



THE INFLUENCE OF SCHOOL LITERACY CULTURE THROUGH THE UTILIZATION OF READING CORNER ON STUDENTS' READING INTEREST

Faresha Fatikhani Nurhutamah¹, Dian Nuzulia A.R.², Marleni³

^{1,2,3}University of PGRI Palembang

Email: fareshafatikhani@gmail.com, diannuzulia@univpgri-palembang.ac.id, marlenigandhi82@gmail.com

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Corresponding Author:

Faresha Fatikhani Nurhutamah

Email Corresponding:

fareshafatikhani@gmail.com

ABSTRACT

This research is motivated by the low interest in reading among students caused by the lack of student attention to reading books in the reading corner, so that the reading corner looks unused and untidy, the lack of interesting reading material for students, so that students are not interested in reading, like chatting with friends, not paying attention when learning is taking place. This study aims to determine the effect of school literacy culture through the utilization of reading corners on student interest in reading at SD Negeri 69 Palembang. This research is a type of experimental research, namely the type of Quasi Experimental Design. The population and samples in this study were fourth grade students of SD Negeri 30 Palembang, totaling 16 students in the control class and 20 students in the experimental class. Data collection techniques in this study were observation, questionnaire and documentation. Data analysis techniques in this study include Normality Test, Homogeneity Test, Hypothesis Test. The results of hypothesis testing research show $t_{count} \geq t_{table}$ or $12.465 \geq 2.048$, so it can be concluded that H_0 is rejected and H_a is accepted. This means that there is an influence of school literacy culture through the utilization of reading corners on student interest in reading at SD Negeri 69 Palembang.

Keywords : *Literacy Culture, Reading Corner, Interest in Reading*

1. INTRODUCTION

Education is a deliberate and organized attempt to support or mentor children in realizing their physical and spiritual potential so they can mature into adults and accomplish their own life's duties. Hidayat and colleagues, page 2. All knowledge acquired throughout life that can happen anywhere, at any time, and positively affects the development of all living

things is collectively referred to as education. (Pristiwanti and colleagues, 2022, p.2).

It is crucial to use Indonesian in daily life in order to think logically. Handayani and Subakti (2020, p. 2) state that language, comprehension, and literary appreciation are among the four components of language skills that are taught in basic education in Indonesian language courses. The fundamental objective of teaching Indonesian in elementary or

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primary schools is to modify the way that pupils approach language acquisition (Subakti, 2021). Learning Indonesian is typically associated with literacy, or the ability to read.

Being literate is having the capacity to read, write, listen, and communicate in addition to thinking, which is a component of literacy. (Page 2 of Bu'ulolo, 2021). Literacy, then, is a language competence that encompasses speaking, writing, listening, and reading. Students typically read at the classroom's reading area or the library.

Students can read in an engaging and basic way in the school setting at the reading corner. Situated in the corner of the room or classroom, the reading corner is furnished with shelves holding a variety of books. Its purpose is to increase children's interest in reading and the library's offerings (Ramadhanti & Julaiha, 2019, p. 3).

A student's motivation, desire, and encouragement to read are known as reading interest. This desire also motivates us to read for pleasure and to acquire a wealth of knowledge through reading, such as by reading books to learn how to read written language. (Page 3 of Elendiana, 2020)

According to the data gathered, class IV students face the following issues: there is still a low literacy culture in schools, and pupils are not very interested in reading, which limits their knowledge. Lack of resources and insufficient encouragement from parents and teachers are the root causes of this low interest in reading.

Books that students will enjoy reading. Students' lack of care for the books in the reading nook, which makes it appear messy and abandoned, is a sign of their passion in reading, especially in class IV. Pupils would rather play than read a book. They only read books under the instruction of their teachers and during class.

Based on pertinent earlier studies, this research is not the first of its kind. The findings of the study, "The Influence of School Literacy Culture on Students' Interest in Reading at SD Inpres Antang 1, Makassar City," published in Ulandari, Alam, Haliza, & Fatimah (2023), indicate that school literacy culture affects students' interest in reading at SD Inpres Antang 1, Makassar City. The study "The Influence of the School Literacy Movement on Students' Interest in Reading at SD IT Insan Utama 2 Pekanbaru" was conducted by Hersi Nopita in 2021. demonstrates how the school literacy movement has a big impact on students' interest in reading. Moreover, studies from (Made Rusniasa et al., 2021). "The Influence of the School Literacy Movement on Interest in Reading and Indonesian Language Learning Outcomes in Class IV Students at SD Negeri I Penantih" . The study's findings demonstrate that the School Literacy Movement has a major impact on students in class IV at SD Negeri 1 Penantih's enthusiasm in reading and their performance in learning Indonesian.

It is possible to draw the conclusion from this research that a literacy culture can promote pupils' increased interest in reading. It

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is believed that by fostering a literacy culture, students' interest in reading will grow.

