

Interventions for Struggling Readers and Writers in the Context of School Literacy Movement

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Abstract. Struggling readers and writers require appropriate interventions to avoid their failure in the scope of school literacy movement. The interventions can be meant as a program or class that can be employed to provide the students tools as well as strategies in terms of literacy development (Irvin, J.L, 2007). To meet the relevance of this, the study employs a descriptive case study in which the researcher attempts to explain a number of related interventions used by the teachers in the context of school literacy movement by using interview and participant observation as the methods of data collection. Regarding this, the teachers employ a one to one tutoring that provides explicit instruction as well as practice on how to read and write some kinds of texts. In addition, they also engage the students in digital literacy learning by using online learning platforms such as quizziz and kahoot. In brief, proper interventions contribute to the acceleration of their literacy development.

Keywords: School literacy movement, interventions, struggling readers and writers

1 Introduction

Struggling readers as well as writers require appropriate scaffolding or interventions in terms of the development of their schemata in reading and writing. It is in line with the implementation of school literacy movement in which they are engaged in a series of literacy activities at school for the purpose of guiding the struggling ones to be able to read and write. Therefore, there must be relevant interventions or strategies that overcome the literacy problems such as finding out specific information from the texts, themes, topics, and reference. To deal with these, interventions can be meant as strategic program or a class or a session in which the teacher designs to minimize their failure in writing and reading by providing them specific reading and writing challenges. Darwin (cited in Calo, M.K et.al, 2015) states that the literacy coach initiated by the teachers as well as school leader contributes to proper interventions or strategies which direct the students to develop their literacy competence [1]. In addition, interventions are regarded as tools and strategies needed in the literacy development (Irvin, J.L, 2007) [2]. In brief, an appropriate literacy intervention contributes to the students' reading and writing skills development by engaging in a number of intervention programs.

Literacy has become the main consideration in many countries particularly in Indonesia. Besides that, it represents the identity of its nation, individuals, and also communities which contributes to the advancement of the country. It is also in line with Kleve & Penne, Wright

(cited in Bleicher, 2014) who point out that the literacy subjects at school are commonly different in its coverage as well as related content in which the teachers use them to build the students' potency [3]. Therefore, the government has initiated the long-term national program which is focused on building the students' literacy competences in any aspects of life. Generally, the School Literacy Movement (SLM) in Indonesia was initiated to direct the learners in schools capable of searching, selecting, filtering, evaluating and employing a number of information from reading activities. as a result, they will be aware of encountering their literacy problems in the future. The objective of SLM is in relation to Kern & Schultz's views (2005), i.e. students' habits of reading literacy materials is an important social action for the formation of a nation's social identity [4]. In terms of literacy reading, they claim that one will be connected to a constant learning atmosphere of new values, new norms, and new ways of looking at oneself and the world around them.

Studies on school literacy perspectives having been conducted (see e.g. Cheema, R. J ,2016 ; Frankel, K.K., 2016; O'brien, L. M. et.al, 2014; Purcell-gates et.al, 2012; Hammet, R. F, 2007; Skerrett, A, 2012) were focused on comparing the two schools in terms of their literacy competencies based on any indicators such as social lives, gender, parental occupation, and many others. This study elaborates the contribution of literacy in state and private schools in Qatar which contain various disciplines of subject matters with their paramater in relation to the religion and socio-culture ideology (Cheema, R.J, 2016) [5]. One of the studies (Frankel, K.K., 2016) emphasizes on literacy brings contemporary changes on reading and the existing study which has its coverage in social practices [6]. A finding (O'brien, L. M. et.al, 2014) reveals that the lowest- achievement students have satisfying scores in vocabulary learning in the Family Literacy Program [7]. Meanwhile, Purcell-gates et.al, (2012) mostly discussed that the literacy program contributes to empirical proof with its relevant approach [8]. The literacy research employed the evaluation process in which the researchers created for the collaboration with other parties such as immigrant or refugee families in western Canada. The assessment techniques were developed within the action research project Literacy for Life (LFL) that the authors designed and delivered for 12 months, working collaboratively with three different cohorts of immigrant and refugee families in western Canada. In addition, the study from (Hammet, R. F, 2007) conveyed the mechanism of the students' assesment in producing written as well as spoken texts via interactive online platform [9]. It is a part of multimodal literacies which are considered as the latest conception. Findings from (Skerrett, A, 2012) point out multiliteracy and linguistics practices are needed in developing transnational ideology so that the students could obtain their funds of knowledge in different purposes [10].

