

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research significances, research limitation, rationale, and previous studies.

A. Background

Reading is an interactive process to construct meaning from the text. Thus, Cameron (2010) said that understanding the meaning from text is an essential thing for education and personal development which can be carried out with proper strategy in reading comprehension. Reading comprehension is considered significant that is one of the essential skills for human life. Because of that, students can be knowledgeable and will know the information in the world through reading (Suryanta, 2016). It is not easy to make reading as an ability for human life, in particular for Indonesian students.

However, PISA (Programme for International Student Assessment) told that Indonesian reading ability is deficient. It can be seen that Indonesia was in the lowest position in the world. In 2012, PISA showed that Indonesia is one of the last 64 out of 65 countries. Meanwhile, in 2015 PISA showed that Indonesia was at 62 out of 70 countries (Khidhir, 2018). It means that Indonesian reading ability is dissatisfactory. Although, in 2015 Indonesia position in PISA was increasing, but it is still in the lowest position. Whereas, one of the essential skills for students live is reading.

Then, the Indonesian government made a solution. That is School Literacy Movement (SLM). It is a program for students to improve their reading habit in school. Although, this program is for general literacy movement but it was associating literacy which is acceptable as reading. The concepts of literacy primarily refer to the capabilities to absorb information and knowledge through reading activities (Suryanto, 2017).

Based on the researcher pre-observation in SMP Laboratorium Percontohan UPI Kampus Cibiru (Junior High School) in Cibiru-Bandung, the researcher found SLM activity in which students read an English book version. Some facts indicated the problems. First, students' interest in reading was still low. It can be seen when SLM time, the students were lazy to join. Second, they did not understand well about a book that they read. It could be seen from the student's review progress. Third, the students were lazy to read and to share the book what they have read. In maintaining the problem, one of the SLM programs is Reading Marathon (Readathon). It is an activity to read one book for a month without distraction. Every week, students have to make a report about their reading progress. It can be oral or written report progress.

Therefore, the researcher is trying to find out how the process of School Literacy Movement (SLM) through Readathon in SMP Laboratorium Percontohan UPI Kampus Cibiru-Bandung and trying to explore student's literal comprehension through Readathon which at the previous time students show their not interested and laziness in Reading English text.

There are several previous researches conducted about reading improvement program. First is from Gao (2018). He discussed how the reading program could improve students' reading skills in China. The result showed that the reading program influenced student achievement in reading subject. The second previous researcher is conducted by Yulianto and Jannah (2018). They observed the implementation of school literacy movement in elementary school. The research told about SLM implementation. The third is Nasser (2013). He evaluated an extracurricular reading program in Qatari School. The research explained that the program gave the influence on students reading interest. The last is Abeberese et al. (2014). They evaluated the Readathon through *Sa Aklat Sisikat* Reading Program in the Philippines. The result told that the program could increase students reading habits, improve student's English score and another subject score. It means that Readathon can improve reading skills for students in the Philippines.

However, this present study is different from previous types of research in the term of participants and related focused on. This research is trying to focus on the proses of SLM through Readathon specifically to explore students' literal comprehension in Junior High School students. Finally, this research is entitled as **“The Process of School Literacy Movement through Readathon in Exploring Students' Literal Comprehension.”**

B. Research Questions

From the description above, this research is focused on answering the following questions:

1. How is the process of SLM through Readathon?
2. How is students' Literal Comprehension achievement through Readathon?
3. What are the responses from the students to Readathon?

C. Research Purposes

From the research questions above, this research is intended to gain the following purposes:

1. To find out the process of SLM through Readathon.
2. To find out the result of students' Literal Comprehension through Readathon.
3. To find out the students' responses to Readathon.

D. Research Significances

This research gives several significances. Practically, this research is useful for schools, teachers, which School Literacy Movement can be used as alternative reading material to improve students understanding and to know how the effectiveness of SLM through Readathon.

Theoretically, this research can be useful for a teaching-learning process and increasing the reading habit for students.

