



## CHAPTER 1

### INTRODUCTION

In this chapter, the researcher would like to introduce her study. It starts from the background of the study, the research questions, the purpose of the study, the scope of the study, and the significance of the study; those would be explained below.

#### 1.1 Background of the Study

To face challenges of the twenty-first century, students need to be equipped with the 21<sup>st</sup> century skills to ensure their competitiveness in the globalization era. They are expected to master the 21<sup>st</sup> century skills apart from just being excelled in their academic performance. NCREL (NCREL & Metiri Group, 2003) have identified the 21<sup>st</sup> century skills which need to be acquired by future generation to meet the challenges of globalization. There are four main domains specified in the 21<sup>st</sup> century skills namely digital age literacy, inventive thinking, effective communication and high productivity. The digital-age literacy skills *in accordance NCREL (2003)* consist of basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy, and multicultural literacy (Turiman et al., 2012).

The world today demands an individual to be equipped with the literacy skills. Literacy is a very important aspect in people live which contains the ability to read and write and the ability for verbal and non-verbal communication. Within this context, it equips them with the necessary skills and knowledge to interact effectively in the

society. Great emphasis has been given to the social aspect of literacy, which derives from the socio-cultural theories (Harste et al, 2004). Literacy as a social practice is a fundamental part of literacy, as it exists naturally in people everyday lives (Evgenia Theodotou, 2017). These literacy practices and events can be found in the home, school or general community environment.

The importance of the early years setting in children's school performance has been established, verifying their important contribution in formal schooling (Tymms et al., 2009; Siraj-Blatchford et al., 2008). Taking into consideration the important role of literacy as a social practice, it is crucial to find meaningful ways that can enable start from the primary level practitioners to support young children in the development of social literacy. In this case, an educational institutions have a high responsibility in providing and preparing future generations with a good literacy. It can be done by transforming the objectives, curriculum, learning materials, and as well and assessment to help the students achieve the outcomes required in this 21<sup>st</sup> century era.

Another important aspect besides the curriculum in order to facilitate the student to reach the learning process' goals in the educational system are textbook and other learning materials (Hidayat, 2017). In line with the importance of the learning materials, the teacher is expected to design or choose the appropriate material related to students' condition. Appropriate materials refer to the materials that meet the need of students. The materials that will be given to the students must be well-prepared and

well-observed to have a direct impact on the teaching and learning process so that it can support the goal of national education.

Reading materials as one of the learning materials is considered essential since they can help students get more exposure to the lesson. One study conducted by Mwoma (Mwoma, 2017) revealed, there are some factors which can influence students' reading performance came from outside the classroom. She showed that home-related factors such as textbooks, digital books, and others resources provided by students' parents were indicated can help students increase their learning, particularly in reading performance. Therefore, other reading materials that students have outside the classroom allow them to explore the knowledge independently. It becomes a supplement for students to get better achievement in learning.

Nowadays, there are many kinds of reading materials, but not all the materials are always suitable for the students' level. Another study done by Javed (Javed et al., 2015) found the teachers lack suitable reading materials which can facilitate students with different reading abilities. He identified that, in Malaysian school, the teachers have to sort out the material from other sources such as the internet and newspapers because the textbooks are either too difficult or too easy and do not match the different levels of students. This is one of the challenging issues for the teachers that they face the lack of standardized and appropriate guidelines for teaching reading comprehension. In a similar vein, in the Indonesian context, in the schools level of primary until high school level, Hidayat (Hidayat, 2017) also noted that the

government's English book has an unbalanced portion of English skill. The book's content is more focused on listening, speaking, and writing skills, while reading had a smaller portion. Hence, this situation influenced students' ability in English, especially in reading comprehension.

The lack of existing reading materials appropriate for students' needs and levels is not only the reading materials used by students during the learning process in the classroom but also the reading materials used by students for particular programs with specific objectives. School Literacy Movement program is created to prepare students to be equipped with the 21st-century skills to ensure their competitiveness in globalization.

Proposed by Indonesian Minister of Education and Culture regulation number 23 Year 2015, namely The National Literacy Movement is also known as *Gerakan Literasi Nasional (GLN)*. In general, this program has created to build the literacy culture in the educational environment, start from family, school, and the society to enhance the quality of life (Kemendikbud, 2017). In addition, one of the branches of *Gerakan Literasi Nasional* was *Gerakan Literasi Sekolah (GLS)* which focus in improving the quality of education in Indonesia and to improve students' habits, interest and reading comprehension.

