

THESIS

English Reading Literacy Activities for Young Learners (Study at Gardu Baca in Bangsri Jepara)



Fikri Aini Syifa'

1503046071

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

THESIS STATEMENT

I am a students with following identify

Name : Fikri Aini Syifa

Students Number : 1503046071

Department : Education

Field of Study : English Language Education Department

Certify that the thesis:

**English Reading Literacy Activities for Young Learners (Study at
Gardu Baca in Bangsri Jepara)**

Is definitely of my work. I am completely responsible for the content of this thesis. Other researchers opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang,

The researcher,

Fikri Aini Syifa'

NIM.1503046071



**KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387
Semarang 50185

RATIFICATION

Thesis with following identity:

Title : **English Reading Literacy Activities for
Young Learners (Study at Gardu Baca
in Bangsri Jepara)**

Name of Student : Fikri Aini Syifa

Students Number : 1503046071

Department : English Education Department

had been ratified by the team of final project examiner of Education
And Teacher Training Faculty of UIN Walisongo Semarang and can
be received as one of any requirement for gaining the Bachelor Degree
in English Education Department.

Semarang,

THE BOARD OF EXAMINERS

Chair person,

Secretary,

Examiner I,

Examiner II,

Advisor ,

Nadiyah Makmun, M.Pd.

NIP: 19781101200701206

ADVISOR NOTE

Semarang,

To

The Dean of Education and Teacher Training Faculty
State Islamic University of Walisongo

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to
whatever extent necessary of the following thesis identification:

Title : **English Reading Literacy Activities of
Young Learners (Study at Gardu Baca Iin
Bangsri Jepara)**

Name : Fikri Aini Syifa'

Students Number : 1503046071

Department : English Education Department

Wassalamualaikum Wr.Wb.

Advisor II

Nadiah Makmun, M.Pd.
NIP: 19781101200701206

ABSTRACT

Title : **English Reading Literacy Activities for Young Learners (Study at Gardu Baca in Bangsri Jepara)**

Name : Fikri Aini Syifa'

Nim : 1503046071

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 and the problem faced by Gardu Baca. In conducting this research, the research uses descriptive qualitative research. In collecting the data, the researcher uses an interview because this research are heln in pandemic of covid 19, and during the pandemic the activities in Gardu Baca was off. 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. 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

“DO IT WITH PASSION OR NOT AT ALL”

-Fikri-

DEDICATION

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

My mother, my father and my brother.

ACKNOWLEDGEMENT

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.
3. Daviq Rizal, M. Pd. as my academic Advisor.
4. Nadiyah Makmun, S.Pd as the advisor for her support, advices, meaningful correction, useful suggestion during the consultation.
5. All lecturers in English Department and all lecturers of Education and Teacher Training Faculty for the valuable knowledge and guidance during the years of my study.
6. All of my beloved family members, my father Edi Syamsuridjal, my mother Siti Fatimah and my brother Rifqi Hairani Ahmad

7. Wikha Setiawan for his support, help, advice and love.
8. All of my classmates in PBI B 2015
9. My best friends Titis Desma, Iswari Putri, Asih Novianti, Annisaaur Rohmah, Kuni Sofia Zulfa, Miftahu Surrur, and Muhammad Miftahul Hakim.
10. 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, 10 Juni 2020

The researcher

Fikri Aini Syifa'

NIM. 1503046071

TABLE OF CONTENTS

Contents

THESIS	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE.....	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
CHAPTER I	1
INTRODUCTION	1
A. Background of Study	1
B. Research Question.....	5
C. Objective of Study.....	5
D. Scope of Study	6
E. Reasons for Choosing the Topic	7
F. Significances of Study	8
CHAPTER II	9
REVIEW OF RELATED LITERATURE	9
A. Literature Review	9
1. Literacy	9

2. Literacy Strategy	12
3. English Literacy Activities/ Home Literacy Environment (HLE)	17
4. Level of Literacy	17
5. Reading	19
6. Taman Bacaan Masyarakat (TBM)	21
7. Kind of TBM.....	22
8. Indicator of Success in TBM.....	23
B. Previous Studies	23
CHAPTER III.....	26
RESEARCH METHOD.....	26
A. Type and Research Approach.....	26
1. Place and Time	27
2. Type and Sources of Data	27
3. Subject of The Research	28
4. Research Focus	29
5. Research Instrument	29
6. Data Analysis Techniques.....	34
CHAPTER IV.....	36
FINDINGS	36
Findings.....	36
1. Profil of Gardu Baca.....	36
2. Vision and Mission	41
3. The Goals	41
4. Volunteer.....	41

