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# Literary Literacy Development Patterns in the Lentera Community

## Abstract

*This study aims to determine the pattern of literary literacy development carried out by the Lentera community. This study used a qualitative research design with grounded theory. This study used three data collection techniques, namely, observation, interviews, and documentation. Data analysis was performed using open coding, axial coding, and selective coding. The results of this study indicated that the modeling pattern is an effort made by the supervisor to guide and improve the literary literacy skills of members through the examples provided. The pattern of modeling development can be done by reading literature, preparing to model, observing models, basic exercises, and evaluation. The pattern of fostering creative works is a pattern of coaching to train members' writing skills with the support of good coaching, ability, and fondness for reading so that members will be able to create a new literary work. Coaching in the pattern of fostering creative works includes: reading literary works, writing literary works, relaxation, and reflection, and evaluation.*

**Keywords:** Pattern of Development, Literary Literacy, Lentera Community.

## Introduction

Literacy is a part of human life and development. Literacy is a manifestation of socio-cultural life to maintain the original culture of the audience and literacy is used as a tool to promote more equality between different social groups (Bomer, 2019). Literacy in a simple concept is the ability to read and write. Literacy can be said as a person's ability to use the information to grow knowledge so as to bring benefits to society. Literacy is a life skill that makes humans function optimally in society.

Literacy is basically not just reading and writing skills, but literacy can change the situation of individuals and society (Hoffman, 2009). Literacy includes responses, understanding, and activities of daily life related to a series of critical thinking processes that involve the way a person organizes himself (Knudsen, 2018). Literacy can be interpreted as

an activity in which a person is involved with written texts, to achieve the goal of developing knowledge (Sui Chu Ho, 2018). In addition, literacy is related to reading fluency, vocabulary knowledge, content knowledge, reasoning and higher-order thinking skills, reading comprehension strategies, and involvement in reading and writing activities (Cassidy, 2018).

It is important to know that in the implementation of literacy, the environment, cultural background, initial knowledge possessed is very influential in bridging the start of literacy activities (Brooks, 2018). The environment is a useful starting point for considering what a person will learn (Cole LB, 2015). In addition to reading activities, writing activities are important in literacy. Complete writing is able to display a system in a visual form of everything that is spoken (Ferretti, 2019). So, it can be said that in literacy activities the writing aspect is a reflection

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of what someone has read. The ability to read has been shown to be related to writing, this is because the interactive reading aspect affects skills related to writing (Stavans, 2019).

Literacy is always developing in each country, one of which is in Indonesia. Literacy in Indonesia can be said to be still concerning, it is known from the survey results, the literacy level of the Indonesian people is ranked 64 out of 65 countries, while the reading level of Indonesian students is in the order of 57 out of 65 countries. When compared to other countries, it can be said that Indonesia is still lagging behind in terms of literacy. In addition, the results of a survey on literacy conducted by Central Connecticut State University in 2016 in New Britain, Conn, United States, showed that Indonesia's position was quite alarming, ranking 60th out of 61 countries. The low literacy ability of the Indonesian people is caused by (1) increasingly sophisticated technological developments, giving a bad impact on literacy culture because people prefer to play with cellphones than read books, (2) lack of reading facilities, this makes reading habits difficult to do, (3) lack of motivation to read, caused by people who do not understand the benefits of reading, (4) lazy attitude to develop any ideas or ideas.

The low level of literacy has led to various movements in society, one of which is the literacy community. The literacy community did not appear without a reason, this community felt anxiety and restlessness to do something about the reality that was seen, so this community was born as a response to the condition of the low quality of community literacy. Critically, the literacy community is here to advance literacy activities, where the activities carried out by the literacy community are more about raising awareness of the importance of literacy to develop writing, reading, and critical thinking. The literacy community is very helpful for the government in carrying out a national literacy movement in fostering a passion for public literacy. In addition to the literacy community, the emergence of a literary community engaged in literature is a community that also participates in moving literacy activities, especially in terms of literary literacy.

