

THESIS
ENGLISH READING LITERACY ACTIVITIES OF YOUNG
LEARNERS IN GARDU BACA (A Study at Bangsri Jepara)



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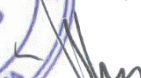
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ABSTRACT

**Title ENGLISH READING LITERACY ACTIVITIES
 OF YOUNG LEARNERS IN GARDU BACA (A
 : Study at Bangsri Jepara)**

Name : Fikri Aini Syifa'

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This research discusses english reading literacy activities for young learners in Garu Baca. The objectives of the research is to explain English Literacy Activities of Young Learners in Gardu Baca. In conducting this research, the research uses descriptive qualitative research. In collecting the data, the researcher uses an interview. The purpose of this research is to describe English reading literacy activities of young learners in Gardu Baca. The researcher giving an interview with the founder of Gardu Baca to get the data. The results of this research showed that Reading Literacy Activities at Gardu Baca are held every Sunday, starting

at 09.00-11.00, Friday beginning at 15.00-17.00 because on Friday madrasa dinniyah or TPQ is not held, and on school holidays or red dates. Friday's activities are focused on learning English. Nevertheless every day there are always children who come just to read or play with friends We have reading books procurement programs, mainly English textbooks. There are the activities of Gardu Baca : (1) Reading books procurement programs, mainly English textbooks. (2) Drawing activities, gardening activities, and arithmetic activities that synchronize with the English language. (3) English tutoring activities for free. (4) Storytelling competition, reading poetry competition, drawing competition. (5) Giving educational aid for underprivileged children in Gardu Baca. (6) Cleaning up trash and river activities. There are the problems faced by Gardu Baca : (1) Education Awareness (2) Facilities and Infrastructure (3) Reading Material

Keyword : *Literacy, reading, qualitative research*

MOTTO

KHAIRUNNAS ANFA'UHUM LINNAS "

Rasulullah Saw said: Khairunnas
anfa'uhum linnas, which means:
The best human being among you is
the most benefit for
other people. (HR. Muslim Bukhari)

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is
dedicate to:

**All of my Families especially to my parent, my brother and
teachers who educated and taught me with great sincerity and all
of my lectures and my friends.**

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Alhamdulillahirobbil 'alamin, First and foremost I wish to take the opportunity to express my greatest gratitude to the Almighty God is Allah SWT, for giving the strength, health, kindness and blessing us until this thesis can be finished. Second, Shalawat and Salam are given to our beloved prophet Rasulullah Muhammad SAW. As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. HJ. Lift Anis Ma'sumah, M.Ag as The Dean of Education and Teacher Training Faculty UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M. Pd. As the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
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6. Wikha Setiawan who always accompany and giving support in my research until the end.
7. All of my classmates in PBI B 2015
8. My best friends Titis Desma, Iswari Putri, Asih Novianti, Annisaaur Rohmah, Kuni Sofia Zulfa, Miftahu Surrur, and Muhammad Miftahul Hakim.
9. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis be useful, especially for the researcher and generally for the readers

Semarang, 03 Desember 2019

The researcher

Fikri Aini Syifa'

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CHAPTER I

INTRODUCTION

This thesis aims to explain English Reading Literacy Activities of Young Learners in *Gardu Baca* (A Study at Bangsri Jepara). This chapter discusses the background of the study, the purpose of the study, the scope of the study, the research method, significances of the study, clarification of the terms, and thesis organization.

A. Background of Study

Education is the main focus of the development process. One of the things that are really important in educational activities is about building a culture of literacy, especially reading. Language and literacy are of personal, social, and economic importance. Our ability to use language express our emotions, our thinking, our learning, and our sense of our own identity. Language is itself an essential aspect of our culture. Children and young people encounter, enjoy, and learn from the diversity of language used in their homes, their communities, by the media, and by their peers.¹ To build a culture of literacy, the Ministry Education and Culture has been launched The School Literacy Movement in 2015, which is an implementation of the

¹ Scottish Government, 'Literacy and English Principles and Practice', *Curriculum for Excellence*, 2009

Ministerial Regulation Education and Culture Number 23 the Year 2015 about Growth of Character. Development Agency and Language Development through the Development Center design activities titled "Gerakan Nasional Literasi Bangsa (GNLB). " Movement that begins in the year 2016 and will continue to be more reliable and develop until 2019 this is not only aimed at the foster character, but also for creating a school and community ecosystem literate culture and literary love.²

Reading is Allah's first command that given to Muhammad to be conveyed to his people through revelation. Qur'an surah Al-Alaq verses 1-5

أَفْرَأُ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَفْرَأُ أَوْ رَبُّكَ الْأَكْرَمُ ③
 الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

"Read, In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thick coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Has taught man that which he know not".³

² Kementerian Pendidikan dan Kebudayaan, 'Pedoman Pelaksanaan Gerakan Nasional Literasi Bangsa', 2016, 64.

³ Departemen Agama, 'AL QUR'AN Pdf', 2007, 1–1100.

The first word of the verses is IQRA! That means Read. It has a significant meaning for us as Allah creature, firstly; however, we are the human comes to this world cannot read everything at all. Still, with our ability to be a permit from Allah, finally, we can understand everything that we want.

The command to read as contained in the Surah Al-Alaq indeed not only addressed to Muhammad, but orders reading is universal aimed at all humanity. Reading as religious teaching can provide benefits and virtue for someone in his life. As indicated in Surah Al-Alaq that reading will give previously unknown knowledge. By reading someone will increase his knowledge.

The learners learn English not only inside the school but also outside the classroom. Also, improving children's reading skills and build reading interest was provided by Taman Bacaan Masyarakat (TBM). TBM is a place that established and managed by the community or the Government as a learning source to provided access to reading services that used for the community around TBM. TBM was made by local governments, informal communities, LSM (Lembaga Swadaya Masyarakat), or people who care about education. The existing

communities are Home Library, Reading Cottage, Reading Boat, Reading Stall, Reading Substation, etc.

