

**THE IMPLEMENTATION OF *SCHOOL LITERACY*  
*MOVEMENT*: A CASE STUDY AT SMAN 5  
PALEMBANG**

**A Thesis by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG**

**2020**

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## DECLARATION

I, the undersigned

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Certified that Thesis entitled "The Implementation of School Literacy Movement: A case Study at SMAN 5 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 2020  
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## DEDICATION

*I sincerely dedicated this thesis for:*

**My beloved parents and siblings** who always love and  
support me

### **Motto:**

WHEN THE DARK NIGHT PASSES, A BRIGHT MORNING WILL  
COME  
WHEN TOMORROW COMES, THE BRIGHT LIGHT WILL SHINE SO  
DON'T WORRY

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The Researcher,

Ela Puji Lestari

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>DECLARATION</b> .....	iv
<b>DEDICATION</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES, FIGURES AND CHARTS</b> .....	x
<b>LIST OF APPENDICES</b> .....	xi
<b>ABSTRACT</b> .....	xii
<b>CHAPTER I INDRODUCTION</b> .....	1
1.1 Background of the Study.....	1
1.2 Problems of the Study .....	5
1.3 Objectives of the Study .....	5
1.4 Significance of the Study .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	6
2.1 Literacy .....	6
2.2 School Literacy Movement .....	10
2.3 Previous Related Study .....	18
<b>CHAPTER III METHODOLOGY</b> .....	20
3.1 Research Design .....	20
3.2 Research Site and Subject .....	20
3.3 Data Collections .....	21
3.3.1 Observation.....	21
3.3.2 Questionnaire .....	21
3.3.3 Interview .....	23
3.4 Technique of Data Verification .....	23
3.5 Data Analysis.....	24
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	25
4.1 Research Findings .....	25
4.1.1 The Result of Observation.....	25
4.1.2 The Result of Interview .....	32
4.1.3 The Result of Questionnaire .....	37
4.2 Discussion .....	39
4.2.1 Implementation of School Literacy Movement at SMAN5 Palembang...39	
4.2.1 Students' Perceptions about Implementation of School Literacy Movement	



at SMAN5 Palembang.....	43
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>45</b>
5.1 Conclusion.....	45
5.2 Suggestions.....	45
<b>REFERENCES .....</b>	<b>46</b>
<b>APPENDIX.....</b>	<b>49</b>

## LIST OF TABLES AND FIGURE

Figure 2.1	Stages of School Literacy Movement... ..	15
Figure 4.1	Library of SMAN 5 Palembang.....	26
Figure 4.2	The physical environment of SMAN 5 Palembang.....	27
Figure 4.3	Students' works in the wall of SMAN 5 Palembang.....	27
Figure 4.4	Handwashing places of SMAN 5 Palembang.....	28
Figure 4.5	Literacy corner of SMAN 5 Palembang.....	28
Figure 4.6	Students' Literacy journal of SMAN 5 Palembang.....	30
Table 3.1	Instrument Variable School Literacy Movement Questionnaire to Student .....	21
Table 4.1	The Result of Achievement Indicators at Habituation Stage.....	25
Table 4.2	The Result of Achievement Indicators at Development Stage.....	27
Table 4.3	The Result of Achievement Indicators at Learning Stage.....	28
Table 4.4	The Result of The Questionnaire .....	35

## **LIST OF APPENDICES**

Appendix	Name of Appendices
Appendix A	Instruments (observation, interview, questionnaire)
Appendix B	The Result of the Observation
Appendix C	The Result of the Interview
Appendix D	The Result of the Questionnaire
Appendix E	Surat Usul Judul
Appendix F	Surat Keputusan Pembimbing
Appendix G	Surat Permohonan Izin Penelitian dari FKIP UNSRI
Appendix H	Surat Permohonan Izin Penelitian dari Dinas Pendidikan
Appendix I	Surat Keterangan Telah Melakukan Penelitian
Appendix J	Research Design Seminar Approval (pre)
Appendix K	Research Design Seminar Approval (post)
Appendix L	Research Design Seminar Suggestion List
Appendix M	Preliminary Research Report Approval (pre)
Appendix N	Preliminary Research Report Approval (post)
Appendix O	Thesis Final Examination Approval (pre)
Appendix P	Thesis Final Examination Approval (post)
Appendix Q	Thesis Consultant Cards