The students are expected to have literacy ability as the government respond to the result of the survey conducted by the Program for the International Student Assessment (PISA). In 2015, PISA placed Indonesia in the 64<sup>th</sup> rank on the reading

performance. However, after 3 years, in 2018 the PISA's latest survey showed that Indonesia was in the 75<sup>th</sup> out of 80 countries surveyed on the reading performance with the total mean score was 371. While, in the category of mathematics was placed Indonesia in the rank 79<sup>th</sup> with the total score 379. Then, the score of science is 396, placings Indonesia at rank 69<sup>th</sup> (OECD, 2019). Therefore, the School Literacy Movement Program was designed in order to response the lack of literacy skills in Indonesia which becomes a national issue. The low literacy culture of Indonesian society is a national problem that must be addressed and resolved immediately.

School Literacy Movement program is a structured, massive, and sustainable program to get students accustomed to read every day to build the reading activity becomes their habits and interest to become lifelong readers and learners. One of the activities in the implementation of the GLS program is reading non-academic books for 15 minutes before the learning process (Wiedarti & Laksono, 2016). Although the reading materials are considered essential for this program since the program is asked the student to have a reading habit in order to increase their literacy, but in reality, the result of the school literacy movement has not been in line with the expectations. This is because there are various internal and external factors.

Some research about the implementation of School Literacy Movement have been conducted by some researchers. A study from (Purwaningrum et al., 2021) described the implementation of School Literacy Movement in MTsN 2 Kedicri City. The result of this study revealed some problems faced by the school in implementing

this program such as the lack of availability of reading materials in the school library; students also have difficulty in getting type of books as the school and the literacy movement program required. The researchers also added that some students have a difficulty in reading and making summary about what they have read because the provided book from school are thick books which not the same as their level of competences.

Another study conducted in 2019 by Wahyuningsih entitled “The Implementation of *Gerakan Literasi Sekolah (GLS)* Program in Elementary School” (Wahyuningsih & Mustadi, 2019). The researchers described the condition of the GLS program implementation in state elementary schools of Sleman district. Then, they collected the data through a questionnaire and the components of the GLS program such as facilities & infrastructure, activities, and school literacy team which determine the successful implementation of the program are being measured. The result of the study revealed that the implementation of the GLS has not maximally implemented. The problem comes not only because of the teacher who have not completely understood about the GLS program but also because of the lack of reading materials which suitable for the students’ need in literacy. This situation make the GLS program did not optimally effective in order to increase students’ literacy. The GLS program has not provided yet the suitable reading material for students according to their needs or level, especially in the elementary level.

Next study came from Syamsu (Syamsu, 2018) entitled “The Implementation of School Literacy in Primary School”. The purpose of the study was to analyze the habituation stage of 15 minutes reading activity before the lesson begins. The researcher found that in providing the reading material for the students, it comes from the institutions, donations, and parents, whether it be books, magazines, and others. The problem comes when the school did not have a good censorship team that can filter every books that comes to the school. This situation caused the inconsistent out book content fitted with the age of the students and the purpose of the literacy movement goals which expect students to have the literacy ability such as digital, numerical, financial, science, and cultural and citizenship literacy. Hence, he concluded that the implementation of the School Literacy (GLS) in primary school needs to be upgraded to the next stage: the second stage of development involves enhancing literacy skills through enrichment activities and the third stage of learning: improving literacy skills in all subjects: using enrichment books and reading strategies in all subjects.

Related to the implementation of GLS in elementary school, every school must be supported by good books. But the reality the existence of good books to support literacy program are limited (Suastika & Tri Wahyuningtyas, 2018). Even though the book is available, the book was so thick and has no illustration with small font. Besides, Soepriyanti (Soepriyanti et al., 2017) added, the content of the book was not based on syllabus and the required literacy domain as proposed by the School Literacy Movement program. This may cause literacy program cannot be implemented

optimally, and the goal of literacy program will not be achieved. Literacy infrastructure and access to books are the foundation of literacy activity. Indonesia has regulations from the Ministry of Education and Culture requiring that 15 minutes should be used each day before the learning begins to read books other than textbooks. However, many schools are not obeying this requirement. Another study from (Laksono & Retnaningdyah, 2018) revealed that the literacy infrastructure especially the access and the availability of books in 30 primary schools from 9 cities in Java Indonesia are below standards. He also added that there are 13,466 islands that make-up Indonesia, and one of the most heavily populated islands in Indonesia is Java. Java is relatively well equipped regarding infrastructure. By that reasons, he claimed conducting research in schools in Java (in this case the primary schools in Jakarta) can be one barometer for judgments related to school infrastructure of the implementation of school literacy movement program.

