

Improving the Ability to Retell Through Literacy Strategies in the Indonesia Language Learning of Fifth Grade Students of Elementary Schools

¹Leny Oktriana

Postgraduate Student
Primary Education Study Program,
State Universitas Negeri Surabaya

²Kisyani

Profesor, Indonesian Language and
Literature Education Study Program,
Universitas Negeri Surabaya

³Wahyu Sukartiningsih

Profesor
Primary Education Study Program,
Universitas Negeri Surabaya

Abstract:- This research is a classroom action research (PTK), which aims to describe implementation of learning, improve the ability to tell again and describe student responses using literacy strategies in fifth grade SDN Klampis Ngasem I/246 Surabaya. This study was conducted during two learning cycles, each cycle consisting of 1 x meeting. The subjects were students of fifth grade SDN Klampis Ngasem I/246 Surabaya in the 2nd half of the school year 2018/2019. The results showed that the implementation of the literacy strategy in Indonesian Language learning can improve the implementation of learning achievement and the ability to retell students. This is evident from the results of observations and data analysis in each cycle. Increasing the achievement of learning implementation can be seen from the increase in the value of learning achievement in the first cycle of 80.4 to 91.1 in the second cycle. Increased ability to retell can be seen from the increase in the average value in the first cycle of 65.1 to 81.4 in the second cycle. This has fulfilled the indicators of the success of the specified action which is > 75% of students achieving a value of 70. Student response on teaching material the material retelling by literacy strategy obtained results with very good criteria by students. Based on the results of this study it can be concluded that the application of literacy strategies in learning Indonesian language can improve the implementation of learning and the ability to retell students of fifth grade in SDN SDN Klampis Ngasem I / 246 Surabaya

Keywords:- Literacy Strategy, Ability to Retell, Indonesian Language Learning.

I. INTRODUCTION

Currently, the implementation of learning activities in schools not run optimally develop the literacy skills of citizens, especially school teachers and students. This is caused partly by the lack of understanding of the school community of the importance of literacy in their lives and the lack of use of books in school textbooks in addition to books. Reading in schools is still limited to reading textbooks and not involve other types of readings.

This data is consistent with the finding CCSU (2016) concerning the most literat country in the world (World's Most Literate Nation) which put Indonesia ranks 60 of 61 countries surveyed. The survey measures the ketersebaran

index information and culture in the use of information through newspapers, digital information and library shows that the Indonesian people are not aware of information. This condition is clearly cause for concern as they relate to the ability of ability and reading comprehension as the basis for the acquisition of knowledge, skills and attitude formation learners. Therefore, formed the Task Force on Literacy Movement School (GLS) as an alternative tolearners develop good character through familiarization ecosystem school literacy so that they become lifelong learners (Wiedarti and Kisyani, 2016).

Based on initial observations conducted by researchers at the same time as a teacher in class V SDN Klampis Ngasem 1 Surabaya on August 7, 2019, with the number of students 32. Almost 60% of students scored below the minimum completeness criteria for basic competence retell a fictional story on subjects Indonesian, teachers provide learning on this basic competenciesby rewriting the content of reading. The result is the most child just rewriting sentences main idea and supporting ideas, without words - words that are the result of processing in the reading comprehension.

Student difficulties in performing activities and less precise retelling of teachers in choosing a strategy and take advantage of the failure of the media to be a factor in the learning retelling. Thus, it is necessary to apply a learning strategy and effective learning media and can support learning activities. Strategies and media that various causes teachers to be selective in choosing instructional techniques and media used. Strategies and effective media for teaching a particular material may not be effective also for other teaching material. Thus each material has its own characteristics which turned out to help determine what strategies can also be used to deliver material. Similarly, in the retelling, according Nurmalisa (2010:2) the teacher can choose and use techniques and media that are relevant to the material presented so that later they are able to achieve the learning objectives.

