher**. The biology teacher **always** comes on time, gives advice to the class (though she is not our homeroom teacher anymore), and **always randomly asks students to review the book read**.
Journal 4, 02/15/2018	Islamic education teacher **who is in charge of the literacy (program) staff** did not come **on time**. Based on my observation, during the literacy program, the Islam education teacher had only once come on time and did the job properly.
Journal 9, 03/01/2018	The program staff, who is the teacher of Islamic education, rarely attends the literacy (program) time.

In the above journals, the student described how the teachers did their duty as a program staff properly by mentioning their punctuality. She assigned the teachers as the active agents in doing the duty as the program supervisors. In journal 2, the student identified the Mathematics teacher as a punctual teacher. She also used the adverb 'always' to emphasized that the math teacher did come to the class at the exact time. Furthermore, in journal 5 she described the Biology teacher as her favourite teacher by mentioning the relational identification 'my favourite teacher', and activated her role as the punctual teacher as well by saying 'always comes on time' and mentioning all of the teacher's good traits toward the class. The Biology teacher is categorized as the effective teacher as Darling-Hammond (2010) asserted that an effective teacher is the one who motivated the learners to learn, lead the learners to build self-initiating learning. Unlike Mathematics and Biology teacher, Islamic education teacher in journal 4 and 9 were categorized as someone who comes late to the

class and rarely do the job as the program supervisor beside as a subject teacher. The Islamic education teacher is categorized as a not effective teacher since he/she rarely comes on time during the program time (Kola, et al., 2015; Shin & Viruru, 2021).

An Idealistic Student

Idealistic means the way the student think about the system of the assessment of the program. Since the program is included as the daily assessment for Bahasa Indonesia subject, thus her class is emphasized by the subject teacher to read every day and make journal literacy report. However, she found that the teacher did not assess them equally. She who was categorized as someone who enjoys reading thick books, felt unfair because some of her friends read thin books just to make the journal report occupied. As in the following extract:

Table 2. The extract of An Idealistic Student

Participants	Extracts
Journal 11, 03/05/2018	I am a **fan** of **a thick book with an interesting plot**. I prefer **reading an interesting thick book** to reading a thin book with an uninteresting plot.
Journal 12, 03/06/2018	Even, **some read a mini and thin children storybook**. But, **Bahasa teacher counted it as reading a normal book**. I think it is **unfair**. Reading such kind of book is as same as reading **a bunch of articles**. Even though the Bahasa Indonesia teacher **allowed** us to read an article and write the report, but **in the end,** it was not assessed. It was not considered at all.

The above journal showed that the student was disappointed with the way the Bahasa Indonesia teacher assessed the report. By including some of her friends as someone who read-only to get assessed not for enjoying reading itself, she associated them like a group of people who cheated during the examination and they get a good score. She then activated the roles of Bahasa Indonesia teacher who did assess them without considering the thickness of the books.

The way Bahasa Indonesia teacher assessed them, it led to academic dishonesty for some of the students (Pant and Negi, 2015; Tandiana, Abdullah & Komara, 2017). It will become their habit if Bahasa Indonesia teacher ignores this aspect. The students will be aiming for getting a good score rather than enjoying reading itself. Thus, the goal of the program cannot be achieved by all of the students. It is only achieved by the student who basically likes reading.

A Self-Restraint Student

Self-restraint student means the way the student control her action during the school literacy movement program. In some of the journals, she said she did not read at all because she needs to do something else that more important, like doing the group task or preparing for the Mathematics examination. It means she really controlled her time only for doing the other things not chatting with her friends. As in the following extract:

Table 3. The extract of Self-Restraint Student

Participants	Extracts
Journal 6, 02/26/2018	Today I did not read during literacy time **because I have a load of tasks and tomorrow is the quiz day**. I spend my time **doing Physics homework and review Biology material**.]

Journal 9, 03/04/2018	Today, I **finally** read during literacy (program) time **despite the absence of the program supervisor**.

In journal 6, the student activated her roles in the words 'did not read' and 'spend' to make it clear that she is doing something else other than reading a storybook. She differentiated the other tasks and examination as more important than the school literacy movement program. In journal 9, the student activated herself as the one who did the program and, the word 'finally' emphasized that she really wanted to read during the program. She, then, stressed the words 'despite the absence of the program supervisor' to differentiate how such kind of situation did not interrupt her to read during the program time. This identity of the student related to the student's self-regulated learning where the student sets her own goals "for learning, monitor, direct, and control their cognitive processes, motivation, and actions to achieve these goals" (Lau and Ho, 2015, p.2). In this case, the student sets her own goals such as reading the book, doing the tasks, reviewing material for the examination during the school literacy movement time (Uccelli, Galloway, & Qin, 2020).

An active reader

An active reader means the involvement of the reader in the process of reading to get the idea of the text not only reading words. In the reflective journal, the student can be seen as an active reader since in most of the journals (journal 2, 3, 5, 9, 13, and 14) she retells a story from the book she read and gives her own opinion towards the book. She also got attracted to the characters of the story. As in the following extract:

Table 4. The extract of an active reader

Participants	Extracts
Journal 2, 02/13/2018	**The book** I read today **tells** the story of a boy named Alif who was accepted as a student of Pondok Madani.
Journal 13, 03/08/2018	[I have time to **finish** (reading) **my book**. Today, I have had enough (reading the book). […] **Because of this book, I want to study in PM** (Pondok Madani) that is no other Gontor boarding school. The teaching method in Gontor is **really good.** Besides, learning worldly science, we also learn theology, English, Arabic, speech and leadership. I think public school in Indonesia **must copy the teaching method like in Gontor**.]
Journal 14, 03/09/2018	I enjoy reading this book written by Ahmad Fuadi. I am curious about the real characters in the story. **I think Alif character is Ahmad Faudi himself**. All of the characters in the story have a unique personality and (we) need to be copied. I **like** Said personality who always look at the positive side of everything occurred.

