

URBAN VILLAGE LITERACY: DELVING ITS PROFOUND IMPLEMENTATION AND OBSTACLES

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School Literacy Movement (henceforth, SLM) is a pivotal program which published to deal with students' problem in literacy skills. Due to its crucial role, its implementation needs to be evaluated in the attempt to enrich the quality of the program. Therefore, this mini research was conducted involving two primary schools in Sempidi urban village to answer two research objectives; to explore the process of School Literacy Movement in Sempidi urban village primary schools and to figure out the obstacles found while implementing School Literacy Movement implemented in Sempidi urban village primary schools. To garner a rich set of data, 4 respondents (2 principals and 2 teachers) were invited to join this mini research. Additionally, to collect data, the method of data collection was observation, interview and Focus Group Discussion (hereafter, FGD). It was found that literacy skills in each school focus on different stages of SLM as well as different reading activities assigned for the students. Another finding was the obstacles faced during the implementation of SLM are originally from the teachers, the students, and the facilities that support the literacy.

Keywords: *urban village literacy, school literacy movement*

1. INTRODUCTION

Literacy is a pivotal domain in the whole of education, in the primary school, in secondary education and beyond. Literacy is an especially fruitful field to consider for a number of reasons (Wragg et al., 2005). First of all it lies right at the heart of primary school work, often occupying a significant period of classroom time. Second, it is an area which is agreed to be important by both professional and lay people. Third, it underpins other areas of the curriculum, for without competence in literacy, children would find it hard to learn effectively.

Literacy is inseparable from the world of education. Literacy becomes a means for students to know, understand, and apply the knowledge acquired in school. Literacy is also related to student's life, both at home and in the surrounding environment to cultivate noble character. Literacy originally meant "reading and writing" and was subsequently interpreted as "an ability to understand". In the first step, "reading and writing literacy" is emphasized because both language skills are the basis for the development of literacy in a variety of ways.

Commonly, people defined that literacy is the ability to read or write. Discussing literacy, now in this 4.0 era, people are also required to master new concept of literacy. They are data, technology and human literacy. Data literacy is the ability in reading, analyzing and using information (big data) in digital era, technology literacy is the ability in understanding the coding, artificial intelligence, & engineering principles and human literacy is the person's ability to be a humanist (Ahmad, 2018 as cited in Farikah, 2019).

Further, as mentioned in Khairuddinayah (2017) that literacy is kinds of interactions with other people in social aspect and this process is necessary as part of the literacy puzzle. In addition, the individual ability to comprehend and communicate through the text is the principal of literacy (Wagner, 2001:4). In consequence, literacy usually covers other language skills such as listening and speaking, as well as a range of other skills including the interpretation of visual material (Lemos, 2007). As a result, by improving knowledge through the text and four-skill competence in real context the learners are expected to improve the quality of their life.

In relation to the 21st century, students' literacy skill is closely related to the demand on reading skill which ends in the ability to understand information analytically, critically, and reflectively (Syawaluddin & Nurhaedah, 2017). Literacy is imperative for the students since the skill in literacy has an effect on their success in learning and life. Good literacy skill will

help students in understanding oral, written and pictorial/ visual texts. To encourage students to be literate can be done with various programs at school with its umbrella. The school programs which support the development of students who are literate are the major characteristic of a high quality school. These programs should not become spectacular activities, but should become programs that form the students' habit and culture in reading, writing and speaking.

Further, within global context, literacy becomes a crucial assessment aspect by many international surveys (Antoro, 2017). One of the international surveys is PISA where Indonesia has been participating since 2000 in. Unfortunately, in that three year survey, Indonesia has always been in the lower achievement compared with other Asian countries, like Singapore and Malaysia. This result attained serious attention from Indonesian government. Based on Antoro (2017), the underlying reason due to the insufficient result of PISA is on the students' lack of reading interest. Many argue that reading skill is highly related to students' achievement. In other word, the success of education is dependable on the amount of students who have great reading interest. Furthermore, Syawaluddin and Nurhaedah (2017) argue that students also have difficulties in developing other skills which are often acquired through reading.