The existence of TBM is one of the factors driving reading interest for the community, especially for children. It is because reading interest in the society is still low, as stated by Suryaman (2015) found that the average achievement of Indonesian students' reading ability was at a low level below the global median. Suryaman's research was reinforced by Kirby (2011) through his findings related to reading interest explains that reading interest in grade 1 primary school was still low, but the higher the school level of students, there was the correlation between reading interest with reading ability. ⁴

One of the TBM that provides library services to children is TBM Gardu Baca in Bangsri Jepara. The main focus of Gardu Baca is to provide reading books to increase children reading interest around Bangsri Jepara. Gardu Baca itself was chosen as a research site because of its distinctive features. It was established as an individual initiative, they don't get any assistance from the government, besides that Gardu Baca is not only a library but also a non-formal learning place, Gardu Baca also provides more English textbook. They offer learning

⁴ Sri Endah, Harris Effendi Thahar, and Yasnur Asri, 'The Contribution of Reading Interest on Literature and Reading Comprehension toward Students' Ability in Writing Fantasy Story', 2015, 2018, 955-60
<<https://doi.org/10.29210/20181137>>.

activities such as private English courses to train children to be skilled in English and its all free. All the teachers are volunteers; they don't get any profit from teaching. It's just because they care about education in their environment, especially in English Education, to make a better generation of the nation. In my opinion, Gardu Baca is proper to be observed because not all home libraries provide English literacy activity, and in Bangsri is a secluded area, some people care about how important English Literacy for young learners. They are honest and straightforward to do that. This research also for promoting Gardu Baca to everyone that read this research to make more people know how hard Gardu Baca faces every single problem and to make more volunteers help Gardu Baca get more books and teachers.

B. Research Question

Based on the background of study above, the problem of the study is :

1. What are English Literacy Activities of Young Learners in Gardu Baca?
2. What are the problems faced by Gardu Baca?

C. Objective of Study

Based on the research question above, this particular study aimed :

1. To explain English Reading Literacy Activities of Young Learners in Gardu Baca
2. To explain what are the problems faced by Gardu Baca

D. Scope of Study

This study focuses on reading literacy activities in Gardu Baca. It is specified merely to describe erading literacy activities of young learners in Gardu Baca. The participant of this research would be visitors in Gardu Baca most of them are young learners from primary school to junior high school, and all of them are non-native speakers.

The scopes of the study are limited as follows:

1. Subject: The subject of this research is English reading literacy activities of young learners in Gardu Baca Bangsri Jepara
2. Object: The object of this research is Gardu Baca

E. Reasons for Choosing the Topic

1. The reason the reasercher choose this topic is to explain English Literacy Activities of Young Learners in Gardu Baca

2. To explain what are the problems faced by Gardu Baca
3. To give the important of reading habit of young learners
4. To help Gardu Baca get more volunteers

F. Significances of Study

The results of the study are expected to be used theoretically and practically:

1. Theoretically

Expected to be able to make scientific contributions of effort in the process for promoting English reading literacy activities.

Practically

- a. Researcher : To increase knowledge English reading literacy activities of young learners in Gardu Baca and apply it in the future.
- b. Society : The research findings are useful to make society aware that build reading interest is very important.
- c. Next researchers: The research findings are useful for the next researchers to get information of what is English reading literacy activities of young learners in Gardu Baca In addition, it can be a reference in conducting relevant studies. It is also increase knowledge in the aspect of data collection precedures and data processing techniques.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature, and previous study .

A. Literature Review

1. Literacy

In defining literacy for the 21st century, we must consider the changing forms of language which our children and young people will experience and use. Accordingly, the definition takes account of factors such as the speed with which information is shared and the ways it is shared. Literacy is defined as the set of skills which allows an individual to engage fully in society and learning, through the different forms of language, and the range of texts, which society values and finds useful.⁵

The origins of the term "literacy" are relatively recent. Towards the end of the 19th century, it was used to express achievement and possession of what was increasingly seen as a necessary skill. Principally, it focused on people's ability to decode and encode text (Gurak, 2001). From the mid 20th

⁵ Scottish Government.

century, this conception was replaced by one where being literate implied a higher level of cognitive ability, where scholars made judgments about the superiority of one culture above another (Gurak, 2001). It was not until the 1970s that the term literacy became prominent in educational discourse (Lankshear and Knobel, 2003). Conceptions of literacy expanded from directly encoding and decoding printed text to considering reading and writing as a meaning activity, with different texts requiring different backgrounds and skills if they are to be properly understood.⁶

As with ‘English,’ ‘literacy’ or ‘being literate’ is defined in several ways. The term ‘literacy,’ sometimes refers only to reading, sometimes to reading and writing and sometimes, more rarely, to reading, writing and speaking and listening. Inglis and Aers (2008, p.32) note: ‘Most children learn to talk fairly easily. In contrast, learning to read and write is a difficult process. It is the ability to read and write, which makes a person ‘literate’, with varying degrees of fluency.’ The National Literacy Trust, however, includes reference to speaking and listening in its definition of literacy: ‘We believe literacy is the ability to read, write, speak, and

⁶ Peter Howard Stordy, ‘Taxonomy of Literacies Introduction’, *Journal of Documentation*, 17.3 (2015), 456–76 <<https://doi.org/10.1108/JD-10-2013-0128>>.

listen well. A literate person can communicate effectively with others and understand written information.⁷

Literacy is a constructive, integrative, and critical process situated in social practices.⁸ literacy, including the ability and skills in reading, writing, speaking, and problem-solving. So literacy cannot be separated from language skills. Many definitions of literacy focus on the ability to read and write at an appropriate level, Eg, Blake, and Hanley (1995, p.89): ‘The attribute of literacy is generally recognized as one of the key educational objectives of compulsory schooling. It refers to the ability to read and write to an appropriate level of fluency.’ There is, however, no commonly accepted definition of what ‘an appropriate level,’ ‘effectively’ or ‘well’ mean: ‘There is no universal standard of literacy’ (Lawton and Gordon, 1996, p.138).⁹

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.¹⁰

⁷ Elizabeth B. Keefe and Susan R. Copeland, ‘What Is Literacy? The Power of a Definition’, *Research and Practice for Persons with Severe Disabilities*, 36.3–4 (2011), 92–99 <<https://doi.org/10.2511/027494811800824507>>.

⁸ Katherine K. Frankel and others, ‘From “What Is Reading?” To What Is Literacy?’, *Journal of Education*, 2016 <<https://doi.org/10.1177/002205741619600303>>.

⁹ Keefe and Copeland.

¹⁰ Audrey N. Grant, ‘Defining Literacy’, *Australian Review of Applied Linguistics*, 9.2 (1986), 1–22 <<https://doi.org/10.1075/ara1.9.2.01gra>>.

The Literacy and English promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture. all aspects of the language framework were developed by all practitioners in pre-school establishments and primary schools and by the English department in secondary schools.¹¹

2. Literacy Strategy

The EFL teacher must pay attention to the instructional strategies in applying literacy strategies should include, (1) explicit instruction, (2) teacher modeling, (3) scaffolding and coaching from the teacher, (5) specific purpose (s), (6) aligned with school mission, curriculum and grade-level goal. Moreover, *Beyond the Blueprint: Literacy in grade 4-12 and Across the Content* published by Connecticut State Department of Education (2007: p. 50-77) shares 26

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literacy strategies divided into four categories: comprehension, vocabulary, fluency, and spelling¹².

