LITERACY LITERATURE LEARNING WITH *LET'S READ* APPLICATIONS IN THE PANDEMIC ERA

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Abstract: One of them is literacy learning by using Android-based *Let's Read* to answer the challenges of the growing industrial era. In the midst of the rise of students using Android as a medium of communication, teachers need to change learning in and outside the classroom into interesting learning by utilizing computer media, mobile phones as literary literacy material. So that literary literacy is not monotonous, it must be in the library by choosing books in turns or by listening to the teacher's story on the page as a habit that only contains short stories in the book . By using the *Let's Read* application the teacher can give nuances of literary learning to be more often literary literate both at home and at school.

Keywords: Literacy literature, *Let's Read*

Abstrak: Salah satunya adalah pembelajaran literasi dengan menggunakan Let's Read berbasis Android untuk menjawab tantangan era industri yang berkembang. Di tengah maraknya siswa menggunakan Android sebagai media komunikasi, guru perlu mengubah pembelajaran di dalam dan di luar kelas menjadi pembelajaran yang menarik dengan memanfaatkan media komputer, ponsel sebagai bahan literasi sastra. Agar literasi sastra tidak monoton, di perpustakaan harus memilih buku secara bergantian atau dengan mendengarkan cerita guru yang berisi cerita pendek dalam buku Dengan menggunakan aplikasi "Let's Read" guru dapat memberikan nuansa belajar literasi, melek huruf menjadi lebih melek sastra baik di rumah maupun di sekolah.

Kata kunci: Literasi sastra, Mari membaca

INTRODUCTION

The education sector is one of the fields affected by the corona virus pandemic. During the pandemic, students study at home, while using the 2013 curriculum. Learning activities at home, causing students to master technology because learning is carried out on an ongoing basis through internet media such as watshapp and other digital media. Learning at home for students not only does the assignment, but literacy activities must still be done by students with teacher monitoring through social media.

Literacy activities that are easily carried out and reflected by the teacher one of which is reading literature. Reading is an activity to convey a message to the reader. Reading is a type of functional literacy as a form of daily communication. Reading activities are often carried out by students who are recreational one of them reading literary types of stories, for example folklore, legends, fables and the like. Unlike students, teenagers and adults tend to read literature with novel and romance types or stories of struggle and inspiration. Reading literature requires a quiet time and place in order to enjoy its contents. This is different to read books u or read texts that require follow-up after the reading.

Literary reading activities are not only enjoyed by the community, but in learning students are also required to understand literature through reading stories, fairy tales, poetry, short stories and so forth. So that literature becomes

part of literacy activities in schools for children. Learning teaching of literacy Literature effectively attract students' reading and giving spirit of the importance of understanding the literature in the context of love, read, understand pe san moral contained in literacy literature. By reading literature, students are expected to have an interest in literature even though it is only limited to reading it . Reading sas t ra can provide motivation and moral message that students have an interest . So the teacher is required to understand, study and teach literature through literacy to students so that it becomes a daily habit. Even though the 2013 curriculum does not require reading a literary book, as in the KTSP curriculum which requires students to read at least nine books. So students have literary abilities and appreciate by understanding content. Teacher demans not only give the task to read it, but provide feedback by asking student questions about the mandate and message contained in literature. As a teacher especially in elementary school, teaching assignments are not only on subjects that are bound to themes, but motivating and giving examples of literary literacy both by giving oral and written examples and various cultures.

