# READING LITERACY STRATEGIES IN INDONESIAN LANGUAGE LEARNING FOR GRADE 10 STUDENTS OF STATE HIGH SCHOOL 13 JENEPONTO REGENCY

# STRATEGI LITERASI MEMBACA DALAM PEMBELAJARAN BAHASA INDONESIA SISWA KELAS 10 SMA NEGERI 13 KABUPATEN JENEPONTO

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**Abstract**

This study aims to describe the implementation of reading literacy strategies in Indonesian learning and identify supporting and inhibiting factors for its application in grade X students of SMA Negeri 13 Jeneponto Regency. The research uses a qualitative approach with a descriptive type of research. The research subjects consisted of class X Indonesian teachers and class X students who were selected purposively. Data were collected through observation techniques, semi-structured interviews, and documentation, then analyzed using the Miles, Huberman, and Saldana interactive analysis model which included data reduction, data presentation, and conclusion drawn. The validity of the data was tested through triangulation of sources and techniques. The results of the study showed that the reading literacy strategy was implemented through reading activities 15 minutes before learning, the use of diverse and contextual texts, discussions on reading comprehension, and reflective assignments. The implementation of this strategy encourages increased student participation, the ability to understand the content of reading, and a positive attitude towards reading activities. Supporting factors for the implementation of the reading literacy strategy include teacher commitment, support for school literacy programs, and the availability of reading materials, while inhibiting factors include the low interest in reading of some students, limited learning time, and the influence of gadget use that has not been optimally controlled. This study concludes that reading literacy strategies have an important role in supporting Indonesian learning and need to be implemented sustainably with the support of various parties.

**Keywords :** Reading Literacy, Indonesian Language Learning, Learning Strategies, High School Students.

**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan strategi literasi membaca dalam pembelajaran Bahasa Indonesia serta mengidentifikasi faktor pendukung dan penghambat penerapannya pada siswa kelas X SMA Negeri 13 Kabupaten Jeneponto. Penelitian menggunakan

pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri atas guru Bahasa Indonesia kelas X dan siswa kelas X yang dipilih secara purposive. Data dikumpulkan melalui teknik observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif Miles, Huberman, dan Saldana yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa strategi literasi membaca diterapkan melalui kegiatan membaca 15 menit sebelum pembelajaran, penggunaan teks beragam dan kontekstual, diskusi pemahaman bacaan, serta penugasan reflektif. Penerapan strategi tersebut mendorong peningkatan partisipasi siswa, kemampuan memahami isi bacaan, dan sikap positif terhadap kegiatan membaca. Faktor pendukung pelaksanaan strategi literasi membaca meliputi komitmen guru, dukungan program literasi sekolah, serta ketersediaan bahan bacaan, sedangkan faktor penghambat mencakup rendahnya minat baca sebagian siswa, keterbatasan waktu pembelajaran, dan pengaruh penggunaan gawai yang belum terkontrol secara optimal. Penelitian ini menyimpulkan bahwa strategi literasi membaca memiliki peran penting dalam mendukung pembelajaran Bahasa Indonesia dan perlu diimplementasikan secara berkelanjutan dengan dukungan berbagai pihak.

**Kata Kunci :** Literasi Membaca, Pembelajaran Bahasa Indonesia, Strategi Pembelajaran, Siswa SMA.

## 1. INTRODUCTION

Reading literacy is one of the fundamental competencies that students must have in the 21st century (Maulana et al., 2024). Literacy is not only interpreted as the ability to recognize symbols or read text mechanically, but also includes the ability to understand, interpret, evaluate, and use information critically and creatively. Kurniawan and Fitria (2021) emphasized that reading literacy is a complex skill that integrates cognitive and affective aspects in the process of interpreting texts, so it plays an important role in the development of students' high-level thinking skills.

In the context of formal education, mastery of reading literacy is the main prerequisite for the success of students' learning in various subjects. Good reading skills allow students to access knowledge, understand concepts, and build arguments logically. Therefore, reading literacy cannot be separated from efforts to improve the quality of learning and strengthen students' academic competence in secondary school.