Intervention classroom is set up to provide the struggling readers as well as writers a wide proportion of reading and writing skills. In this context, they are taken a part in a group based on the specific literacy needs that they have different weaknesses in the scope of literacy learning such as having weak vocabulary, limited reading experience, and few comprehension strategies or less skill in terms of employing the strategies (Irvin, J.L, 2007) [2]. These can be challenges in literacy context that must be well-understood by the teachers to deal with it. Irvin J.L (2007) points out that interventions can be exemplified as one-to-one tutoring, computer-mediated instruction, and after-school or summer programs focused on assiting struggling readers and writers become literate in various fields [2]. In conclusion, successful interventions bring the students into the enhancement of literacy cognition.

2 Method

In terms of the data collection, the researcher employed two instruments which are interview and participant observation. In interview, the researcher involved the teachers to gather the data on how they provided the relevant strategies or interventions to the struggling readers and writers. The questions of the interview mostly focused on those strategies or interventions used by the teachers. meanwhile, the participant observation was carried out to capture the classroom activities which involved the students and teachers. in this process, the researchers took a role as co-teacher who assisted the teachers to manage as well as direct the class. furthermore, this portrays how the teachers employed their own interventions or strategies which supported the students' learning in writing and reading particularly for struggling readers and writers. In this case, struggling readers and writers can be meant as the ones who have a lack of understanding in reading and writing such as having less amount of vocabulary, techniques of reading and writing, and a lower achievers. In terms of data analysis, the data from interview and participant observation were transcribed to accelerate the process of analyzing the data. To meet the validity, the study employed method triangulation which consisted of the two instrument such interview and participant observation. In brief, it belongs to a descriptive case study in which the researcher attempted to investigate the existing issues happened to the students as well as the teachers.

3 Result and Discussion

The whole data were gathered from interview and observation. The data are discussed based on literacy interventions (Irvin, J.L. et.al, 2007) [2], as follows:

The teachers employ a one to one tutoring that provides explicit instruction as well as practice on how to read and write some kinds of texts during the school literacy movement. In this case, the teachers focused on providing special treatments which are given to the struggling readers as well as writers in the stage of a fifteen-minute reading activity using graphic organizer. Moreover, Parsons, W. A. et.al (2019) say that the appropriate literacy professional development is mostly concerned with content materials which are well-designed by the teachers for the improvement of struggling students particularly [11]. so, The treatments are related to teachers' reading scaffolding in which the students are engaged in reading as well as writing activities at school. Nils Kirsten (2019) states that a well-organized literacy teaching could increase the effectiveness of language pedagogy and also content pedagogy in various disciplines. Improved teaching of literacy across disciplines therefore enhances not only language learning, but also content learning [12]. Regarding this, one of the teachers comment, as follows;

Saya telah menerapkan treatment yang membantu mahasiswa dalam belajar membaca dan menulis. Dalam kegiatan membaca lima belas menit, saya mengintegrasikan ketrampilan membaca dan menulis dalam bentuk graphic organizer yang mengilustrasikan materi reading serta writing. Dalam pelaksanaannya, saya melakukan tutor kepada siswa yang memiliki pengetahuan dasar yang terbatas [interview I]

I have applied the treatment that helped the students in reading and writing. In case of a fifteen-minute reading activity, I integrated reading skill with writing skill in the form of

graphic organizer which illustrated reading and writing materials. In its implementation, I conducted one to one tutoring to the ones who have limited schemata in it.

In addition, they also engage the students in digital literacy learning by using online learning platforms such as quizziz and kahoot. In this session, the students are motivated to join the digital learning which is concerned with reading and writing material. The content of material or task is digitalized with attracting display that enables the students to do or operate the task individually. Digital platform is considered to be literacy intervention tool in which they can get engaged actively as well as enthusiastically. It is also supported by Cassidy (2018) claims that digital literacies importantly affect the existing education which is concerned with the use of information and communication technology [13]. The teacher also comments about this issue, as follows:

Dengan adanya online learning platform, siswa semakin terpacu untuk menyelesaikan tugas atau latihan yang diberikan oleh guru. Latihan tersebut bisa berupa soal reading dan writing yang mengedepankan nilai rata-rata dalam setiap sesi. Soal reading dalam bentuk pilihan ganda yang harus diselesaikan dengan cermat dan tepat. Sementara, soal writing lebih fokus kepada pengembangan ide atau topic dalam sebuah kalimat. Langkah-langkah ini dirasa sudah sangat kontributif bagi perkembangan ketrampilan membaca dan menulis siswa pada khususnya (Interview II).