E. Research Limitation

The researcher focuses on the proses of Readathon, one of the parts of School Literacy Movement programs, in exploring student's Literal comprehension at the Seventh-Grade students of SMP Laboratorium Percontohan UPI Kampus Cibiru-Bandung in academic year 2018/2019.

F. Rationale

The School Literacy Movement (SLM) is an activity that grows stronger the charter building. The government issued a policy of increasing the character of students through seventh habituations. One of them is the School Literacy Movement (Minister of Education and Culture Regulation No. 23 of 2015).

According to the Ministry of Education and Culture (2016), the School Literacy Movement is the activity which involves school community; such as students, teachers, and all staffs in education system include stakeholders of education.

SLM also has been strengthened and clarified in Law Number 23 of 2015 concerning Cultivation of Character. That is in part of developing students' full potential in their entirety. It said that every student has different potential. Schools should facilitate students optimally. So that, they can identify and develop their potential (Setiyadi, 2018).

SLM was formed in 2015 but just realized in 2016. SLM is the program for all school in Indonesia start from elementary school until senior high

school. It is not only for school in the big city but also the school in the village. One of the SLM parts is Readathon.

Based on The online *Macmillan Dictionary* Readathon or *read-a-thon* is a noun that means merely reading for a long time. (“Macmillan Dictionary,” n.d.). According to Clark (2018), Readathon aims to increase students’ reading enjoyment and motivation, increase students’ reading frequency or the breadth of materials students read, improve students’ confidence in their reading ability and perception of themselves as readers and improve students’ reading skills and attainment.

According to Westwood (2008), Reading comprehension is conceptualized which have a different function. It bellows to reading’s levels. There are three levels of reading comprehension; literal, inferential, and critical. The basic level is literal where the reader only can understand the factual information in the text. It means that not only to build student’s ability to understand the words in the text but also the message what author was given in the text. Therefore, Woolley (2011) said that reading comprehension as a process to make meaning from text.

In this research, the researcher focuses on literal comprehension. Literal comprehension is an understanding of what is said or the author explicitly mentioned in the text. This comprehension can be obtained by understanding the meaning of words, sentences, and paragraphs. In the literal sense, there is no in-depth understanding of the content of information.

G. Previous Studies

There are several previous studies concerning the reading improvement program. The results of the previous studies are useful as reference for the consideration in this present study. One of them is concerned about the reading program can improve students reading skill in China (Gao et al., 2018). They discussed how the reading program could develop the student's understanding of reading skills. The result was reading program influenced student achievement in reading subject.

The second study was conducted by Nasser (2013). He evaluated the Extracurricular reading program as an intervention to enrich student reading habit in Qatar, this study conducted with a quantitative method. The findings of this study told that students in the reading program demonstrated more significant interest in reading than students who did not enroll in the reading program. This extracurricular program was substantial to the extent that has improved student's reading habit.

The next, conducted by Slam (2017). He explained the Literacy movement based Java School Leader's Reading Challenge (WJLR) which part of them is Readathon. This research used qualitative research with the technique of collecting data through observation, interview, and documentation. The result of this study was all activities in School Literacy Movement include Readathon which was implemented and make students' interest in reading habit.

Meanwhile, Abeberese (2014) conducted a quantitative method which evaluated Readathon through the *Sa Aklat Sisikat* Reading program in the Philippines. This research shows that a short-term (31 days) reading program which students joined readathon until 31 days. The researcher found that the program also encourages students to read more on their own at home. The program has improved reading ability, improved English test score and another subject score.

Based on those previous researches, it can be seen that previous researchers investigated the reading program which different name of that program but it still the same about enhancing reading ability. First, Gao (2018) examined the influence of reading program for students reading score. Then, Nasser (2013) evaluated the reading as extracurricular. The next, Slam (2017) investigated WJLR which Readathon have implemented well. The last one, Abeberese (2014) the influence of Readathon to students reading ability.

In this present study, it is different from previous types of the researcher in term of the participant, related focused on exploring literal comprehension, and research method. This study is present the process of SLM through Readathon in Exploring students' Literal Comprehension is conducted.