The provision of the literacy must be developed as early as possible. Machado (2013) states that early literacy refers to young preschool children's language arts behaviors, concepts, and skills that precede and can develop into literacy which includes reading, conventional writing, and a larger body of literary knowledge at later ages. The urgency of early literacy in education will be the framework of children to live sustainably. Kennedy et al. (2012) point out that the application of early literacy education through reading can provide a unique perspective in enhancing reading comprehension, it can give emphasis on processing information. Thus, providing and developing early literacy to children are pivotal within their life.

As the solution of the challenges faced by this country in relation to its youths' literacy, the Ministry of Education and Culture developed School Literacy Movement (hereafter, SLM) which provides 15 minute reading activity for students in all education levels. SLM involves all stakeholders in education, starting from the central government level, province, regency/ city to school. In addition, other crucial components in SLM includes external and public elements, i.e., parents of the students, alumni, community members, businesses and industries.

In fact, this SLM program was inspired by the research data of *Progress International Reading Literacy Study* (PIRLS) in 2011. This research showed that the ability of Indonesian students in understanding the texts was under the average of international student competence. By strengthening the literacy competence, especially basic literacy, the students are expected to use the information broadly. Based on the above consideration, it is better to teach basic literacy competence (listening, speaking, reading and writing) to the students from basic education. In addition to that, by this program, the students are expected to be able to differentiate the useful and useless information. Literacy helps the students in understanding the message that is realized in various texts (spoken, written and visual texts). In other words, literacy is a skill that supports the teaching learning process.

The emergent of SLM is highlighted and based on the Regulation of the Minister of Education and Culture No.23 of 2015 on the Development of Character Article 1 letter 4, "Habituation is a series of activities done by students, teachers, and educators aimed at developing a good habit and educate the generation to be a generation with positive character". This is related to reading books outside the lessons for 15 minutes before the class starts. This brand new program is greatly aimed at enhancing the capacity of the students and the school staff to become literate. The activity is an effort to develop the students' reading interest and habit which create pleasurable experience. At the same time, it stimulates their imagination.

The implementation of SLM can be done through the following stages. They are: a. by growing interest in reading through a 15-minute reading activity (the Regulation of the Minister of Education and Culture No. 23 of 2015), b. by improving literacy skills through activities to respond to enrichment books, and c. by improving literacy skills in all subjects:

using enrichment books and reading strategies in all subjects (The Minister of Education and Culture, 2016). Additionally, Antoro (2017) in the SLM guidance book states SLM is carried out following threefold interrelated stages, namely, habituation stage, development stage, and learning stage. All three stages must be well comprehended by all school parties, especially teachers. Teachers must know in what stage their students are.

Firstly, the habituation stage is aimed at habituating students to read. The 15 minute reading can be done every time which is dependable on the school policy. SLM can be done before the lesson started or after the lesson finished. There are three ways of reading such as, individual reading, shared reading, and guided reading that schools can implement. Students freely choose the book they read without being questioned about the reasons of choosing that book and the content of the book they read. It is done to keep pleasurable atmosphere of reading for students. In this phase, the role of teachers is prominent. In this stage, all school parties (principal, teachers, school officers, and so forth) supervise the activity to support the accomplishment of SLM.

Secondly, the development stage is aimed at digging what students have read. The activities conducted in this stage are used to establish meaningful reading and learning for them. Students jot down important information and lesson they get through reading in their individual journal book. This journal book is kept in the classroom, and later can be regularly checked by teachers.

Lastly, the learning stage is aimed at enriching students' literacy through deeply reviewing the book they read. The activities in this phase are mainly in the form of oral, written, artistic, craft, etc., according to students' literacy skills. Open discussion and dialogue are promoted to allow students in expressing their understanding and sharing it will all friends.