Language is a means of communication, through language, humans can communicate, share experiences, learn from each other, and improve intellectual abilities. Therefore, learning a language is essentially the study of communication. Learning is directed to enhance the ability of learning to communicate, both verbally and in writing, this corresponds to the opinion (Resmini et al, 2006: 49)

who argued that, learning Indonesian can be interpreted as a learning to improve students' skills in communication with the language both spoken and written. Indonesian is one of important material taught in elementary school, as Indonesian has the position and function that is essential for daily life. The learning objectives Indonesian as everywhere expressed by (Akhadiyah et al, 1991:1) is that the students "have the ability to speak Indonesian well and correctly and can appreciate the Indonesian language and literature appropriate to the situation and the purpose of language and level of experience of primary school students". From the results of assessing the overall explanation Akhadiyah (1991), then the purpose of learning the Indonesian language can be formulated into four parts, namely: (1) Primary School Graduates are expected to use the Indonesian language is good and true, (2) Primary School Graduates are expected to appreciate language and literature Indonesia, (3) use of language must be appropriate to the situation and the purpose of speaking, 4) adjusted to the level of experience teaching elementary students.

Curriculum 2013 level of elementary school, subjects Indonesian has a very strategic position. Role of Indonesian subjects to be dominant, namely as a channel to deliver the content of the materials from all sources of competence to the students. Indonesian subjects placed as draft other subjects. In other words, the material content of other subjects serve as the context in which the appropriate use of text types in Indonesian subjects. To be clear, this can be observed in the formulation of basic competencies following example: "information from text reports on the results of observations about force, motion, energy, heat, sound and light". In this basic competencies formulation, it was apparent that the material used in the text of the report IPA in Indonesian subjects. Therefore, Indonesian learning more contextual in nature when compared to the old curriculum. Indonesian through contextual learning, students are trained to provide a variety of competency logically and systematically.

Abidin (2012:6) confirms that in the context of schooling, the language used by students not only for the sake of learning the language, but to learn the various kinds of knowledge that learned in school. Therefore, learning a language should be harmonious, quality, and dignity. Harmonic mean teachers and students to work effectively in accordance with their respective roles. Here the teachers act as a mediator, facilitator, motivator, and the like; students act as active subjects that form the basis of skills and experience constructivist performance. Grade means learning oriented towards achieving the main goal while still consider carefully the impact of accompaniment through the use of principles, approaches / strategies, methods, and techniques are adequate.

According to Hurlock (1978: 176), the language includes any means of communication to symbolize thoughts and feelings to convey meaning to others, including include differences extensive communication such as speech, language symbols, facial expressions,

gestures writing, pantomime, and art. Language has many functions in the human life. According Mustakim (2005: 122-123) language is basically serves as a communication tool. As a communication tool means that all statements of thoughts, feelings, and the will of one person to another using the language. Proficiency can be demonstrated by the ability to speak as when searching for information.

Designing a harmonic language learning, quality, and dignified as described above, the actual character values, knowledge and skills have become a solid basis for learning the language itself. Learning reading comprehension, for example, no longer designed as a routine dry and stiff as ever, the students are invited to read and thereafter the students were asked to answer a number of questions related to reading. If something like this happens, there really is no learning, there is only a test of reading comprehension. Another case when teaching reading comprehension strategies that rely on a certain. The use of DRA strategy (Directed Reading Activity), for example, then learning will contain a series of creative activity of students: that predict the content readings on stage prabaca,

Use of a specific strategy not only makes the main goal of learning achieved, but also have an impact accompaniment in the form of character values that are beneficial to the lives of students. For example, the values of the character of the impact Bridesmaids use DRA above strategies are students trained to work gradually, making connections, appreciate reading as something that contains the message, and so on. The contents of the reading may then forgotten by the students, but the only one who always has is the skills and affection which is formed of the learning process.

Literacy is inseparable from the world of education. Literacy becomes a means learners know, understand, and apply the knowledge acquired in school. Literacy is also related to the lives of young people, both at home and in the surrounding environment to cultivate noble character. Literacy was originally meant 'keberaksaran' and subsequently interpreted as 'literate' or 'keterpahaman'. In the first step, "literacy reading and writing" is emphasized because both the language skills is the basis for the development of literacy in a variety of ways.

National Literacy Movement road map Kemendikbud (2017) defines literacy as: 1) a series of proficiency in reading, writing and speaking skills, numeracy skills, and proficiency in accessing and using information; 2) as a social practice whose application is affected by the context; 3) as the learning process by reading and writing as a medium to reflect, probing, asking, and criticized the idea that science and studied; and 4) as the use of text that vary according to the subject, genre, and the level of complexity of the language.