Indonesian learning as a compulsory subject at the high school level has a strategic position in strengthening reading literacy. Indonesian is not only taught as a communication tool, but also as a learning vehicle to foster interest in reading, the ability to understand various types of texts, and train students' critical reasoning skills (Wirati et al., 2024). Putri and Nugroho (2022) stated that Indonesian subjects are the main instrument in the implementation of literacy learning in secondary schools.

However, the condition of reading literacy in Indonesia still faces serious challenges. The results of the Programme for International Student Assessment (PISA) in 2018 show that the reading ability of Indonesian students is ranked low compared to other countries. Although the data is not relatively new, the impact is still felt today. Research by Ramadhan et al. (2023) revealed that most high school students in Indonesia still have a reading literacy level in the medium to low category.

Students' low reading literacy is not unrelated to the learning strategies used in the classroom. Learning practices that are still dominated by conventional lecture and assignment methods tend to involve students less actively in the process of understanding and criticizing texts. Zulkifli (2021) found that the use of monotonous reading literacy strategies is one of the factors that inhibit the increase in students' reading interest and text comprehension ability.

In fact, teachers have various alternative reading literacy strategies that can be applied in Indonesian learning. These strategies include guided reading, text-based group discussions, critical reading assignments, and the use of digital media and learning resources. Surya and Amelia (2020) emphasized that the variety of reading strategies is able to encourage students' active involvement in the process of finding the meaning of reading and has a positive impact on improving reading literacy.

The success of the implementation of reading literacy strategies is highly dependent on the creativity and competence of teachers in designing learning. Teachers are required to be able to present learning that is contextual, interesting, and in accordance with the characteristics and needs of students. Hasanah (2021) emphasized that the role of teachers is the main key to the success of reading literacy programs in schools.

In addition to the teacher factor, the school environment and the availability of infrastructure also play an important role in supporting the implementation of reading literacy. Setiawan and Hartati (2021) stated that the existence of adequate libraries, access to diverse reading materials, and the existence of sustainable school literacy programs contribute significantly to increasing students' interest and reading ability.

Based on the initial observation of researchers at SMA Negeri 13 Jeneponto, reading literacy learning in Indonesian subjects has not shown optimal results. Teachers have tried to implement several literacy strategies, but student involvement in critical reading activities is still relatively low. This is evident when students are asked to analyze texts, only a small percentage actively participate, while others tend to be passive.

This condition shows the need to evaluate the reading literacy strategy applied in Indonesian language learning. This evaluation is important to find out the suitability of the strategy with the characteristics of students and its effectiveness in improving reading skills. In addition, this research is also relevant to the demands of the Independent Curriculum which emphasizes strengthening literacy and developing Pancasila student profiles, especially the critical reasoning dimension.

On the other hand, the development of information technology has also expanded the meaning of reading literacy to the realm of digital literacy. Reading literacy today focuses not only on printed texts, but also on digital texts that demand the ability to sort, analyze, and evaluate information in a more complex way. Rahmawati and Akbar (2023) stated that digital reading literacy is an important competency in the midst of the rampant flow of information in the digital era.

Based on this description, this study focuses on reading literacy strategies in Indonesian language learning for grade X students of SMA Negeri 13 Jeneponto. This research is expected

to provide a comprehensive overview of reading literacy practices in the classroom, as well as be the basis for formulating strategic recommendations for teachers and schools in improving the quality of Indonesian learning and strengthening literacy culture.

## 2. RESEARCH METHOD

This study uses a qualitative approach with a descriptive type of research (Nugraha, 2025). The qualitative approach was chosen because this study aims to understand and describe in depth the application of reading literacy strategies in Indonesian learning, especially in grade X students of SMA Negeri 13 Jeneponto. Qualitative research allows researchers to explore learning phenomena holistically through data in the form of relevant words, actions, and documents. Moleong (2021) states that qualitative research focuses on the meaning of a phenomenon in its natural context.

This type of descriptive research is used to describe the conditions and practices of reading literacy learning as it is without manipulating the research variables. Through this approach, the study seeks to explain the reading literacy strategies used by Indonesian teachers, students' responses to these strategies, and the factors that support and hinder its implementation in the learning process. Thus, this study emphasizes the depth of information and the integrity of the learning context.

This research was carried out at SMA Negeri 13 Jeneponto, South Sulawesi. The selection of the research location was based on the consideration that the school had implemented a school literacy program and had Indonesian teachers who actively implemented reading literacy strategies in learning. The research was carried out for two months, from August to September 2025, which included the initial observation stage, data collection through interviews and documentation, and continuous data analysis.

