

Chapter One

Introduction

In this chapter researcher will separate the topic into several point, first the researcher will introduce the problem, identify the problem, create the limitations of the problem, objectify the problem, and elaborate the problem.

Background of the Study

The school literacy movement was launched by the ministry of education and culture in 2015. The movement has three (3) stages, namely habituation, development, and learning. The general goals of school literacy movement are to foster student character and develop student knowledge by reading useful variety of useful information.

Literacy is the ability to reading and writing. The development of literacy becomes important because literacy is an initial ability that must be possessed by every individual to live a life in the future. The understanding of literacy in the context of the School Literacy Movement is the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and speaking (Sutrianto, et al, 2016). Literacy is a means for students to know, understand, and apply the knowledge they get in school. Wiedarti (2016) states that literacy related to the lives of the students, both at home or surrounding the environment. According to some opinions above we can conclude that literacy is not only about reading and writing but also thinking critically and analyzing all the information we can get through various things.

Reading activities carried out with the aim to obtain an information that would be known. Reading activities have not become a major requirement for Indonesian people in general, based on the hobby of Indonesian people who love watching television rather than reading, because they are more interested in the media of images and sound. Various factors cause the low interest in reading, including lack of motivation to read from teachers or parents. And also, there is lack of adequate book facilities available in every school.

In addition, the head of the Research and Development Agency (Balitbang) of the Ministry of Education and Culture, Totok Suprayitno, said that, the increase in Indonesia's achievements in 2015 was enough to give a sense of optimism, although it was still low compared to the average value of the OECD. Based on the average scores, there was an increase in PISA (Program for International Student Assessment) scores for Indonesia in the three competencies tested. The biggest increase was seen in science competence, from 382 points in 2012 to 403 points in 2015. In mathematics competence increased from 375 points in 2012 to 386 points in 2015. Reading competence has not shown a significant increase, from 396 in 2012 to 397 points in 2015. The increase raised Indonesia's position to 6th place compared to the second-lowest position in 2012 (Kemendikbud.go.id, 6 December 2016).

According to the data above shows that reading competence has not been significantly increased. This means that in terms of increasing interest in reading in Indonesia has not shown a significant increase. And also, the low level of reading interest of Indonesian people shows that current education system in Indonesia has not been able to overcome the problem of reading interest in society. The education that

run-in school is not fully become facilitator for the student to foster their reading interest for general knowledge. The problem of low interest in reading in Indonesia should be a major responsibility not only the responsibility of the educational environment, low encouragement from the surrounding environments such as parents, friends and reading facilities in and around the house is one of the causes of the low reading interest of Indonesian society today. The role of family, community and government must also be highly considered with the aim of creating reading habits that can provide benefits, including to improve critical thinking in processing information obtained from reading.

The school literacy movement is a movement to develop student character as written in Minister of Education and Culture Regulation No. 23 of 2015. One of the activities is reading non-textbooks for 15 minutes before the activity begins. Based on the above statement, it can be concluded that the school literacy movement is one of the new innovation movements in the world of education that aims to foster interest in reading so that it provides a change in reading skills and can easily master knowledge well.

This school literacy activity is to support the implementation of the 2013 Curriculum which requires students to read non-textbooks which can be in the form of books on general knowledge, hobbies, or special interests, and can also be linked to certain subjects as many as 6 books for elementary students, 12 books for student Middle school, and 18 books for high school / vocational students (Wiedarti, et al. 2016, p. 28).

The purpose of this school literacy movement is to make the school a place for the lifelong literate learning of its citizens. while the aim of the school literacy

movement in general is to develop students' character through the culture of the school literacy ecosystem which is manifested in the School Literacy Movement so that they become lifelong learners (Sutrianto, et al, 2016, p. 2). The activity of the School Literacy Movement involves all elements of education, namely the principal, teachers, education staff, school committees, even parents of students. These activities are not only for students but also teachers. The teacher must also be involved and be able to become a facilitator in the literacy process, because the teacher and the education element become role model in the school. The role of parents becomes the pioneers of literacy when at home. Parents can give examples to read more actively, provide reading books for children, and to visit the library.