Retelling skills are part of the learning storytelling. This is the core learning students are able to convey the stories read in a coherent and expressive so that the listener is able to understand the content of the story. Therefore, the

task of teachers in how students understand the story and is able to pour back verbally. Skills child retell the story is read to the students will easily be obtained if there is an understanding of the content of the story so it will be easier for students to ideas and ideas into another form. According Nurmalisa (2010: 3) ability to retell the content of reading is an activity to write the main ideas contained in the passage.

According to the World Economic Forum (2015), learners need 16 skills to be able to survive in the 21st century, namely basic literacy (how students apply the skills berliterasi for everyday life), competence (how students respond to the challenges of the complex), and character (how learners respond to changes in their environment). Many forms of language learning activities Traffic can be done by various methods and, of course, in accordance with the principle of learning through play and in a pleasant atmosphere. There are some storytelling techniques that can be used by teachers, such as direct reading of books, telling stories, with illustrations from the book, using flannel board using puppet media, and plays fingers (Bahri, 2005).

Based on the findings in the field, became the foundation for continuing research on the issue in fifth grade. The ability to retell not only find the main idea and supporting ideas, but also to understand the content of reading and communicating back with a vocabulary that is owned by the students themselves. Such understanding is in accordance with the rules of thematic integrative where learning a language is not just knowing the understanding of the language of science, but to support the literacy skills of students to create literary works.

The use of literacy in learning will help students in improving their understanding of the text, writing skills and overall communication skills. Keterpahaman against various texts are important because people interact with text from birth until death. Keterpahaman the texts will also help students understand life and its various aspects. In this case it is necessary to achieve literacy skills. For this reason, the activity of teaching and learning activities undertaken by teachers should be more emphasis on the management of learning with literacy strategy in order to boost the literacy skills of students. This is consistent with previous studies conducted by Nurmalisa (2010: 1) which states that writing is one of the very potential of language skills for the development of a systematic and logical reasoning. The ability to write not only be mastered by students without any exercises. One way to improve students' writing ability is to rewrite the texts have been read.

Literacy strategy declared successful if it meets indicator that measures the success of this research is successful if the completeness scores for students in retelling achieve ≥ 70 minimum completeness criteria and the minimum value in accordance with the minimum completeness criteria specified in SDN Klampis Ngasem I/246 Surabaya. As for the classical completeness minimal

$\geq 75\%$ of students reached minimum completeness criteria assigned a value of 70. Indicators readings recounting the contents other than the stated value, researchers are also using the following criteria: 1) the content and knowledge, which includes the suitability of the contents of the theme, keruntutan event described; 2) the use of the Indonesian language is good and true; 3) skills of the author.

According to Robb (2003, in Kisyani et al, 2018:13) that the main purpose of use in teaching literacy strategy is to build understanding, writing skills and overall communication skills. During this growing notion that literacy is only in language learning or language classes. This opinion is certainly not appropriate for growing lush literacy in math, science, social sciences, engineering, arts, sports, health, economics, religion, crafts etc. Content in learning is what is taught, while literacy is how to teach the content. Therefore, the areas that have been mentioned and interdisciplinary, requiring literacy strategy in learning. Learning literacy strategy will strengthen the character of the students and develop their competence as global citizens in the 21st century. Similar opinion was also expressed by Khairuddiniyah (2017: 1) that the global life demands the need to read well enough to be able to function adequately in the global population is constantly changing. The students should be able to access reading and literacy for a particular purpose.

The purpose of this study are: (1) describe the implementation of learning with the implementation of the literacy strategy for fifth grade students elementary School, (2) describe an increase in the ability to retell the implementation of the literacy strategy for fifth grade students elementary school, (3) describe the students' responses to the application of literacy strategies in learning Indonesian Elementary School fifth grade students.

II. THEORETICAL FRAMEWORK

➤ *Ability to Retell*

According Nurmalisa (2010: 3) writing is essentially a transfer of thoughts or feelings into the form of language symbols. Whilein the opinion of Abbas (2006: 125) of writing skills is the ability to express ideas, opinions, and feelings to another party through a written language. The accuracy of the disclosure of the idea should be supported with the precision of the language used, the vocabulary and grammatical and spelling usage. Another opinion expressed by Tarin (2008: 3) that writing skills are one of the productive skills and expressive language that is used to communicate indirectly and not face to face with the other party.

