

CHAPTER I

INTRODUCTION

This research elaborates six major issues underlying the present of the study that are background of the study, the identification problem, the research questions, purposes of the study, scope of the study and significance of the study; those would be explained below.

1.1 The Background of Study

Reading is one of the abilities needed in human life. Through reading, a person can obtain various unknown knowledge and information. Olasehinde, M.O, et al. (2015: 194) "Reading is basic building block of learning while the reading is the philosophy of developing a progressive reading attitude". Olasehinde (2015: 195) reiterates that reading is very important to increase information and understanding and improve oneself: "Reading in all its variety is vital to becoming better informed. It helps us to have a better understanding of ourselves as well as others". Regarding this, Warlick (2004) highlighted that literacy involves not just reading and comprehending the text, but a wide range of skills associated with acquiring, decoding, evaluating, and organizing information within a global electronic library. In this twenty-first century, literacy must be redefined and expanded to address new information world that is larger in scope and yet smaller in access (Warlick, 2004). Hence, teaching students merely to read and write is not a priority for modern English teachers regarding to today's world demands. It would be so much better if teachers do not teach students solely to

read but to critically evaluate what they are reading.

The 21st century can be called the knowledge age, in this era. Efforts to meet the needs of knowledge-based education, the development of knowledge-based economics, the development and empowerment of knowledge-based communities, and the development of industry-based knowledge (Mukhadis, 2013). The 21st century also change emphasizes the creative thinking approach; The strategy involves solving problems and the global nature of economic activity. In this knowledge period, someone is asked to access various sources of knowledge. Education is one form of the impact of the 21st century. Where there can be felt the shift from the development of technology. (Turiman et.al, 2012) Suggests that "The education sector is a paradigm shift in which learning should be changed from horizontal to loop of knowledge that combines knowledge, application and continuous contribution". It can be said that the world of education shifts from contemporary to student centre. Students play an active role in the learning process.

The 21st century in the world of education has the goal of encouraging students to master various skills. The most important thing in facing the challenges of the 21st century in the world of education is to encourage students to have deep knowledge and understanding to be able to become lifelong learners (life-long learner). According to Rudi, educational goals in the 21st century are 1) preparing people in a world of ups and downs, dynamic, unpredictable, 2) creative behaviour, 3) freeing unique individual intelligence, and 4) producing innovators. The school model in this century of education is expected to make individuals

independent, as independent students. The impact of this education expects that the outcome does not depend much on other parties, if one becomes a manager, he is an independent manager. Thus, if there are unskilled workers, the number is expected to be very small (Rudy, 2018).

The 21st century in the world of education has the goal of encouraging students to master various skills. The most important thing in facing the challenges of the 21st century in the world of education is to encourage students to have deep knowledge and understanding to be able to become lifelong learners (life-long learner). According to Rudi, educational goals in the 21st century are 1) preparing people in a world of ups and downs, dynamic, unpredictable, 2) creative behaviour, 3) freeing unique individual intelligence, and 4) producing innovators. The school model in this century of education is expected to make individuals independent, as independent students. The impact of this education expects that the outcome does not depend much on other parties, if one becomes a manager, he is an independent manager. Thus, if there are unskilled workers, the number is expected to be very small. National Education in the 21st Century aims to realize the ideals of the nation, namely the people of Indonesia who are prosperous and happy, with a respectable and equal position with other nations in the global world, through the formation of a society consisting of quality human resources, namely personal independent, willing, and capable to realize the ideals of his nation (*Badan National Standar Pendidikan*).

In the 21st century education is becoming increasingly important to ensure students have the skills to learn and innovate, skills to use technology and

information media, and can work, and survive by using life skills. The 21st century is also marked by the number of (1) information available anywhere and can be accessed at any time; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and everywhere (Research and Development Ministry of Education and Culture, 2013). To be a lifelong learner requires students to have both soft skills and hard skills. One soft skill that is learned is reading the beginning.

Early reading is one of the most important aspects to be taught to students, because the results will be the basis for understanding the very broad sciences, and more specifically for Indonesian language learning. Early reading is the basis for advanced reading activities. In addition, preliminary reading is an important part of learning to be emphasized in low classes (grades I and II). Learners learn to gain the ability and master the techniques of reading and capturing the contents of the reading well (Resmini et.al, 2018). Reading the beginning is the process of recoding and decoding. That is, the recoding process refers to words and sentences then associates them with the sounds in accordance with the writing system used, while the decoding process refers to the process of translating a graphical series into words. Through the process of translating a series of words into a complete sentence spoken by the utterance. Reading Writing Beginning (MPP) is the main learning program for students in the early years of school. Referred to as the beginning because the first thing taught to students in the early days of school is the ability to read and write that is more oriented to the ability to read and write basic levels, namely the ability to recognize letters and the ability

to write mechanics. Both of these capabilities will be the basic foundation for acquiring other fields of study at school.