Based on the previous researches, most of them only focus on observing the implementations of School Literacy Movement Program. Some researchers have explained this program still has various obstacles. One of the factors is the lack of interest in reading. This is closely related to the lack of availability of various types of book that not only match with students level of competences but also the book which consist of required literacy skills by the program (Yulianto et al., 2018). The availability of the suitable reading materials to support this movement is a significant step that need to be fulfilled. For this reason, this present study intended to bridge the



gap in developing five literacies – integrated reading materials for 6<sup>th</sup> graders to support school literacy movement to fulfill government’s plan for developing students’ literacy as the main goals of literacy movement program. In addition, in developing five literacies- integrated reading materials for 15 minutes reading activity for 6<sup>th</sup> grader students the materials consist of 5 required literacies proposed in the policy (Ministry of Education and Culture, 2017) such as: science literacy, numerical literacy, digital literacy, financial literacy, and cultural and civic literacy in one set of reading materials. Furthermore, in measuring the appropriateness of each literacy domains standard that will be integrated into reading materials, this study will use several global frameworks developed by PISA, UNESCO, UNICEF, and others experts for each literacy.

Moreover, it is also important to increase students’ skill in a foreign language while they are increasing their literacy. As mentioned by Artini (Artini, 2017), there are several reasons why it is considered important to start introducing English as a foreign language to young learner. First, from the age perspective, the young learners are considered having more flexible ‘tool’ for learning a language. Second, the demands of English in the society result in positive attitudes towards learning the foreign language. Hence, by considering those facts, by this study the reading materials not only serve as a tool that helps schools and teachers in running the activity but also as a tool that helps students develop literacy and English language associated with their academic level based on curriculum 2013.

## 1.2 Identification of Problems

Regarding to the background, there are four 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 amount 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 literacies required to be developed for students are numerical literacy, financial literacy, culture and civic literacy, scientific literacy, and digital literacy. However, schools do not have enough books which contexts are fit with the demanded requirement.

4. Literacy reading materials that fit with students' competences regarding their 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**

How are literacies – reading materials for 15 minutes reading activity of school literacy movement at 6<sup>th</sup> graders developed?

1. To what extent do the existing reading materials for 15 minutes reading activity of school literacy movement at 6<sup>th</sup> graders in Jakarta integrate five domains of literacies?
2. How are the development five literacies - integrated reading material for 15 minutes reading activity of school literacy movement at 6<sup>th</sup> grade of elementary school?

### **1.4 Purpose of Study**

In line with the research questions above, there are three purposes of this study, those are:

1. To analyse the extent to which existing reading material used for school literacy movement at 6<sup>th</sup> grade of elementary school in Jakarta integrates five domain of literacies.
2. To develop five literacies- integrated reading materials for 15 minutes reading activity of school literacy movement at 6<sup>th</sup> grade of elementary school.

#### **1.4 Scope of Study**

The scope of this current study is on the development of five Literacies - integrated reading materials for 15 minutes reading activity at 6<sup>th</sup> grade of elementary students. Specifically, the materials development is concerned about reading materials which integrates five domains of literacies as required by National Literacy Movement, there are: numerical literacy, science literacy, financial literacy, culture and citizenship literacy, and digital literacy. Then, the materials will be associated with students' academic level according to basic competences of 2013 curriculum to maximized the result.

#### **1.5 Significance of the Study**

This study has both theoretical and practical significance. Theoretically, the model of materials development by Sukmadinata (2017) by employing only five major phases which include exploration phase, planning, model development phase, product validation, and product revision. Then, the model of materials design proposed by (Villalobos, 2014) which enables content and language skills to be integrated i.e.

content of literacies and reading skills. The design comprises of the following elements: starter, input, content, language, and task. By applying Sukmadinata and Villalobos model, the findings of this study provide deeper understanding of developing reading materials used for 6<sup>th</sup> grades students for School Literacy Movement in accordance with five required literacies as proposed by National Literacy Movement. The findings also give the readers ideas regarding the procedures to develop literacies reading materials for 6<sup>th</sup> graders students of elementary school to support school literacy movement program which integrates five domain of literacies such as (numeracy, science, digital, financial, cultural and citizenship (The Department of Education and Skills, 2018), (State of Victoria, 2017), (Fleischman et al., 2010), (OECD, 2015), (UNESCO, 2018), (Laanpere, 2019), (UNICEF, 2015).

Practically, the developed materials of this study is expected to give contributions to School Literacy Movement program which is proposed by Indonesia's Ministry of Education in the form of teaching and learning material (an English reading book) to enhance students' literacy and their English skills at a time, due to the fact of the unviability of the suitable reading materials for 15 minutes reading activity which match with students' level of cognition, and also the goals of the school literacy movement program. Then, for teachers, the developed materials of this study is not devoted to English teachers only, but also to every teacher who are teaching in Elementary School. The reading book is hoped can be used by teachers to help students improve their literacy skill and their English as well. Moreover, it can be one of the

solutions for teacher in choosing suitable reading material for implementing 15 minutes reading activity that is absolutely can be worthwhile for their literacy movement. For the students, the developed reading book of this study can be useful for them as one source of gaining knowledge by reading lots of interesting passages in the book where that subconsciously accustom themselves to build their literacy and their reading habits in their lives; of in National Literacy Movement, this stage is called as habituation.



