CHAPTER I
INTRODUCTION

This chapter explains the research background, research problems, research objectives, research significances, research scope, and definition of key terms.

1.1 Research Background

Literacy is part of important aspects to be implemented in the school to support students in learning process. Effendy in Kemendikbud (2017) explains that literacy is one indicator for a great state and nation. He further states that literacy does not only concern with numbers, reading, and writing. It involves the ability to collaborate, to think critically, to create, and to communicate in a highly competitive world. Damayantie, (2018) states that literacy program has positive effect to be implemented in the school. It has developed in the next generation to support students' in learning process especially in reading and writing. Based on the explanation above, it can be concluded that literacy is an important thing to support student's learning process and the implementation of literacy does not only focus on reading and writing but it also involves the ability to collaborate, think critically, create and communicate to support them in this era to the next era.

Tohir, (2019) shows that students' Indonesia was categorized have low literacy in reading that can be seen in the result of Progamme for International Students (PISA) in 2015, Indonesia was ranked 64 out of 72 countries with the score was 397. Furthermore, PISA in 2018, Indonesia was ranked 74 out of 79 countries and the score was 371. Based on the results above Indonesia has low literacy.

The results of the survey present that the reading interest and literacy in Indonesia must be considered and equalized. Further, the current effort of government to support literacy in Indonesia is through school literacy movement. In this context the government has launched school literacy movement (GLS) guideline (Kemendikbud, 2016).

The school literacy movement is comprehensive efforts involving all school members (teachers, students, and students' parents) as part of education ecosystem. GLS is strengthens the character development movement as stated in the Regulation of the Minister of Education and Culture No 23 of 2015. One of activities in the movement is "15 minutes reading activity non-study books before the start time" This activity was carried out to foster students' interest in reading and improve reading skills, so that knowledge can be better mastered. Reading material contains ethical values, in the form of local, national and global wisdom conveyed according to the stage of development of students (Kemendikbud, 2016). Furthermore, the school literacy movement that it emphasizes literacy activities that include cognitive abilities using a variety of sources from print, visual, digital, and auditory (Anbarini, Rogeleonick, Maulipaksi, Bahari, Gracia & Hartono, 2016). School Literacy Movement was launched by the minister of education and culture in 2015, where GLS has 3 stages, namely; Habituation Phase, Development Stage, and Learning Phase (Wiedarti & Laksono 2016).

Previous researches showed that literacy rich environments are the most effective ways to support the development of children. Evans, Shaw, & Bell (2000) studied the relationship between the home environments of 66 children and their language and literacy development were examined. Parents of the children were interviewed regarding demographic information and home visits were conducted in which parents were observed reading with their children and interviewed about specific literacy practices. Children were assessed at approximately 9 months intervals. After accounting for child age, parent education, and child ability as indexed by scores on a rapid automatized naming task and Block Design of the Wechsler Preschool and Primary Scales of Intelligence, shared book reading at home made no contribution to the prediction of the literacy skills of letter name and letter sound knowledge in kindergarten. In contrast, home activities involving letters predicted modest and significant amounts of variance. For the areas of receptive vocabulary and phonological sensitivity, neither shared book reading nor letter activities were predictive.

Based on prior observation in SMP Laboratorium Undiksha Singaraja, this school has implemented school literacy movement from 2018 until present. This school has program of reading together in open stage every Friday around twenty minutes. This school has complete facilities to support literacy program such as reading corner, reading area, language laboratory, science laboratory, multimedia room, wall magazines, internet access, and library. Besides that the teachers also implemented activities that based on literacy in teaching and learning process. Based on the results of interview with headmaster, there was no researcher who conducted a research about the implementation of school literacy movement in this school. Referring to the results of observation and interview, the researcher was interested in conducting the research about the implementation of school literacy movement in SMP Laboratorium Undiksha Singaraja.