The ability to retell yesThe activity recast of stories that have been listened to storytelling process with the purpose of providing information and knowledge to others in writing. According Mustakim (2005: 18-19) that the ability to retell the story to the students, the students learn to understand the story in advance through receptive activity. Receptive activities such as listening to stories forming ability of morphological and syntactic simple.

Morphological development in terms of quantity and quality is increasing, while the development of the child syntax of a simple sentence into a sentence long, meaningful and easy to understand.

➤ *Literacy Strategy*

The main purpose of use in teaching literacy strategy is to build understanding, writing skills and overall communication skills. During this growing notion that literacy is only in language learning or language classes. This opinion is certainly not appropriate for growing lush literacy in math, science, social sciences, engineering, arts, sports, health, economics, religion, crafts etc. (Robb, 2003, in Kisyani et al, 2018).

Content in literacy learning is what is taught, while literacy is how to teach the content. Therefore, the areas that have been mentioned and interdisciplinary, requiring literacy strategy in learning. Learning literacy strategy will strengthen the character of the students and develop their competence as global citizens in the 21st century. Disclosure of information almost without limits makes the students must berkecakapan literacy. Variety of subjects require students to be able to read well. For this reason, literacy skills are important. Literacy helps students understand spoken text, text, audio, and images or visual. Thus, the better the literacy of students, the better the learning achievement.

III. RESEARCH METHOD

This study uses classroom action research. According Arikunto (2010: 33), action research was an experimental study of continuous and sustainable. Continuous reason because they do action research aims to test the process, so the comfort and smoothness of the process is perceived by students as learning fun and the material is easily understood by students. According Kusnandar (2010: 63) PTK goal is to solve the real problems that occur in the classroom are experienced directly in the interaction of teachers and students who are learning, improving the professionalism of teachers, and foster a culture of akademikdi kalanganpara teachers.

The research design used in this research study design adopted Kemmis spiral model and Mc Taggart (Pardjono, 2007: 22-23), the form of the device - the device or the

description - a description with a device that consists of four components: planning, acting, observing, and reflecting. Subjects in this study were all students of fifth grade in SDN Klampis Ngasem I/246 SukoliloKota Surabaya District of school year 2019-2020, the number of students as many as 32 students consisting of 15 women and 17 men. Data collection techniques used by researchers is the observation keterlaksanaan learning, test the ability of recounting, and field notes.

Indicators of success in this study are: 1) reference to determine the success or failure of the action taken can be sourced from the objective of the action. The purpose of the action in this research is to improve the learning process and improve the ability to retell fifth grade students in SDN Klampis Ngasem I/246 Surabaya. Therefore, the criteria for success in the learning process is characterized by a change that is better than the previous condition assessment based on the indicators; 2) This study was successful based on the value obtained by the students when completeness scores for students in the ability to retell achieve ≥ 70 minimum completeness criteria. The minimum value in accordance with the minimum completeness criteria specified of fifth grade in SDN Klampis Ngasem / 246 Surabaya and classical mastery of at least 75% of students.

IV. RESULT AND DISCUSSION

➤ *Learning Implementation*

Observations implementation of learning in this study using sheets observer implementation of learning. Observation activities conducted to collect data keterlaksanaan during the learning process. Observation involves two observers, namely Farida, S.Pd. as an observer 1 and Naila Rosyada, S.Pd., as observers 2. Based on observations keterlaksanaan in learning with literacy strategy in learning Indonesian obtained the following data: the percentage of enforceability of learning in the first cycle of 80.4 with good criteria and on the second cycle of 91.1 with very good criteria, All steps in the learning at each meeting can be done well. This suggests that aspects of the activities carried out in accordance, systematic and precise with planned learning syntax. This adherence to describe the success of teachers in implementing the stages of learning to apply the literacy strategy, For more details can be seen in the graph below:

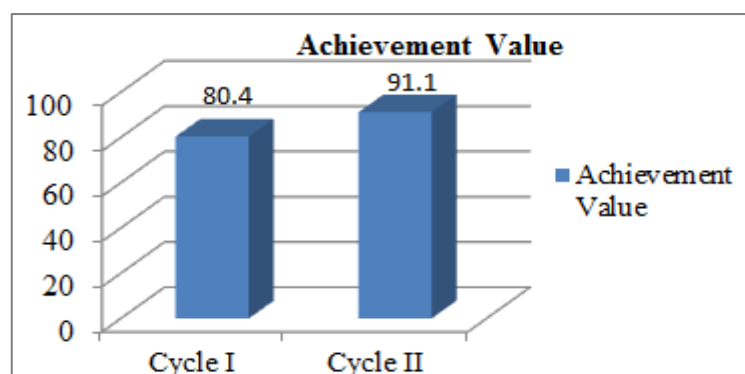


Fig 1:- Comparison of the Implementation Learning

Implementation of learning achievement score is determined based on the following criteria:

- 90-100 = Excellent
- 80-89 = good
- 70-79 = sufficient
- <60 = less

Based on the assessment criteria, then keterlaksanaan learning has increased each cycle and get a very good category on the second cycle. Thus, the literacy strategy can improve students' retelling.

Based on the diagram above, it can be concluded that the average value of the achievement of learning by using literacy strategies in the first cycle was 80.4. Implementation of learning in the first cycle has been performing well. Implementation of the action in the first cycle there are issues which are (1) many students sitting in the back row many lively and talk to his friends, (2) when the learning begins, students are still playing, (3) there is one student who is often out of the classroom at the time of the learning takes place, (4) the process of adaptation of

students to receive the teacher's literacy strategy as currently been implemented in the class.

In the second cycle, the first cycle of teacher reflection and improvement in aspects poorly implemented. Based on observations, the average value of learning achievement increased from siklus I to siklus II. In the second cycle the average value of learning achievement is 91.1. This indicates that the learning process retelling using literacy strategy progressing well and is expected to be applied to the learnings rewriting the content of the story.

➤ *Ability to Retell Test*

After implementing learning Indonesian using literacy strategy in the first cycle of fifth grade in SDN Klampis Ngasem I/246 Surabaya, then performed cognitive tests to determine how the ability to retell individually with a minimum completeness criteria is 70 and the classical completeness of > 75%. The completeness of classical results on the first cycle of 62.5% with an average value of students amounted to 66.03 and the second cycle of 87.5% with an average value of 81.38 students. From the first cycle to the second cycle an increase of 25%. For more details can be seen in the following graph:

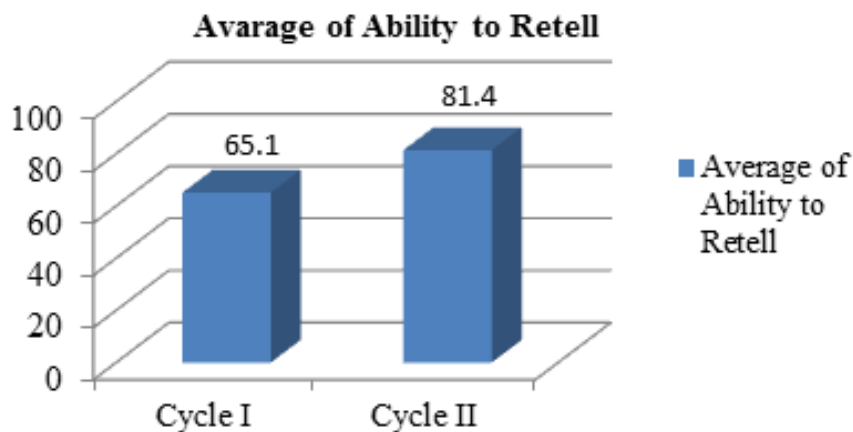


Fig 2:- Comparison of Ability to Retell

Based on the percentage of classical completeness of data above, it can be concluded that an increase in the ability to retell the sixth grade students of SDN Sawunggaling VII / 388 Surabaya in Indonesian language learning by implementing a literacy strategy.

These research subjects are 32 students. While the number of students who scored above the minimum completeness criteria in the first cycle is 20 students. Students who complete the first cycle calculated using classical completeness and obtained a percentage of 62.5%. The percentage values have not achieved the minimum standard classical completeness has been established in the amount of 75% so that an assessment be continued in the second cycle.

In the second cycle the number of students who scored above the minimum completeness criteria as many as 28 students. Students who complete calculated using classical completeness and obtained by percentage of 87.5%

classical completeness. The value has exceeded the percentage of classical completeness minimum standards that have been set.

Based on the percentage of classical completeness reading comprehension skills of the first cycle and the second cycle increased by 25% from 62.5% to 87.5%. An increase in the classical completeness result of learning by using literacy strategies can improve the ability to retell, this is in accordance with the opinion Resmini et al, (2006:49) who argued that learning Indonesian can be interpreted as a learning to improve students' skills in communication with both oral and written language.