Furthermore, every place is the best place to do literacy activity. Implementing SLM can be both inside and outside of classroom. Students are given free space to explore their literacy activities. Instead of reading their book lesson, during SLM, students read books which bring pleasure for them. In this case, all school parties must collaborate Wandasari (2017) state the implementation of the school literacy movement in SMK Negeri 1 Tanah Abang run well by involving the school community (learners, teachers, principals, education personnel, school supervisors. Many assumptions about the School Literacy Movement cannot fully help improve the culture of student literacy. This is also due to the availability of different facilities and infrastructure in each school. It is a school that has learning activities that support the formation of students who have broad insight and have an international perspective.

Several researches proved that SLM is prominent at schools. A study done by Farikah (2019) figures out that through literacy activities of a 15-minute reading activity, the students were able to develop their characters. By reading different topics, they could build their knowledge and values based on the topics they read. Related to this finding, Batubara and Ariani (2018) propose that all school levels require supports to apply the school literacy movement; therefore, Suyono et al., (2014) argue that various patterns and strategies are necessitated to develop SLM as schools. To be effective, the emergent of SLM to promote early literacy copes all parties such as government, school, parents, and society. It is because early literacy need continuous habituation and regular practices which supported inside and outside of schools.

The implementation of SLM is widespread in all provinces, including Bali. All schools in Bali, both private and public schools, are demanded to apply SLM. Especially in Sempidi urban village, two elementary schools implement SLM. The schools have different policy in consideration to the process of SLM. Therefore, the researcher is interested in conducting a study on the implementation of the SLM program entitled "Urban Village Literacy: Delving Its Profound Implementation and Obstacles". Based on the aforementioned elucidation, twofold research problems are proposed as follows: 1) How is the process of School Literacy Movement in Sempidi urban village primary schools? And 2) What are the obstacles found while implementing School Literacy Movement implemented in Sempidi urban village primary schools?

2. RESEARCH METHOD

Having been designed as an evaluative research using a descriptive qualitative approach, the data of this study were narrative in terms of facts, sentences, information, artifacts, and statement the logics of which were linked to form evidences. qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002). It attempts to get an in-depth opinion from participants. As it is attitudes, behavior, and experiences which are important, fewer people take part in the research.

This research was intended to collect information about the status or symptoms that exist, the symptoms means what they were at the time the research was conducted (Arikunto, 2005). According to Sugiyono (2011), it is used to examine the condition of natural objects (as opposed to experiments). It aimed at describing and interpreting phenomena that occur in the field. It can be concluded that this study seeks to describe a phenomenon where researchers conduct research.

This mini research was done in two primary public schools in Sempidi urban village, namely SD Negeri 1 Sempidi and SD Negeri 3 Sempidi. Both schools are located in a short distance. Similarly, the schools implement the School Literacy Movement; however, the policy is obviously different. SD Negeri 1 Sempidi runs SLM as a random activity at school. In contrast, SD Negeri 3 Sempidi applies SLM as a regular compulsory activity for students. To gain data, the principals and the teachers of each school were involved. In other words, two principals and two teachers (one teacher from each school) joined the mini research.

In order to gain a rich set of data, the researcher utilized three research instruments. They have not only been carefully prepared, but this mini research also have implemented a technique that is usually used to verify the research data in a qualitative research which is called triangulation. Triangulation is defined as technique of collecting data by combination of some different data sources (Moleong, 2006). The aim of triangulation is to increase one understands of what ever being investigated. In this research, to gain valid and reliable data, triangulation was done by engaging three methods of data collection, namely observation, interview and Focus Group Discussion (hereafter, FGD). Therefore, 3 instruments were used such as observation note and 2 interview guides. The observation was done during the process of SLM at the schools. Notes were jotted down to record the phenomenon during observation. Additionally, the interview guides were implemented to lead the researcher in gaining data from the interviewees (the principals and the teachers. There were three kinds of instruments used to collect the research data. They were the observation of the application of SLM, interview, and FGD. The required data were carefully collected by administering the research instruments. The procedures of data collection can be elaborated as follows. First, the researcher did an observation at the schools. It was carried out to see and experience the SLM in each school. In both schools, SLM was similarly done before the first lesson is started. Its duration is 15 minutes. After the observation, the researcher then interview the principals and the teachers individually. Finally, based on the results of the observation and interview, the samples were invited to join FGD. The FGD was done in each school involving the principal and the teacher in each school. FGD was carried out to get more comprehensive data concerning the SLM implementation.