In general, the literary community is engaged in various activities based on literature. The purpose of the literary community is to foster a passion for literature through various supporting activities. Literature provides an opportunity to read a lot and study social life not only in individuals but also within the scope of society (Moss Jon, 2003). Literary understanding can be obtained through literary instruction obtained through the process of studying literature by paying attention to socio-cultural aspects (Bonissone, 1998). This is because literature must put forward background

knowledge of the reader in the process of creating a direct circuit between the reader and the text (Cushing, 2018). The role of literary texts here is as the main tool in providing opportunities for readers to observe their characters and experience changes in various contexts (Choo, S, 2018). The researchers found various things related to the literary community in Indonesia, including research conducted by Abd Aziz (2019) which stated that the literary community has an important role in supporting the school literacy movement, where the literary community wants literacy as an effort to gain independence in learning. Seeking and learning and always updating knowledge, this is because to become students and students without being accompanied by learning and reading is nil. In addition, the literary community provides space to learn more about works of fiction such as short stories, novels, and poetry, add knowledge, add insight as well as hone and cultivate a sense of humanity and sensitivity through literature.

Literary literacy is a supporting actor in the process of creating literature, the author plays an important role in producing special artistic images with a deep understanding of life and literature, then expressing that picture with the right words and sentences where language has a great influence on literary literacy activities. (Alexandrova, 2017). Furthermore, the reader uses imagination and language in understanding the artistic world that the author creates and tries to understand every meaning obtained (Lun Wang, 2018). Literary literacy can provide inner pleasure for the reader because the reader will be able to take lessons from every event that is in the work that is read. The reader forms his identity when the reader begins to approach the text by choosing the text to be read and constructing meaning based on the negotiations carried out with him, not born of an interpretation (Marlatt, 2018). This makes literacy activities carried out in the literary community to make members accustomed to writing and reading. According to Lages in Portugal, research on literacy has increasingly broadened students' understanding of literature. Literary literacy there has become an important and main thing (Balaero, 2011). Literary literacy practice must be understood as a tool that is used interactively to build questions about various literary texts (Rainey, 2017). In principle, reading literary texts is to provides interpretive opportunities for as long as the reading is read from beginning to end, not only at the end (Lampi, 2019).

The existence of literary literacy in the literary community has not been emphasized by several previous studies. Whereas literary literacy can help readers in interpreting literary texts to develop self-confidence and skills (Reynolds, 2020). The literary community is a forum for appreciating literature where literary

literacy activities help the community in developing literature (Burhanudin, 2019). For this reason, this research will highlight the literary literacy that grows and develops in the literary community in Bali, one of which is the Lentera community. The author chose to conduct research in the Lentera community due to several considerations including the Lentera community carrying out routine and scheduled activities and in each activity starting with literary literacy, the coaches providing guidance with the support of certain coaching patterns, the Lentera community active in activities such as participating in competitions, workshops and others, and in terms of the achievements of the Lentera community, their work is well known by the public.

The emergence of the Lentera community in the midst of society is motivated by the large number of students at the high school level who have a passion for literature such as reading poetry and writing short stories but do not have a place to gather to develop their creativity. The Lentera community manifests its love of literature by carrying out various activities including habituation of literary literacy by conducting literary discussion activities and writing poetry, theatre, and poetry musicals that arise as a result of literary literacy activities carried out in each community activity. Furthermore, the Lentera community carries out literary coaching and teaching to mature the skills of its members in practicing literature and producing literary works by inviting resource persons (writers) to share knowledge about literature. The existence of various literary literacy development activities carried out by the Lentera community is something interesting to research. Based on this description, there is an interest in analyzing the pattern of fostering literary literacy in the Lentera community, so that a literary community can survive and gain existence in society.

## Research Methods

This study used a qualitative research design. This study described the pattern of literary literacy development in the literary community. In particular, this qualitative research with grounded theory. The design is grounded theory which is not based on a theory or test theory, but grounded theory departs from data leading to a theory, this allows researchers to build theories from data directly collected by researchers (Creswell, 2008). The subjects in this study were the builder and members of the Lentera community. The literary community was chosen as the subject in this study because the literary community carried out a pattern of development in the implementation of literary

literacy. The object of this research is the pattern of fostering literary literacy. This study uses three data collection techniques, namely, observation, interviews, and documentation. Data analysis in this study includes open coding, axial coding, and selective coding, namely classifying data based on the pattern of development, analyzing data on patterns of literary literacy development, and concluding research results.