5. Books Collection	46
6. The activities of Gardu Baca.....	47
7. The problems faced by Gardu Baca.....	49
CHAPTER V.....	56
CONCLUSION AND SUGGESTION	56
A. CONCLUSION	56
B. SUGGESTION	61
References	63
Appendix	67
CURRICULUM VITAE	107

CHAPTER I

INTRODUCTION

This thesis aims to explain English Reading Literacy Activities for Young Learners (Study at Gardu Baca in 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.¹To build a culture of literacy, the Ministry Education and Culture has been launched The School Literacy

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

Movement in 2015, which is an implementation of the 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.¹

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



Read, In the name of your Lord who created. Created man from a clinging substance. Read and your Lord is the most Generous. Who has thought by the pen. Has taught man that which he know not.²

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. ³

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 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 for 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 (5-12 years old) in Gardu Baca Bangsri Jepara
2. Object: The object of this research is Gardu Baca. 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.

E. Reasons for Choosing the Topic

1. The reason the researcher choose this topic because Gardu Baca's distinctive features. It was established as an individual initiative, they don't get any assistance from the government
2. Gardu Baca is not only a library but also a non-formal learning place that provides more English textbook.
3. Gardu Baca choosing English as the main learning..
4. They offer learning activities such as private English courses to train children to be skilled in English and its all free.
5. All the teachers in Gardu Baca 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.

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.

2. Practically

- a. Researcher: To increase knowledge English reading literacy activities for 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 for 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.⁴

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 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.⁵

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 listen well. A literate person can communicate effectively with others and understand written information.’²

Literacy is a constructive, integrative, and critical process situated in social practices.⁷ literacy, including the

² 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>>.

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).⁶

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts³

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.

³ .Audrey N. Grant, ‘Defining Literacy’, Australian Review of Applied Linguistics, 9.2 (1986) , 1–22 <<https://doi.org/10.1075/aral.9.2.01gra>>.

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.⁴

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 literacy strategies divided into four categories: comprehension, vocabulary, fluency, and spelling⁵

No	The Purpose of Literacy Strategies	Literacy Strategies	The Instructional strategies	Use
1.	Comprehension	1. The directed reading-	These strategies intend to	All Content Area

4

⁵ 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>>..

		thinking activity 2. Question- answer relationship 3. Know- what learning chart 4. Comparison matrix 5. Response notebook 6. Anticipation guide 7. Chapter tour 8. Classificatio n chart 9. Visualizing 10.	emphasize some procedures like: 1. Prediction, inference 2. Setting reading purpose 3. Questioning 4. Synthesize the text 5. Recognizing similarities and differences in the text to lead student's comprehensi on 6. Monitoring for meaning	All Grade Levels Before and During Readin g
--	--	---	--	--

		Thinking aloud/ metacognitive process 11. Semantic map 12. Graphic thinking organizer 13. Obstacle course 14. Walking this way-talk this way-look this way	7. Making connections 8. Activating background knowledge 9. Organizing information 10. Determining importance 11. Evaluating	
2.	Vocabulary	1. Concept of definition map 2. Context clues for determining	These strategies intend to emphasize some procedures	All Content Area All Grade Levels

		word meaning 3. List-group-label, possible sentence 4. Possible sentences 5. Semantic feature analysis 6. Vocabulary by analogy with word walls 7. Knowledge rating scale	like: 1. Context clues 2. Thinking aloud and read aloud 3. Use synonym and antonym 4. Group discussion	Before and During Reading
3.	Fluency	1. Repeated reading 2. Reading theatre	These strategies intend to emphasize	All Content Area All

			<p>some procedures like:</p> <ol style="list-style-type: none"> 1. Teacher models reading 2. Reading aloud 	<p>Grade Levels Before and During Reading</p>
4.	Spelling	<ol style="list-style-type: none"> 1. Spelling self-correction 2. Clues to spelling from word relationships 3. word sorts 	<p>These strategies intend to emphasize some procedures like:</p> <ol style="list-style-type: none"> 1. Teacher explains how to recognizing and correct the misspelling 2. Use 	<p>All Content Area All Grade Levels Before and During Reading</p>

			dictionary 3. Write words spelling	
--	--	--	---	--

3. English Literacy Activities/ Home Literacy Environment (HLE)

English literacy activities are reading, writing, speaking, and problem-solving or language skills using English language or synchronize with English. There is robust research on Home Literacy Environment (HLE) globally, one challenge encountered in the literature is the diversity of global opinion.¹⁰

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:

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: 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.¹¹

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 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.¹¹

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.⁶ 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.⁷

⁶Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008) , 7.