No	The Purpose of Literacy Strategies	Literacy Strategies	The Instructional strategies	Use
1.	Comprehension	1. The directed reading-thinking activity 2. Question-answer relationship 3. Know-what learning chart 4. Comparison	These strategies intend to emphasize some procedures like: 1. Prediction, inference 2. Setting reading purpose 3. Questioning	All Content Area All Grade Levels Before and During Reading

¹² Dr. Khairuddiniyah, 'The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Cendekia Padang Pariaman', 10.20 (2018), 242–57 <<https://doi.org/10.2991/iconelt-17.2018.30>>.

		<p>matrix</p> <p>5. Response notebook</p> <p>6. Anticipation guide</p> <p>7. Chapter tour</p> <p>8. Classification chart</p> <p>9. Visualizing</p> <p>10. Thinking aloud/ metacognitive process</p> <p>11. Semantic map</p> <p>12. Graphic thinking</p>	<p>4. Synthesize the text</p> <p>5. Recognizing similarities and differences in the text to lead student's comprehension</p> <p>6. Monitoring for meaning</p> <p>7. Making connections</p> <p>8. Activating background knowledge</p> <p>9. Organizing</p>	
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		<p>organizer</p> <p>13. Obstacle course</p> <p>14. Walking this way-talk this way-look this way</p>	<p>information</p> <p>10. Determining importance</p> <p>11. Evaluating</p>	
2.	Vocabulary	<p>1. Concept of definition map</p> <p>2. Context clues for determining word meaning</p> <p>3. List-group-label,</p>	<p>These strategies intend to emphasize some procedures like:</p> <p>1. Context clues</p> <p>2. Thinking aloud and</p>	<p>All Content Area All Grade Levels Before and During Reading</p>

		<p>possible sentence</p> <p>4. Possible sentences</p> <p>5. Semantic feature analysis</p> <p>6. Vocabulary by analogy with word walls</p> <p>7. Knowledge rating scale</p>	<p>read aloud</p> <p>3. Use synonym and antonym</p> <p>4. Group discussion</p>	g
3.	Fluency	<p>1. Repeated reading</p> <p>2. Reading theatre</p>	<p>These strategies intend to emphasize some procedures</p>	<p>All Content Area All Grade</p>

			like: 1. Teacher models reading 2. Reading aloud	Levels Before and During Reading
4.	Spelling	1. Spelling self-correction 2. Clues to spelling from word relationships 3. word sorts	These strategies intend to emphasize some procedures like: 1. Teacher explains how to recognizing and correct the misspelling 2. Use	All Content Area All Grade Levels Before and During Reading

			dictionary 3. Write words spelling	
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3. Literacy Practice / Home Literacy Environment (HLE)

While there is robust research on Home Literacy Environment (HLE) globally, one challenge encountered in the literature is the diversity of global opinion.¹³

So home literacy Environment is the content and frequency of literacy activities within the home setting. Literacy Practice is The literacy activities provided to the child within the home setting.

4. Level of Literacy

In regard to both school-age students and adults, Wells (1987) proposes a continuum of "levels" of literacy, each characterized by what students can do with written material:

¹³ Ashley Gangi, 'THE EFFECT OF HOME LITERACY PRACTICES ON EMERGENT LITERACY', August, 2018.

Performative Level : Involves decoding simple written messages and encoding ideas into writing according to written conventions.

Functional Level : Involves coping with the needs of everyday life that involve written language.

Information Level 1: involves the use of literacy skills in the communication and acquisition of knowledge.

Epistemic Level : involves acting upon and transforming knowledge and experience that are, in general, unavailable to those who have never learned to read and write.¹⁴

The Wells literacy continuum implies that first-level literacy involves simple decoding and encoding skills; individuals at the second level of literacy are able to read and follow directions, complete forms requesting personal information, write messages, fill in job applications, and read newspapers and magazines. The third level allows students to use written language to access the body of knowledge available to them through schooling. The fourth level allows students to "employ symbolically-mediated skills of abstraction and reasoning in structuring and solving the various problems they confront in their everyday lives". Regardless of differences in definitions, there seems to be general agreement that literacy (for both adults and school-age children) involves the ability

¹⁴ Carmen Simich-dudgeon, 'FOCUS: Occasional Papers in Bilingual Education', 12, 1989, 1–12.

to use written symbols and conventions to communicate ideas about the world and to extract meaning from the written text, i.e., the ability to read and write. There also seems to be a movement within the literacy field to expand the concept of basic literacy, i.e., being able to decode and encode at a minimal level, toward a functional definition that reflects the demands of our technologically oriented society. Perhaps Wells' literacy continuum best captures the range of different stages of literacy and the relationship between the development of higher literacy levels and its usage in and outside formal school settings.¹⁵

5. Reading

Reading is a process to get the message, and to be conveyed by the writer through the media in words or written language.¹⁶ Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.¹⁷

¹⁵ Simich-dudgeon.

¹⁶ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008), 7.

¹⁷ Carnie. (1990), *Instruction Reading*, (Columbus Ohio: Meril Publishing Company), p. 30.

Carnie says that reading is the ability to get information from the text. According to Daiek, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.¹⁸ Based on the theory of Daiek, reading is a process that depends on the skill of the author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of the sentence and then explore it to be sentences or paragraph.

So reading is a process carried out by someone through the five human senses, namely the eye to obtain messages or information from words or reading material be read. Furthermore, according to Clark et al. define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish the meaning which means that the brain does most of the work.¹⁹

From those opinions above, it can be concluded that reading is a process of founding meaning in the text when someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the

¹⁸ Anter Nancy, (2004), *Critical Reading for College and Beyond*, (New York: Mc Graw Hill), p. 5.

¹⁹ Edithia Gloria Simanjuntak. (1988). *Developing Reading Skills for EFL Students*. (Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan), p.15.

process of comprehending the text and finding the meaning. It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that would be applied to reading, according to Shepherd are:6 (1) Reading requires purpose and motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading is an active process that requires the learner to be active in his learning to read. (5) Reading skills need the forming of habits. (6) Knowledge of syntactic structure and vocabulary is important. (7) Reading requires practice-time on task. (8) Favorable attitudes are important for effective reading. (9) Reading capabilities are different for each student. And (10) Reason for reading is important to be an effective reader. It is important to apply these principles of learning to the students' mastery of the reading skills to make learning process to be efficient and effective.

6. Taman Bacaan Masyarakat (TBM)

TBM is a place established and managed by the community or the Government, as a learning source to provide access to reading service and useful for the community around TBM, the various activities to encourage the growth of interest in reading to increase insight, knowledge, and skills as an

effort to educate the nation's life.²⁰ TBM is not only provide reading material, but also built reading interest and reading enthusiasm.