Reading at this level is an activity of learning about written language. Through the writing, students can voice the sound symbols. Three conditions are needed to obtain the ability to read, namely the ability to sound: (a) written symbols, (b) mastery of vocabulary to give meaning, (c) enter meaning in language skills. Early reading is a skill and cognitive process. The skill process refers to the recognition and mastery of phoneme symbols, while in the cognitive process it refers to the use of phoneme symbols that are known to understand the meaning of a sentence. But preliminary reading emphasizes sounding letters or connecting letters with the sounds of language.

Beginning reading in the 21st century is included in literacy that will help students to explore knowledge by utilizing the technology that is growing rapidly today. Early reading learning has been taught to students starting from the level of education. Early reading learning is done in order to foster the skills of the students as well as to be a provision for students to face the outside world later. Indonesia, these past few years, showed a quite low performance on its literacy skill regarding to the PISA assessment in 2018. It is developing through the years; however, literacy still has a huge problem indeed. From three different aspects assessed, reading, mathematics, and science, Indonesia was in the lowest level of performance. The result of research published by Organisation for Economic Co-operation and Development (OECD) in Programme for International Student Assessment (PISA) 2018 has been announce on 3rd December 2019 shows that

Indonesian students rank 72 of 77 countries by gaining the mean score of 371 using on reading, the rank on mathematics 72 of 78 countries by gaining mean score 379 and the rank on science 70 of 78 countries by gaining mean score 396 (OECD, 2019). Among Southeast Asian countries, Indonesia is at the bottom along with the Philippines which ranks last in reading and scores before last in two other fields.

All of the score on PISA 2018 have decreased from PISA 2015, which got reading scores ranked 65, science score 64, and mathematic scores 66. Seventy-nine nations participated in PISA 2018 and increase seven nations participated in PISA 2015 with the total six hundred thousand school students accepted from all over the world. From the results it can be said that educational practices done at schools have not yet shown the school function as an organisation of learning that endeavors to make all of the members literate to support them as long life students. Literacy is very important for the students since the skill in literacy has an effect on their success in learning and life. Good literacy skill will help students in understanding oral, written and pictorial/ visual texts Literacy itself can be defined as literacy and writing ability. To encourage students to be literate can be done with various programs at school with its umbrella. The school programs which support the development of students who are literate are the major characteristic of a high quality school. These programs should not become spectacular activities, but should become programs that form the students' habit and culture in reading, writing and speaking.

Based on this consideration, the Ministry of Education and Culture

developed School Literacy Movement which involves all stakeholders in education, from the central government level, province, regency/ city to school. In addition, external and public elements, i.e., parents of the students, alumni, community members, businesses and industries also become important components in school literacy movement. The development of school literacy movement based on the Regulation of the Minister of Education and Culture No.23 of 2015 on the Development of Character Article 1 letter 4, "Habituation is a series of activities done by students, teachers, and educators aimed at developing a good habit and educate the generation to be a generation with positive character". This is related to reading books outside of the lessons for 15 minutes for reading, it can be do in the first lesson, middle lesson or last lesson depend on school policy. According to Faizah, et al. (2016), "School Literacy Movement is aimed at enhancing the capacity of the students and the school staff to become literate." The activity is an effort to develop the love for reading in the students and pleasurable experience and at the same time stimulating the imagination.

School Literacy Movement is implemented starting from elementary, junior high, high school and vocational high school, where the implementation is carried out in three stages, (1) the stage of habituation by growing reading interest through 15 minutes of reading activities, (2) the development stage by increasing literacy skills through activities responding to enrichment books, and (3) the learning phase by increasing literacy skills in all subjects (Sutanto, 2017).

According to Abidin (2015), "School Literacy Movement program has become the key to the formation of a school with good character, that is a school

which has the habit patterns that support students' success. In the future.” In line with this, an effective teaching needs to pay attention to the need, interest, age, background, and environment of the students. Literacy teaching that is intended here is the reading culture or reading activities at school. Literacy teaching in United State Agency for International Development (USAID) Prioritas (2015), “literacy reading at elementary school is very important to support success in the students' academic achievement. “This statement is related to literacy competencies (listening- speaking, reading- writing, arithmetic and considering, and observing- drawing) that are appropriate to be developed since elementary school, which is then followed up at a higher level to access information and knowledge. In addition, the students are able to differentiate useful from useless information. This is since literacy directs an individual to the ability to understand messages which take various forms (oral, writing, visual).

The School Literacy Movement is implemented with the aim of improving students' reading ability so as not to be left behind if compared to other countries. The program is organised and implemented simultaneously throughout Indonesia. Students are required to read every day. There are several activities to support the School Literacy Movement, namely, *Program Kantong Buku*, pre-reading activity, reading corner, and others (Ministry of Education and Culture of Indonesia, 2017). The books for these students to read in the school literacy movement program are not yet available in all schools, especially it requires improvisation from schools and teachers to provide reading materials in these activities. However, what has not been considered is a reading material, the way

to get the book the principal can ask students bring their own book from home, but it become the problem, the deficiencies include: (1) variety of perspective to the procedure of program; (2) lack of support from teachers, parents, and community; (3) absence of assessment to the program; (4) lack of funds and reading materials.