⁷Carnie. (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.⁸ 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.⁹

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 process of comprehending the text and finding the meaning. It

⁸Anter Nancy, (2004) , *Critical Reading for College and Beyond*, (New York: Mc Graw Hill) , p. 5.

⁹Edithia 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.

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. ¹²TBM 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.¹²

2) TBM Penguatan Minat Baca (TBM PMB)

TBM PMB is to enhance reading interest of the community, so it becomes a habit and routine.¹²

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 certain geographies that are unique and different from other communities, to explore and develop community competencies that are targeted for *KK TBM* services.¹²

8. Indicator of Success in TBM

- a) The distribution of TBM aid funds in a transparent, accountable, on target, on time, and on the right number of 420 institutions;
- b) Improving the quality of TBM implementation and services;
- c) Serving the needs of the community in the field of reading material;
- d) The implementation of various activities to civilize hobby reading community.

B. Previous Studies

I consider three previous researchs:

1. The first previous study is: Bernice E. Cullinan, 2017, This paper is a review of the research literature about the effects of independent reading on school achievement and the identification of common factors in programs designed to promote independent reading. The purpose of the review is to provide information to policymakers, curriculum developers, parents, teachers, and librarians about the importance of independent reading and programs that support it. ¹⁰¹³

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

Besides, both my current study and the previous study has a similarity and difference. The similarity is talk about reading activities.

2. The second previous study was Ashley Gangi, 2018, The Effect of Home Literacy Practices On Emergent Literacy Skills. This paper 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.¹⁰ 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 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 paper is a review of the 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. ¹¹The findings of the study suggested a significant relationship between home literacy environment and letter identification scores for preschool-aged children.

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.

A. 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.¹² 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.¹³ In this case, it is a descriptive to describe English reading literacy activities for young learners in Gardu Baca. The researcher would describe closely and intensively the data as they occur.

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013) , page 185

¹³ Zaidah Zainal, "Case Study as A Research Method", *Journal of Humanities*, 2007, page 2

1. Place and Time

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

2. Type and Sources of Data

The type of data in this research is English reading literacy activities for young learners in Gardu Baca and the. The primary data are the main data that will be collect directly by the researcher through an interview because this reseach are held during the pandemic of Covid 19. The secondary data to support the main data will be collected from the report that contains news about Gardu Baca (Suaramerdeka.com, Tribunnews, indonesiaparlemen.com, rmoljateng.com, ruangandini.com). The data needed are the problems faced by Gardu Baca and reading literacy in Gardu Baca.

Meanwhile, the data sources are The founder and the visitors in Gardu Baca. Data sources of this study are the

visitors in Gardu Baca consisting of 15 members, and all of them are young Learners (5-12 years old).

3. Subject of The Research

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 the research object.¹⁴ 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.¹⁵

The participant of this research is the founder of Gardu Baca

¹⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*, page 215

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*, page 216

4. 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. 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

5. Research 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.¹⁶ In this context, the researcher uses interview as a research instrument. In qualitative research,

¹⁶ SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*, page 203

the instrument or research tool is the researcher herself. The researcher as human instrument functions to determine the research focus, choose informants as sources of data, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on her findings¹⁷. 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.¹⁸

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:

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, page 222

¹⁸ 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.¹⁹

- Types of Interviews

Interviews can be designed differently depending on the needs being addressed and the information. They can be grouped into three types:

- Structured interviews: In a structured interview, the interviewer asks a set of standard, predetermined questions about particular topics, in a specific order. The respondents need to select their answers from a list of options. The interviewer may provide clarification on some questions. Structured Interviews are typically used in surveys.

¹⁹ 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

- Semi-structured interviews: In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondents answer in their own words. Some interviewers use a topic guide that serves as a checklist to ensure that all respondents provide information on the same topics. The interviewer can probe areas based on the respondent's answers or ask supplementary questions for clarification. Semi-structured interviews are useful when there is a need to collect in-depth information in a systematic manner from a number of respondents or interviewees (e.g., teachers, community leaders).
- Unstructured interviews: In an unstructured interview, the interviewer has no specific guidelines, restrictions, predetermined questions, or list of options. The interviewer asks a few broad questions to engage the respondent in an open, informal, and spontaneous discussion. The interviewer also probes with further questions and/or explores

inconsistencies to gather more in-depth information on the topic. Unstructured interviews are particularly useful for getting the stories behind respondents' experiences or when there is little information about a topic.¹⁴

- Steps in Conducting an Interview:
 1. Define your objectives → identify what you want to achieve and the information you need to gather. Make sure an interview is the appropriate way to meet your objectives.
 2. Choose the type of interview → Review your required information, budget, time, and potential respondents and decide whether you need to conduct structured, semi-structured, or unstructured interviews.
 3. Choose the appropriate respondents → Depending on the type of interview, decide on the characteristics of interviewees and the number of interviews required.
 4. Decide how you will conduct the interviews → Consider telephone or face-to face interviews. For large surveys, consider computer-aided interviewing and recording.

