CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion drawn from the findings of this study and some suggestions offered for further studies and materials users.

5.1 Conclusion

This main purpose of this study was to develop Literacy reading material which integrated five domain of literacy for 15 minutes reading activity for 6th grade of elementary school. To have it achieved, the study was broken down into two purposes: 1) Finding out the extent to which the existing reading materials used for 15 minutes reading activity at 6th grade of elementary school has integrated five domains of literacy, 2) to developing five domains literacies integrated in literacy reading material for 15 minutes reading activity of school literacy movement at 6th grade of elementary school.

The first purposes aimed to answer the first research question. It was achieved through exploration phase or need analysis to see the extent to which the existing reading materials used for 15 minutes reading activity at 6th grade of elementary school has integrated five domains of literacy. The researcher used evaluative checklist to analyzed five domains of literacies i.e., numerical literacy, science literacy, financial literacy, cultural and citizenship literacy, and digital literacy. Then, the data findings revealed that from 15 existing reading materials derived from 3 elementary schools which implemented school literacy movement in Jakarta were not equally integrated five domains of literacy.

The answers were then calculated to find the percentage of each literacy domain integrated for each existing reading materials. Based on the calculation, the researcher found that from thirty-one literacies indicators that have been classified, not all the literacies domains were found from 15 reading materials of three elementary school. It was found in the School C the literacies indicators reached 43 percent and it was followed by School B in 13 percent. While, School A also has the same percentage which reached 13 percent of the literacies indicators. This happened due to different books provided by schools which showed that School C has better existing reading materials that accommodating the literacies indicators in the content of the books. This finding, then, served as the basis to develop Literacy reading material which integrated five domain of literacy for 15 minutes reading activity for 6th grade of elementary school which became the main purpose of this study.

To answer the second research question which was how to develop the five domains literacies integrated in Literacy reading materials for 15 minutes reading activity of school literacy movement at 6th graders, the researcher tried to design the infusion table of five domains literacies indicators that have been merged with basic competences of some subject which has the correlation with literacy. Further, the researcher tried to integrate each indicators of literacy into the whole unit of expected reading material. The materials are in the form of units which consist of four sections i.e., Warm Up, Main Lesson: Let's Read, and Reinforcement: Reflection and Refreshment. For the content of materials, there are five components that draw on the

materials: topic or content focus, learning objective, tasks, input text, and language focus. The learning objectives and texts are based on the standards of five domains literacy indicators. Then, since literacy framework does not provide detailed information about the tasks and language content, the researcher used literature to elaborate those components by still referring to the literacy indicators and also basic competences used at 6th grade elementary school.

The results of development are five units of literacy reading materials with the following titles: Numerical Literacy: Let's Count!! (Unit 1), Science Literacy: Back to Nature (Unit 2), Financial Literacy: I will buy it tomorrow (Unit 3), Cultural and Citizenship Literacy: United we stand, divided we fall (Unit 4), Digital Literacy: Let's Connect (Unit 5).

5.2 Suggestion

In conducting this research, the researcher proposed some suggestions be concerned. For the Ministry of Education who created the school literacy movement program. It is suggested to provide an official literacy reading materials which suitable for each level of students based on the literacy standard and also the basic competences of the students. For elementary school teachers, it is suggested that the developed literacy reading materials are not only used for English teachers but also it can be used for every teacher who are teaching in Elementary School. It is because the materials are developed not only based on the literacy global framework but also it based on the competencies stated in 2013 curriculum. Hence, the reading book is hoped can be used

by teachers to help students improve their literacy skill and their English as well. Moreover, it can be one of the solutions for teacher in choosing suitable reading material for implementing 15 minutes reading activity that is absolutely can be worthwhile for their literacy movement. Nevertheless, teachers can add, change, or omit some parts of the developed materials if they think there is a need to adapt the materials to fulfill specific needs of their students.

For further researchers, the next studies should examine the existing materials from the viewpoints of teachers and students because the researcher did not involve students and teacher to assess the relevance of the existing reading materials with teachers and students' perspective for the need analysis. The analysis was only taken from researcher's perspective and literature review towards the materials. In addition, further studies can also be undertaken to develop literacy reading materials for another level of study by which this study could not provide. It is because this study focused mainly on literacy reading materials used for 15 minutes reading activity of school literacy movement at 6th grade of elementary school.

Moreover, further researchers should consider for involving the designers of school literacy movement program and the school teachers in need analysis to enrich the information about students' needs not only for the literacy skills but also their English skills required in their future life. Apart from practical matters, further researchers should also consider the theoretical aspect of a study. Regarding this study, the model of research and development by Jolly and Bolitho (2011) was adapted by

(Sukmadinata 2017) for the purpose of the study (See Chapter III). This model was proven practical for materials development research. However, the model has not been validated yet. Thus, if further researchers intend to apply the adapted model, it is suggested to firstly validate the model in order to improve the validity of research as a whole