In response to these deficiencies, most schools respond to the project in their own way, such as the time spent on literacy, the program of activities, and the reading materials of pre-reading activities. However, schools still struggle to find reading materials that are appropriate for students' academic level or literacy skills developed in accordance with policy requirements (Batubara & Ariani, 2018). Lack of appropriate reading materials may prevent schools from conducting activities inappropriately (Suryawati et al., 2018). Therefore, schools need to increase the availability of reading materials whose content is not only suitable for students but also meets the required literacy skills. School does the school literacy movement with their own way, such as the time spend for literacy, the procedures of activity and reading materials for pre-reading activity. However, School still difficult to find the reading material that in line with the goals of school literacy movement and it covers five domins literacy namely; numerical literacy, science literacy, financial literacy, digital literacy and culture and nationality literacy.

Due to its crucial role in arability for 15 minutes reading material to support school literacy movement, this present study focuses on the 15 minutes reading activity program by developing material for reading activity for

elementary level. From these various backgrounds, the researcher proposed a study entitled Developing Literacies – Reading Material for School Literacy Movement at 4th Graders.

1.2 Identification of Problem

Based on the statement at the background of the study above, are some problems that are identified. The problems are described as follows:

1. The implementation of school literacy movement is still far from expectation. Practically, the program has several issues, namely, lack of participation and awareness by the teachers, lack of funds and reading materials, and the diverse practice of the program's activities which complicate the schools to run the programs.
2. As the demand of the school literacy movement, the total of books in schools still needs to be increased. Some schools admit that the number of books are deficient compared to the total of the students. So that, the students are mostly told to bring their own reading materials from their home
3. Apart from the lack of reading materials, some schools also lack of reading materials that fit with the context of literacies aimed by national literacy movement. In addition to reading literacy, five domains literacy required to be developed for students are reading literacy, numerical literacy, financial literacy, culture and citizenship literacy, scientific literacy, and digital literacy. However, schools do not have enough books whose

contexts are fit with the demanded requirement.

4. Lastly, reading materials that fit with students' competences regarding their academic degree and level based on standard competencies are less available in school's library. Library is meant to help students improve their competence and help them on their schools' works or projects. Therefore, reading materials which fit with not only with the context of literacies demanded by school literacy movement, but also fit with students' level of competences based on standard competences of K-13.

1.3 Research Questions

The research questions addressed in this current study:

1. To what extent do the existing reading materials for school literacy movement for 4th grade at public Elementary School accommodate five domains of literacies?
2. How is proses of five domains literacies accommodated in literacy reading material for 15 minutes reading activity of school literacy movement for 4th grade at public Elementary School developed?
3. How is the development of five domains literacies accommodated in literacy reading material for 15 minutes reading activity of school literacy movement for 4th grade at public Elementary School?

1.4 Purpose of the Study

The purpose of the study is to answer the questions mentioned as the problems of the research. There are three purposes of this study.

1. To analyse the extent to which existing reading material used for school

literacy movement for 4th grade of elementary school in Jakarta accommodates five domains of literacies.

2. To describe the process of developing five domains of literacies accommodated in literacies reading material for 15 minutes reading activity of school literacy movement for 4th grade of elementary school.
3. To develop literacy reading materials that accommodate five domains of literacies for 15 minutes reading activity of school literacy movement for 4th grade of elementary school.

1.5 The Scope of The Study

In line with the purpose of the study, the study is limited to the English module 15 minutes reading activity to support school literacy movement at 4th grade elementary school. The developing material of 15 minutes reading activity to support the school literacy movement accordance with five domains of literacies that is; reading literacy, numerical literacy, science literacy, financial literacy, digital literacy and culture and nationality literacy. However, the study is a research and development (R&D).

1.6 The Significant of The Study

This study gives significant contribution to support school literacy movement in English language at 4th grade elementary level by developing material of 15 minutes reading activity. So does this current study which is expected to be significant to the field both theoretically and practically.

1. Theoretically, this study is beneficial for the enrichment of knowledge in the field of English literacy. This study can give a further insight about reading

activities that covers five domains of literacies: numerical literacy, science literacy, financial literacy, digital literacy and culture and nationality literacy. This fact can be used to trigger further studies in the field to help teachers and the educational practitioners to adopt the similar method in providing the students the reading material while implementing the school literacy movement.

2. Practically, the study can provide the teachers with reading module to support school literacy movement for elementary level. Furthermore, the prototype module which is developed by 15 minutes reading activities that five domains of literacies. Although sources for 15 minutes reading activities are abundant, this reading module is expected to contribute school literacy movement by providing reading book that five domains of literacies, especially for those who like to read and feel comfortable to learn by reading.