5. Decide how to recruit your respondents → Obtain contact information for a number of respondents larger than the number of interviews you need, since some may not respond. Contact them by phone, e-mail, or regular mail and introduce yourself, your organization, and your project. Explain the purpose of the interview, the importance of their participation, and set up an appointment.

6. 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 drawaing*.²⁰ 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:

²⁰Suyiono, *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 from interview, and online newspaper that reporting news about Gardu Baca and documentation wich obtain by the founder of Gardu Baca. An interview was held in April 21 with the founder of Gardu Baca by voice call. In the interview, the research discusses about 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. Profil 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 possible²¹."

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

²¹Transcript of Interview (TOI-13)

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 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'," ²²

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

²²Transcript of Interview (TOI-24)

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 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,"²³

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

²³Transcript of Interview (TOI-01)

closest children, and Risa's nephews then she branding, she post to the environment if we have free English lessons.

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 in the university 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 attendance document in Gardu Baca (see appendix). 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	12
47.	Naura	9
48.	Ayu	9
49.	Bayu	10
50.	Imam	11
52.	Asih	9

53.	Wika	10
54.	Robi	9
55.	Syahrul	12
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 in April 21, and also from attendance document in Gardu Baca (see appendix). 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. Gardu Baca visitors may only borrow one book and write it in an archived book. The book must be returned a maximum of one week. Yhee visitors can borrow the book for free.

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. But after pandemic of Covid-19 all the activities in Gardu Baca was off. This research was held during

pandemic of Covid-19. There are the activity in Gardu Baca before pandemic of Covid-19:

- 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

- 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.

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"²⁴

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"

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

²⁴Transcript of Interview (TOI-07)

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.”²⁵

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. 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.

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

²⁵Transcript of Interview (TOI-15)

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."²⁶

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

²⁶Transcript of Interview (TOI-13)

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.”²⁷

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 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.

d. Volunteers

²⁷Transcript of Interview (TOI-16)

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 for 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.

- a. Gardu Baca have Drawing activities, and arithmetic activities that we synchronize with the English language.
- 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.

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:

g. 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.

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.”²⁸

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

²⁸Transcript of Interview (TOI-15)

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.

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.

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. Educational awareness.

In my oppinion, it is also necessary to give activities that can educate society about the importance of education like parenting activities or seminar. 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.

2. Facilities, infrastructure and reading material

Another very important thing is facilities, infrastructure and reading material. In my opinion it is important to Gardu Baca asking help to the Government. First of all the Administration in Gardu Baca are needs to be improved. Such as make a list of attendees, make a list of loan books, attend book data collection and create a management structure so the Government may help Gardu Baca. The government have GLN (*Gerakan Literasi Nasional*) program, and grants for the empowerment and management of TBM (Taman Baca Masyarakat) that can help Gardu Baca.

3. Volunteers

Because volunteers in GarduBaca are lacking, in my opinion it is important for Gardu Baca to add volunteers, for example by registering Gardu Baca to the website like relawanindonesia.com, so people will find it easier to find and help Gardu Baca

References

1. Kebudayaan KP dan. Pedoman Pelaksanaan Gerakan Nasional Literasi Bangsa. Published online 2016:64.
2. Agama D. AL QUR'AN pdf. Published online 2007:1-1100.
3. Endah S, Effendi Thahar H, Asri Y. The contribution of reading interest on literature and reading comprehension toward students' ability in writing fantasy story. 2018;(2015):955-960. doi:10.29210/20181137
4. Scottish Government. Literacy and English Principles and practice. *Curric Excell*. Published online 2009.
5. Stordy PH. Taxonomy of Literacies Introduction. *J Doc*. 2015;17(3):456-476.
6. Keefe EB, Copeland SR. What is literacy? the power of a definition. *Res Pract Pers with Sev Disabil*. 2011;36(3-4):92-99. doi:10.2511/027494811800824507

