CHAPTER 1

INTRODUCTION

1.1 Background of the study

The Indonesian government has launched Gerakan Literasi Sekolah (GLS) and released Panduan Gerakan Literasi (2016) as the guidance in implementing literacy at school. This program is an implementation of Peraturan Menteri Pendidikan Dan Kebudayaan (Permendikbud) No. 23 Year 2015 concerning the character building. This program aims to encourage students to have reading and writing culture, which help them creating lifelong education, developing good characters, and increasing knowledge. The implementation of the GLS which focuses on reading activities is expected to play a significant role in improving students' character to be fond readers. The teacher's involvement in this program is very important. Moreover, the role of several parties such as headmaster and parents is needed, to make the program successful.

Literacy is an important part of the educational process. In the book of Desain Induk GLS published by Ditjen Dikdasmen Kemendikbud the implementation of literacy activities in school is divided into three stages, there are: habituation, development, and learning process. Reading and writing are the foundation skills for education and language development (Chiu, 2015). The government of Indonesia released their explanation in Jurnal Materi Pendukung Literasi Baca Tulis published by Kementerian Pendidikan dan Kebudayaan Jakarta (2017) stated that literacy is not only about the ability to read (or spelling),
write and count anymore, but it is about the ability to comprehend the content of reading materials, to write a logical argument, and to be able to solve the problems.

Literacy program in Indonesia (based on 2011 data from Progress in International Reading Literacy Studies (PIRLS) and the 2012 Program for International Student Assessment (PISA) about the reading skills of international students) is ranked 64th out of 65 countries. It shows that the reading competence of Indonesian students was low. These low-level skills could indicate the educational process in Indonesia has not yet developed students' competencies and interests in obtaining knowledge (Kementerian Pendidikan Dan Kebudayaan, 2015). Yet, the government has made several efforts to improve the ability of Indonesian students regarding this issue through the implementation of Gerakan Literasi Sekolah (GLS) strategy which has been launched by Kementerian Pendidikan dan Kebudayaan.

The implementation of literacy program has been executed by several schools in Indonesia, including in SMP N 1 Kota Jambi. From the researcher’s experience when having pre-service training in SMP N 1 Kota Jambi for almost two months, the researcher discovers the findings about literacy program in SMP N 1 Kota Jambi, as follows: (1) The school has representative library and reading corner, (2) Reading activity for 45 minutes on Friday morning every two weeks was conducted in the school yard, (3) Reading materials including: novels, story books, articles and English textbooks, and (4) After reading activity the students and the teacher were asked to make summaries and insert to the book of journal.
literacy. From that experience, the researcher is interested in investigating more about the implementation of the program. The researcher endeavors to examine the implementation of the literacy program especially focusing on English literacy and to find out the benefits of literacy program in SMP N 1 Kota Jambi.

1.2 Research Questions

The questions of this study were formulated as follows:

1. How is Literacy Program in SMP N 1 Kota Jambi implemented?
2. What are the perceived benefits of Literacy Program in SMP N 1 from the teachers’ and the students’ point of view?

1.3 Objectives of the study

The objective of the research is to describe the implementation of Literacy Program, especially focusing on English literacy. This research also aims to find out the benefits of the Literacy Program at school for students and teachers.

1.4 Limitation of the study

This research is a qualitative research with a case study approach. There are few limitations anticipated in this research. First, this research involve only 7 participants consist of 5 students and 2 teachers from SMP N 1 Kota Jambi, this study is only concerned about the implementation of literacy program; especially English Literacy Program.

1.5 Significance of the study
The findings of this research are expected to be useful and relevant to theoretically and practically. Theoretically, the findings are expected to give information and preliminary source for the next researcher who wants to conduct the research in the same field. Practically, the research is aimed to provide a clear explanation about the implementation of literacy program and to find out the benefit of the program.

1.6 Definition of Key Terms

In order to avoid misunderstanding among readers, the researcher provides the definition of key term. The terms are as follow:

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, 2004)

2. GLS (Gerakan Literasi Sekolah)

   *Gerakan Literasi Sekolah* (GLS) is a new innovation from *Kementerian Pendidikan Dan Kebudayaan* (Kemendikbud) in 2015. This program aims to encourage students to have reading and writing culture. GLS is a social movement with collaborative support from various elements (Kemendikbud, 2015)