## Research Results and Discussion

The Lentera literary community has 3 divisions, namely the division of poetry musicals, the division of writing literary works, and the division of theater. The pattern of fostering literary literacy used in the Lentera community is the pattern of modeling development and also the pattern of fostering creative work. The modeling development pattern is used in the poetry and theater musicalization division, while the creative work development pattern is used in the literary writing division.

### Literary Literacy with Modeling Guidance Patterns

The pattern of modeling coaching helps members in literary activities, not only on the direct examples given by the coach by jointly carrying out literary literacy activities but also obtained from various other modelings, this can help members use the knowledge obtained from the model (examples) to be able to poetry and theatre well. The development of literary literacy with the pattern of modeling development in the Lentera community is carried out with the following steps:

**Table 1.***Literary Literacy with Modeling Guidance Patterns*

No.	Steps	Activity
1	To cultivate the habit of reading literature to members	a. Providing reading materials that can stimulate members' reading interest such as <i>Matahari Sudah Tua</i> by Subagyo Sastrowardoyo, <i>Titah</i> by IB Puwanasuta, poetry anthology book <i>Ketika Berjumpa Denganmu</i> by Gita Kristian, Efrosina poetry collection, by Cecep Syamsul Hari, <i>Dari Sunyi ke Bunyi</i> by Hartojo Andangdjadja, manuscript the drama <i>Barong</i> by IB Puwanasutha, and the monologue script <i>Rahim</i> by Cok Sawitri. b. Motivate members to love reading by telling poems that have been produced by the coaches, such as the poem entitled <i>Romansa Senja</i> by IB Puwanasuta which tells about waiting and hoping to get back together by using dusk as a witness to a previous meeting.
2	Prepare modeling	a. The coach determines several examples of video readings and poetry musicals as well as drama performances to stimulate the creativity of members in reading, poetry musicals and theater performances such as <i>Mata Luka Sengkon Karta</i> by Peri Sandi Huitzche, <i>Dongeng Marsinah</i> by Supardi Djoko Damono, <i>Indonesia di Pundakmu</i> by IB Puwanasuta, theater performances <i>My father Pulang</i> by Usmar Ismail, and <i>Malam Jahanam</i> which was performed by Sativa theatre. b. The coaches prepare themselves as models (examples) for members by bringing a poem entitled <i>Romansa Senja</i> by IB Puwanasuta and showing a monologue performance.
3	Observing the model (example)	a. Members observe the model (examples) to look for positive things that can be imitated. b. Members discuss the observed model (example).
4	Basic exercises	a. From the results of reading literary works and observing models (examples), members carry out basic exercises in the form of reading poetry and monologues. b. The exercises are carried out in groups with their respective tasks in poetry musicalization and acting.
5	Evaluation	a. The coach supervises the activities carried out by members by observing and assisting members in training. b. The coach provides input and assessment of the literary literacy activities carried out to the training activities carried out.

The Lentera community coach uses a modeling coaching pattern, with the following steps: First, reading literary works, the coaches make the habit of reading literary works to members at the beginning of community activities. The coach introduced various literary reading materials to stimulate members' reading interest, such as the poem *Matahari Sudah Tua* by Subagyo Sastrowardoyo, *Titah* by IB Puwanasuta, the poetry anthology book *When Meet You* by Gita Kristian, the collection of Efrosina poems, by Cecep Syamsul Hari, the drama script *Barong* by IB Puwanasutha, and Cok Sawitri's monologue *Rahim*. Members will start reading their favorite literary book, this is a habituation activity carried out by the coach so that the responses obtained by members from the books they read are varied and members become fond of doing literary literacy. In

addition, the coach also motivates members to be more enthusiastic about practicing literature by providing opportunities for each member to retell the literary books they have read and then try to appreciate them.