7. Kind of TBM

There are three kind of *TBM*

1) *TBM Penguatan Keaksaraan (TBM PK)*

TBM PK is to improve people's reading ability to use the information according to their needs. From the purpose, the target of *TBM PK* services is directed towards those who still have low the ability in reading like young learners.²¹

2) *TBM Penguatan Minat Baca (TBM PMB)*

TBM PMB is to enhance reading interest of the community, so it becomes a habit and routine.²²

3) *TBM Komunitas Khusus (TBM KK)*

TBM KK provides services to community groups that have special characteristics so that the reading material and the manner of service are also adjusted to the characteristics of the group. The specialty of *KK KK* is based on demographics and

²⁰ Bintang petrus Sitepu, 'Pengembangan Taman Bacaan Masyarakat Sebagai Sumber Belajar', *Jurnal Ilmiah VISI P2TK PAUD NI*, 7.1 (2012), 42–56.

²¹ Sitepu.

²² Sitepu.

certain geographies that are unique and different from other communities, to explore and develop community competencies that are targeted for KK TBM services.²³

B. Previous Studies

I consider three previous researches: (I) Khairuddiniyah, 2017, *The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Indekia Padang Pariama* .

1. The first previous study is) Khairuddiniyah, 2017, *The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Indekia Padang Pariama* . This research explores a study of the implementing literacy strategies by English teacher at MAN Islam Cendekia Padang pariaman, Sumbar, Indonesia. Through classroom observation and interview to the process of implementing literacy strategies in the classroom by the English teacher, results revealed that literacy strategies by EFL teacher in MAN has no exposure to the specific how to implement literacy strategies in teaching. This will lead to the need for the establishment of standard in implementing literacy strategies to ensure the

²³ Sitepu.

achievement of goal of teaching English.²⁴ Besides, both my current study and the previous study has a similarity and difference. The similarity is talk about literacy, but this research use literacy strategy in teaching English, and my research is talking about reading literacy activities.

2. The second previous study was Ashley Gangi, 2018, The Effect of Home Literacy Practices On Emergent Literacy Skills. This research recognize one way to develop emergent literacy skills is through home literacy practices. Home literacy practices have a positive impact on children's emergent literacy skills prior to starting kindergarten and therefore having a positive effect on later reading success. A free, user-friendly website was created to share this information and research-based strategies with parents and families of young children, in hopes that it will create a positive effect on children's later reading success.²⁵ Beside both my current study and a previous study has a similarity and difference. The similarity is regarding informal literacy activities. Still, this research talk about the effect of home literacy practice, and my

²⁴ Khairuddiniyah.

²⁵ Gangi.

research focus on the activities in *TBM Gardu Baca*/community.

3. The third previous study was Jillian Leah Kennen , 2017, Home Literacy Environment As A Predictor For Letter Identification Skills For Preschool-Aged Children. This research clearly states that quality home literacy environments and overall literacy development are related; however, there is limited research exploring the effect on home literacy environments as a predictor for letter identification scores for preschool-aged children. Understanding this relationship will help care givers and early educators create quality literacy environments for young children. The purpose of this study was to examine if the home literacy environment for preschool-aged children is a predictor for letter identification scores. The current research examined parent/care giver responses to the Get Ready to Read Home Literacy Environment checklist and students' scores on the curriculum-based measure for letter identification. This investigation examined parent/care giver responses to the Get Ready to Read Home Literacy Environment checklist and student scores on the curriculum-based letter identification measure. The participants included 83 preschool-aged children in an

urban Southern Arizona school district. The students attended an inclusive school district preschool program; therefore, both students with and without disabilities were included in the sample. The findings of the study suggested a significant relationship between home literacy environment and letter identification scores for preschool-aged children.²⁶

²⁶ Latour Bruno, *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99 <<https://doi.org/10.1017/CBO9781107415324.004>>.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments and data collection techniques, and data analysis techniques.

Research Method

1. Type and Research Approach

The type of this research is a case study research, namely a study conducted intensively, in detail, and deeply towards an organization, institution or certain symptom.²⁷ Yin defines a case study research as an empirical investigation that researches a contemporary phenomenon within real-life context in which the limitations between phenomenon and context are not evident, and many sources of evidence are used.²⁸ In this case, it is a descriptive to describe English reading literacy activities of young learners in *Gardu Baca*. The researcher would describe closely and intensively the data as they occur.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), page 185

²⁸ Zaidah Zainal, "Case Study as A Research Method", *Journal of Humanities*, 2007, page 2

2. Place and Time

The research will be conducted in *Gardu Baca*. The researcher determined that *Gardu Baca* has the potential to be researched because of their uniqueness and their purpose. The research would be held on 10 April 2020. The researcher will give an interview with the founder of *Gardu Baca* to get the data.

3. Type and Data Sources

The type of data in this research is English Reading literacy activities of young learners in *Gardu Baca*. The primary data are the main data that will be collected directly by the researcher through an interview.

4. Participants

A qualitative research does not use the term of population, but Spradley calls it as "*social situation*" consisting of three elements, namely place, actor, and activity that interact synergically that will be the research

object.²⁹ A qualitative research does not use population because qualitative research is from certain cases that exist in certain social situations and the results of the study would not be applied to the population, but transferred to other places in social situations that have similarities with social situations in the case studied. In addition, the sample in qualitative research is not called a respondent, but as participant, informant, friend, and teacher in the study.³⁰

The participant of this research is the visitors in Gardu Baca most of them are young learners from primary school to junior high school, and all of them are non-native speakers.

5. Research Focus

The focus of this research is to describe English literacy activities of young learners in Gardu Baca and the problems faced by Gardu Baca

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*, page 215

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*, page 216

6. Data Collection Procedures and Instrument

Research instrument is a tool or facility use by the researcher in collecting data to make her easier to get better results. In this context, the researcher use interview as the research instrument. In collecting data, the researcher use writing stationery for notes and handphone as a tool to record the interview.