2. METHODS

According to Ramdhan (2021), research procedures are scientific approaches to gathering data for certain uses and purposes. The experimental method is what will be used in this study, according to the definition given above. The purpose of experimental research methods is to investigate the impact of specific treatments (Arifin, 2020, p. 3)

The experiment used in this research can be categorized as a quasi-experiment. This is because the control group cannot function completely to control because in this design there are no groups selected randomly. This research uses a Posttest-Only Control Design. The design of this research is described as follows.

R **X** **O2**
R **X** **O4**

Information:

X : Treatment
R : Experimental class and control class
O2 : Posttest in the experimental class
O4 : Posttest in the control class

The population in this study were all class IV students at SDN 69 Palembang for the 2023/2024 academic year, totaling 36 students. Researchers took samples using total sampling. Total sampling means all population units are

taken as sample units. The samples in this research are two classes IV, IVA, totaling 20 students, as the experimental class, class IVB, totaling 16 students, as the control class.

Three methods will be used in this study to collect data: documentation, questionnaires, and observation. Two sheets will be used: one for observations and the other for a student reading interest questionnaire. The outcomes of testing an instrument are its reliability and validity. The test's content validity was evaluated by comparing its answer options to those of the validators, who included a class IV homeroom teacher from SD Negeri 69 Palembang and a lecturer from PGRI University's Indonesian language study program. The Shapiro-Wilk test was used for the homogeneity test, the independent sample t-test for the t test, and the Kolmogrof-Simironov normality test for the data analysis.

3. RESULT AND DISCUSSION

The posttest assessments from the experimental and control groups were used to collect the study data that the investigator used. Before carrying out the research, the researcher additionally produced learning resources that had been made before such as lesson plans, test question grids, scoring guidelines, as well as research instruments in the form of posttest questionnaires.

Posttest data for the experimental class was obtained by taking the final test (posttest) after being given treatment using the reading corner in the experimental class. Based on the results of the pretest and posttest for the

experimental class, the following data were obtained:

Table 1. Experimental Class Posttest Results

No	Student Name Initials	Total score	Criteria
1	DS	84	Interested
2	M.A	92	Very interest
3	MAD	88	Very interest
4	MAF	91	Very interest
5	M.F	100	Very interest
6	MGSME	90	Very interest
7	MR	87	Interested
8	MDN	86	Interested
9	MK	82	Interested
10	MNA	83	Interested
11	MR	96	Very interest
12	P	90	Very interest
13	RS	91	Very interest
14	RVA	98	Very interest
15	BC	96	Very interest
16	SH	88	Interested
17	SR	80	Interested
18	YES	91	Very Interested
19	TA	90	Very interest
20	ZB	85	Interested
	Amount	1,788	
	Average	89.4	
	The highest score	100	
	Lowest Value	80	

Source (Researcher Data Processing 2024)

Based on the data above, it can be seen that the results of the questionnaire in the experimental class posttest in class IVA, which consisted of 20 students, experienced an increase after being given treatment using the use of a reading corner. The lowest score in the experimental class on the pretest was 80 and the highest score was 100

Control class posttest data was obtained by students take the final test (posttest) after being given treatment using conventional

learning, namely using theme books. Based on the results of the pretest and posttest for the experimental class, the following data were obtained:

Table 2 Pretest and Posttest Results for Control Class

No	Student Name Initials	Total score	Criteria
1	A A	72	Interested
2	ADU	60	Interested enough
3	I	69	Interested enough
4	DAY	63	Interested enough

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5	F	65	Interested enough
6	F.A	58	Less Interested
7	KA	44	Less Interested
8	M.F.A	72	Interested
9	MH	54	Less Interested
10	MFR	58	Less Interested
11	MDR	75	Interested
12	N.F	61	Interested enough
13	RPR	58	Less Interested
14	S.A	61	Interested enough
15	SKN	65	Interested enough
16	W	63	Interested enough
Amount		998	
Average		62.4	
The highest score		75	
Lowest Value		44	

Source: (Researcher Data Processing 2024)

Based on the data above, it can be seen that the results of the questionnaire in the control class posttest in class IVB consisted of 16 students where learning used conventional methods, namely using theme books. The lowest score in the control class on the posttest was 44 and the highest score was 75.

To test the normality of the data, it is done using shapiro-wilk.. The results of the data normality test have been processed using the SPSS 25 application. The following are the results

Table 3. Data Normality Test Results

	Tests of Normality				
	Kolmogorov-Smirnova			Shapiro-Wilk	
	Statistics	df	Sig.	Statistics	df
Experiment Posttest	.132	20	,200*	,974	20
Control Posttest	,159	16	,200*	,954	16

Based on the normality test above, it can be seen that the significant value of the posttest data in the experimental and control classes on students' reading interest is with a significant value of 0.833 and 0.549 which is declared to be normally distributed because the significant value is more than 0.05.

In testing homogeneity in this study, the researcher used the Levene statistical test using SPSS 25, here are the homogeneity results in the table below

Table 4. Homogeneity Test Results

		Test of Homogeneity of Variance			
		Levene Statistics	df1	df2	Sig.
Students' Reading Interest	Based on Mean	1,142	1	34	,293
	Based on Median	1,196	1	34	,282
	Based on Median and with adjusted df	1,196	1	29,459	,283
	Based on trimmed mean	1,130	1	34	,289

Based on the homogeneity test above, it can be seen that the significant value in giving the questionnaire at the end (posttest) in the experimental and control classes for students' reading interest with a significant value of 0.293 is declared homogeneous because the significant value is greater than 0.05.

