CHAPTER I
INTRODUCTION

This chapter consists of the explanation of background of the study, limitation of the study, statement of the problem, purpose of the study, significance of the study, and definition of key terms.

A.   Background of the Study

In developed countries, success in education is often related to how well children and youth can interpret the sources of knowledge through literacy activities. It is assumed that if the reading activity in schools is better encouraged, in the long run students will develop positive habits in searching and finding information independently (D'Angiulli et al., 2004). Thus, ultimately students' independent reading habits will bring about a positive impact on their study achievement and social conditions as well. In addition, Tests conducted by the Organization for Economic Cooperation and Development (OECD) in the Program for International Student Assessment (PISA). The 2009 PISA results show that the Indonesian students aged 15 years ranked 57th with a score of 396 (OECD average score of 493), while in 2012 showed that Indonesian students ranked 64th with a score of 396 (OECD average score 496) (OECD, 2015). Those rankings were obtained from 65 countries participating in PISA 2009 and 2012. In addition, we can also see the results of the Progress International Reading Literacy (PIRLS) test in 2011 which evaluated the students'reading skill of class IV. In the test, Indonesia ranked 45 of 48 countries taking the test with a score of 428 which was still below the average score of 500 (Mullis *et al*, 2016). From the data, it can be said that the practice of education carried out by schools in Indonesia has not achieved maximum results.

Based on the issue above, the Indonesian government, in this case the Ministry of Education and Culture, has introduced the School Literacy Movement (SLM) as an effort to improve students' reading competence at various levels, from elementary school, junior high to school high school. This is a strategic and systematic

step made by the Government of Indonesia (GOI) to foster students' reading interests and skills (Kemendikbud, 2016).

School Literacy Movement is the ability to access, understand and use things intelligently through various activities, including reading, viewing, listening, writing and/or speaking. The SLM attempts to make the school a learning organization whose citizens are literate throughout life. The main objective is to nurture the character of the learner through the culture of the school literacy ecosystem embodied in the school literacy movement, so that they become lifelong learners (Kemendikbud, 2016). This is done in order that the school ecosystem can develop a conducive and literate academic atmosphere that can spur all elements in the school to have high enthusiasm for learning. The implementation of SLM itself is divided based on several levels of education, namely elementary schools, junior high schools, senior high schools, vocational high schools, and special education schools where each level of education has its own concept in accordance with the needs of the students at that level (Kemendikbud, 2016)

Some studies regarding School Literacy Movement only focused on its implementation in general. A study by Waluyo, Sujana, Arifuddin (2017) from State University of Surabaya, indicated that schools employed different approaches to the implementation of SLM due to unavailability of clear guidance to run SLM. Also, schools did not have evaluation tools to evaluate students' reading competence. However, this study discusses about School Literacy Movement which focuses on English reading literacy practices and some challenges in ELT setting. Therefore, this study aims to investigate how reading literacy practices are done by teachers and some challenges in the enactment of School Literacy Movement in SMPN 2 Sukodono which the teachers are faced.

B.   Limitation of the Study

This study is focused on English reading literacy practices and some challenges in the implementation of School Literacy Movement in SMPN 2 Sukodono.

C.   Statements of the Problem

Based on the explanation in background above, the statement of the problem are as follows:

1.   How are English reading literacy practices implemented by the teachers in School Literacy Movement in SMPN 2 Sukodono?

2.   What are the challenges of implementing English reading literacy practices in School Literacy Movement in SMPN 2 Sukodono?

D.   Purpose of the Study

Since the researcher focuses on analyzing about implementation of reading literacy practices and some challenges, there were some purposes that the researcher conclude from the problem above. Those purpose can be written as follows:

1.   To investigate how English reading literacy practices are implemented by the teachers in School Literacy Movement in SMPN 2 Sukodono.

2.   To explore some challenges of implementing English reading literacy practices in School Literacy Movement in SMPN 2 Sukodono.

E.   Significance of the Study

Based on the purposes above, the researcher has big expectations of this research. This research is expected to give useful benefits for some parties.

1.   For students, the results of the study are expected that the students gain the benefits of the improvement of English reading literacy practices both in and out of English classroom.

2. For teachers, the results of the study are expected to increase English teachers' knowledge and to improve their performances in implementing English reading literacy practices.
3. For other researchers, this research is expected give references to conduct the research in the same topic.

F.   Definition of the Key Terms
      To make this research simple to understand, there were some key words that could guide the reader easier to understand about the content of this research properly. The researcher provided some definitions of key words in this research that written as follows:
1. Literacy
Literacy is not merely reading and writing, it also covers how one communicates in society, literacy also means practice and social relations related to knowledge, language and culture (UNESCO, 2003)
2. English reading literacy.
Reading literacy is the ability to understand and use those written language forms obligatory by society and/or appreciated by the distinct (PIRLS as cited in Mullis, 2017). Then, English reading literacy is the ability to understand English forms and able to use both English writing and reading.
3. School Literacy Movement (SLM).
School Literacy Movement is the ability to access, understand and use things intelligently through various activities, including reading, viewing, listening, writing and/or speaking (Kemendikbud, 2016).