

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the formulation of the research problem, the research objective, the significance of the research, the scope and limitations of the research, and the definition of key terms.

A. Background of study

Literacy is a movement launched by the Ministry of Education and Culture. In general, according to Hartati (2017: 302), literacy is a term for the ability and skills that a person has to understand or understand, process, and use information received for various circumstances. Therefore, of course, literacy is closely related to student life, whether in the home, school or community environment. So that literacy is good to be used to cultivate noble ethics. According to the Ministry of Education and Culture (2017) literacy is defined as a) the ability to read, write, count, and speak, as well as the ability to find information and use it; b) social activities in their application are affected by various conditions; c) learning activities in which there are reading, writing, counting activities used to think, investigate, ask, and critique all things that have been learned; and d) the use of readings that vary in terms of subject, flow, and level of language complexity. Literacy has become a trending topic around the world. Indonesia is one of the countries experiencing a literacy crisis (Dirjen Dikdasmen, 2016a). It can be seen from surveys of several international institutions that the literacy culture of Indonesian people is far behind other countries in the world.

The results of PIRLS (Progress in International Reading Literacy Study) in 2011 show that Indonesia is in 45th position out of 48 countries. Furthermore, in PISA 2018, Indonesia is in 74th position out of 79 countries (Khidhir, 2018). This shows that Indonesia is one of the lowest positions in literacy among all other countries. There are a number of factors that affect the literacy of Indonesian students, such as parental involvement at home, students' perceptions of reading, reading activities outside of school, and information and communication technology (Ratri, 2015). Padmadewi & Artini (2018) added that the low literacy ability of students is caused by the lack of reading habits of students, schools as formal education do not have literacy development programs and do not foster a culture of literacy systematically. Wahyuni (2019) also added that one of the factors causing students' low reading ability is a learning model that generally does not expect students to read a lot but teachers are more focused on the teaching and learning process.

This study aims to implement the English Literacy Program in a junior high school in Indonesia. English literacy is important in academia because it will show whether or not a person has sufficient understanding of reading. However, this is important to apply, especially for students in today's era whose reading ability is still low. Furthermore, students and teachers have different perceptions about English literacy. programs implemented in their schools.

Therefore, this study explores the implementation of the English Literacy Program. The Indonesian government created a literacy program to

improve literacy skills. The literacy program is a program that encourages students to interact intensely and comprehensively by reading texts or/reading books so that they can capture the author's message (Damayanti, Darmawati, & Sukartiningsih, 2019). Furthermore, the literacy program of the Ministry of Education and Culture of the Republic of Indonesia (2017) is an effort to synergize all public potentials in growing, developing, and civilizing / literacy / literacy in Indonesian. Based on this definition, a literacy program refers to a business or program that provides literacy services to students to assist students in developing a reading culture in schools.

Similarly, according to Dewi, Padmadewi, & Artini (2018), literacy programs are designed to assist students in developing a reading culture in their school environment. Artini & Padmadewi (2020) stated that the literacy program was introduced nationally in 2016, targeting reading activities in the national language (English).

Meanwhile, English literacy is the skill of understanding and using something intelligently through various activities such as reading, seeing, listening, speaking, or writing in English (Green, 2018). Furthermore, literacy refers to the ability to recognize, understand, produce, and count in various contexts (Montoya, 2018). Based on this definition, an English literacy program (ELP) refers to a program to improve and develop a student's reading culture, especially in English texts. According to Ratama, Padmadewi and Artini (2021), the impact of implementing English literacy activities can be seen in students' habits of reading English books, and their

motivation to read English books increases. Therefore, in the process of literacy programs, English literacy can be the right choice to improve students' English literacy.

This research is important for several reasons. First, ELP has been running since 2016, but no one has evaluated ELP yet. Second, ELP is important in improving the reading skills and interest of Indonesian students is very low. Furthermore, several studies on ELP implementation have been conducted by a number of researchers. One of them is Puspitasari, Nyoman, and Dewi's (2021) research which discusses various kinds of English literacy activities in elementary schools. The results showed eight English literacy activities; Directed Reading-Thinking Activity, guided reading, multimedia reading, thinking aloud, dictating, recognizing letters, and writing.

Second, Padmadewi, Artini and Nitiasih's (2019) research on the implementation of English literacy activities has a significant effect on students' English literacy achievement and has a positive effect on student attitudes. In addition, research by Ghazali, Omar, and Saputra (2021) identified teacher challenges in implementing English Literacy in elementary schools. The results showed that there are two factors that become the success of teachers in implementing the English Literacy Program.

Based in observations at SMP 2 Sumbergempol which has implemented a literacy program which means having to read 15 minutes before starting class, most students like to read English books. The

underlying background to this phenomenon is that they think English is very important to their lives and they just enjoy reading English books.

In addition, observations proved that there were no English books that supported their English learning in schools and assumed to be one of the problems in the decline in English proficiency rankings. In addition, they confessed that they needed an English book that tells about fairy tales with simple sentences supported with colorful pictures that will be able to help understand the essence of the story and interest them. Through some of the reasons above, this study aims to develop English reading skills in grade VII students at SMPN 2 Sumbergempol. However, the current research is different from previous research. Previous research focused on the implementation of ELP teachers and ELP students in junior high school. This study focuses on the implementation of English literacy in junior high schools in grade VIII.

B. Formulation of Research Problem

In line with the background of the study, the researcher formulates the research problem as follows:

1. How is the implementation of the literacy in English literacy program?
2. What are the factors that can influence the students' success in English literacy program?

C. Objectives of the Study

This research addresses two research questions concerning the Literacy in English Language Learning in Classroom Students. The following are the two Objectives of study:

1. To find out the planning for English literacy program at SMPN 2 Sumbergempol.
2. To find out the factor that inference the students' in English literacy program?

D. The significance of the Research

Referring to the highlight of this research, it is necessary to contribute, it is necessary for all parties to get good benefits from this research.

1. For headmaster

This research can be used as material for evaluating the principal in providing English Literacy and evaluation on the program English literacy at junior high school.

2. For teacher

This research can be used by teacher as an evaluation and improvement of the teaching process of literacy skills so that it can always increase progress that will be obtained when participating in the English Literacy.

3. For student

Hopefully, the results of this research can help students to gain new experiences in learning to understand literacy. They can choose the appropriate technique to assist them in understanding the writing material.

4. For Future Researcher

It is hoped that this research can be used as a reference material for research afterwards, especially research in the writing context.

E. Scope and Limitation of the Research

This research was conducted at SMPN 2 Sumbergempol with English subjects. This research is an English teacher and grade VIII students of SMPN 2 Sumbergempol. This research is limited to how the implementation of teachers and student in learning using English literacy culture before learning begins and what types of activities teachers use to stimulate students in literacy implementation.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the term used in this research. Those are as follows:

Literacy :

Literacy is a person's ability to read and write. Literacy is a very important foundation for children's growth and development in the learning process. Mastery of literacy from an early age is a brilliant start and is very important to be applied at home and at school.

English Literacy Program :

English literacy programs are part of school programs that students must implement. Literacy skills, particularly English literacy, are one of the most important skills for ELP students. Therefore, English literacy programs receive serious attention