7. Frankel KK, Becker BLC, Rowe MW, Pearson PD. From “What is Reading?” to What is Literacy? *J Educ*. Published online 2016. doi:10.1177/002205741619600303
8. Grant AN. Defining literacy. *Aust Rev Appl Linguist*. 1986;9(2):1-22. doi:10.1075/aral.9.2.01gra
9. Khairuddiniyah D. The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Cendekia Padang Pariaman. 2018;10(20):242-257. doi:10.2991/iconelt-17.2018.30
10. Gangi A. THE EFFECT OF HOME LITERACY PRACTICES ON EMERGENT LITERACY. 2018;(August).
11. Simich-dudgeon C. FOCUS: Occasional Papers in Bilingual Education,. 1989;(12):1-12.
12. Sitepu B petrus. Pengembangan Taman Bacaan

Masyarakat sebagai Sumber Belajar. *J Ilm VISI P2TK PAUD NI*. 2012;7(1):42-56.

13. Cullinan BE. Independent reading and school achievement. *Sch Libr Media Res*. 2000;3(November).
14. Wang L, Zhou RJ, Huang LZ. Research of maximum capacity of grid-connected photovoltaic power station based on the “box” set robust optimization. *APAP 2011 - Proc 2011 Int Conf Adv Power Syst Autom Prot*. 2011;1:507-511. doi:10.1109/APAP.2011.6180454
15. Literacy T. Curriculum For Excellence: Literacy and English. Principles and Practice.
16. Bruno L. 濟無No Title No Title. *J Chem Inf Model*. 2019;53(9):1689-1699. doi:10.1017/CBO9781107415324.004
17. Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R and D*. Bandung: Alfabeta.

18. Yule, G. 1996. *Pragmatics*. New York: Oxford University Press.
19. Zainal, Z. (2007) . “Case Study as A Research Method”. *Journal of Humanities*. Malaysia: Malaysia Technology University.

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







7. Visitors and Volunteers Attandance List in Gardu Baca

TBM "Sanggar Belajar Gardu Baca"						
No. Akta 10 14002017 Banjarjeng RT 001 RW 001, Banjar - Jayas. Email : gardebaca@gmail.com, FB90 : gardu baca						
NO	NAMA PEMINJAM	JUDUL BUKU	TGL PINJAM	TGL KEMBALI	ALAMAT	TTD
1	Kaniza	Smart molly	1/5-18		Kebok	
2	Keisya	Buku ajaib		1/5-18	Kluno	✓
3	Siska	Sally pusi christmas		"	Mangharum	✓
4	Dukri	Rangkaian Dolar dan cer...	1/5-18		"	
5	Keisya	Taman Kurni (ala kurni)	1/5-18	13/8-18	"	✓
6	Siska	39 amari kurni / buku belanda	1/5-18		"	
7	Nurul Aini	Boba - 47	21/8-18		Mangharum	
8	Dukri	Franklin dan komputer	21/8-18		"	
9	Siska	Lolabe - Ulang tahun			"	
10	Kiki	Crimes Of The Moon	22/8-18	22/8-18	"	✓
11	Kaniza	Musim Semi Telah Tiba	22/8-18		Durenan	✓
12	Kaniza	Laut Bulan Tempat Sampah	23/8-18		"	✓
13	Tariq	Bunga & Taman yg Indah	23/8-18	1/8-18	Sungayang	✓
14	Lin	Petite pre Ade pasta	23/8-18	23/8-18	Sungayang	✓
15	Allysa	Matah yuk!	10/8-18	11/8-18	Sungayang	✓

TBM "Sanggar Belajar Gardu Baca"						
No. Akta 10 14002017 Banjarjeng RT 001 RW 001, Banjar - Jayas. Email : gardebaca@gmail.com, FB90 : gardu baca						
NO	NAMA PEMINJAM	JUDUL BUKU	TGL PINJAM	TGL KEMBALI	ALAMAT	TTD
37	Araga	Garsten Cung Raja	23/8-18		Gubungan Ler	✓
38	Kaniza	Tulisan & cerita Anna	24/8-18		Banjarsari	✓
39	Aini	17 Petak yang menarik dan lucu	24/8-18	1/8-18	Gubungan	
40	Putri	EGAD Kiki dan Kiki	2/8-18		Jatungan	
41	Kiki	Selari menjadi Petak	1/8-18	1/8-18	Pembul	✓
42	Aisyah	Malam Cini Telah Tiba	1/8-18		Durenan	✓
43	Putra	Wau dan	1/8-18	3/8-18	Durenan	✓
44	Tanjungpaku					
45	Nilun	Tanjung Gunung dan Sumbung	11/8-18	1/8-18	Gubungan	
		Kami kiki dan putri				✓
46	Aisyah	17 Petak yang menarik dan lucu	12/8-18		Gubungan	✓
	Aini	Laut Bulan Tempat Sampah		1/8-18		
47	Keisya	Kiki	31/8-18		Kluno	
48	Putri	Lolabe	31/8-18		Gubungan	
49	Aini	Musim Semesta	31/8-18			