The research subjects consist of Indonesian teachers who teach class X and students of class X of SMA Negeri 13 Jeneponto. The determination of subjects was carried out by purposive sampling technique, which is the deliberate selection of informants based on the consideration that they have direct knowledge and experience related to the implementation of reading literacy strategies. Indonesian teachers play the role of the main informant, while students are used as supporting informants to obtain data on learning experiences, involvement, and obstacles felt during the reading literacy learning process.

The data collection techniques in this study include observation, interviews, and documentation. Observations were carried out directly to observe the Indonesian learning process and the implementation of reading literacy strategies in the classroom. Semi-structured interviews were conducted with teachers and several students to explore in-depth information related to the goals, implementation, and constraints of reading literacy strategies. Documentation is used to complete data in the form of lesson plans, teaching materials, student assignment results, and supporting documents for school literacy programs.

Data analysis was carried out using the interactive analysis model of Miles, Huberman, and Saldana (2019), which includes data reduction, data presentation, and conclusion drawing

and verification. Data reduction is carried out by selecting and focusing data that is relevant to the research objectives. The data was then presented in the form of descriptive narratives and interview excerpts. To ensure the validity of the data, this study applied source triangulation and triangulation techniques by comparing data from observations, interviews, and documentation. Sugiyono (2020) emphasized that triangulation is needed in qualitative research to increase credibility and trust in research findings.

## 3.  RESULT AND DISCUSSION

This section presents the results of research on the implementation of reading literacy strategies in Indonesian learning as well as the factors that support and hinder its application in grade X students of SMA Negeri 13 Jeneponto Regency. The results of the research were obtained through observation of the learning process, interviews with teachers and students, and review of learning supporting documents. The presentation of the research results is focused on empirical findings that reflect real conditions in the field as a basis for further analysis and discussion.

### a.  Implementation of Reading Literacy Strategy in Indonesian Language Learning

The results of the study show that the implementation of reading literacy strategies in Indonesian learning in class X of SMA Negeri 13 Jeneponto Regency has been integrated in the learning stage, although the implementation is not fully optimal. Based on the results of class observation, the teacher starts learning by reading the text independently for 10-15 minutes before entering the discussion of the material. The teacher provides directions in the form of reading objectives and triggering questions to help students understand the content of the text. Observational data showed that about a third of students appeared to be actively reading and taking notes on important points, while some other students skimmed without showing deep involvement.

In the core stage of learning, teachers apply guided reading strategies combined with text-based group discussions. The results of the observations showed that students were divided into small groups to discuss the content of the reading and answer analytical questions. However, student involvement in discussions is not evenly distributed. Observational data noted that only 5–7 students from one class were consistently actively expressing their opinions, while the rest of the students tended to be passive and waiting for the teacher's direction. These findings suggest that discussion strategies have been implemented, but have not yet fully encouraged whole-student participation

Interview data with Indonesian teachers corroborated these findings. The teacher said that the reading literacy strategy is always tried to be present in learning, but time constraints are the main obstacle. The teacher stated, "I have made it a habit for students to read before discussing the material, but there is often not enough time to delve into the reading thoroughly." This statement shows the commitment of teachers in implementing reading literacy, even though its implementation is still limited by the structure of learning time

The results of observations at the end of the learning stage showed that teachers gave literacy assignments in the form of text summaries and written reflective questions. Data from student assignments shows that about half of the students are able to compile a summary with a fairly clear structure, while the rest of the students still have difficulty in summarizing the main idea and expressing their opinions in writing. These findings indicate that students' reading and writing literacy skills are at diverse levels, requiring more differentiated learning strategies.

Interviews with students showed that group reading strategies were preferable to independent reading. One of the students stated, "If I read and discuss with friends, I understand the content of the reading better." This statement shows that collaborative approaches have the potential to improve students' reading comprehension, especially for students with low reading ability.

The results of follow-up observations show that the implementation of the reading literacy strategy in class X is not only limited to text reading activities, but also includes pre-reading and post-reading activities. Teachers consistently provide initial context before students read, such as explaining the background of the text and relating it to the student's daily experiences. Observational data showed that when teachers provided reading context, students appeared more prepared and focused in reading than when reading without an introduction.

