

CHAPTER II

LITERATURE RIVIEW

2.1 Definition of reading literacy movement.

The School Literacy Movement is an effort to increase students' interest in reading is very helpful in this school, some of the benefits of implementing the reading literacy movement include children becoming accustomed to reading books because they are given the freedom to choose the reading they are interested in and the school also provides complete library facilities with various kinds of books from story books, legends, lesson and many more and even better the school provides reading books in two languages, namely English and Indonesian so that students are also able to improve their English skills besides that the library at school is very creative so that students' are comfortable when reading in the library and there also accompanying teachers who will accom at school initiated by the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture in improving the ability to access, understand, and use multimodal information through various activities that improve reading, viewing, listening, writing, and speaking skills (Setiawan et al., 2019).

The school literacy movement is one of the participatory reading habituation activities by school residents, including students, teachers, school principals, education staff, school supervisors, school committees, and academics under the coordination of the directorate general of primary and secondary education of the ministry of education and culture, with efforts to take the habit of reading 15 minutes every day before learning and teaching activities begin (I. F. R. Sari, 2018). School literacy movement activities are carried out with the aim of increasing students' interest and reading skills so that knowledge and insight can be increased by the activities of the school literacy

movement. Not only that, from the school literacy movement, students are expected to have character values and local, national, and global wisdom at the elementary school level (Rusniasa et al., 2021).

2.2 Reading is an action or activity that is.

Carried out by someone by reciting words on reading material that aims to add insight and knowledge by understanding the meaning contained in the reading material submitted by the author (Kanusta et al., 2021). The benefits of reading activities that first add insight and knowledge, one of the important keys in the learning process, are. Starting from reading, a person can gain new information, knowledge, and insights that were previously unknown. Reading activities are related to the process of pronouncing written words. The more often you read, the more vocabulary you will find and train someone to think critically. Thus, a person can improve speaking skills in processing words when speaking or communicating between social and social opinions (Fatmasari & Fitriyah, 2018).

2.3 Reading strategies to improve literacy movement.

The Directorate of Elementary School Development explains the school literacy movement guidelines that the goal of the school literacy movement is to help students become lifelong learners by cultivating the school literacy ecosystem embodied in the school literacy movement. GLS created a literacy education ecosystem in elementary school. The literate education ecosystem is a fun and learner-friendly environment that fosters a spirit of curiosity and love for science and allows citizens to communicate, allows residents to contribute to society, and allows all elementary school members to participate. The GLS program in elementary schools is completed in stages based on the availability of each school. This planning includes the schools' actual boundary status

(access to the education office, literacy facilities, and infrastructure), the availability of school members (students, instructors, guardians, parents, and the community), and the status of other support networks (public cooperation, institutional assistance, and arrangements for other important apparatus). GLS is completed in three stages to ensure long-term carrying capacity, habituation, and development.

This stage of habituation to foster interest in reading through reading exercises 15 minutes before class begins (Permendikbud No. 23 of 2015). Furthermore, it is carried out to expand the proficiency capability by answering the enrichment book completed at the development stage. The third stage is the learning stage, which aims to further develop educational abilities in all subjects: progress books and reading procedures in all subjects are included. These three GLS stages are completed on a continuous basis (Ferianti & Irna, 2020). The implementation of the school literacy movement at MIS Mambaul Ulum is divided into three stages: planning, implementation, and evaluation the planning stage, in general, planning is an effort to identify various things to be accomplished or aimed at, as well as the various stages required to accomplish these objectives.

Start with goals to be achieved through a needs analysis and complete documents, then move on to steps to achieve these goals. Furthermore, it can be defined as the coordination of activities to achieve a goal (Syafarudin, 2005). GLS implementation begins with the process of socializing the implementation of school literacy, which includes the use of the library and the habituation stage.

Supporting and inhibiting factors in the implementation of the School Literacy Movement: Because of the GLS supporting factors, the School Literacy Movement can successfully foster students' interest in reading. Furthermore, it can't be denied that there are impediments in the implementation process (Mardiani & Wahyuni, 2022). The School

2.4 Supporting Factors.

GLS can be a program that prepares students to succeed in fields apart from science. For example, in terms of composing skills, this educational program provided students with the opportunity to practice writing skills so that when there was a composing competition, students were prepared to practice. Students who showed a strong interest in the GLS program were the primary target of the program, and the school facilities, such as the book in the reading corner, are gardens that help students find reading material more easily.

2.5 Inhibiting Factors.

GLS program that has not performed optimally. It was clear that some students and teachers continued to underestimate the value of literacy. Not all students share the same passion for reading. This is due to a variety of factors, most notably the child's own knowledge, comprehension skills, and mental needs. Then, at home, the influence of friends and parents is not as strong in introducing children to literacy culture, and the condition of books that were beginning to deteriorate due to age, as well as a lack of collections and variety of books to support the school reading corner. Effective time management is critical for school education development programs. Because there were so many exercises in schools, setting a time limit could limit the amount of practice associated with the various exercises.