Another opinion expressed by Abidin (2012:6) that in the context of schooling, the language used by students not only for the sake of learning the language, but to learn the various kinds of knowledge that learned in school. Therefore, learning a language should be harmonized and quality. Harmonic mean teachers and students to work

effectively in accordance with their respective roles. Here the teachers act as a mediator, facilitator, motivator, and the like; students act as active subjects that make up the skills and experience. Grade means learning oriented towards achieving the main objective while considering carefully the impact of accompaniment through the use of principles, strategies, methods, and techniques are adequate. According to Robb (2003, in Kisyani et al, 2018:13) that the main purpose of using literacy strategies in learning is to build student understanding, writing skills, and overall communication skills.

This is in accordance with the Word Economic Forum (2015), students need 16 skills to be able to survive in the 21st century, namely basic literacy (how students apply the skills berliterasi for everyday life), competence (how students respond to complex challenges), and character (how learners respond to changes in their environment). Retelling skills are part of the learning storytelling. This is the core learning students are able to convey the stories read in a coherent and expressive so that the listener is able to understand the content of the story. Therefore, the task of teachers in how students understand the story and is able to pour back in writing. Skills child retell the story is read to the students will easily be obtained if there is an understanding of the content of the story so it will be easier for students to ideas and ideas into another form. According Nurmalisa (2010:3) ability to retell the content of reading is an activity to write the main ideas contained in the passage. Based on the results of that, learning by using literacy strategy was successful because it has been able to improve the ability to retell students and meet the indicators of success that has been established by researchers.

➤ *Student Response*

Students' response to the learning process literacy strategy obtained from a sheet of the response given to students at the end of the meeting. At the end of the process this study researchers gave questionnaires to the students' questionnaire to respond implementation of the process of learning by using literacy strategy. Results respon students did not reduce the value and not in the direction but pure student opinion.

The results of student responses on learning literacy strategy shows that the students' response to resource material retells the literacy strategy the results obtained with the criteria very well by the students. These results suggest that the response of the students in general are very good, even so there is a related note response some students related images on teaching materials, enables students to understand the material, teaching materials are equipped with a variety of activities, teaching materials create curiosity of students in learning Indonesian and knowledge students increased after learning with teaching materials provided by the teacher.

The response of students need to be considered, because the good response raised by the students can improve students' motivation in learning, and the delivery of the learning objectives will be easily conveyed. Unlike the case with students who have a poor response to learning, then learning the student is going to be lazy, making it difficult for teachers to deliver the learning objectives. The response of students is well above can improve and maintain student motivation in following a series of teaching and learning. Students' motivation determine the maximum learning results. This is in line with the opinions Chatib (2012:96) states that the achievement must be passed by the motivation of the individual. Thus the students' response to learning is necessary for the achievement of learning goals.

V. CONCLUSION

The conclusions of this study can be taken after all the results of learning activities that have been carried out for two cycles, and based the entire discussion and analysis has been done can be summarized as follows:

Implementation of learning by using literacy strategies implemented properly in the first cycle and the second cycle. Percentages and grades achievement of learning activities observations have been reached indicators of success that has been determined by researchers. In the first cycle of learning implementation percentage reaches 100% (excellent) and the achievement of the learning value obtained at 80.4 with both criteria. In the second cycle of the percentage of 100% adherence to their learning and achievement of the values obtained at 91.1 with the criteria very well. Thus, the value of learning achievement increased from the first cycle to the second cycle

Recounted the learning outcomes obtained by the students of fifth grade in SDN Klampis Ngasem 1/246 Surabaya by applying increased literacy strategy and achieve success indicators set. Percentage of mastery learning ability retelling made in the first cycle reached 62.5% and increased in the second cycle, reaching 87.5%. The average value of retelling classical results on sikus I amounted to 65.1 and increased in the second cycle of 81.4. It has met the success indicators predefined actions that the value of 70 and $\geq 75\%$ of the number of students who reach minimum completeness criteria

The existence of a very good response from Indonesian students towards learning by using literacy strategy so that students are more motivated and enthusiastic in participating in learning Indonesian, although No related records related to students' responses several images on teaching materials, enables students to understand the material, teaching materials, equipped with a variety of activities makes curiosity of students in learning Indonesian and increase student knowledge after studying the teaching materials provided by the teacher