In addition, the researcher as human instrument functions to determine the research focus, choose participants as sources of data, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on her findings.³¹

The data will be collect in three different classes, and the total participants are about sixteen . The activities will be record from the beginning until the end. Here are the steps in conducting the research:

- a) Choosing the research subject, namely the participants in Gardu Baca
- b) Asking permission to the owner who handle the Gardu Baca Activities to observe and conduct a research.
- c) Research. The researcher would giving an interview with the founder of Gardu Baca to get the data.
- d) Here are the techniques used to collect the data:

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*, page 222

- An interview is a process of getting data between researcher and respondent using the interview guide. An interview is a form of social interaction. It involves a face to face encounter between two and sometimes more persons, each of whom is sizing up the other and constructing the meanings of the other's words, expressions, and gestures.³²

7. Data Analysis Techniques

An analysis used in this research is an analysis according to Miles and Huberman in Sugiyono. Activities in data analysis technique are conducted interactively and continuously until complete, so that the data are already saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing*.³³ The following is a breakdown of the steps in analyzing data:

- ***Data reduction.*** Data reduction means summarizing, selecting, focusing on the important data. In this case, the researcher would reduce the data by doing 2 steps:

³² Steven J. Taylor et al, *Introduction to Qualitative Research Methods, A Guidebook and Resource, 4th Edition*, (New Jersey: John Wiley and Sons, Inc, 2016) P. 114

³³ Suyiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*, page 246

- a. Transcribing data => After obtaining data in the form of utterances from the results of recording and observation, the researcher would transcribe the data by typing all the utterances to be written data.
 - b. Identifying and classifying data => The data transcription would be identified by separating the data which data are needed and which one are not. After that, the data needed would be classified based on gender categories and types of politeness strategies.
- **Data display.** After the data needed have been collected and classified, the researcher would displayed in the form of table and chart to make the researcher understand the result of the study and to know the percentage of each participant.
 - **Conclusion drawing.** The results of the analysis would produce a conclusion. In this case, the conclusion would be in the form of description of the activities in Gardu Baca for promoting english literacy.

CHAPTER IV FINDINGS

This chapter presents findings. To break the spread of COVID-19, data were collected only from an interview. The research discusses English reading literacy activities for young learners in Gardu Baca and the problem faced by Gardu Baca. This part is divided into two parts. The first part discusses the history, the purposes, and the activities of Gardu Baca. The second part presents the Factor and problems that can affect Gardu Baca's Reading Literacy Activities for Young Learners and the prospect of Gardu Baca to be better informal education.

Findings

1. History of Gardu Baca

Reading literacy activity is an important thing that needs to be taught to children, especially in early childhood. Interest in reading literacy activities needs to form on young learners, give the importance of reading English books that will make it easier for young learners to get to know and master English. A library, reading park, or home library is a good solution to introduce books to children. as stated by Risa : "Literacy habits must be

applied to children from inborn because in the womb children can already hear, the role of parents is very important, as parents must be able to introduce literacy to children as soon as possible³⁴."

Risa Mutafariha, the founder of Gardu Baca, was inspired by the iconic figure Raden Ajeng Kartini who came from her hometown Jepara. Risa manages voluntary tutoring called Gardu Baca. Starting from an idea to establish a Sanggar Baca in April 2016 at his residence, Banjaragung Village RT 1 RW 3, Bangsri District, Jepara Regency. Risa received education at Semarang State University, precisely as a student of Indonesian Literature study program, Indonesian Language and Literature department. She also has a routine every even semester break. She traveled up to the District of Pare, Kediri Regency, East Java, to learn English in Kampung Inggris. Risa teaches English lightly and pleasantly. In the beginning, Risa found Gardu Baca was her desire to make a Home Library, after graduating from the university despite many job offers, Risa refused, because her goal was to create a Home Library with her brother. Near from Risa's house, there is a Pos Kamling, which she made into Gardu Baca. Risa told that many people who oppose the

³⁴ Transcript of Interview (TOI-13)

founding of Gardu Baca, not only opposing, but their activities are also considered as deviant activities. Risa gather children to play around the village, invited to the river to clean up the rubbish, the society considers it to be unimportant activities. In their area, many teenagers often get drunk and busking, caused controversy when our children touched. Until now Gardu Baca can be accepted by the society. In the past, many children like to get drunk. It makes Risa worry, then Risa takes part by approaching them and invites them to be a volunteer at Gardu Baca. Of course, all of that is not an easy thing After ten months of walking, their students are increasing. There are about ten children from different grade levels. Seeing the high enthusiasm of the students, Risa made up her mind to ask for help from several parties. "Alhamdulillah, I came home with the same answer, 'Sorry, there are no funds, Ma'am' or 'Sorry, we can't contribute'," ³⁵

From several reasons for refusing donations, he got the point about the reasons that are almost the same from prospective donors. They reasoned that the Home Library did not yet have a deed and its establishment letter. The refusal did not discourage Risa. He has made up his mind to help and assist his students. In addition to trying, he

³⁵ Transcript of Interview (TOI-24)

also prayed that his efforts paid off. She is optimistic that the assistance he is fighting for will bear fruit. She was sure there would be help coming. For Risa, help might not happen today. Maybe tomorrow, maybe next month, or maybe next year.

Since the One Person One Book program was declared in January 2017, the response has been perfect. Some old friends during school and college and philanthropists donated the books they have to Gardu Baca. Until April 2017, counted 250 have been collected. It turns out that the innovation program that he presented did not only attract the interest of education observers. Many parties were moved to donate colored pencils, books, erasers, and several other school supplies. Gardu Baca. Risa emphasized : "I'm sure everyone must have a used book even if only one,"³⁶

The program innovations she explained did not only attract the interest of education observers. Some children donate colored pencils, books, erasers, and several other school supplies. At the beginning of Gardu Baca stand, visitors who came to Gardu Baca only about 3-5 from the closest children, and Risa's nephews then she branding, she post to the environment if we have free English lessons.

³⁶ Transcript of Interview (TOI-01)

Now, Gardu Baca has sixty students. He hopes the efforts he has taken would yield sweet results for the development of generations in his environment. Hopefully, the ideas she developed can attract the attention of beneficiaries of education and benefactors to help support the reading substation's programs and activities. Now, Gardu Baca has sixty students. She hopes the efforts she has taken would yield sweet results for the development of generations in his environment. Hopefully, the ideas he developed can attract the attention of beneficiaries of education and benefactors to help support the reading substation's programs and activities.

Risa has a reason why she chose English as the main learning in Gardu Baca. The reason for choosing English as the main learning in Gardu Baca is to change children's views of English is a frightening thing. Considering the importance of English today, English is an absolute necessity, someone looking for a job is always asked about his English ability. She explained to the children that if you can speak English, you can go to all over of the world, you can get scholarships abroad, She want children to have a big dream by learning English.

2. Vision and Mission

- a. Make children love reading, skilled, and broadminded.
- b. We are providing books for young learners, mainly English textbooks.
- c. Develop character education for young learners.

3. The Goals

To make people aware that education is important, especially character education, which will advance our environment, not only can read but children also can perform mainly in English because we focus on character education for young learners. After all, if our young generation having good character will advance our environment.

4. Volunteer

Volunteers are people or groups who provide time and energy to help activities in Gardu Baca. Gardu Baca's volunteers are students or education personnel such as teachers or people who have primary education close to Gardu Baca location.

Table 4.1

The following list of volunteers in Gardu Baca

No	Name	Availability
1.	Risa	Active
2.	Varid	Active
3.	Riki	Active
4.	Dewi	Active
5.	Nur Kolis	Active
6.	Siwo	Active
7.	Rokis	Active

The volunteers above are the data obtained from the founder of Gardu Baca. Every week there is always change because volunteers are voluntary. There are also causes by some personal agenda.