# **THE IMPLEMENTATION OF *SCHOOL LITERACY* *MOVEMENT*: A CASE STUDY AT SMAN 5 PALEMBANG**

## **ABSTRACT**

*This study aimed to describe how is the implementation of the School Literacy Movement at SMAN 5 Palembang and students' perceptions of the School Literacy Movement. Qualitative-descriptive research was used in this study and it was conducted in a school, where two classes and two teachers were involved. Observation, interview and questionnaire were used as methods of data collection. Data analysis was done by transcribing the result of observation and interview and counting how many responses to the questionnaire, organizing the data and then making an interpretation of the findings or results. The result of observation and interview showed that literacy process at SMAN 5 Palembang has been going well, which has reached the learning stage by fostering interest in reading through 15 minutes of reading a book before the first lesson starts, analyzes or recounts the book that was read, and responds to the text of the reading book. Followed by the physical environment, the social environment, facilities and infrastructures, school support and participation as the factors that support the program. Some things that are still a constraint on the implementation of the literacy program at SMAN 5 Palembang are lack of updates to the latest book reference in school libraries and the lack of security in reading corner. The result of questionnaire showed that students have performed the literacy movement well and have a positive impact on them. It means that students of SMAN 5 Palembang have positive perceptions towards School Literacy Movement.*

**Keywords:** *Literacy, School Literacy Movement, Students' Perception, SMAN 5 Palembang*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research problems, objective of the study, and the significance of the study.

#### **1.1 Background of the study**

Literacy is characterized by the ability to read and write. According to UNESCO (2003), literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials in a variety of contexts. As time changes, the definition of literacy shifts from a narrow understanding of language skills to a broader understanding of literacy in various sciences. Balas (2013) defines literacy as basically something people do; an activity between thought and text. Balas (2013) puts forward Literacy is not only a set of skills that must be learned on paper but also captured as the text to be analyzed. Similar to all human activities, literacy is essentially social and lies in interactions between people. It can be concluded that literacy skills are important abilities that students must master to be able to live and live in the 21st century (Barton and Hamilton 1998, p. 3).

Literacy is very important for students because literacy skills influence the success of their learning and life. Literacy is important for long-lasting lexical development, fluency, and overall maintenance of a language (Baker, 2006; Cohen, 1989; Olshtain, 1989). All four language skills have a very close relationship, even though each has certain characteristics. Therefore, learning in one type of skill can improve another skill for example, learning to read can also improve speaking, listening, and writing skills. As an illustration, a teacher in post-reading usually ask questions about the contents of the reading and retell in their own words. Then students rewrite the story with the correct writing system. Moreover, literacy is so important to learning that its value can not be overstated — it is a basic pillar of education. The ultimate aim of every education system is

to equip its children with the requisite literacy, numeracy and wider skills required to take charge of their destinies and fulfill their potential (UNESCO, 2016).

However, the level of reading literacy of Indonesian both in Indonesian and English is still relatively low. This statement has proven by the fact from the results of the PISA survey, which since 2000 the literacy, scientific literacy, and mathematics literacy of Indonesian students are low when compared to students in other countries. The latest survey results of the International Student Assessment Program (PISA) in 2018 showed that Indonesia ranked 75th out of 80 countries with a reading score of 371 points (<https://www.oecd.org/pisa/>, 2018). This fact also supported by the results of a recent survey conducted by UNESCO in 2016, in which Indonesia ranks 58 compared to other countries in the literacy rate, namely the adult literacy rate of 95.38%, the male literacy rate is 97, 17% and women's literacy rate is 95.59%. This survey shows that literacy in Indonesia is still ranked below and is one of the national problems that *need to be addressed and resolved immediately*.

The Ministry of Education and Culture of Republic Indonesia has introduced the School Literacy Movement or “Gerakan Literasi Sekolah” as an effort to improve students’ reading competence at various levels, from elementary school, junior high to senior high school. This is a strategic and systematic step made by the Government of Indonesia to foster students’ reading interests and skills (Education and Culture Department, 2016). The School Literacy Movement has regulated in Minister of Education and Culture Regulation No. 23 the year 2015. The purpose of this movement is to strengthen the movement of character development.

