

CHAPTER I INTRODUCTION

This chapter contains of background of the study, limitation of the study, research question, purpose of the study, significance of the study, and definition of the key terms.

A. Background of the Study

Literacy is inseparable from the world of education. Reading literacy test measures aspects of understanding, using, and reflecting reading results in written form. In Progress in International Reading Literacy Study (PIRLS) 2011, Indonesia ranked 42 out of 45 participating countries with a score of 428 from an average score of 500 (the International Association for the Evaluation of Educational Achievement (IEA), 2012). Meanwhile, the reading literacy test in (Programme for International Student Assessment) PISA 2009 shows Indonesian students ranked 57th with a score of 402 (average score of OECD(Organization for Economic Cooperation and Development) 493), whereas PISA 2012 shows Indonesian students ranked 64th with a score of 396 (average score of OECD 496) (OECD, 2013). In 2016, the Ministry of Education and Culture in the Indonesian National Assessment Program (INAP) or the Indonesian Student Competency Assessment (ISCA/AKSI) tested the reading, math and science skills of fourth grade elementary school students. Specifically in reading, the results were 46.83% in the poor category, 47.11% in the moderate category, and only 6.06% in the good category. This condition shows that Indonesian students' literacy skills are still relatively low and should be improved by integrating/following up on school programs with activities in the family and community which are manifested in the literacy movement (Ministry of Education and Culture, 2018).

Literacy activities are identical with reading and writing activities. However, the Prague Declaration in 200 stated that literacy also includes how a person communicates in society. Literacy also means practice and social relations related to knowledge, language and culture (UNESCO, as cited in the Ministry of Education and Culture, 2016). Literacy growth in schools can be done through

routine activities such as activities carried out in three stages of literacy, namely the stage of habituation, development, and learning (Ministry of Education and Culture, 2016). Literacy itself is the ability associated with reading, thinking and writing activities that aim to improve the ability to understand information critically, creatively, and reflectively. Literacy can be used as a basis for learning in school (Suyono, 2019).

One program planned by the government to maximize students' literacy skills is to integrate literacy with the learning curriculum through the School Literacy Movement program. The School Literacy Movement (SLM) was initiated in March 2016 by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture by conducting socialization and coordination to all Provincial Education Offices and/or City/District Education Offices. The School Literacy Movement (SLM) develops based on nine priority agendas (Nawacita) related to the tasks and functions of the Ministry of Education and Culture, 2018. To be able to develop Nawacita, it is necessary to develop a literacy implementation strategy in schools that has a holistic and systemic impact. In this case, schools: a) should grow as an organization that develops its citizens as individual learners; b) need to have a leadership structure that is also related to other institutions on it, as well as resources which include human, financial, and facilities and infrastructure; and c) provide educational services in the form of learning in the classroom and various other activities outside the classroom that support learning and educational goals.

Paying attention to the characteristics of the school as an organization will make it easier for program implementers to identify targets, so that treatment can be given as a whole. Therefore reading skills will improve. However, at this time the results of reading abilities are still not encouraging because the implementation of SLM is still in the initial stages (Ministry of Education and Culture, 2018). Several studies regarding the implementation of School Literacy Movement have been done. A study conducted by Batubara and Ariani (2018) regarding implementation of School Literacy Movement in elementary school shows that the implementation of The School Literacy Movement at Sungai Miai Banjarmasin

Elementary School is at the habituation stage. In addition, Kurniawan, Sriasih, and Nurjaya (2017) concluded that School Literacy Movement studied in Senior High School 1 Singaraja was able to carry out 20 indicators out of 26 policy indicators that are in line with the development plan in schools, which means that at the development stage. However, there have not been many studies on the application in SMPN 1 Taman Sidoarjo, therefore the researcher intends to investigate English literacy practices in School Literacy Movement for SMPN 1 Taman Sidoarjo in ELT setting.

B. Limitation of the Study

The study is focused on the literacy practices in and out of English language classroom as being proposed in English School Literacy Movement in SMPN 1 Taman Sidoarjo.

C. Research Question

Based on the background above the research question is as follow:

What are the English literacy practices in School Literacy Movement in SMPN 1 Taman Sidoarjo?

D. Purpose of the Study

Related to the problem above, the purpose of this study is the following:

To investigate English literacy practices in School Literacy Movement in SMPN 1 Taman Sidoarjo.

E. Significance of the Study

The result of this study is expected to be usefull for:

- a. The students: This research could help students to improve and develop their literacy in learning English.
- b. The teachers: This research could help teachers to optimize the application of English literacy practice in the School Literacy Movement for Junior High Schools.
- c. The other researchers: This research could help the other researchers as reference about English literacy practices in the School Literacy Movement for Junior High Schools.

F. Definition of the Key Terms

1. Literacy

Literacy is information related to the ability to identify, determine, find, evaluate, create effectively and organized, use and communicate information to overcome various problems. These abilities need to be possessed by each individual as a condition for participating in the information society, and that is part of basic human rights concerning lifelong learning (Ministry of Education and Culture, 2016).

2. School Literacy Movement

School literacy movement is a participatory business or activity involving school members and stakeholders under the coordination of the directorate general of primary and secondary education of the ministry of education and culture. SLM is a social movement with collaborative support from various elements. Efforts taken to make it happen in the form of habituation to reading students. In its implementation, at a certain scheduled period, an assessment is carried out so that the impact of the existence of SLM can be known and continuously developed (Ministry of Education and Culture, 2016).

3. Literacy Practices in ELT

Literacy practices in ELT settings involve English teaching learning activities that are done in and out of the classroom. Some practices include 15 minute reading before class, building a literal environment, choosing reading books, and public involvement in teaching literacy activities (Ministry of Education and Culture, 2016).