To analyze the obtained data, qualitative data analysis was employed. Ary et. al. (2010) states the data analysis can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Coding is firstly done as the analogous to getting ready for data provided. Data reduction refers to the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form (Moleong 2006). Data display is the process of displaying data in the form of table or essay so what it gets more understandable. Lastly, drawing conclusion is done to examine all entries with the same code and then merges these categories and finding the connection among the categories which finally help the researcher to get the result and conclusion of the research.

3. FINDINGS AND DISCUSSION

This mini research was intended to figure out how SLM is implemented in two primary

schools in Sempidi urban village as well as to find out the obstacles in implementing SLM in each school. Thus, in garnering the data, three data collection methods were used such as observation, interview, and FGD. In accordance with the method of data collection, the administered research instruments were observation sheet and interview guides.

Two schools were involved in this study, SD Negeri 1 Sempidi and SD Negeri 3 Sempidi. Both are located in the same are, and it only takes approximately 10 minutes to reach the schools from each other. The observation was done in each school when the first morning lesson had not been started. Similarly, both schools implemented SLM within 15 minutes. In contrast, the implementation of SLM at both schools were different in terms of the process of SLM, the way the students got involved, and the school staffs' involvement. The SLM in each school was unique which based on the policy of each school.

In SD Negeri 1 Sempidi, SLM was done in the classroom. It took only 15 minutes before the first lesson was started. The students in each class (grade 1-6) were given opportunities to freely choose the book they like. The books are story books, folklores, kid magazines, comics and the other books which bring pleasure for them. These books are displayed in the special cabinet in their class; therefore, the students easily reach the books and return them in their proper place. Besides the cabinet, their classrooms are decorated beautifully which gain the students' interest and enthusiasm in learning. Many reading sources, like information board, motto and posters hang on the wall which are believed to enrich the students' literacy skills.

Additionally, while reading, each classroom teacher accompanied the students and joined the activity. The teachers mainly guided the students therefore they did not disturb the others and the purpose of literacy activity was achieved. The classroom teacher walked around to monitor the students' activity. It means that the students mainly did independent reading wherein the classroom teacher only created comfortable atmosphere for all students and gave assistance when needed. Further, after reading the chosen book, the students were randomly asked about the content of the page that they finished reading.

Meanwhile, in SD Negeri 3 Sempidi, SLM was done in the school yard. All students, starting from grade 1 until 6, were gathered, and they were instructed to sit on the yard. They sat down based on their grade classification. Differ with SLM in another school, in SD Negeri 1 Sempidi, there was only one teacher primarily took action in implementing SLM, while several teachers were standing around the group of sitting students to control their behavior. The teacher who took the main role in SLM acted as a story teller. It means that the literacy activity mainly focused on guided reading, and the chosen book was based on the teacher's preference. At that time, the theme of the chosen book was early sex education for kids.

As a story teller, the teacher retold the story attractively by using mic. The facility used to reach all students within wide open area. While reading, the teacher managed her voice and intonation depended on the characters that she read which brought variation to the students as the listeners. Every page of the book was opened, and as she read the page, she also highlighted the significant points of the story by raising her intonation. The intonation variation was also done to keep the students' attention on track. Uniquely, the teacher involved all students to sing a song which was related to the theme of the book. The use of the song was believed to deepen the students' understanding towards the book and to create meaningful literacy activity for all participants. The teacher, additionally, invited several students to retell what they heard.

Furthermore, the teacher conducted attractive activities during SLM. The teacher as the story teller inserted the moral value of the story in several scene. In other words, she stated the moral values of the story while reading and also after finishing reading. The guided reading was continued by question and answer session. The questions belonged to the variation of LOTs and HOTs questions. The types of questions given to enrich the students' critical thinking. Many students actively participated in responding the teacher's questions. As they finished the activity, the teacher led each grade correspondingly to sing a song and allowed the class to enter their classroom after singing.