REFERENCES

- [1]. Abbas, Saleh. (2006). *Pembelajaran Bahasa Indonesia Yang Efektif Disekolah Dasar*. Jakarta: Departemen Pendidikan Nasional
- [2]. Abidin, Yunus. 2012. *Pembelajaran bahasa Berbasis Pendidikan Karakter*. Bandung: Refika Aditama
- [3]. Akhadiyah, Sabarti dkk. (1991). *Pembinaan kemampuan menulis bahasa Indonesia*. Jakarta: Erlangga
- [4]. Arikunto. (2010). *Pengertian Refleksi dalam Penelitian Tindakan Kelas*. Jakarta: Kencana
- [5]. Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- [6]. Bachri, Bachtiar S. (2005). *Pengembangan Kegiatan Bercerita di Taman Kanak-Kanak: Teknik dan Prosedurnya*. Jakarta: Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Tinggi, Direktorat Pembinaan Pendidikan Tenaga Pendidikan dan Ketenagaan Perguruan Tinggi.
- [7]. CCSU. (2016). *World's Most Literate Nations Ranked*. <https://webcapp.ccsu.edu/?news=1767&data>. Accessed 18 July 2019
- [8]. Chatib, Munif. (2012). *Sekolahnya Manusia: Sekolah Berbasis Multiple Intelligences di Indonesia*. Cetakan XV. Bandung: Kaifa PT. Mizan Pustaka
- [9]. Depdiknas. (2002). *Ringkasan Kegiatan Belajar Mengajar*. Jakarta: Depdiknas
- [10]. Hurlock, E. B. (1978). *Perkembangan Anak Jilid 1*. (Alih bahasa: Med. Meitsari Tjandrasa & Muslichah Zarkasih). Jakarta: Erlangga.
- [11]. Kementerian Pendidikan dan Kebudayaan. (2017). *Pedoman Penilaian dan Evaluasi Gerakan Literasi Nasional*. Jakarta: Kementerian Pendidikan dan Kebudayaan
- [12]. Khairuddiniyah. (2017). The Implementation of Literacy Strategies in Teaching English by the English Teacher at MAN Insan Cindekia Padang Pariaman. *Jurnal Tadris Bahasa Inggris*, vol. 10 (2), pp. 242-257
- [13]. Kisyani Laksono, dkk. (2017). *Pengembangan Budaya Literasi dan Strategi Literasi dalam Pembelajaran di Sekolah Menengah Pertama*. Jakarta: Satgas GLS Kemdikbud.
- [14]. Kisyani Laksono, dkk. (2018). *Strategi Literasi dalam Pembelajaran Di Sekolah Menengah Pertama (Materi Penyegaran Instruktur Kurikulum 2013)*. Jakarta: Satgas GLS Ditjen Dikdasmen
- [15]. Kusnandar. (2008). *Penelitian Tindakan Kelas*. Bandung: PT Remaja Rosdakarya
- [16]. Mustakim, Muh. Nur. (2005). *Peranan Cerita dalam Pembentukan Perkembangan Anak TK*. Jakarta: Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Tinggi, Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi.
- [17]. Nurmalisa, Dina. (2010). Keterampilan Menulis Kembali Dongeng dengan Teknik Bola Panas. *Pena Jurnal Ilmu Pengetahuan dan Teknologi*, Vol. 19 (2), pp. 1-13
- [18]. Pardjono, dkk. (2007). *Panduan Penelitian Tindakan Kelas*. Yogyakarta : Lembaga Penelitian Universitas Negeri Yogyakarta.
- [19]. Resmini, Novi dkk. (2006). *Membaca dan Menulis di SD: Teori dan Pengajarannya*. Bandung: UPI PRESS
- [20]. Tarigan, Hendry Guntur. (2008). *Menulis Sebagai Satau Keterampilan Berbahasa*. Bandung: Angkasa.
- [21]. WEF. 2015. *New Vision for Education: Unlocking the Potential of Technology*. Switzerland: World Economic Forum. http://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf
- [22]. Wiedarti, Pangesti dan Kisyani-Laksono (ed.). 2016. *Desain Induk Gerakan Literasi Sekolah*. Jakarta: Dikdasmen, Kemdikbud.