Through the use of online learning platform, the students are stimulated to do the tasks given by the teachers. the tasks or exercises can be reading and writing items which is concerned with the mean score of the whole students in each session. Reading items are in the multiple choice which must be done thoroughly. Meanwhile, writing items are focused on idea or topic development in a sentence. These steps are considered very contributive for the development of students' reading and writing skills particularly.

It is line with Brantmeier (cited in Kavani and Amjadiparvar, 2018), reading strategies are defined as the comprehension processes used by readers to make sense of what they read. The strategies can be connected with the use of online learning platform in which the teachers use in their instructional process for the purpose of enhancing the students' reading comprehension [14]. The use of online learning platform can be meant as a specific strategy which enables the students to be successful language learners. Meanwhile, Malik-Moraleda, S. et.al (2017) claim that reading acquisition covers procedures of analysing text as well as the proportion of visualization in terms of providing the students relevant tasks. reading acquisition promotes a type of analytic, part based processing that does not seem to be inherent to the visual system. In this case, learning to write requires relevant scaffolding that assists the student to write properly [15]. This is supported by Shen (cited in Poorebrahim, et.al, 2017) who claims that the concept of learning to write in a new language should emphasize the other essentials elements not only the ideas but also the writing organization in writing system [16]. To sum up, writing and reading are essential in the development of English skills as well as literacy competence in which the students are guided as well as facilitated on how to write and read autonomously.

From the observation, it clearly points out that the teachers employ various kinds of instructions in terms of providing the students materials on writing and reading. Furthermore, this encourages the teachers to build their pedagogical literacy in order to improve the standards of the students' literacy. Thus, Gee (cited in Olin-Scheller, C. et.al, 2017) points out that literacy represents a variety of discourses that lead to the students' linguistics competence [17]. The statement is also supported by Moon, B. (2014) who claims that literacy in the pedagogical context; it has been internalized in the act of teaching. It is simply concerned with

the public and media attention in which the teachers are necessary to build the high-rated literacy standard of their students [18]. In case of writing and reading materials, the teachers have conducted a group presentation in which the students present their tasks of writing as well as reading. At the same time, the teachers provide the activities for the purpose of supporting the students to think critically towards the tasks presented. This is in relation to Cuasarano, A. (2013) who points out that the instructors must carefully read the sequence of presentation of the content and decides the medium of presentation (visual or other) and make a decision where they want to insert the activities to support students' analytical thinking and learning of the material in the course [19]. In conclusion, the teachers require relevant interventions which encourage the students to develop their potency in reading as well as writing comprehensions. The interventions must be based on the students' needs for the purpose of boosting their critical thinking particularly for struggling readers and writers.

4 Conclusion

Proper interventions are required for the improvement of the students' schemata particularly for struggling ones. They have principles to create new paradigm not only for the students but also the teachers who are urged to expand their pedagogical literacy for the purpose of providing excellent interventions for struggling readers as well as writers. In case of this, the teachers employ a one to one tutoring that provides explicit instruction as well as practice on how to read and write some kinds of texts during the school literacy movement. In this case, the teachers focused on providing special treatments which are given to the struggling readers as well as writers in the stage of a fifteen-minute reading activity using graphic organizer. Moreover, In addition, they also engage the students in digital literacy learning by using online learning platforms such as quizziz and kahoot. In this session, the students are motivated to join the digital learning which is concerned with reading and writing material. The content of material or task is digitalized with attracting display that enables the students to do or operate the task individually. Digital platform is considered to be literacy intervention tool in which they can get engaged actively as well as enthusiastically.

The strategies or interventions can be connected with the use of online learning platform in which the teachers use in their instructional process for the purpose of enhancing the students' reading comprehension. The use of online learning platform can be meant as a specific strategy which enables the students to be successful language learners. In conclusion, the teachers should create relevant interventions which encourage the students to develop their potency in reading as well as writing comprehensions. The interventions must be based on the students' needs for the purpose of boosting their critical thinking particularly for struggling readers and writers.

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