To support 15 minute literacy, each classroom supplies various books for the students. Unlike the book storing system in SD Negeri 1 Sempidi, in SD Negeri 3 Sempidi classrooms, the books are displayed on the tables surrounded the students' tables and benches. Several

posters and crafts also hang on the wall which provide abundance of information and decorate the classroom at the same time. The SLM practice in both schools is different based on several aspects such as the process of SLM, the reading and literacy strategies conducted, as well as the role of the schools' staffs.

The interview session involved 4 participants; 2 principals and 2 teachers. It was done to gain additional data supporting the observation findings. The interview was guided by several questions related to the process of SLM in each school and the obstacles faced during the implementation of SLM. The interview questions were constructed carefully to get more comprehensive data related to the two research questions. All interviewees were interviewed at different particular time. It means that the researcher had face to face meeting with them. One prominent finding gained from the interview was the fact that SLM has been being implemented in each school since 2016, but both schools treat SLM differently. SD Negeri 1 Sempidi policy does not include SLM as habitual and regular activity for students; however, SD Negeri 3 Sempidi engages SLM into the school policy which brings SLM to be a regular compulsory activity for students.

It was clarified that the principal of SD Negeri 1 Sempidi believes in free reading activity for students; therefore, SLM is implemented indoor. The students must be given rich opportunities which promote their literacy skills, and at the same time comfortable area to read. The principal also stated that the students are prepared to develop their self-autonomy in learning. They are habituated to solve their problems and find the best solution for their own improvement. In this case, the teachers' role is prominent, thus, the literacy policy in this school targets the teachers' involvement and other internal staffs, especially the classroom teacher to monitor the students' progress in literacy.

In contrast, the principal of SD Negeri 3 Sempidi believes that literacy practices should be carefully designed to create well implemented SLM in the attempt to achieve their literacy objectives. It makes most of the literacy activity is based on guided reading which involves all students outside the classroom. It is done to habituate collaboration and to promote eco-friendly learning. All graders are instructed to gather in the yard and sit based on their own grade. They only have one expert who retells a story for them named the story teller. The story teller is assigned to be the manager of the activity. Moreover, the story teller must be skillful in conducting a meaningful literacy activity for all students. Therefore, in this case, the other teachers' assistance is highly required to monitor the students' activity and behavior.

The teacher in SD Negeri 1 Sempidi clarified several crucial points related to SLM. It has been stated that monitoring is crucial in SLM. It is because the students' attention lasts in a short time and easily disturbed by distractors. The teacher needs to lead the students to stay focused on literacy activity. Furthermore, while monitoring, the students are assisted to read aloud the chosen books. It makes the reading activity can be in silent reading or reading aloud modes. Both are preferable as long as the students are assisted in garnering the essences of SLM implementation. However, several obstacles are confirmed during SLM. The teacher pointed out that the problems are mostly based on three factors, the students, the teachers and the facilities.

Similarly, the teacher in SD Negeri 3 Sempidi pointed out several crucial points in relation to SLM implementation. Based on the character building which the school focuses on, the students must be given rich activities that highlight collaboration with others (teacher and students), self-discipline, and critical thinking. This policy influences the way of SLM implementation at that school. By pointing out the character building, the students are expected to be equipped in dealing with the real world outside school and are formed to be global citizens. Related to the obstacles faced, the teacher also said the same sources such as the students, the teachers and the facilities.

FGD was mainly intended to confirm the gained data by means of interview session. This FGD was conducted twice in which the principal and the teacher of each school were invited to discuss mainly about the obstacles of SLM implementation. All of them agreed that most of the obstacles in conducting SLM mainly originated from the teachers, the students and the facilities supporting SLM.

From the teachers' side, it has been acknowledged that the teachers' prior knowledge about literacy, component, and principles to apply it in the classroom as described clearly in

review of literature the teacher's teaching experiences and familiarity with the literacy strategies is unsatisfying. In this case, as admitted by the teachers in the FGD that they were lack of knowledge, workshop, and training about literacy implementation in the classroom. Therefore, the school or institution and the government must develop it gradually; to increase the teacher competency in literacy strategies. Furthermore, the teachers articulated their view in a different way in applying literacy strategies in implementing SLM. Based on the FGD, it seemed that the teacher found it was difficult to understand the literacy strategies. They were able to define what literacy strategies literally are, nevertheless, literacy strategies target broader than that where the students are guided to absorb the information, be independent and use it to survive.