No	nama lokal	jenis	ukuran	jenis	ukuran	jenis	ukuran
19	0001/H	Map	40x / 100	2016			
20	0002/H	Map	40x / 100	2016			
21	0003/H	Map	40x / 100	2016			
22	0004/H	Map	40x / 100	2016			
23	0005/H	Map	40x / 100	2016			
24	0006/H	Map	40x / 100	2016			
25	0007/H	Map	40x / 100	2016			
26	0008/H	Map	40x / 100	2016			
27	0009/H	Map	40x / 100	2016			
28	0010/H	Map	40x / 100	2016			
29	0011/H	Map	40x / 100	2016			
30	0012/H	Map	40x / 100	2016			
31	0013/H	Map	40x / 100	2016			
32	0014/H	Map	40x / 100	2016			
33	0015/H	Map	40x / 100	2016			
34	0016/H	Map	40x / 100	2016			
35	0017/H	Map	40x / 100	2016			
36	0018/H	Map	40x / 100	2016			
37	0019/H	Map	40x / 100	2016			
38	0020/H	Map	40x / 100	2016			
39	0021/H	Map	40x / 100	2016			
40	0022/H	Map	40x / 100	2016			
41	0023/H	Map	40x / 100	2016			
42	0024/H	Map	40x / 100	2016			
43	0025/H	Map	40x / 100	2016			
44	0026/H	Map	40x / 100	2016			
45	0027/H	Map	40x / 100	2016			
46	0028/H	Map	40x / 100	2016			
47	0029/H	Map	40x / 100	2016			
48	0030/H	Map	40x / 100	2016			
49	0031/H	Map	40x / 100	2016			
50	0032/H	Map	40x / 100	2016			
51	0033/H	Map	40x / 100	2016			
52	0034/H	Map	40x / 100	2016			
53	0035/H	Map	40x / 100	2016			
54	0036/H	Map	40x / 100	2016			
55	0037/H	Map	40x / 100	2016			
56	0038/H	Map	40x / 100	2016			
57	0039/H	Map	40x / 100	2016			
58	0040/H	Map	40x / 100	2016			
59	0041/H	Map	40x / 100	2016			
60	0042/H	Map	40x / 100	2016			
61	0043/H	Map	40x / 100	2016			
62	0044/H	Map	40x / 100	2016			
63	0045/H	Map	40x / 100	2016			
64	0046/H	Map	40x / 100	2016			
65	0047/H	Map	40x / 100	2016			
66	0048/H	Map	40x / 100	2016			
67	0049/H	Map	40x / 100	2016			
68	0050/H	Map	40x / 100	2016			
69	0051/H	Map	40x / 100	2016			
70	0052/H	Map	40x / 100	2016			
71	0053/H	Map	40x / 100	2016			
72	0054/H	Map	40x / 100	2016			
73	0055/H	Map	40x / 100	2016			
74	0056/H	Map	40x / 100	2016			

No	Tgl Blt, Ths	Sumber Dana	Debit	Kredit	Saldo	Keterangan
1.	25/06-17	Lomba tangtek	300.000	-	300.000	Kas
2.	1/07-17	OPG	150.000	-	450.000	Kas
3.	1/7-17	Sukuran		150.000	300.000	
4.	19/7-17	Rosokan	32.000		332.000	Kas
5.		Kaprafi			380.000	
6.			32.000			
7.		konsumsi		32.000	380.000	
8.	8/09-2017	Bu Ainun	1.500.000		1500.000	Donatur
9.	12/09-2017			1500.000	—	
10.	4/10-2017	Bu Ainun	250.000		250.000	Donatur
		konsumsi		250.000	—	menanam Bu Hesti
11.	12/11-2017	Tomat	50.000		50.000	
12.	19/11-2017	Asbri cabari	50.000		100.000	
13.	19/11-2017	Tomat	150.000		250.000	
14.	02/12-2017	Pianika 2	—	150.000		
				—	100.000	
15.	06/12-2017	Keperluan TBM	—	100.000	—	
16.	8/12-2017	Bu Ainun	200.000		200.000	
		polibeg		100.000		
		acara fol		50.000		
		pameran fol		50.000		