Table 4.2

The following list of students in Gardu Baca

No	Name	Age
1.	Kanza	5
2.	Keisa	3

3.	Siska	6
4.	Zahra	7
5.	Nurul Aini	4
6.	Putri	4
7.	Kiki	7
8.	Iklima	8
9.	Toriq	8
10.	Lia	5
11.	Nayla	5
12.	Widia	5
13.	Jihan	5
14.	Angga	8
15.	Aini	9
16.	Sabrina	8
17.	Rifa	7
18.	Aisah	9
19.	Putra	8

20.	Romi	5
21.	Ana	11
22.	Sheril	9
23.	Dila	7
24.	Rikha	8
25.	Farah	10
26.	Asha	6
27.	Ciwid	7
28.	Firman	7
29.	Ela	7
30.	Triyan	6
31.	Dias	9
32.	Anwar	10
33.	Arya	10
34.	Azam	12
35.	Andre	9
37.	Anas	6

38.	Rafa	10
39.	Dafa	8
40.	Rifi	9
41.	Dinda	9
42.	Fifin	9
43.	Nias	12
44.	Salsa	12
45.	Agus	11
46.	Kamila	13
47.	Naura	9
48.	Ayu	9
49.	Bayu	10
50.	Imam	11
52.	Asih	9
53.	Wika	10
54.	Robi	9
55.	Syahrul	13

56.	Tri	9
57.	Aziz	9
58.	Lutfi	7
59.	Puji	8
60.	Feri	9

The names above were obtained from interviews with the owner of Gardu Baca. The number of children who visit is changing every week. The children above are the names that have been visited and recorded in attendance and activities organized by Gardu Baca.

5. Books Collection

From Gardu Baca was founded until now; the book collection that available at Gardu Baca is a result of gifts, donations, and purchases. There is no specific method in collection processing. The way of procuring books is obtained from individuals, contributions, networking, and cooperation. At the beginning of 2015, there were only 15 books, which were their collection books. Until April 2017, counted 250 have been collected. And for now,

April 2020, more than 1000 books are available. Books collections in Gardu Baca provide specifically for children such as drawing books, comics, prophet stories, novels, encyclopedias, up to lift-the-flaps-books.

6. The activities of Gardu Baca

Activities at GarduBaca are held every Sunday, starting at 09.00-11.00, Friday beginning at 15.00-17.00 because on Friday madrasa dinniyah or TPQ is not held, and on school holidays or red dates. Friday's activities are focused on learning English. Nevertheless every day there are always children who come just to read or play with friends We have reading books procurement programs, mainly English textbooks.

- a. Gardu Baca have Drawing activities, and arithmetic activities that we synchronize with the English language. This activity is carried out once a week, the children are very enthusiastic in following it. Because basically visitors of Gardu Baca are young learners who still like activities that enhance creativity. In this activity the teachers synchronize with English. For example students are told to explain what he draws using simple sentence in English.

- b. Gardu Baca makes gardening and creative classes on red dates or holidays. Students are invited to grow organic chili. The reason for choosing chili as class material is because chili is related to kitchen needs. The purpose of planting chili is to ease the family economy. Risa made a simple calculation that if in one day the mothers spent Rp2,000 to buy chili, in one month, the cost to buy chili was Rp60,000. If children can take care of the chili and harvest it and then take it home to be processed by the mothers, of course, mothers will save Rp. 60,000
- c. English tutoring activities for free, held every Friday because Friday's activities are focused on learning English. Sometimes GarduBaca invites volunteers from other cities to teach English to children, it is a strategy to attract children's interests, they tend to be more enthusiastic and curious if there are new tutors.
- d. Storytelling competition, reading poetry competition, drawing competition. The competition is held approximately every two months. competitions are held to build children's competitiveness and to appreciate children's talents.
- e. Giving educational aid for underprivileged children in Gardu Baca. Because the economy of the society around Gardu Baca is middle to lower, there are still

children who have difficulty in school fees. Gardu Baca helps underprivileged children, materially and by changing school equipment such as books, bags, school uniforms and shoes .

- f. Cleaning up trash and river activities, the children are invited to go around the village and head to the river to collect garbage, this activity is expected to foster children's awareness about the importance of environmental hygiene.

7. The problems faced by Gardu Baca

d. Education Awareness

Many people in Gardu Baca environment think education is not a basic need, because their social economy is middle to low class. When children go to school and get a certificate, they do not want to continue their studies to college, with the mindset that they will not get employment relations if they are not rich if their family is not a civil servant, they think it useless and just spending money.

The enthusiasm of children in obtaining an education is quite high even though many parents do not support going to university because of the

unavailability of fund. The most important thing is to maintain their enthusiasm, to make them not bored. Usually, Risa take the to a new place, a new atmosphere and then we play games using English. Efforts to increase interest in Reading Literacy Activities are not an easy thing, the people are more productive to work and work, not to education.. However, for Risa, their arrival was a success thing in their learning process because the children in the village are 100% different from the children in the city. Parents of children in the city perceive English as a necessity and trend, but not in rural areas, in villages that are considered necessary is being able to recite the Qur'an, be able to read Kitab, and memorize Al Qur'an. For them, English is not a basic requirement. The role of Gardu Baca as their friend to get additional education provision at the higher education level

But now, everything has changed, as explained by Risa : "Finally what I dreamed about to change the mindset of the society start to grow, after founding Gardu People began to care about education"³⁷

³⁷ Transcript of Interview (TOI-07)

In founding Gardu Baca, Risa did not surveys to other places, because according to her, each environment had different social conditions, With a history of parents as farm laborers, many people think they will not be able to continue their education, that is the motivation for Risa to establish Gardu Baca, Risa said “nothing is impossible as long as we want”

e. Facilities and infrastructure

The facilities and infrastructure become an important thing, and this is because it will have a direct impact on the activity in a teaching-learning process, which would be implemented, if there is no infrastructure, everything will not work, but as Risa said “the most important thing is how we can use what is available to be something meaningful.”³⁸

In the past, Gardu did not have a place to study like now, so Risa borrowed a porch from her neighbor's patio to study, then she asked permission. Likewise with books, when she don't have a lot of donors and books, She use existing books to study which at first the books we receive are used books, this teaches children to develop from what we have.

³⁸ Transcript of Interview (TOI-15)

Little by little, the facilities begin to be complete, we already have a place to study. So when the infrastructure is limited, they will continue to strive so that the learning process of children can be maximized.

f. Reading Material

Besides the importance of the facilities and structure, which is very important from a reading park, it is a book for reading material. At the beginning of 2015, there were only 15 books, which were my collection books. Until April 2017, counted 250 books have been collected. and for now, April 2020, more than 1000 books are available.