From the students' side, the initial constraints felt when the SLM was implemented in schools, which in general are there are still students who are not yet fluent in reading, and there are students who experience limited cognitive abilities (disabled students in SD Negeri 3 Sempidi). Another influential obstacle is the students' lack of reading interest because reading is not a habit and is exacerbated by inadequate school facilities. Based on these problems, the schools are looking for problem solving solutions, namely by implementing the School Literacy Movement program with the aim of familiarizing students with a love for literacy such as reading and writing so as to develop students' cognitive abilities.

From the facilities, the proper and readable books are only available in each class and there is no sufficient library. This inhibiting factor is because the limited library space, such as the library space is too small. In fact, several books are stacked in the library, but there is no room to read them. Therefore, SLM was preferably conducted inside the class or in the yard.

The discussion of the findings is crucial in delving a particular research topic. It must be elaborated to answer the formulated research questions. There are two main findings in this mini research, the implementation of SLM In the schools and the obstacles faced in implementing SLM. The discussion of these findings can be briefly explain in the following parts.

The Implementation of SLM in Elementary Schools

Delving the implementation of SLM in the schools is the first research objective of the mini research. In the theoretical review, it has been stated that there are threefold stages of conducting SLM such as habituation, development, and learning; furthermore, in reading activities, there are three ways which can be chosen namely independent reading, shared reading, and guided reading (Antoro, 2017). The use of three research instruments tried to scrutinize the implementation of SLM in the urban village schools viewed from the stages of conducting SLM as well as the possible reading activities.

Based on the findings which collected through the conducting observation and interview, it has been confirmed that both schools have been implementing SLM since 2016. All school staffs believe that literacy skills must be given as early as possible; therefore, all graders were involved to join SLM. It is in accordance with Machado (2013) who argues that literacy should be developed as earlier as possible. It is done because many beneficial effects are proposed when students are capable in literacy skills. Actually, SLM is an effort to make schools as learning organization which meets the needs of public involvement. It is to develop the students' character through civilizing the school literacy ecosystem to form lifelong learners. Specifically, it is to develop the literacy culture at schools and to increase the capacity of literate citizens and the school environment (the Minister of Education and Culture, 2016).

In relation to SLM stages, both schools tend to respectively implement development stage and learning stage. However, the aforementioned stages were not optimally done by the schools' parties. It can be proven by the observation result and interview in which the students in SD Negeri 1 Sempidi were given 15 minutes to read their chosen book inside the classroom, then they were assigned several questions related to the pages that they finished reading. The books they chose were available and accessible in the classroom book cabinet. The reading activity which primarily done by the students was independent reading. They had never shared their understanding with their peers. They rather discussed the book with the teacher through question and answer session. Unfortunately, there was no journal book or

note book to jot down information they got after reading. They just finished reading without giving mark to which page they read the last.

In SD Negeri 3 Sempidi, the students have been mentioned to be in the learning stage of literacy activity. Several activities were provided which involved the students' active participations, such as questions provision which based on LOTs and HOTs criteria as well as singing activity. These activities were believed to build good characters which equipped the students to be collaborators and critical thinker in 21st century. Besides, the LOTs and HOTs questions were intended to train the students' capability to think from different point of views. They were expected to listen and appreciate others' opinion and approve it if it is correct. It is actually the part of awards and appraisal to others' answer. Unfortunately, the students were not able to freely choose their preferable books as the SLM focused on guided reading wherein one teacher retold the story. It is done because the principal wanted to achieve the indicator of character building as stated in the school policy. Another weakness is the students did not take any note related to their understanding to the story that they listened to.