In addition, teachers occasionally use high-level thinking questions (HOTS) to encourage students to interpret the content of the text. Based on observational notes, questions such as "what message does the author want to convey?" or "what do you think of the attitude of the characters in the text?" were able to provoke student responses, even though they were still dominated by students who had better literacy skills. This shows that the reading literacy strategy has been directed at the development of critical thinking, but has not reached all students equally.

The use of learning media in reading literacy strategies is also still limited. Documentation data shows that the reading materials used by teachers are dominated by package books and worksheets. Teachers have not consistently utilized digital texts or alternative reading sources that are more contextual to students' lives. This condition affects the variation in students' reading experience and has the potential to limit the development of reading literacy more broadly.

Interviews with teachers revealed that limited facilities and student readiness are the main considerations in choosing a reading literacy strategy. The teacher stated that the use of digital text has not been maximized because not all students have equal access to the device. These findings show that the implementation of the reading literacy strategy is still influenced by technical conditions and student readiness, so teachers tend to choose strategies that are considered the safest and easiest to implement.

Supporting and Inhibiting Factors for the Implementation of Reading Literacy Strategies The results of the study show that there are several supporting factors in the implementation of reading literacy strategies at SMA Negeri 13 Jeneponto Regency. Based on observations of the

school environment, the school already has a library with an adequate collection of reading books and a regularly scheduled school literacy program. Documentation data shows that schools have a reading habituation program, even though its implementation has not been optimally integrated with classroom learning.

The commitment of Indonesian teachers is also the main supporting factor in the implementation of reading literacy strategies. Based on the results of the interview, the teacher stated that he had a high awareness of the importance of reading literacy and tried to integrate it into learning. Observation data shows that almost every Indonesian learning meeting always begins with a text reading activity, even if it is of limited duration.

On the other hand, this study found several inhibiting factors in the implementation of reading literacy strategies. The low interest in reading of students is the main obstacle. Based on the results of the interviews, most students admitted to reading only when given an assignment by the teacher. One student stated, "I rarely read outside of class because I play cellphones more often." This data shows that students' reading habits outside the classroom are still low.

Limited learning time is also a significant inhibiting factor. The results of observations show that teachers must adjust literacy activities to the demands of completing curriculum materials, so that critical reading activities often cannot be carried out in depth. In addition, the difference in students' reading ability is a challenge in itself. Interview data with teachers shows that students' literacy skills are very diverse, so not all strategies can be applied simultaneously in one class.

The results of the study show that school policy support is one of the supporting factors for the implementation of reading literacy strategies. Based on documentation data, schools have a school literacy program that encourages reading habits before learning begins. Although the program is not fully integrated in all subjects, its existence provides a foundation for teachers to develop literacy activities in the classroom.

Another supporting factor is the positive attitude of teachers towards the development of reading literacy. The results of the interviews show that teachers view reading literacy as a basic need for students in understanding the subject matter. This attitude is reflected in teachers' efforts to always involve reading activities in Indonesian learning, even if it is of limited duration. These findings confirm that the role of teachers greatly determines the sustainability of reading literacy practices in the classroom.

On the other hand, a fairly dominant inhibiting factor is the low reading habit of students outside of class hours. Based on interviews, most students admitted that they rarely read books other than textbooks. This habit is influenced by the use of gadgets which are more dominant for entertainment than for literacy activities. This condition has an impact on the low readiness of students to participate in reading literacy activities in the classroom.

Another inhibiting factor identified is the heterogeneity of students' literacy abilities. Observational data showed a significant difference between students who were able to understand texts independently and students who needed intensive guidance. This difference

makes it difficult for teachers to implement a reading literacy strategy that can accommodate all students at the same time. Therefore, the application of differentiation strategies is an important need in reading literacy learning in the classroom.

### b. Discussion

The results of the study show that reading literacy strategies have been integrated in Indonesian language learning in class X of SMA Negeri 13 Jeneponto Regency through pre-reading, reading, and post-reading activities. This finding strengthens the view of Kurniawan and Fitria (2021) who stated that reading literacy is a continuous process that requires active involvement of students in understanding and interpreting texts. However, the integration is not fully optimal because student involvement in critical reading activities is still limited to certain groups.

