

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In this century, human beings are demanded to master literacy skill. Because literacy skills will assist someone to help their work and also determine their success in study. However, based on the data from *Progress in International Reading Literacy Study* (PIRLS) shows that Indonesian student literacy is considered very low.<sup>1</sup> It reflects on the position of Indonesian in the second lowest out of 45 countries. In an international context, reading comprehension at the elementary school level (class IV) is tested by the International Association for the *Evaluation of Educational Achievement* (IEA-the International Association for the Evaluation of Educational Achievement) in the *Progress in International Reading Literacy Study* (PIRLS) which is conducted every five years (since 2001).<sup>2</sup> In addition, PIRLS collaborated with *Trends in International Mathematics and Science Studies* (TIMSS) to test students' math and science skills since 2011. At the secondary school level (age 15) the reading comprehension of

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<sup>1</sup> Tim penyusun, *Panduan Gerakan Literasi Sekolah Di Sekolah Menengah Pertama* (city: publishers), p.

<sup>2</sup> Widya Dharma, *Analisis Pembelajaran Literasi pada Buku Paket Kelas 1 dalam Kurikulum 2013*, vol.28, No 2, April 2016, P.145.

students (other than mathematics and science) is tested by the *Organization for Economic Cooperation and Development* (OECD) in Program for International Student Assessment (PISA).

In addition, based on Reading literacy test measures aspects of understanding, and reflecting reading results in written form. In PIRLS 2011 International Results in Reading, Indonesia ranked 45th out of 48 participating countries with a score of 428 from an average score of 500 (IEA, 2012).<sup>3</sup> Meanwhile, the reading literacy test in PISA 2009 shows Indonesian students ranked 57th with a score of 396 (average score of OECD 493), while PISA 2012 shows Indonesian students ranked 64th with a score of 396 (average score average OECD 496) (OECD, 2013).<sup>4</sup> A total of 65 countries participated in PISA 2009 and 2012. PIRLS and PISA data, particularly in reading comprehension skills, showed that the competency of Indonesian students was relatively low. The low skills prove that the educational process has not yet developed the competencies and interests of students towards knowledge. Education practices carried out in schools so far have also

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<sup>3</sup> Litera , *The Constructs of Literacy Competence for Elementary School Student* , vol.15,no 1, april 2016.

<sup>4</sup> OECD. 2014.PISA 2012 Result in Focus. *Programme for International Student Assesment*. <http://doi.org/10.1787/7987/9789264208070-en>. retrieved on 10 december 2019

shown that schools do not function as learning organizations that make them all its citizens are lifelong learners.

Therefore, to build literacy culture and develop schools as learning organizations, the Ministry of Education and Culture develops the School Literacy Movement (GLS). GLS is a comprehensive effort that involves all school members (teachers, students, parents / guardians of students) and the community, as part of the education'ecosystem. It has been implemented since 2015.

Basically, GLS strengthens the character growth movement as outlined in Minister of Education and Culture Regulation No. 23 of 2015. One of the implementation of school literacy movement is reading activities of non subject as long as 15 minutes before the first subject is begun. This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be better mastered well.<sup>5</sup> The reading material contains the values of character, in the form of local, national and global wisdom, which are delivered according to the stage of development of students. In fact, ever the

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<sup>5</sup> Tim penyusun, *Panduan Gerakan Literacy Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jendral Pendidikan Dasar Dan Menengah Kementrian Pendidikan Dan Kebudayaan, P.2

school literacy movement has been implemented since 2016, however, the researcher thinks that it needs evaluation to assess and evaluate the program especially in junior high school. Moreover, to obtain valid data on the implementation of school literacy movement, the writer choose SMPN 1 Kota Cilegon as sample because the school has already implemented this program. But, never monitored and evaluated by local government and researcher. Thus, the writer feels that the study about "Evaluating the School Literacy Movement program at SMPN I Kota Cilegon , must be done comprehensively.

## **B. Focus of the Study**

Due to the researcher faced many obstacles and limitation in conducting this study. So, this study mainly concerns to discuss the evaluations of implementations of School Literacy Movement at SMPN 1 Kota Cilegon, This study will employs evaluation school which provided by the manual book of Panduan Gerakan Literasi Sekolah Menengah Pertama. The result of observation will be discussed qualitatively in the chapter IV.

### **C. Statements of the Problems**

Based on background of the study and focus of the study the researcher propose, two research question as follows:

1. How is the implementation of School Literacy Movement at SMPN 1 Kota Cilegon?
2. What board of teachers should do to enhance School Literacy Movement at SMPN 1 Kota Cilegon?