Second, prepare to model. In this step, the coach helps members in literary literacy activities by preparing modeling to stimulate members to be more creative in appreciating literary works, especially in reading, poetry musicals, and theater. In this coaching pattern, the coach emphasizes the modeling aspect so that community members can get better at exploring their potential by observing and reading more literary works. This is in line with what was stated by McCarthy (2018) that modeling is a pattern that is carried out to improve skills by using models or examples that can be imitated. At this stage, the coaches also chose several videos

found from youtube as material for members to observe, such as Mata Luka Sengkon Karta by Peri Sandi Huitzche, Fairy Tale Marsinah by Supardi Djoko Damono, Indonesia di Pundakmu by IB Puwanasuta, theatrical performances of My Father Pulang by Usmar Ismail, and the Evil Night staged by the Sativa theatre. The coach also directs members to find other videos that are used as other models (examples) that can be observed while at home. In addition, the supervisor also held a workshop by inviting several writers such as Cok Savitri to share their knowledge of literature and also perform literary performances. The coaching process with a modeling coaching pattern is also carried out by the coaches together with members doing poetry musicals and practicing playing characters in theater

Efforts to improve members' literary literacy skills are not limited to familiarizing members with reading activities but are accompanied by efforts to develop what members have read through poetry and theater performances. For this reason, in the pattern of modeling coaching, the coach is always directly involved in the process of member activities. What the coach does is in line with what was conveyed by Heryanti (2017) that modeling can be done by the coach directly and also through other models (examples). This helps members in gaining their own knowledge from the given model (examples).

Third, observe the model. Members observe the model (example) provided by the coach and also the model (example) sought by the members themselves. In this activity, members observe carefully how readings, poetry musicals, and theater performances are performed from models (examples). Members make observations by looking for the strengths and weaknesses of the model (examples), where later the existing strengths can be imitated by members to increase their creativity. In the next step, members begin to discuss with their group and also the supervisor the results of their observations and find the best way to produce innovations in poetry and theater musicals.

Fourth, basic exercises. Based on the observation process that has been carried out, members will start doing basic exercises, starting from intonation, pause, expression and appreciation. In this section, the role of literary literacy is not limited to members knowing what is read and observed, but members begin to understand and apply it in the form of literary performances. In the process, the coach provides guidance and direction to members to improve the training process. After the exercise was carried out by each member, then the coaches began to combine members into several groups and began practicing musical

poetry and theater performances, where each person in the group had their respective roles.

Fifth, evaluation, at this stage the coach supervises the activities carried out and also evaluates literary literacy activities, such as evaluating the choice of books read providing an evaluation of poetry reading activities and members' theater exercises. In addition, evaluation was also carried out on the works created and the novelty of the musical arrangements produced for poetry musicalization activities. After this evaluation is carried out, the coach can find out what steps are right to be taken to increase the creativity of members. This is in line with the opinion of Joseph (2010) that evaluation is a process to assess something according to the expected criteria or goals, then proceed with decision making.

Based on the findings above, the modeling pattern is an effort made by the supervisor to guide and improve the members' literary literacy skills through the examples provided. It is known by the pattern of modeling coaching, members not only observe the examples given but can appreciate literature and even think critically to combine what is observed from the examples and then create a new poetry musical, and interesting theatrical performance. In addition, the pattern of modeling development includes: reading literary works, preparing to model, observing models (examples), basic exercises, and evaluations making members are fonder of literacy and literature.

### **Literary Literacy with Creative Work Development Patterns**

Literary literacy with a pattern of fostering creative works can be described as follows:

**Table 2.***Literary Literacy Patterns for fostering creative works*

No	Steps	Activity
1	Fostering the habit of reading literature to members	Motivating members to like reading literary works by introducing some reading materials such as Malam Taman Sari by Sumianto A. Sayutu, Portrait of a Young Poet by Goenawan Mohamad, and Sumur Tanpa Dasar by Arifin C. Noer.
2	Writing literary works	Freedom in writing literary works is based on the experiences that members have had. Guiding members to be able to express their ideas such as in writing poetry with the title Halo, September by Widi Pradnyani, Halu by Sinta Parwati, Cinta Dalam Diam by Leonita Arisanti.
3	Relaxation and Reflection	a. Members do relaxation activities to find new ideas in their writings. b. Members ask some questions about their work to find out if there are things left behind
4	Evaluation	a. Supervise the activities carried out by members b. Evaluation of literary literacy activities carried out

The coach uses a pattern of fostering creative work in guiding members, especially those who join the writing division. The coach gives freedom to members in choosing their reading material and writing any type of literary work according to the members' interests. This has caused some members to focus more on poetry and some are fond of writing poetry and short stories, as well as poetry and drama scripts. In more detail, literary literacy with the pattern of fostering creative works can be described as follows: reading literary works, writing literary works, relaxation, and reflection, and evaluation.