The dominance of the use of guided reading strategies and text-based discussions shows that teachers have made efforts to implement targeted literacy learning. This is in line with the findings of Surya and Amelia (2020) who stated that guided reading strategies are effective in helping students understand the structure and meaning of texts. However, the uneven participation of students indicates that the strategy has not been fully adjusted to the heterogeneity of students' literacy abilities in the classroom.

The difficulty of students in expressing ideas in writing after reading shows that reading literacy cannot be separated from written literacy skills. This finding strengthens the opinion of Putri and Nugroho (2022) who affirm that Indonesian learning must integrate reading and writing skills simultaneously. Thus, reading literacy strategies need to be developed in an integrated manner in order to improve the understanding of the text as well as the ability to express ideas.

The limited variety of reading materials used by teachers affects the development of students' reading literacy. These findings show that the use of package books as the main source of reading is not enough to foster reading interest and broader literacy skills. Rahmawati and Akbar (2023) emphasized the importance of integrating digital text and contextual reading to answer literacy challenges in the digital era. Therefore, diversification of reading sources is an urgent need in reading literacy learning.

Supporting factors in the form of teacher commitment and school policy support show that the school ecosystem has an important role in the success of reading literacy. This finding is in line with Setiawan and Hartati (2021) who stated that a school environment that supports literacy can strengthen students' reading culture. However, this support needs to be accompanied by optimizing the use of literacy facilities so that it has a direct impact on learning in the classroom.

On the other hand, the low interest in reading of students and the dominance of the use of gadgets for entertainment are serious challenges in the implementation of reading literacy strategies. This finding corroborates the results of Zulkifli's (2021) research which shows that students' motivation to read is a key factor in the success of literacy programs. Therefore,

reading literacy strategies need to be designed to be more contextual and attractive in order to be able to compete with the appeal of digital media.

The heterogeneity of students' literacy skills demands the implementation of more adaptive learning strategies. The findings of this study show that one reading literacy strategy cannot be applied uniformly to all students. This is in line with the principle of differentiated learning which emphasizes the adjustment of learning strategies to the needs and abilities of students. The implementation of differentiation in reading literacy is a strategic step to increase overall student engagement and understanding.

Limited learning time is also a structural factor that affects the effectiveness of reading literacy strategies. Teachers must balance the demands of the curriculum and the need to strengthen student literacy. This condition shows the need for flexible integration of reading literacy into learning, so that literacy activities are not seen as additional activities, but as an integral part of the learning process.

Overall, this discussion shows that the reading literacy strategy in Indonesian learning at SMA Negeri 13 Jeneponto Regency has been implemented, but it still needs to be strengthened in terms of strategy variation, utilization of reading resources, and the implementation of differentiated learning. The findings of this study make a practical contribution for teachers in developing more effective and contextual reading literacy learning, as well as contributing theoretically to enriching reading literacy studies in the context of secondary education.

## 4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the reading literacy strategy has been applied in Indonesian language learning at SMA Negeri 13 Jeneponto Regency through the pre-reading, reading, and post-reading stages. The application of this strategy is able to help students understand the content of the learning text, but its effectiveness is not even among all students due to differences in literacy skills and the level of learning participation.

Guided reading strategies and text-based discussions are the dominant approaches used by teachers in learning. Although this strategy is quite effective in guiding students to understand the structure and meaning of the text, students' active involvement is still limited to certain groups, so strengthening the variation of reading literacy strategies is still necessary.

Students' reading literacy skills are also influenced by the limited reading resources and the lack of integration of literacy with writing skills. This condition causes some students to have difficulty expressing ideas in writing after reading activities, which shows that reading literacy has not been fully integrated holistically in Indonesian learning.

Supporting factors in the form of teacher commitment and school policy support make a positive contribution to the implementation of reading literacy strategies. However, inhibiting factors such as low interest in reading students, limited learning time, and the influence of the use of gadgets for entertainment are the main challenges that need serious attention.

Overall, the reading literacy strategy in Indonesian learning has been running, but it still needs to be strengthened through the implementation of differentiated learning, diversification of reading resources, and the development of more contextual and adaptive strategies. With this strengthening, reading literacy learning is expected to be able to increase student involvement and the quality of text comprehension more optimally.

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