Gardu Baca itself has a touching story for Risa. She recalled that at the beginning of the Gardu Baca, she had not taken care of the library. She only collects a few books that she bought from the book bazaar in Semarang. At that time, there was a child named Fathur Rohman, a mentally disabled person who arranged books and tidied them up. As a thank you, Risa's gave a pocket of money to Fathur. However, it was not until a year that the Gardu Baca

was officially established. There is no longer a figure who manages the Gardu Baca books.

Although she still needs encouragement and assistance, Rissa has a dream to become an independent Home Library. Risa said : “We accept help if there is an offer, but to ask for help, we try to minimize it, we want to teach children that we can move without having to wait.”³⁹

Although not asking for help, many people are touched and start to help. Risa explained why she did not have the initiative to ask for help from the government. Risa explained : “We realize we are still too far to ask for help because if you want to ask for help from the government, all administration must be complete, while our experience have so many limitations. So what we do is cooperation, many people are willing to help both material or books.”⁴⁰

Saving to buy books and dictionaries is one initiative way from the founder of Gardu Baca. So when their facilities are limited, they will still try.

Usually, money is more important than anything, but it's different with Risa, she are not too focused on how much the budget must be spent. But

³⁹ Transcript of Interview (TOI-13)

⁴⁰ Transcript of Interview (TOI-16)

she focus on how volunteers have proper learning techniques, that's the most important thing. Although we do need money, for books and others, we can still handle it from the cash that the organizer collects themselves. But everything that is unpretentious in Gardu Baca sometimes makes Risa sad. Given the importance of reading for the nation's generation, we certainly have to support people who have good intentions like Risa and volunteers without expecting anything in return. Risa hopes that in the future Gardu Baca can serve children more optimally.

g. Volunteers

Another problem is volunteers. Risa admitted that she lacked volunteers because our volunteers must have free time and be willing to work without pay, indeed from their conscience to help. Sometimes when volunteers cannot attend, the activities is off. On the other hand, children come every day.

Risa's hope is not just to teach Literacy to children, but all elements of society realize the importance of reading Literacy activities and learning English. By reading, we will have a high-quality generation, and by learning English we will

have competitiveness at the international level We hope that more people care about their environment, more volunteers are aware and help us carry out humanitarian activities. Nowadays, there are still many people who want to do a good thing without expecting anything in ret. Reading literacy activities become very important for our country. Indonesia is the country with the lowest book readers in Asia. This is not just the government or reading ambassadors jobs. This is our job to care on how important Reading Literacy Activities, we can do with what we have. As long as there is intention there must be a way, as Gardu Baca did.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is about the conclusion of the research. Then, the second part presents the recommendations related to this research.

A. CONCLUSION

The purpose of this research is to describe English reading literacy activities of young learners in Gardu Baca and the problem faced by Gardu Baca. The researcher giving an interview with the founder of Gardu Baca to get the data. The results of this research showed that Reading Literacy Activities at Gardu Baca are held every Sunday, starting at 09.00-11.00, Friday beginning at 15.00-17.00 because on Friday madrasa dinniyah or TPQ is not held, and on school holidays or red dates. Friday's activities are focused on learning English. Nevertheless every day there are always children who come just to read or play with friends. We have reading books procurement programs, mainly English textbooks.

- h. Gardu Baca have Drawing activities, and arithmetic activities that we synchronize with the English language.
- i. Gardu Baca makes gardening and creative classes on red dates or holidays. Students are invited to grow organic chili. The reason for choosing chili as class material is

because chili is related to kitchen needs. The purpose of planting chili is to ease the family economy. Risa made a simple calculation that if in one day the mothers spent Rp2,000 to buy chili, in one month, the cost to buy chili was Rp60,000. If children can take care of the chili and harvest it and then take it home to be processed by the mothers, of course, mothers will save Rp. 60,000

- j. English tutoring activities for free, held every Friday because Friday's activities are focused on learning English. Sometimes GarduBaca invites volunteers from other cities to teach English to children, it is a strategy to attract children's interests, they tend to be more enthusiastic and curious if there are new tutors.
- k. Storytelling competition, reading poetry competition, drawing competition. The competition is held approximately every two months. competitions are held to build children's competitiveness and to appreciate children's talents.
- l. Giving educational aid for underprivileged children in Gardu Baca. Because the economy of the society around Gardu Baca is middle to lower, there are still children who have difficulty in school fees. Gardu Baca helps underprivileged children, materially and by changing school equipment such as books, bags, school uniforms and shoes .

- m. Cleaning up trash and river activities, the children are invited to go around the village and head to the river to collect garbage, this activity is expected to foster children's awareness about the importance of environmental hygiene.

Reading literacy activities needs to be taught to children, especially in early childhood. Interest in reading literacy activities needs to form on young learners, give the importance of reading English books that will make it easier for young learners to get to know and master English. A library, reading park, or home library is a good solution to introduce books to children. Inspired by the iconic figure Raden Ajeng Kartini who came from her hometown Jepara, Risa manages voluntary tutoring called Gardu Baca, which provides English reading literacy activities of young learners. The main focus of Gardu Baca is to provide reading books to increase english reading literacy activities around Bangsri Jepara. Gardu was established as an individual initiative, they don't get any assistance from the government, besides that Gardu Baca is not only a library but also a non-formal learning place, Gardu Baca also provides more English textbook. They offer learning activities

such as private English courses to train children to be skilled in English and its all free.

There are some problem faced by Gardu baca,as follow:

a. Education Awareness

Many people in Gardu Baca environment think education is not a basic need, because their social economy is middle to low class. When children go to school and get a certificate, they do not want to continue their studies to college, with the mindset that they will not get employment relations if they are not rich if their family is not a civil servant, they think it useless and just spending money.

b. Facilities and infrastructure

The facilities and infrastructure become an important thing, and this is because it will have a direct impact on the activity in a teaching-learning process, which would be implemented, if there is no infrastructure, everything will not work, but as Risa said “the most important thing is how

we can use what is available to be something meaningful."⁴¹

c. Reading Material

Besides the importance of the facilities and structure, which is very important from a reading park, it is a book for reading material. At the beginning of 2015, there were only 15 books, which were my collection books. Until April 2017, counted 250 books have been collected. and for now, April 2020, more than 1000 books are available.

Saving to buy books and dictionaries is one initiative way from the founder of Gardu Baca. So when their facilities are limited, they will still try.

d. Volunteers

Another problem is volunteers. Risa admitted that she lacked volunteers because our volunteers must have free time and be willing to work without pay, indeed from their conscience to help. Sometimes when volunteers cannot attend, the activities is off. On the other hand, children come every day.