Ganda Baca

TBM "Sanggar Belajar Ganda Baca"

No. Akta 10/14092017 Banjarbaru RT 001 RW 003, Sanggar Belajar, Jember, Email : gbandabaca@gmail.com, FB/TG : ganda baca

NO	NAMA PEMINJAM	JUDUL BUKU	TGL. PINJAM	TGL. KEMBALI	ALAMAT	TTD
16	Aria	Things to Read	01/08-2018	10/08-2018	Gintungan	✓
17	Lia	- Aspek Menjabri Ilmuwan - Keanekaragaman Pupuk - Sahar Menjabri Defensi	05/08-2018 05/08-2018 05/08-2018	10/08-2018 10/08-2018 10/08-2018	Segereng " "	✓
18	Alaka	- Dokter Cilik mana Best friend Forever	05/08-2018 05/08-2018	10/08-2018 10/08-2018	" Gintungan K-Bal	
19	Arisa	Pinkie Pie Patu Pesta	05/08-2018		"	
20	Atom	Sassy Baby's First Christmas	05/08-2018		"	
21	Nina	Latane Aku Rasaan menjabri	10/08-2018	10/08-2018	Gintungan Segereng	✓
22	Lia	Latane	10/08-2018	10/08-2018	Gintungan Segereng	✓
23	Forcing	Puang Hutan kecil putih	10/08-2018	10/08-2018	Gintungan	✓
24	Nasica	Clelor	10/08-2018	10/08-2018	Gintungan	✓
25	Angga	Wartson Gang Rapi	10/08-2018	10/08-2018	Gintungan	✓
26	Lia	'Bunga & Seran yang sayang	10/08-2018	10/08-2018	Segereng	✓
27		- onk				

BUKU
KAS GARDU BACA

10

48	0037 / H	Antena/ingus: English for Senior High School / Students XII			
47	0036 / H	Active English 6: 50 / M1			
46	0035 / H	Explore Sejarah Indonesia dan Dunia: Kelas X			
45	0034 / H	Bay One 2010			
44	0033 / H	Matematika Sma (2. dlm 1			
43	0032 / H	Koma 255 X Januari 2011			
42	0031 / H	Koma Volume VII Januari 2011			
41	0030 / H	Koma volume IX, Juli 2011			
40	0029 / H	Pemecyana Sarana membangun			
39	0028 / H	Suara rampak Kelang 255 X 2			
38	0027 / H	Gerakan Santri muslim			
37	0026 / H	Grade X semester 2			
36	0025 / H	Grade X semester 2			
35	0024 / H	Grade X semester 2			
34	0023 / H	Grade X semester 2			
33	0022 / H	Grade X semester 2			
32	0021 / H	Grade X semester 2			
31	0020 / H	Grade X semester 2			
30	0019 / H	Grade X semester 2			
29	0018 / H	Grade X semester 2			
28	0017 / H	Grade X semester 2			
27	0016 / H	Grade X semester 2			
26	0015 / H	Grade X semester 2			
25	0014 / H	Grade X semester 2			
24	0013 / H	Grade X semester 2			
23	0012 / H	Grade X semester 2			
22	0011 / H	Grade X semester 2			
21	0010 / H	Grade X semester 2			
20	0009 / H	Grade X semester 2			
19	0008 / H	Grade X semester 2			
18	0007 / H	Grade X semester 2			
17	0006 / H	Grade X semester 2			
16	0005 / H	Grade X semester 2			
15	0004 / H	Grade X semester 2			
14	0003 / H	Grade X semester 2			
13	0002 / H	Grade X semester 2			
12	0001 / H	Grade X semester 2			
11	0000 / H	Grade X semester 2			
10	0000 / H	Grade X semester 2			
9	0000 / H	Grade X semester 2			
8	0000 / H	Grade X semester 2			
7	0000 / H	Grade X semester 2			
6	0000 / H	Grade X semester 2			
5	0000 / H	Grade X semester 2			
4	0000 / H	Grade X semester 2			
3	0000 / H	Grade X semester 2			
2	0000 / H	Grade X semester 2			
1	0000 / H	Grade X semester 2			