The government itself has launched literacy, one of which is through GLN or the National Literacy Movement. This is in line with the Ministry of Education and Culture (2017: 2) which states that with GLN, education personnel, especially students as the next generation of the nation, do not merely have the ability to read, write and count. More than that, they are literate in science and technology, finance, culture and citizenship, critical thinking, and sensitive to the surrounding environment. Literacy can be made to make someone of quality and dignity to live life. The National Literacy Movement is carried out in schools through the school literacy movement or GLS. The Primary School Literacy Movement aims to create a

culture of education in literate schools, which is fun-friendly and fosters student enthusiasm. One of the activities in the school literacy movement is reading 15-minute non-learning books as stipulated in Permendikbud No. 23/2015 . This activity aims to foster interest in reading and reading skills of elementary school students so that students' knowledge can become wider. With GLS students are expected to not only read but also understand the contents of the book they are reading. One culture that is applied in literacy in primary schools is reading in the context of short stories or fairy tales that are carried out as a daily habit before entering class. Habitual activities such as this have been carried out by schools but are still limited to literary literacy of the type of short stories that are read by the teacher in front of students who have gathered in the yard. This is due to limited space and available books. With the cultural shift resulting from the influence of globalization and social media that is increasingly widespread, the teacher is required to be creative in providing literacy learning in class or anywhere. A social media-based application that can be used as literary learning is *Let's Read* which is able to provide literary nuances that are more interesting and in accordance with technological developments and knowledge. How can literacy learning with the *Let's Read* application be used by students in primary school during the pandemic ?

Theoritical review

Learning according to Komalasari (2011: 3) learning can be defined as a system or process of learning students / learners who are planned or designed, carried out and evaluated systematically so that students' subjects / learners can achieve learning goals effectively and efficiently. Winataputra (2007) defines learning as an activity carried out to initiate, facilitate and increase the intensity and quality of learning in students. Further said that the learning process development capabilities, build

character and dignified nation's civilization. Learning according to the concept of Law number 20 of 2003 concerning National Education System is "learning is the process of interaction of students with educators and learning resources in a learning environment". Interaction is reciprocal, meaning that learning is not dominated by the teacher alone there must be interaction between students and educators, there are activities that influence each other between educators or teachers and students. Learning an interaction process anta ra educators and students conducted for menginisiatif, facilitate and increase the intensity and quality of learning.

During the pandemic era, students carried out learning at home using student thematic books by doing assignments and sent through class gruop media. in addition, students are also given the task to follow the learning on television stations and answer questions sent to the teacher as evidence of having followed a television program. Participating in learning with television certainly has its limitations because the classes are in the low and high classes, learning is not in accordance with student books. Watching television activities is only as additional material and is not entirely a part of learning every day considering the learning time is only 30 minutes. This is in line with the study of Pan et al (2018) of conventional media such as radio, television and newspapers only used by adults who need news information relating to social and connectedness. The development of technology makes the pandemic era closer to the internet world. From children to parents almost all are familiar with the internet and use cellphones for social media. Baker et al (2018) examined the influence of adult areas in cities that have more relationships with groups and organizations with social media. Not surprisingly, during the pandemic, work and study at home using the internet as a

connection can still be done. Internet media as an efficient digital learning tool to participate in various pathways that connect parents, family and friends (Barbosa et al, 2017). Teachers and students can still study at home, assess, reflect and provide material online or offline. Learning activities are not only limited to the task but also carry out literacy through digital media.

Understanding literation is simply an activity that includes reading and writing. Isah Cahyani and Hodijah (2007: 98) state that reading is a process carried out and used by readers to obtain messages, which are intended to be conveyed through the media of words / written language. While writing in a simple communication or delivery of messages related to writing. Literacy activities in elementary schools must be able to complete reading and writing activities. According to Daniels (2002: 18) states that the literacy strategy emphasizes literacy activities as follows, (1) reading materials are chosen by themselves, (2) students in groups read the same book, (3) different books are in different groups, (4) each group has a routine schedule for discussing selected books, (5) students make notes on the results of activities and discussions, (6) discussions are made with topics selected by students, (7) groups discuss books naturally so that there are expected questions are open ended, (8) the teacher acts as a group facilitator, not as a group member or group instruction, (9) evaluation is carried out based on the results of self-evaluation by students and through observation, (10) literacy activities are carried out with fun, (11) when the book is finished reading, each group must submit information about the contents of the book to other groups. In literacy activities, especially those carried out in primary schools must meet the development criteria of students who use readings according to their age characteristics. The readings provided must have a contribution in building

positive character in children, meaning that the reading contains a good moral message. The characters in children's reading are chosen according to the characteristics of the child's age.