⁴¹ Transcript of Interview (TOI-15)

Usually, money is more important than anything, but it's different with Risa, she are not too focused on how much the budget must be spent. But she focus on how volunteers have proper learning techniques, that's the most important thing. Although we do need money, for books and others, we can still handle it from the cash that the organizer collects themselves. But everything that is unpretentious in Gardu Baca sometimes makes Risa sad. Given the importance of reading for the nation's generation, we certainly have to support people who have good intentions like Risa and volunteers without expecting anything in return. Risa hopes that in the future Gardu Baca can serve children more optimally.

Nowadays, there are still many people who want to do a good thing without expecting anything in ret. Reading literacy activities become very important for our country. Indonesia is the country with the lowest book readers in Asia. This is not just the government or reading ambassadors jobs. This is our job to care on how important Reading Literacy Activities, we can do with what we have. As long as there is intention there must be a way, as Gardu Baca did.

B. SUGGESTION

1. Things that can affect English reading literacy activities is support and encouragement from parents. Gardu Baca needs to give activities that can educate about the importance of reading literacy activities of young learners.
2. Besides that, it is also necessary to give activities that can educate society about the importance of education. To change society's view that education is only for rich people, it is precisely education and knowledge that will raise the level of a person and this nation.
3. Another very important thing is volunteers, to add volunteers are needed.
4. Organizing activities that can help children to find their interests in English literacy activities.
5. The Administration needs to be improved in Gardu reading. Such as make a list of attendees, make a list of loan books, attend book data collection and create a management structure so that children have responsible.

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Appendix

1. Hesti Nugroho, wife of Jepara Regent Deputy Dian Kristiandi expressed his admiration for community-based libraries that grew in various villages and were managed by literacy volunteers.





2. Risa Mutaffariha the founder of Gardu Baca



3. Gardening Activities













4. Books Collection







5. Tutoring English Activities













6. Cleaning Environment and River Activities







Transcript of Interview

1. TOI-1

” The vision and mission of Gardu Baca are to make children love reading, skilled, and broadminded. Then to providing books for young learners, mainly English textbooks. And then to develop character education for young learners. The goal of Gardu Baca is to make people aware that education is important, especially character education, which will advance our environment, not

only can read but children also can perform mainly in English because we focus on character education for young learners. After all, if our young generation having good character will advance our environment.”

2. TOI-6

"At the beginning of 2015, there were only 15 books, which were my collection books. Until April 2017, counted 250 books have been collected. and for now, April 2020, more than 1000 books are available."

3. TOI-7

"Many people in my environment think education is not a basic need, because our social economy is middle to low class. When children go to school and get a certificate, they do not want to continue their studies to college, with the mindset that they will not get employment relations if they are not rich if their family is not a civil servant, they think it useless and just spending money. Finally what I dreamed about to change the mindset of the society start to grow, after founding Gardu People began to care about education"

4. TOI-13

"Literacy habits must be applied to children from inborn because in the womb children can already hear, the role of parents is very important, as parents must be able to introduce literacy to children as soon as possible."

5. TOI-14

"We never surveyed, we felt what was in our environment, because I was born and grew up there as a child, I became an agent of social conditions, so I know what the society needs. With a history of parents as farm laborers, many people think they will not be able to continue their education, that is the motivation for me to establish Gardu Baca because nothing is impossible as long as we want"

6. TOI-15

"Facilities and infrastructure are important because if there is no infrastructure, everything will not work, but the most important thing is how we can use what is available to be something meaningful. In the past, we did not have a place to study like we are now, so we borrowed a porch from our neighbor's patio to study, then we asked permission. Likewise with books, when we don't have a lot of donors and books, we use existing books to study which at first the books we receive are used books, this teaches children

to develop from what we have. Little by little, our facilities begin to be complete, we already have a place to study. So when our infrastructure is limited, we will continue to strive so that the learning process of children can be maximized."

7. TOI-18

"Now activities at GarduBaca are held twice a week, starting at 9:00 to 11:00, On Friday starting at 15:00 to 17:00, and on school holidays. Every Friday afternoon, we specialize in learning English because Madrasa Dinniyah is not held. And for days off the activities are held from morning to evening with children's development activities."

8. TOI-19

"Children's enthusiasm for learning is very high, and the most important thing is to maintain their enthusiasm, to make them not bored. Usually, we take them to a new place, a new atmosphere and then we play games using English"

9. TOI-20

"The children in the village are 100% different from the children in the city. Parents of children in the city perceive English as a necessity and trend, but not in rural areas, in villages that are considered necessary is being able to

recite the Qur'an, be able to read Kitab, and memorize Al Qur'an. For them, English is not a basic requirement. Here the role of Gardu Baca as their friend to get additional education provision at the higher education level "

10. TOI-21

"There are many strategies that we make, we always give rewards, for the most diligent child then they will get a sausage prize, for children who have good grades then we give snacks for them. Not only for smart children, but we also give rewards to children who are not too smart, so the children will feel appreciated. We always encourage children who don't understand. We teach children to help each other to make them trust each other, that they study together. Another strategy is to invite new mentors, which certainly makes children curious and come to Gardu Baca. After that, we provide exciting and fun activities for children."

11. TOI-22

"The first problem is the view of English as difficult and frightening things to children. Then the second problem is the access to Gardu Baca. Children come from different villages, they usually use bicycles, even if it rains."

12. TOI-24

"We lack volunteers because our volunteers must have free time and be willing to work without pay, indeed from their conscience to help. Sometimes when volunteers cannot attend, the activities is off. On the other hand, children come every day. We are not too focused on how much the budget must be spent. But we focus on how volunteers have proper learning techniques, that's the most important thing. Although we do need money, for books and others, we can still handle it from the cash that the organizer collects themselves."

13. TOI-26

"Not only opposing, but our activities are also considered as deviant activities. Our children gather to play around the village, invited to the river to clean up the rubbish, the community considers it to be unimportant activities. In our area, many teenagers often get drunk and busking, caused controversy when our children touched. Until now Gardu Baca can be accepted by the society."

14. TOI-27

"Peer influence is very important, for example, one child comes, he will invite his friend, so more and more children come. Friends also have the role of helping each other in

learning. On the other hand, if there is a lazy child, that will affect other children. I realize that the character of the community is coming and goes. But that motivates me always to provide things that are interesting to children."

15. TOI-28

"Fortunately, our environment is still a little backward about technology, so we introduced technology to them for the learning process, not play. I also often invite friends from university who bring laptop media, their laptops are a special thing for them, that also motivates children to come and learn."

16. TOI-31

"Our hope is not just to teach Literacy to children, but all elements of society realize the importance of reading Literacy activities and learning English. By reading, we will have a high-quality generation, and by learning English we will have competitiveness at the international level We hope that more people care about their environment, more volunteers are aware and help us carry out humanitarian activities."

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