

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Global existence necessitates the ability to read well enough to operate adequately in this ever-changing global population. As a result, it is critical to establish an adequate EFL teaching method in order to improve students' reading skills. The goal of the national education system has been to improve the quality, relevance, and efficiency of education management since the implementation of Law No. 20 years in 2003, in order to face local and worldwide lifestyles.

The global life necessitates the ability to read well enough to operate adequately in this ever-changing global population (Cahyono and Utami: 2006, p. 54). For further information, the author will describe Gerakan Literasi Sekolah (GLS) as a School Literacy Program in this article (SLP). The Indonesian government has supported school literacy program (SLP) and produced school literacy program (SLP) module (2016) as a guide in implementing SLP, according to the Ministry of National Education (MONE). This module serves as a guide for implementing SLP, which was just provided by the government. The government mentioned in this module that there are three steps to implementing SLP: the daily diary that students must keep, and the table of the indicator as the teacher's parameter to offer the value of a successful student's activity in implementing Student's Literacy Program (SLP). The underlying theory employed in this module to be effective in executing the Student's Literacy Program (SLP) was (Anderson & Krathwohl, 2001). They provide three steps for achieving a better result. Applying literacy is a difficult task since the instructor must develop a suitable

method, set up a classroom environment, and conduct an evaluation to determine pupils' reading comprehension.

Students should be able to utilize, produce, and apply what they read and write in a complete and real-world manner. In this era of globalization, substantial attempts have been made in Indonesia to improve the quality of English instruction by enacting the implementing SLP in the classroom. English is also recognized as the world language in international commerce, trade, and transportation, as well as international research, education, and mass culture (Smith: 2010:45). The importance of English is undeniable in the present and will continue to be so in the future. It is for this reason that English literacy is essential for the present and future.

Because of these issues, the government and instructors have been blamed. The government, on the other hand, has already begun to address these issues. The Department of Education and Culture issued a ministerial decree on national education standards as a guide to creating an education framework and formulating strategic planning in education development that is relevant to the global period on the 19th of May, 2005. The policy stresses that teaching English at school is intended to improve students' reading comprehension so that they can communicate in English in real-life situations, or in other words, to be literate in English.

The Organization for Economic Co-operation and Development (OECD) launched the Programme for International Student Assessment (PISA), which is a research that evaluates the education systems of more than 70 nations throughout the world. Every three years, 15-year-old pupils from randomly selected schools take reading, arithmetic, and science assessments. This is a diagnostic exam that

provides information that may be utilized to enhance the educational system. Since 2000, Indonesia has taken part in PISA investigations.

According to PISA, Indonesia's rating remained in the bottom ten in 2015. Indonesia's PISA score in Science is 403 (OECD average: 493), eight ranks worse than Thailand's. Indonesia received a score of 386 in the mathematics category (OECD average of 490). The category with the lowest score was Reading, with a score of 397. (OECD average 493).

Meanwhile, according to PISA 2018, Indonesia is rated 74th in the world in terms of reading ability. The average score for Indonesia is 371, which is lower than the average score for Panama, which is 377. China, on the other hand, is in top position with an average score of 555. Singapore is in second place with a 549 average score, while Macau, China is in third place with a 525 average score. While Finland is known for its educational system, it was rated seventh with a score of 520.

Based on these two findings, it can be concluded that educational practice in schools has failed to demonstrate the school's role as a learning organization dedicated to ensuring that all people are proficient in reading in order to assist them as lifelong learners. As a result, the Ministry of Education and Culture has created a school literacy program (SLP) that engages all stakeholders in the education sector, from the federal, provincial, district/city, and educational unit levels. Involvement of external and public aspects, including as students' parents, alumni, the community, the business sector, and industry, is also a significant component of the SLP. The SLP was built on nine key agendas (Nawacita). For the next five

years, Nawacita has set nine development priorities. In the 2014 presidential election campaign, President Joko Widodo and Vice President Jusuf Kalla outlined these nine goals. Indonesia is projected to evolve as a result of Nawacita, becoming a politically sovereign country with economic independence and cultural personality.

Nawacita's nine priorities have been included into the National Medium-Term Development Plan for 2015-2019. (RPJMN). The RPJMN will serve as a roadmap for the government's policies for the next five years, laying a solid basis for future growth. Nawacita is anticipated to be more than simply a promise, but a road map for future growth. Not just in terms of economics. Nawa Cita's vision also includes priority for growth in other areas like as culture, education, defense, and security. Nawacita numbers 5, 6, 8, and 9 are related to the Ministry of Education and Culture's duties and activities. (6) Increasing people's productivity and competitiveness in the world market so that Indonesia may grow and rise alongside other Asian nations; (8) implementing a national character revolution; and (9) promoting diversity and social repair in Indonesia. The four points of Nawacita are inextricably linked to literacy as a capital for the development of quality, productive, and competitive human resources, as well as character and nationality

The motivation for doing this study stems from SMP Negeri 13 Medan being one of the most popular schools in Medan with a strong interest in implementing SLP. This school has been employing SLP for a few years and has always focused on using English literature to help pupils enhance their English skills. The study's preliminary data came from a pre-observation at SMP Negeri 13. The researcher just spoke with the English instructor and examined the school's circumstances.

Nonetheless, the goal of this government guideline is to assist teachers in properly and efficiently applying SLP.

### **B. The Problems of the Study**

There are two questions concerning the background of the study above, they are:

1. How the implementation of the SLP to increase student's reading comprehension?
2. Does the teacher's instruction in accordance with the government's guideline in SLP?

### **C. The Objectives of the Study**

After formulating the problem of the study, the objectives of the study are:

1. To analyze the implementation of SLP to increase students reading comprehension.
2. To find out the teacher's instructions.

### **D. The Scope of the Study**

In order to gain research objectives, the writer limits the problem on the following terms:

Theory of the implementation of SLP by government guideline especially for Junior High School program will be the parameter of how the teacher implement the SLP. Then, the instructional strategies in applying SLP by government also be

the observation check list to gain the teacher's instructions of teaching SLP that the researcher will use.

Based on the identification of the study, the researcher limits the study into two problems. First is about the student's activity in implementing SLP and second is about the teacher's instructions in doing SLP. The researcher also limits the research only in Junior High School's students at grade 9.1 of SMP Negeri 13 Medan at the first session.

### **E. The Significance of the Study**

The significance of the research can be divided into two categories. They are theoretical and practical significances. Theoretical significance is related to the role of the research study in the development of theory. In this research, it is expected that this study can support or give insight to educational world about the correct implementation of SLP itself. Furthermore, practical significance is the one expressing people that can be benefitted by the research study.

The significances of the research are dedicated into:

#### 1. The students

This SLP will build up student's reading habit and also solve their difficulties in reading especially in reading comprehension skill

#### 2. The English teachers

Teachers use government's SLP guideline to get better result in doing literacy activity that always did before in this school. Therefore, the teacher can improve the ability of the learners in reading comprehension skill through this SLP.

### 3. The School.

The results of this research will be useful in school. Then the headmaster of the school can suggest the teachers to use the guideline of government as the way to increase the quality in learning process.



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