

JAVANESE LANGUAGE LEARNING MODEL BASED ON READING TO LEARN TO IMPROVE STUDENTS' LITERACY SKILLS

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ABSTRACT

The purpose of this study is to apply the Reading to Learn learning model in language learning to increase teacher capacity in learning texts and at the same time improve students' literacy skills. The practice of developing language learning in schools has developed from time to time which requires language teachers to always follow scientific developments so that teachers can develop effective language learning. This research is a continuation of the results of a 2022 study that examined language teachers' perceptions of knowledge that underlie their language learning development practices. Participatory action research (PAR) design with a spiral cycle of planning, observing, implementing and reflecting (Kemmis, McTaggart, & Nixon, 2014), with participation modes in the form of cooperation, co-learning, and collective action (Herr & Anderson, 2014) used. Data sources include video recordings of collaborative processes in lesson planning (via zoom), video recordings of teacher teaching processes, observation notes, vignettes, notes/journals of teacher teaching reflections, semi-structured interviews, learning tools developed by teachers and texts produced by students. Data were analyzed and given codes based on thematic (Braun & Clarke, 2006), structural coding based on research questions (Saldana, 2013), and process coding based on actions and interactions of research participants that can be observed (Saldana, 2013). The results showed that the application of the RtL (Reading to Learn) Model was able to significantly improve students' literacy skills. Both orally and in writing. Students' literacy skills in understanding Javanese reading are greatly helped by the simultaneous RtL model. Research outputs are targeted to produce article outputs for international publications.

Kata Kunci: *Reading to Learn, Language learning, Literacy*