In reading activities, the coach directs members to choose available literary reading materials or read through literary reading applications available on their cellphones. This literary literacy activity is used to increase members' experiences of life gained from reading literary works. This is in line with what was stated by Moss Jon (2003) that with direct experience, someone will get an offer of meaning in generating knowledge. In addition to reading activities, the coaches also design the coaching process so that it is not boring where after reading activities the coaches free members to interact with other members, exchange stories that are read so that from here the literary literacy activities are carried out to continue to develop.

Reading activities then continued with writing literary works, members after reading and discussing activities began to write literary works, members were given the freedom to create the desired literary works. Some of the works written by members during activities in the community, Halo, September by Widi Pradnyani, Halu by Sinta Parwati, Cinta Dalam Diam by Leonita Arisanti. This is in line with what was conveyed by Hurlock in Hodgson (2019) that fostering creative works is an imaginative activity

that will form a new pattern to give birth to a literary work.

The next step is relaxation and reflection where at this stage the coaches often find members who when doing writing activities experience problems in expressing their ideas or ideas, sometimes in writing activities they stop and are constrained in continuing. In these conditions, the coaches relax by inviting members to be in an open space and observe their surroundings so that ideas can be found from these activities to connect the broken stories. This is in line with what was stated by James (2002) that relaxation is one way that can be used in exploring new ideas so that there will be no inability to continue the story. Reflection activities are carried out by the supervisor on the work written, where members ask questions related to the work produced, this is done by the supervisor with the aim that members can find things that are still left behind and important in the story.

Evaluation is carried out on literary literacy activities carried out, looking at the reading preferences of members, assessing the tendency of works that are liked by members so that they can help members write according to what they like. In addition, the supervisor provides input for the improvement of the compiled works. This needs to be done to provide learning to members about the weaknesses and strengths of the works they created so that members will make improvements to be able to produce good literary works. Supervision is carried out by the supervisor, starting from members choosing reading materials until work is produced by members. The supervisor provides suggestions and input to members for each member's work, suggestions and input are submitted through the discussion.

Based on the findings above, it can be said that the pattern of fostering creative works is a pattern that is suitable for training members' writing skills. Coaching in the pattern of fostering creative works includes: reading literary works, writing literary works, relaxation, and reflection, and evaluation.

### Conclusions and Suggestions

Based on the findings that have been described by the author in the previous sections, it can be concluded that the pattern of fostering literary literacy carried out in the Lentera community is a pattern of modeling development and also a pattern of fostering creative work. The pattern of modeling coaching shows the findings that the coaches take several steps, namely reading literary works, preparing to model, observing models (examples), basic exercises, and evaluation. The pattern of fostering creative works shows the findings that the steps taken by the coaches in this pattern of coaching include: reading literary works, writing literary works, relaxation, and reflection, and evaluation. The pattern of creative works development emphasizes the experience gained by members from the literary literacy process so that from this experience members can create new, more diverse literary works.

Literary literacy activities in the literary community should be packaged attractively according to the conditions of members and also the environment as well as with the right pattern of guidance so that members do not feel bored carrying out literary literacy activities, the implementation of literary literacy really needs a variety of literary books to increase members' knowledge, for that it is necessary to provide more diverse literary books, literary reading sites that can be easily accessed by members, as well as various literary performance videos that can be used as examples in literature because this is very in line with the times and technology, the role of the coach is very important in the existence of a literary community, it is hoped that the coaches in a literary community can always provide motivation to members, with the involvement of the coaches in these literary literacy activities.

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