2.6 Socialization.

Implementation of the school literacy implementation. Socialization is a step toward sharing knowledge or something important to the larger community. The Ministry of Education and Culture of the Republic of Indonesia held a socialization of the school literacy movement in early 2015. Furthermore, the school literacy movement has now been aided by the support of information technology, which can be accessed at home via gadgets or laptops, to provide extensive information about literacy sources. Salma, The socialization of the School Literacy movement aims to shape positive characters and increase students' reading interest. GLS socialization is done to make the most of the GLS program. This socialization takes place in schools, with links disseminated to students' parents and the community about the importance of GLS.

2.7 The Utilization of Library.

The library as a school reading center has been felt by the school, as evidenced by the uniqueness of the library building, which stands apart from other structures. Furthermore, the weighting is done by employees who have completed the library science course. The school library is important in the use of activities because it can capitalize on the benefits of children using it.

To help the GLS achieve its goals, students of MIS Mambaul Ulum Bondowoso are encouraged to visit the library on a regular basis and read the books in the library. The curators provide approximately 5 books every day of different types of books. The library also has comfortable chairs and tables for reading. Complete facilities and infrastructure are expected to help and foster students' reading excellence, causing students to become more diligent and visit the library more frequently.

2.8 Habituation Stage.

GLS implementation at the stage of reading habituation through enjoyable school activities such as keeping daily reading journals, organizing literacy facilities, selecting reading books, and creating a text-rich environment. This activity occurred 15 minutes before class began reading non-learning books (Diana & Juairiah, 2022). The school literacy movement in the lower grades at MIS Mambaul Ulum Bondowoso was still in the early stages of implementation. Students were taught to read aloud at this stage. The habituation stage aims to increase self-confidence with non-learning reading materials and increase the love of reading outside of lessons. The habituation stage aims to increase interest in reading by reading for 15 minutes before class.

Begins (Permendikbud No. 23 of 2015). The reading movement 15 minutes before the start of learning time is a program from the education and culture Office that aims to empower reading habits from the beginning in elementary schools. learning to read was implemented consistently 15 minutes before the start of learning hours at MIS Mambaul Ulum Bondowoso was coordinated by class teachers at each level. Every Friday, the implementation time was increased to 30 minutes because students must read books before beginning extracurricular activities. This was done in accordance with the GLS standard, and understanding the stages of school educational ability would enable schools to select the appropriate understanding tendencies and learning techniques based on their formative needs.

2.9 The Previous Related Research Findings.

The previous studies about the implementation of the reading literacy movement increasing students' interest in reading at the school have been conducted by several researchers. There is some previous study.

The first study was conducted by Aiddul Hajji Siregar and Julia Rambe

(2023) from Universitas Muhammadiyah Sumatera Utara. From this analysis it can be found that this research aims to find alternative ways to increase students' interest in reading, especially in elementary schools. Interest in reading is a big influence on student Effortsto increase elementary school students interest in reading are a shared responsibility between the students themselves, teachers, and parents.

The second previous study was conducted by Dyah Puspitasari Srirahayu, Tiara Kusumaningtiyas, and Dessy Harisanty (2021) from Universitas Airlangga. From this analysis, it can be found that a 15-minute read each day before class begins by reading loudly, quietly, together, collectively, or accompanied by other activities. 2. Developing a school's physical, social, and affective environments rich in literacy and creating a school ecosystem that appreciates openness and passion for knowledge through various activities.

The third previous study was conducted by Siti Humairoh (2022) from Universitas Sanata Dharma Yogyakarta. From this analysis it can be found An interest in reading is a big influence for students. Efforts to increase elementary school students' interest in reading are a shared responsibility between the students themselves, teachers, and parents. However, the low reading interest of students in elementary schools is one of the. Obstacles, the lack of desire and willingness from the students themselves, and the teacher also do not require students to read books when learning is being taught to students.

The fourth previous study was conducted by Tri Ningsih and H. Sudjati (2019) from Universitas PGRI Yogyakarta. From this analysis it can be found that literacy abilities are greatly influenced by students' reading abilities. Reading is one of the most important activities for elementary school students in acquiring knowledge and information.

The fifth previous study was conducted by Syafira, Febrina Dafit (2022), from Universitas Islam Riau, Indonesia. From this analysis, it can be found that A. The teacher's role in increasing students' reading interest is the teacher's role as a creator, the teacher's role as a facilitator, the teacher's role as a motivator, the teacher's role as an evaluator, and the teacher's role as a dynamicator. (Rintang et al., 2021).