With the uneven quality of education in Indonesia, there will certainly be many schools that encounter various kinds of obstacles to properly implement the school literacy movement. The main problem faced by most schools in running the school literacy movement is the low interest in reading students besides, the lack of adequate facilities and the lack of book contributions from alumni, parents of student and surrounding communities. The same problem is also faced by Junior high school in Bengkulu. Since the implementation of the school literacy movement in this school in 2017, Junior high school in Bengkulu still encounter various obstacles in implementing the school literacy movement well. Based on observations and interviews with one of the English language Teacher in junior high school in Bengkulu, said that the inhibiting factor in the school literacy movement was the low reading interest of students.

Available facilities such as the lack of books in libraries both academic and non-academic, and there is still a lack of awareness of students to be responsible for utilizing facilities from the library for example, many students borrow books from the library but have not returned books that have been borrowed according to library rules

and lack the actions of the library manager so that the same events occur repeatedly. The teacher also said reading activities that rarely done in the class makes the student increasingly lose their motivation to read.

Based on problem that mentioned above, the tittle of this research refers to find out " The Implementation of school literacy movement in junior high school in Bengkulu" with following reason is that the location of schools in remote areas so that it will be difficult to access the facilities needed to run the school literacy movement such as difficulty in searching for books, difficult to access the internet because the internet network in the area is still limited, but the school had is known to have a good achievements in literacy competitions, therefore the purpose of this research is to find out how to overcome the problems that arise in running the school literacy movement in junior high school in Bengkulu.

Identification of the Problem

Base on the problem that has been explained above, the identification of problem associated with the research is.

First is the low interest in reading because the student is unmotivated to read. Second is, it is not yet known in detail how the method used by one of the junior high schools in Bengkulu in implementing school literacy movement. Third, in junior high school in Bengkulu reading activity is rarely done, and it is making the student difficult to understand the meaning of the text. Fourth, not yet known in detail how the school implemented the school literacy movement in Junior high school in Bengkulu. Five, not yet known the inhibiting factor in the implementation of school literacy movement in junior school in Bengkulu. Six, not yet known about the supporting factor in the implementation of school literacy movement in junior high school in Bengkulu. Last is,

not yet known the active role of the school in implementing school literacy movement in junior high school in Bengkulu.

Delimitation of The Problem.

In the line with problem identification the focus of the research was on the implementation of school literacy movement in one of the Junior High schools in Bengkulu and also to find out about the inhibiting factor and the supporting factor of the implementation of school literacy movement in one of junior high school in Bengkulu. The decision was taken by considering how important is school literacy movement for the students to build their critical thinking and to build their reading habit for their future.

Research Questions

1. What is the supporting factor of the implementation school literacy movement in junior high school in Bengkulu?
2. What is the inhibiting factor of school literacy movement in junior high school in Bengkulu?

Research Purposes

This study aims to obtain descriptions and information about the following matters (1) what is the supporting factor of the implementation school literacy movement in junior high school in Bengkulu (2) what is the inhibiting factor of school literacy movement in junior high school in Bengkulu.

Significance of The Research

This research is expected to be able to provide knowledge in the education aspect and be able to provide readers an understanding of the methods of implementing the

school literacy movement in junior high school in Bengkulu, as well as reference material for other people's research so that the data obtained can be more extensive and in deep.

For the school. The results of this study are expected to be an information to implement the implementation of the school literacy movement in junior high school in Bengkulu and can help the school to intensify in the school environment, as well as this research as a mediation to introduce literacy culture in schools to be applied in other schools.

For another researcher. The benefit for the other researcher who want to conduct research about School Literacy Movement can use this thesis as an additional information so they can get deeper information about School Literacy Movement.

For teacher. The benefit for the teacher is that this research is useful to stimulate the enthusiasm of the teacher to act as a literacy model for students.