Hypothesis testing in this research uses the t-test with the independent simple t-test. Hypothesis testing uses the t-test to determine students' abilities in doing the posttest between the experimental and control classes. In this

Table 5. T Test Results

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Reading Interest	Equal variances assumed	1,142	,293	12,465	34	,000	27,025	2,168	22,619	31,431
	Equal variances not assumed			11,984	55,888	,000	27,025	2,255	22,388	31,662

There is a difference in the average posttest scores for students in the experimental class and students in the control class, according to the results of the t-test calculation above using SPSS 25. With degrees of freedom $df = (n_1 + n_2) - 2$, where $N = 36$ thus $df = 34$ at $\alpha = 0.05$ got $t_{critical} = 2.032$. If both the value and the significance value are 0.05 , then H_0 is rejected and H_a is accepted. The hypothesis test's computation results were 12.465 , and the two-tailed significant value was 0.000 . Therefore, it may be argued that H_0 is rejected and H_a is accepted based on the results of the t test calculation, which reveal that $(12.465 > 2.032)$ and the significant value (2-tailed) is $0.000 < 0.05$. Students in the control class and those in the experimental class had very different reading interests. To put it another way, kids' interest in reading is influenced by literacy culture through the use of reading corners.

$$\alpha t_{tabel} t_{hitung} \geq t_{tabel} < t_{hitung} t_{hitung} \geq t_{tabel} \geq <$$

By administering a final exam, or posttest, at the conclusion of the conference, researchers are able to gauge the outcomes of their research. The findings demonstrated that, in comparison to classrooms that just used books, pupils' enthusiasm in reading was higher in reading corners. Through the use of reading corners, literacy culture can encourage students to read more actively and enthusiastically because the books there are a variety of engaging storybooks that can also inspire students' creativity, which can further pique their interest in reading and help them concentrate on it. utilization of reading corners, in order to foster a culture of literacy and motivate pupils to take an interest in and participate in reading in reading corners.

As a result of the control class's reliance solely on books for instruction, pupils there are less inclined to read and are less capable of thinking creatively. Many students also don't participate in their education. As a

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result, compared to the experimental class, the control group's students show less enthusiasm in reading.

This is evident from the data analysis carried out by researchers with the posttest scores for the experimental class and control class which are presented in the following table.

Table 4.6 Posttest Analysis of Students' Learning Interest

Statistics	Posttest Results	
	Experimental class (IV A)	Control Class (IV B)
Male Subject	10	7
Female Subject	10	9
Highest Score	100	75
Lowest Score	80	44
Average Score	89.4	62.4

In the table above it can be seen in the experimental class, namely class IV A, totaling 20 students. The results of the posttest in the experimental class obtained the highest score, namely 100, with 1 student and the lowest score, namely 80, with 1 student, with an average of 89.4. In the control class, namely class IV B, there were 16 students, the posttest results in the control class obtained the highest score, namely 75 for 1 student and the lowest score was 44 for 1 student, with an average of 62.4. Based on this analysis, it can be seen that the average value of the experimental class is greater than the control class.

Based on the results of the t-test (hypothesis) calculations, the researcher used a

two-sample t-test (Independent Simple T-test) with the criteria obtained if it means H_a is rejected and vice versa if it means H_o is rejected. From the results of calculations carried out by researchers using SPSS, the value was 12.465, while from the t distribution table it was obtained = 02.032 with a significant value of 0.05. Based on this, it can be seen that = 12.465 = 2.032 so that H_a is accepted and H_o is rejected. $t_{hitung} < t_{tabel}$ $t_{hitung} \geq t_{tabel}$ $t_{hitung} > t_{tabel}$

4. CONCLUSION

It can be inferred from the findings of studies done by researchers utilizing posttest data that there is an impact following the implementation of literacy culture through the usage of reading corners. Analysis has shown that there are differences in the experimental class's and the control class's average scores. The average posttest score for students in the experimental class was 89.4, whereas the average score for students in the control class was 62.4. Consequently, the experimental class's average score was higher than the control class's average. Students' interest in reading is quite strong when they use reading corners to study in experimental courses by completing the offered questionnaire instruments, according to the research data acquired. Based on the data obtained, it is evident that the significance value is 0.000 when compared to 0.05. This indicates that H_a is accepted and H_o is rejected in this instance.

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According to the findings of the analysis conducted to evaluate the research hypothesis, reading corners at SD Negeri 69 Palembang have a major impact on students' interest in reading. This is evident from the t-test findings that were acquired; based on these data, H_0 is rejected since a significant value of 0.000 - 0.05 ($p < 0.05$) is achieved. This indicates that H_a is accepted, and as a result, there is a big difference in learning between pupils in class IV of SD Negeri 69 Palembang who use the reading nook and those who don't.

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