

CHAPTER I

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 are elaborated below.

1.1. Background of the Study

Being able to read and write which was conventionally defined as being literate was considered as the core skill to determine human's life. This modern era, where the world today sophisticatedly changed all of the aspects of human's being, the definition of being literate has been shaped to the broader interpretation instead of only being able to read and write. As supported by Tompkins et al. (2014), developing human reading and writing to meet today's challenges no longer more important since technologies have changed what it means to be literate. 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.

Language skill in this case is an essential aspect to be literate, English indeed. Learning to read English is very important. For instance, the authors of the 2005 National Assessment of Adult Literacy report in the United States conclude that those individuals who have higher literacy levels make on average about \$50,000 a year, which is \$28,000 more than those who have only minimal literacy skills (NCES, 2005). This statement is also strengthened by Anigbogu (2012) a country's social and economic quality depends on how literate the citizens are, the higher the citizens' literacy skill, the more qualified the country is. Regarding to those statements, it means that literacy education is the core, hence, more students now be ready to face today's challenges which demand human to be literate.

PISA (Programme for International Students Assessment), currently did an assessment on students' literacy skill around the world. Over the past two decades, PISA has become the world's premier yardstick for comparing quality, equity and efficiency in learning outcomes across countries, and an influential force for education reform. The results of students' assessment done by PISA in 2018 showed that over ten million students were not able to complete a basic reading task which is the basic aspect of literacy skill (PISA, 2018). Reading, Mathematics, and Science are the three performances assessed by PISA in 2018. The results of this assessment found that students seem to read less for such kinds of books. Instead, they read more for practical needs, such as online reading like chats, websites, and etc. Hence, the role of education here is absolutely needed to take a role on the students' literacy improvement. However, 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. Government believes that literacy

plays an essential role in improving the lives on individuals by enabling economic security and good health and enriches society by building human capital, fostering cultural identity and tolerance, and promoting civic participation (Jalal, 2005). Hence, in order to face the literacy problem, Indonesia's government endeavor a solution in the form of one movement called National Literacy Movement or Gerakan Literasi Nasional (GLN). This movement aims to improve students' literacy in Indonesia due to the fact that Indonesia's literacy performance is below the average of OECD. National Literacy Movement is separated into three aspects, school, family, and environment. In this case, the researcher focuses on school literacy movement with the regard to scrutinize how this program is implemented and contribute something to assist this school literacy movement. School literacy movement is an effort that is carried out in a comprehensive and sustainable way to make the school the center of learning whose members are literate through public involvement (Utomo, 2017). School literacy movement that is implemented in Indonesia has been started since 2017 in the form of 15 minutes pre-reading activity. However, several studies have found out that this school literacy movement is still not well implemented yet in Indonesia because of some factors. Some of them found that one of the factors is regarding to the existence of the reading material. Research conducted by Batubara and Ariani (2009) carried out five factors, those were the lack of teachers' awareness, teachers' unwillingness to read, teachers do not understand the concept of literacy movement, and the lack of sufficient materials for literacy development. Moreover, Laksono and Retnaningdyah (2018) claimed that this case is caused by the lack of understanding the importance of literacy capabilities in students' life and a lack of use of sources other than school textbooks. In other words, reading in school is only limited to reading textbook. Setiyadi (2018) also stated the same thing that the books for the students to read in this program are not yet available in all schools,

especially public schools. Nevertheless, the availability of reading materials to support this movement is a significant step that need to be fulfilled. For this reason, this is important to have the appropriate materials in which teaching materials that are arranged systematically is absolutely can facilitate teaching and learning process (Rudzitis, 2003). They include printed materials, audio visual materials, and manipulative tools. Printed teaching materials include textbooks, student worksheets, hand-outs, and modules. Audio visual teaching materials include virtual video, and manipulative tools include Flash, PowerPoint, virtual laboratories, and cell phone applications (Curtiz & John, 2006). Also, the application of appropriate teaching materials can minimize students' misconceptions concerning concepts (Retno et al, 2018). This is important since appropriate materials can help students to learn particular lessons, and absolutely useful for the teachers to deliver the material easier.

The School Literacy Movement Program was designed in order to response the lack of literacy skills in Indonesia which becomes a national issue. 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). Besides, some studies found that the implementation of GLS (15 minutes pre-reading activities) is still need to be improved. School literacy movement that is implemented in Indonesia has been started from 2017 in the form of 15 minutes pre-reading activity. However, in a research conducted by Lastiningsih et al. (2017) it is shown that there were limitations in the programme, such as 79.2% of the schools have not yet prepared rich text resources, 62.5% of principals and administrative staff have not involved in the programme, 75% of teachers were a model for reading literacy, and 89.6% schools lack adequate literacy resources. The fact that since 2017 GLS only focus on 15 minutes pre reading in which its implementation only takes 15 minutes and does not foster intensive reading.

Meanwhile, most children require intensive reading instruction to achieve a high degree of literacy (Nasser, 2013).

Considering these problems, the researcher conducted a research in which its contributions intended to help the needs of students' literacy skills in Indonesia by providing students an English reading material with the regard of the importance of having sufficient learning materials (i.e., module) to support their literacy learning. Based on the above matters, literacies integrated reading material development is considered necessary to support 15 minutes reading activity. Besides, studies relating to literacy and reading materials are rarely available. Therefore, this study aims to develop literacies reading materials for 15 minutes reading activity for 7th grade students which consists 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 module. 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.

1.2. Research Problem(s)

Regarding to the background of the study there are four problems identified in this study. The problems are explained in the following points.

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 reading materials, and the diverse practice of the program's activities which complicate the schools to run the programs.

2. 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.
3. 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 Question(s)

1. To what extent do the existing literacy reading materials for 15 minutes reading activity of school literacy movement at 7th graders in Jakarta accommodate five domains of literacies?
2. How are the five domains of literacy accommodated in Literacy reading materials for 15 minutes reading activity of school literacy movement at 7th graders developed?
3. How is the development of five domains of literacies accommodated in literacy reading material for 15 minutes reading activity of school literacy movement at 7th grade of Junior High School?

1.4. Research Purpose(s)

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

1. To analyze the extent to which existing reading material used for school literacy movement at 7th grade of Junior High 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 at 7th grade of Junior High School.
3. To develop literacy reading materials that accommodate five domains of literacies for 15 minutes reading activity of school literacy movement at 7th grade of Junior High School.

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 7th grade 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 7th graders to

support school literacy movement program which accommodates 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.

1.6. Scope of the Study

The scope of this current study is on the development of Literacies reading materials for 15 minutes reading activity at 7th grade of elementary students. Specifically, the materials development is concerned about reading materials which accommodates 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.

1.7. Definition of Key Terms

1. Literacy

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2016).

2. School Literacy Movement

School Literacy Movement is an effort that is carried out in a comprehensive and sustainable way to make the school the centre of learning whose members are literate through public involvement (Utomo, 2017).

3. Material Development

Material development is an activity which is done by writers, teachers or learners to provide sources of language inputs and to exploit those resources to promote language learning (Tomlinson, 1998).