The research was conducted to evaluate formatively such a movement in achieving the main goal that is a literacy culture in SMP Laboratorium Undiksha Singaraja. The proposed formative evaluation was directing to the descriptions of a number of variables including a) the utilization of financial resource, b) time management, c) facility resource, d) the implementation processes, e) the outputs, and f) the impacts of reading motivation and reading habit.

This research was useful as reflection for school itself regarding the implementation of literacy program and it was useful as the model to the other schools on implementation of School Literacy Movement especially in the junior high school.

1.2 Research Questions

Based on the explanation of the research background, research questions can be formulated as follows:

1. How were the financial resources utilized for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019?
2. How were the time resources allocated for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019?

3. How were the facility resources utilized for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019?

4. How were the processes implemented to support the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019?

5. How were the outputs of the School Literacy School in SMP Laboratorium Undiksha Singaraja in 2018-2019 measured?

6. How were the impacts of students' reading motivation and reading habit in SMP Laboratorium Undiksha Singaraja?

1.3 Research Objectives

The research objectives were described to evaluate formatively the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019 by describing as comprehensively as possible the six major variables, namely the utilization of financial resources, the time resources, the facility resources, the implementation processes, the outputs of the movement, and the impacts of reading.

Based on the statement above, the research objectives can be formulated as follows:

1. To describe the financial resources utilized for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019;

2. To describe the time resources allocated for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019;

3. To describe the facility resources utilized for supporting the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019;

4. To describe the processes implemented to support the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019;

5. To describe the outputs measurement of the School Literacy Movement in SMP Laboratorium Undiksha Singaraja in 2018-2019 measured.

6. To describe the impacts of students' reading motivation and reading habit in SMP Laboratorium Undiksha Singaraja

1.4 Research Significance

This research was expected to be beneficial in several aspects that related to the implementation of School Literacy Movement.

1.4.1 Theoretical Significance

Theoretically, the proposed research results were used for diagnosis of strengths and weaknesses of a) the allocation of financial, b) time resources, c) facility resources, d) the process implemented, e) the measurement of outputs, and f) the impacts of reading of the School Literacy Movement in SMP Laboratorium Undiksha Singaraja.

1.4.2 Practical Significance

1. **The students** were benefited as they can be assisted with efficient and effective resources and implementation processes to achieve literate students, who are literate not only with numbers, reading, and writing, but also possess the ability to collaborate, to think critically, to create, to communicate in a highly competitive world.

2. **The school** as a whole (teachers and parents) was also benefited as it could plan and implement efficient and effective resources and implementation processes in developing a literacy culture in the school.

1.5 Research Scope

The proposed research was limited on the descriptions of six variables, they are, namely the utilization of financial resources, time resources, facility resources the implementation processes, the outputs of the movement, and the impacts of reading. This research covered the impacts evaluation of such a movement as indicated in the *Penilaian Gerakan Literasi Nasional* (Kemendikbud, 2017).

1.6 Definition of Key Terms

The definition of key terms were divided into two, they were conceptual definition and operational definition. The definition of key terms can be seen as follows:

1.6.1 Conceptual Definition

The conceptual definition is the explanation of the theory related to this research. The conceptual definition of this research is as follows.

1. School Literacy Movement (GLS)

The school literacy movement is literacy activities that include cognitive abilities using a variety of sources from print, visual, digital, and auditory (Anbarini, Rogeleonick, Maulipaksi, Bahari, Gracia & Hartono, 2016).

2. Literacy

Haryanti (2014) states that literacy is the ability to write and read in which literacy culture aims to adapt the way of thinking followed by the process of reading, writing, and at the end of the process a product had been produced.

1.6.2 Operational Definition

1. School Literacy Movement (GLS)

The school literacy movement is literacy activities that include cognitive abilities using a variety of sources from print, visual, digital, and auditory in SMP Laboratorium Undiksha Singaraja.

2. Literacy

Literacy is the ability of students of SMP Laboratorium Undiksha Singaraja to write and read in which literacy culture aims to adapt the way of thinking followed by the process of reading, writing, and at the end of the process a product had been produced.