### **D. The Aims of the Study**

Based on the statement of problem the aims of the study can be described as follow:

1. To observe the implementation of the School Literacy Movement Program which is run at SMPN 1 Kota Cilegon.
2. To advice some activities which should be done by board of teachers should do to enhance School Literacy Movement at SMPN 1 Kota Cilegon.

### **E. Significance of the Study**

In this study there are two significance of the study can be classified in to two aspect namely theoretically and practically. On one

hand, theoretical this study want to broaden the knowledge relates to literacy and its implementation in the theory and process. And then, practically this study has significance for teacher, student, and researcher.

1. For Teachers:

To obtain information about how to develop attractive school literacy movement which directly can be implemented school. The teacher will know how much interest in reading in students, and the teacher can learn the development of reading and writing.

2. For students:

Having completed this study, the researcher hope this study will also contribute to students because they will get a lot of knowledge from literacy activities. Hopefully, students will love reading and writing.

3. For Another Researcher

However, for another researcher this study hopefully will broaden and contribute the knowledge especially relates to literacy and its implementation at school.

## **F. Previous Study**

The first journal is from Sholihah, “Comparative Study on Reading Comprehension Between Students of Junior High Schools in City and Rural Area”. This study is aimed to: (1) find out the differences on reading comprehension between students of junior high school in city and rural area, (2) to find out factors that causes differences on reading comprehension between students in city and rural area. This resarch was carried out in SMPN 1 Serang, SMPN 1 Cilegon, SMPN 1 Picung and SMPN 1 Banjarsari. The method used was quantitative method in the form of comparative study. The writer used Ex Post Facto Design in this research. The population of the research was all the third year students of those four schools. The sampling technique was purposive sampling. The writer took 80 students for the sample. The instruments for collecting data were questionnaire, interview, test and also unstructured observation. The technique used to analyze data was T-Test separated variance and polled variance. The result of the study showed that there was a significant difference of students reading comprehension between students in city and rural area. It can be seen from the result of the test. Based on questionnaire which were given to the students and interview

for the teacher, the researcher could find out the factors that cause differences on reading comprehension between students in city and rural area, such as the students' interest, motivation of students, teaching methodology, reading material, vocabulary mastery, and culture.<sup>6</sup>

The second journal is from Pantiwati, Y., Permana, F. H., Kusniarti, T., & Miharja, F. J. entitle “The Characteristics of Literacy Management in School Literacy Movement (SLM) at Junior High School in Malang–Indonesia”. This study aims to evaluate the implementation of the school literacy movement (SLM) program in junior high schools in Malang, East Java, Indonesia. The evaluation includes three stages of SLM: the stage of habituation, development, and learning. This study was an evaluative study using the CIPP model (context, input, process, and product) and used a qualitative descriptive approach. The sample unit consisted of 12 schools, with a category of nine public schools and three private schools. The schools were selected using a purposive random sampling technique. The research

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<sup>6</sup> Sholihah, L. (2013). COMPARATIVE STUDY ON READING COMPREHENSION BETWEEN STUDENTS OF JUNIOR HIGH SCHOOLS IN CITY AND RURAL AREA (A Comparative Study at SMPN 1 Cilegon, SMPN 1 Serang and SMPN 1 Picung, SMPN 3 Banjarsari). *Muhammadiyah University of Metro*, 2(2).



sample consisted of teachers, principals, and education personnel. Methods of data collection through observation, interviews, and examination of program implementation documents. Data analysis uses the Miles and Huberman model which consists of data reduction, data display, and conclusion drawing, while the formulation of strategic steps uses the calculation of internal strategic factors (IFAS) and external strategic factors (EFAS). The results showed that the implementation of new literacy at the habituation and development stage had not yet reached the learning stage. However, IFAS and EFAS values are 3.34 and 3.39, respectively. These results indicate that the development of the literacy program still has many weaknesses.<sup>7</sup>

Based on the previous study above, the researcher want to evaluate the literacy movement in SMPN 1 Kota Cilegon which is related to the first journal. What kind of activites they did, what kind of movement they tried to improve the literacy movement on that school, how can they manage the activity of literacy movement, and so on. So that, the researcher want to offer the paper entitle : “Evaluating School Literacy Movement Programme at SMPN 1 Kota Cilegon.”

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<sup>7</sup> Pantiwati, Y., Permana, F. H., Kusniarti, T., & Miharja, F. J. (2020). The Characteristics of Literacy Management in School Literacy Movement (SLM) at Junior High School in Malang–Indonesia. *Asian Social Science*, 16(4).