Whilethe literary understanding (s anskrit /Shastra) is an absorption word from Sanskrit ´sāstra, which means "text containing instructions" or "guidelines", from the basic word ´sās - meaning "instructions" or "teachings". Every person defines literature differently, there is even a book that contains a story called literature. M aka not strange when someone asks if Salah Early NH's care including literature? whether the short stories written in magazines are not literary. Luxemburg (1989) mentions several literary characteristics including:

a. Literature is a creation, a creation, not first of all an imitation. Literature is a spontaneous overflow of emotions. The element of creativity and spontaneity, although not openly, is still often used as a guide today.

b. Literature is autonomous, does not refer to something else; literature is not communicative. The poet only seeks harmony in his own work.

c. The "autonomous" literary works are characterized by a *coherence.* the notion of coherence can first be interpreted as a deep harmony between form and content. Each content relates to a particular form or expression. British romantic figure Coleridge sees coherence

as an organic link (such as between members of the human body for example).

One interactive media that can be utilized for literary literacy activities in accordance with the development of student age is *Let's Read . Let's Read* is an application created by Books for Asia which contains stories with different levels from level 1 to level 5 and various languages available in the application. *Let's Read* collaborates with the Asia Foundation to help children and parents and teachers implement the literacy program launched by the government through the School Literacy Movement (GLS). Many stories are offered and used for literacy in the classroom. *Let's Read* is a digital library based online and offline that has quality picture stories in digital format with various regional languages and national languages. For example English, Tetum, Balinese, Javanese, Minangkabau, Tiengvet, and others. The stories presented are not only stories from fairy tales, but many stories are taken from the environment where children live. For example, stories about teachers, increasingly accumulated rubbish, urban environments, rural environments, the atmosphere of play, science and other stories in accordance with themes that fit the atmosphere of students. So the teacher does not have to determine the story that is read but gives students the opportunity to choose the story that suits their wishes. Here is a display of *Let's Read* that can be used by students in learning, especially literary literacy.

Learningwith the *Let'sRead* application can be done by providing instructions for using the application online through social media. Or by asking students to download the *Let's Read* application on their respective Androids. Learning activities with the *Let's Read* application for high class students can be carried out as follows

Aspect	Literacy literacy activities
Read	Students read one of the folklore " *Dewi Sri"* students understand the contents of the story (stories adapted to the needs and conditions of students)
Speak out	Students tell the story. Storytelling activities can be done through recording or uploaded on social media
Listening	Students who upload video stories will be commented on by the teacher or other students in the comments column. If it is not uploaded it can be sent via the teacher's personal *whatshapp* and the teacher's comments
Write	Students make a summary of the contents of the story Students write messages or messages in the story Alternatively, students can write stories based on their own language.

CONCLUSION

In literary learning activities carried out by the teacher do not only tell stories in front of the class or in front of students, but must be able to utilize application-based media that are relevant to technological developments. In addition to using the *Let's Read* application, students can also take advantage of online media by using literary *blogs* and *websites* in *o nline* media (online) so that the writer can broadcast his work in the mass media. This method is carried out because of the limited literature on printedmedia. Only certain writers can r each print media. Through online media the writer can broadcast his work in quick time. By using mobile phones, the *Let's Read* application can be used by students for literacy activities as learning at home . The tradition of orality (Orality) is still part of the community so that the literacy tradition has not been maximally carried out. The use of the *Let's Read* application by downloading the application and asking students to read, write back or summarize the literary readings contained in *Let; s Read* , then deliver or present in front of the class or in the morning habituation activities (a fairy tale in the morning).

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