No. Revisi		No. Revisi		No. Revisi		No. Revisi	
1.		2.		3.		4.	
0003/H		0003/H		0003/H		0003/H	
Tebah Padiuan (ser. perkebunan dan tebah - tebah perkebunan)		Tebah Padiuan (ser. perkebunan dan tebah - tebah perkebunan)		Tebah Padiuan (ser. perkebunan dan tebah - tebah perkebunan)		Tebah Padiuan (ser. perkebunan dan tebah - tebah perkebunan)	
0002/H		0002/H		0002/H		0002/H	
Padiuan, Gunung Airi Bangora (ser. Okhara, Bangora, dan Suka Jember)		Padiuan, Gunung Airi Bangora (ser. Okhara, Bangora, dan Suka Jember)		Padiuan, Gunung Airi Bangora (ser. Okhara, Bangora, dan Suka Jember)		Padiuan, Gunung Airi Bangora (ser. Okhara, Bangora, dan Suka Jember)	
0003/H		0003/H		0003/H		0003/H	
Ayo mangrove, Perancis, Pithagoras		Ayo mangrove, Perancis, Pithagoras		Ayo mangrove, Perancis, Pithagoras		Ayo mangrove, Perancis, Pithagoras	
0004/H		0004/H		0004/H		0004/H	
Apotik "Bangora dan Suka Ekanani" mangrove, mangrove		Apotik "Bangora dan Suka Ekanani" mangrove, mangrove		Apotik "Bangora dan Suka Ekanani" mangrove, mangrove		Apotik "Bangora dan Suka Ekanani" mangrove, mangrove	
0005/H		0005/H		0005/H		0005/H	
Mangrove, Teleskop, Rakat (Suka Ekanani, Suka Ekanani, Suka Ekanani)		Mangrove, Teleskop, Rakat (Suka Ekanani, Suka Ekanani, Suka Ekanani)		Mangrove, Teleskop, Rakat (Suka Ekanani, Suka Ekanani, Suka Ekanani)		Mangrove, Teleskop, Rakat (Suka Ekanani, Suka Ekanani, Suka Ekanani)	
0006/H		0006/H		0006/H		0006/H	
Pegunungan, Mangrove		Pegunungan, Mangrove		Pegunungan, Mangrove		Pegunungan, Mangrove	
0007/H		0007/H		0007/H		0007/H	
PDA (sistem kehutanan, Suka Ekanani)		PDA (sistem kehutanan, Suka Ekanani)		PDA (sistem kehutanan, Suka Ekanani)		PDA (sistem kehutanan, Suka Ekanani)	
0008/H		0008/H		0008/H		0008/H	
Apotik, Padiuan, Suka Ekanani, Suka Ekanani		Apotik, Padiuan, Suka Ekanani, Suka Ekanani		Apotik, Padiuan, Suka Ekanani, Suka Ekanani		Apotik, Padiuan, Suka Ekanani, Suka Ekanani	
0009/H		0009/H		0009/H		0009/H	
Tebah, Padiuan, Suka Ekanani		Tebah, Padiuan, Suka Ekanani		Tebah, Padiuan, Suka Ekanani		Tebah, Padiuan, Suka Ekanani	
0010/H		0010/H		0010/H		0010/H	
Mangrove, Suka Ekanani, Suka Ekanani		Mangrove, Suka Ekanani, Suka Ekanani		Mangrove, Suka Ekanani, Suka Ekanani		Mangrove, Suka Ekanani, Suka Ekanani	
0011/H		0011/H		0011/H		0011/H	
Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani	
0012/H		0012/H		0012/H		0012/H	
Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani	
0013/H		0013/H		0013/H		0013/H	
Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani	
0014/H		0014/H		0014/H		0014/H	
Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani	
0015/H		0015/H		0015/H		0015/H	
Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani		Gulora, Suka Ekanani, Suka Ekanani	
0016/H		0016/H		0016/H		0016/H	
MOP, Suka Ekanani, Suka Ekanani		MOP, Suka Ekanani, Suka Ekanani		MOP, Suka Ekanani, Suka Ekanani		MOP, Suka Ekanani, Suka Ekanani	

8. Volunteers in Gardu Baca



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."

CURRICULUM VITAE

Name : Fikri Aini Syifa'
Students' Number : 1503046071
Place and Date of Birth : Banjarnegara, 23 Maret
1997
Home Address : Desa Kesenet, Rt 05/ Rw 01,
kec Banjarmangu
Phone : 0572716818
E-mail : syifakpop@yahoo.co.id

Education

1. SDN 1 Kesenet 2009
2. SMP N 1 Banjarmangu graduated in 2012
3. MAN 2 Banjarnegara, graduated in 2015
4. Education and Teacher Training Faculty Walisongo State
Islamic University Semarang

Semarang,.....

The Researcher,

Fikri Aini Syifa'

NIM: 1503046071