School Literacy Movement is the ability to access, understand, or do various activities including reading, seeing, listening, writing, and/or talking. According to Wiedarti, Laksono, Retnaningdyah, Dewayani, and Muldian (2016), the school literacy movement is developed based on nine priority agendas or also called “Nawacita” namely 1. Bringing back the country to protect the whole nation and providing security to all citizens 2. Making the government absent by



building clean, effective, democratic, and reliable governance. 3. Building Indonesia from the periphery by strengthening regions and villages in the framework of a unitary state. 4. Rejecting a weak state by reforming the system and law enforcement that is free of corruption, dignified, and trusted. 5. Enhancing the quality of life of Indonesians by improving the standard of education and training under the Smart Indonesia program; 6. Increase efficiency and competitiveness of people on foreign markets so that the people of Indonesia can make progress and grow along with other Asian nations. 7. Achieve economic freedom by changing the key sectors of the domestic economy. 8. Conducting a revolution in the national character through a strategy of reforming national education curricula by prioritizing aspects of civic education that position proportional aspects of education. 9. Strengthening diversity and strengthening Indonesia's social restoration through policies aimed at enhancing diversity in education and creating room for dialog between people. Specifically, the School Literacy Movement related to Nawacita numbers 5, 6, 8, and 9. The four points of Nawacita are closely related to the literacy component as capital for the formation of quality, productive and competitive human resources, characterized as well as nationalist.

Based on the Minister of Education Regulation and Culture Number 23 of 2015, one of the programs in the school literacy movement is the 15-minutes activity of reading non-lesson books before learning time begins. These literacy activities are one of the learning activities that are required to be carried out to foster student awareness of the importance of reading to increase knowledge. However, there are researchers (Indani, 2019; Sihalo, Martono, and Daerobi, 2018) who found that there are still problems and obstacles in implemented the School Literacy Movement states that literacy activities are not yet a culture that applied in every school. Problems that often encountered are low reading and writing interest, low reading and writing abilities, and lack of school participation. Other problems are schools do not understand and are confused about what actions should be taken to achieve the goals of the school literacy movement.

Since the conduct of the literacy Movement Program, there have been

many studies conducted to investigate the implementation of the program. For example, the study conducted by Sihaloho, Martono, and Daerobi (2018) reported that the implementation of the GLS program in both schools at SMAN 1 and SMAN 2 Lubuk Pakam went well. Both schools only need further improvement to develop GLS activities in their schools. The development has been accomplished by finding solutions to all obstacles that exist during the school literacy movement, such as 15- minutes reading activities at the start of class, disrupts the teaching and learning process, the students who are late often do not attend the 15-minutes reading activity. The supporting-reading books for 15-minutes reading activity are still burdened to the students and the library visiting hours are still minimal at both schools. The study conducted by Endaryanta (2017) who investigated the implementation of the School Literacy Movement at two elementary schools in Kudus found that literacy culture were viewed as reading and writing culture by one school and as reading culture by the other school. In the local context, the study conducted by Indani (2019) at one public senior high school in Palembang found that the School Literacy Movement program helped increase the students' interest in reading and writing, and improve the students' reading and writing abilities. It also increased school citizen participation; the school citizens understood the school literacy movement, and teachers understand what actions need to be taking to realize school literacy. From the studies above, it can be concluded school literacy movement could give an impact on students' literacy skills: reading and writing.

Palembang is one of the cities in Indonesia that has implemented the School Literacy Movement program, schools implementing the school literacy movement has also implemented various literacy activities and programs. SMAN 5 Palembang is one of the pioneer schools that has implemented the School Literacy Movement program in Palembang. There are activities at SMAN 05 Palembang that support this program: reading corners and posters containing words or writings that posted on the school wall. There is also a 15-minutes reading which is conducted before the class begins in the morning. The school Literacy Movement at this school has been conducted for 5 years. SMAN 05

Palembang has applied the 2013 curriculum and using discovery learning in the learning process. Therefore, it is worth doing to investigate to find out how it is implemented. Specifically, this research study will answer the following research questions. This present study will also focus on School Literacy Movement implemented at one public senior high school in Palembang. Specifically, this present study will gather information about how the School Literacy Movement has been implemented and what is the students' perception of it.

### **1.2 Research Questions**

Based on the background above, the research problems were formulated as follow:

1. How is School literacy movement implemented in SMAN 05 Palembang?
2. What are the students' perceptions about school literacy movement?

### **1.3 Objectives of the Research**

Based on the formulation of problems above, the current study is aiming at:

1. To find out how School Literacy Movement in SMAN 05 Palembang is implemented
2. To find out students' perceptions about school literacy movement in SMAN 05 Palembang

### **1.4 Significance of the Study**

Theoretically, this research is useful as a means or paper to add, enrich insights, thoughts, and knowledge about the implementation of the school literacy movement at SMAN 05 Palembang. Practically, this research can be scientific information material for educators, educational institutions, and other researchers about the implementation of the school literacy movement.

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