ABSTRACT

STRATEGY FOR IMPROVING READING LITERACY AMONG ELEMENTARY SCHOOL STUDENTS IN LILIRILAU DISTRICT, SOPPENG REGENCY

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This study focuses on students' reading literacy in elementary schools in Lilirilau District, Soppeng Regency, which is influenced by limited literacy facilities, unstructured reading habits, and the lack of teachers' roles in supporting students' reading interest. The purpose of this research is to identify the strategies used by elementary schools to improve students' reading literacy, the implementation of the School Literacy Movement (Gerakan Literasi Sekolah/GLS) program, as well as the role of teachers and enrichment activities in fostering reading interest. The targets of this research include schools' efforts in developing reading habits, utilizing literacy facilities, the role of teachers, and enrichment activities to enhance students' reading ability.

The study employs a qualitative method with a descriptive approach, allowing the researcher to describe the actual conditions in the field. Data were collected through interviews, direct observations, and document reviews. The informants in this study consisted of principals, teachers, supervisors, library managers, and students from four elementary schools serving as research sites.

The results indicate that schools in Lilirilau District have implemented the School Literacy Movement (GLS) through activities such as reading for 15 minutes before learning, providing reading corners, and organizing library visits. Teachers play an important role in guiding and motivating students to develop a love for reading. However, challenges remain, such as limited facilities, especially in classrooms that lack reading corners. Enrichment activities such as storytelling competitions, poetry reading, and creative writing also contribute to increasing students' reading motivation.

Keywords: Reading Literacy, School Literacy Movement, Teacher's Role, Facilities and Infrastructure, Habitual Activities.

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