In journal 2, the student activated the role of the book as the storyteller using the word 'tell'. Since the book is indeed the source of the story, the student then retells it to show the uniqueness, and what interesting about the book. She involves in the process of reading, thus she is categorized as an active reader. In journal 14, the student explores more about the reason why she attracted to the story written by Ahmad Fuadi (the writer of the book student read).

Besides the student is categorized as a self-restraint student, her self-regulated learning also influenced the enjoyment of reading. It is consistent with the findings of Lau and Ho (2015). They stated self-regulated components that help the students increasing their reading performance are reading enjoyment, the use of control strategies, and metacognition. Thus, being an active reader makes the student increases her reading performance.

A Melancholic student

Melancholic in Cambridge dictionary refers to the unhappy feeling or expressing feelings of sadness about something. In a psychological context, this identity comprises the four temperaments of personality (sanguine, choleric, melancholic, and phlegmatic) suggested by Galen, a Roman philosopher and physician. This temperament described a person who is fearful, depressed, poetic, artistic, introverted, cautious and tend to be a perfectionist.

In this case, the student can be viewed as a melancholic type because of the diction she used. This temperament involved the student's emotion during the program as well. Moreover, it could affect student's participation during School Literacy Movement time. The student showed her emotion through the use of particular diction. It influenced whether the student will read or not during the program time. Mega, et al. (2014) affirmed, that emotion influenced the students' self-regulated learning and motivation in learning performance and academic achievement. The "emotional experience" underwent by the student did influence student's learning performance and academic achievement, in this case, student's participation during the program (Daley, et al., 2014; Innes, 2021) As in the following extract:

Table 5. The extract of a melancholic student

Participants	Extracts
Journal 8,	Again, **we** are not reading today. **All of my friends are**

02/28/2018	**busy preparing their selves for Mathematics remedial** which will be held in the first period. Meanwhile, I **am sunk in my mind**. **My examination score was bad** because my process paper was on someone else. I need to gain the courage to speak to the Mathematics teacher. I **have the plan** to read as much as possible at the weekend.
Journal 12, 03/06/2018	Yah… I **feel upset but nothing I can do**. Even, reporting my friends' dishonesty to Bahasa Indonesia teacher **makes me afraid**. **I am afraid if my friends left me out**.

In journal 8, the student opened writing on the journal by including her friends as well, using the word 'we' rather than 'I' like in most of her journals. Moreover, she activated the role of 'we' as the one who did not do the duty as the participant of the School Literacy Movement program. In the next clause, she described the reason why they did not read during the program. However, in the following clause, she dissociates/differentiates between herself and her friends of what she was doing. She was sunk in her mind because of the bad thought. She used the word 'sunk' to show how deep she thinks about the matter, and it truly shows her emotion. Alike in journal 12, she used the word 'upset' and 'afraid' to reveal her emotion towards the cheating occurred during the program. Though she cannot do anything since she does not want to be cast out by her friends, and it is more frustrating for her. Reading for the program then, become a burden for her despite her is categorized as an active reader (Pantiwati, Permana, Kusniarti, & Miharja, 2020; Wulandari, 2021).

As she is an idealistic student, she has awareness of cheating itself and avoids doing so. However, she cannot do anything to make her friends aware that such kind of things is categorized as an academic dishonesty violation.

A Technology-oriented student

A technology-oriented student means the student who functionalized the digital world. In this case, the student used an e-book as a medium for reading. As in the following extract:

Table 6. The extract of a technology-oriented student

Participants	Extracts
Journal 2, 02/13/2018	I do not know how many pages I have read since I read **using an e-book**. I am the kind of person who never pays attention to the pages.

In the above journal, the student categorized herself as someone who did not pay attention to how many pages she read, besides she enjoyed the book itself using e-readers. With the rapid development of technology, the student functionalized it by replacing the classic paper book with e-readers for reading. An e-book as a medium for reading is effective since it is easy to carry out, the student will not be afraid to highlight the text, and possibly increased student's critical reading (Jensen and Scharff, 2014; Hidayati, Ramalia, & Abdullah, 2021).

CONCLUSIONS

The study aimed at finding the representation of student's identities in the School Literacy Movement program. It looked closely at the student's attitude toward the program, and how the student positions herself in the program. It helped the policymaker or the school supervisor of the program to reflect on what happened in the reality from the student's point of view. The findings showed the identities of the student are: 1) an observing student-student put

herself as the observer of the program since she is the object of the program; 2) idealistic student-student put herself as the idealistic because she has her standard in reading a book for the program; 3) self-restraint student – a student who can control her action during the program time; 4) an active reader – student involved in the process of reading, it involved the enjoyment of reading the book; 5) melancholic student – student's emotion involvement influenced student's participation during the program; 6) technology-oriented student-student used her gadget as a medium for reading. Thus, those six identities have represented the student in the School Literacy Movement program.

The present study has weaknesses in these areas: first, it used mono-perspective investigation, merely used one student's voice through a reflective journal. Then, the insufficient of the participant as the data source in writing reflective journal. Besides, partial research instruments since the absence of the interview as the data triangulation. Fourth, the issue of gender-biased, since the researcher selected female participant only. This study has not yet investigated the impact or factors in motivating students to participate in the program. Thus, this study posits for future research to employ multi-perspective investigation, involve sufficient participant for the study, holistic research instruments, deploy interview as the data triangulation, involve gender issue as the focus of the study, and study the impacts or factors surrounding the program.

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