Furthermore, to support the literacy activity, facilities are important. Both schools had provided various types of books which brought pleasure for the students. The classrooms in each school were facilitated with many books which could be assessed and read by the students in the classroom. In fact, both schools have library but its usage does not fulfill the students' needs. The library space is restricted to be used as reading place, yet the book collection is limited. Therefore, the principals of the schools decided to provide books in each classroom. Besides, the posters and other reading sources are hanged on the wall and other visible places for the students. These facilities are crucially necessitated for students to spend their spare time doing literacy activity.

Another important point is the participation and the involvement of the internal parties such as principals, teachers, and students as well as external parties such as family and society. Since SLM has been conducted in the school area, the internal parties definitely have crucial roles. It is not only in the form of guidance or control towards the students during the literacy activity, but they should also reflect positive role model to their students. In addition, the external parties also need to get involved within promoting the students' literacy skills. The parents have to facilitate their children by providing books for them. Although there is a school library at the schools, the parents have to motivate their children and give attention to this literacy activity (Farikah, 2019). Furthermore, the society needs to get involved and collaborate to the habituation of literacy activity or SLM. The support from society at the same time enrich the students' literacy skills if the society regard literacy as a habitual action which should be promoted outside the schools.

In conclusion, both schools has been implementing 15 minute reading through SLM program. Even though each school does not completely implement the stages of SLM, it does not burden them to promote the students' literacy skills. Moreover, the reading activities done in the schools also provide strengths and weaknesses to the implementation of SLM.

The Obstacles in Implementing SLM in Elementary Schools

To answer the second research questions, the interview and especially FGD was focused. The FGD was done twice in which the principal and the teacher were invited to join the discussion. It was not a full formal discussion. The researcher posed questions related to the observation and interview results in order to gain confirmation from both the principal and the teacher. They willingly shared the obstacles they faced during the SLM application. Their shared point of views were briefly discussed as follows.

All of them agreed that most of the obstacles in conducting SLM mainly originated from the teachers, the students and the facilities supporting SLM. From the teachers' side, it has been acknowledged that the teachers' prior knowledge about literacy, component, and principles to apply it in the classroom as described clearly in review of literature the teacher's teaching experiences and familiarity with the literacy strategies is unsatisfying. The principals stated the teachers followed a few activities which broaden their literacy knowledge. It is in line with Sandvold and Baxter (2008) who state that teachers need to be capable in coaching the students during the literacy activity. It is because student achievement results from expert

teaching, and it is the purpose of coaching to promote it.

From the students' side, several pivotal obstacles detected which originally come from the students' internal factors. It was revealed that there are still students who are not yet fluent in reading, and there are students who detected as disabled students, particularly in SD Negeri 3 Sempidi. Another obstacle is the students' lack of reading interest because reading is not a habit and is exacerbated by inadequate school facilities.

From the facilities, the proper and readable books are only available in each class even though the schools' library is available for the students. It is because the limited library space, such as the library space is too small. In fact, several books are stacked in the library, but there is no room to read them. Therefore, SLM was preferably conducted inside the class or in the yard.

4. CONCLUSION AND SUGGESTIONS

It has been concluded that School Literacy Movement (SLM) at SD Negeri 1 Sempidi dan SD Negeri 3 Sempidi as one of child friendly school programs was done through a 15-minute reading activity. This literacy activity was done based on The Regulation of Minister of Education and Culture No. 23 of 2015. Based on the observation and interview, it was found that literacy skills in each school focused on different stages of SLM. Furthermore, the different reading activities assigned for the students. To confirm the problems in implementing SLM, FGD was conducted which figure out that the obstacles faced during the implementation of SLM were originally from the teachers, the students, and the facilities that support the literacy.

Based on the research findings, suggestions are proposed to the principals, the elementary teachers, and the other researchers. The principals are suggested to conduct regular evaluation towards the implementation of SLM in the schools. It is in the attempt to fathom out the strengths and weaknesses of SLM implementation and later on the objectives of SLM can be achieved. It is suggested to the elementary teachers to get involved in the implementation of 15 minute reading by monitoring the students and supervising them. Then, for the other researchers, they are suggested to conduct a more deep research by delving the other factors which affect and support the triumph of SLM program in each school.

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