



The Influence of the School Literacy Movement, Reading Interest, and Reading Materials on Reading Comprehension Skill of Class XI Students of MAN Bengkulu City Academic Year 2020/2021

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<http://dx.doi.org/10.18415/ijmmu.v8i9.3002>

Abstract

This study aims to determine the influence of the School Literacy Movement, reading interest, and reading materials on reading comprehension skills. This study uses descriptive method and quantitative approach, and also multiple regression technique. The population in this study amounted to 278 students. The sample is 74 students taken by random sampling. Data collection technique used instruments in the form of questionnaires and tests. The data analysis technique used multiple regression. The results showed that there were (1) significant influence between School Literacy Movement on reading comprehension skill, (2) significant influence of reading interest on reading comprehension skill, (3) significant influence of reading material on reading comprehension skill. Thus, it can be concluded that there is a significant influence of the School Literacy Movement, reading interest, and reading materials simultaneously on reading comprehension skill.

Keywords: *Literacy; Interests; Reading Materials; Reading Comprehension*

Introduction

Improving the quality of education and quality resources produced in the learning process is the basis for the government to make a breakthrough by holding a school literacy movement. The school literacy movement is an effort made so that school residents are literate for life with public involvement. The School Literacy Movement (*Gerakan Literasi Sekolah*) carried out are, 1) Familiarization of fun reading activities in the school ecosystem. 2) Development of reading interest to improve literacy skills. 3) Implementation of literacy-based learning. Reading activities at this stage support the implementation of the 2013 Curriculum which requires students to read non-lesson books which can be books on general knowledge, hobbies, special interests, or multimodal texts, and can also be linked to certain subjects (School Literacy Movement Task Force, 2019:50).

This school literacy movement strengthens the growth of reading habits according to Permendikbud Number 23 of 2015, i.e., the cultivation of character through 15 minutes of non-lesson reading activities before the lesson begins. This is in line with Santrock (2011: 424) who stated that getting students to read every day will help to improve reading skills. The habit of reading if done continuously will build a character of reading interest. Through regular reading activities, it is expected that reading

habits (culture) will grow and students will finally have the skill to understand the contents of the reading. Harjasujana (1991: 4) states that reading ability is determined by 65% intensity, 25% IQ, and 10% environment.

Interest in reading is a feeling of pleasure toward something with high effort. Fostering interest in reading can be done through intensifying reading both fiction and non-fiction reading materials. In line with this, Nurhadi (2010: 14) states that someone who has a high interest and attention to certain reading materials will certainly get a better understanding of the topic compared to people who are less interested in the topic. Becker, McElvany and Kortenbruck (2010) found that reading interest has ongoing positive influences on reading achievement. Thus, children who like to read will be able to develop their creative thinking patterns (Leonhardt, 2001).

Reading comprehension needs special attention. Nurgiyantoro (2010: 369) reveals that reading comprehension should receive special attention because in reading comprehension activities, readers are required to really understand the information and get the right meaning in the reading. In line with this, Subadiyono (2014: 5) states that the reading comprehension process focuses on three aspects, i.e., the text being read, the background knowledge possessed by the reader, and the context (such as region and environment) that are relevant in interpreting the text.

Piaget (in Irwantoro, 2016: 64) states that in the formal operational phase (14 years old to adulthood) they have been able to reason using abstract things and use logic. For the character of students at this stage, the higher the cognitive level of a person, which is the process of finding experience, the more organized and abstract the way of thinking is. At this point, students need to be trained to hone their abstraction skills through reading comprehension. Furthermore, previous studies found that Barrett's taxonomy can be used to determine the ability to understand reading by: (1) literal understanding, (2) reorganization, (3) inferential understanding, (4) evaluation, and (5) appreciation (Hafni, 1981: 33-37; Supriyono, 2008: 1; Tollefson as cited in Subadiyono, 2014: 8; Wibowo et al., 2016: 2396; Ahuja as cited in Junining, 2017:12; Tantri, 2016: 6433).

Abidin (2017: 1) states that literacy is the ability to use language and images in rich and diverse forms to read, write, listen, speak, see, present, and think critically about ideas. This is in line with Freire (2005) who states that literacy has been seen as a social construction and is never neutral. This means that the text written by the author has been shaped according to their position. The author's position includes aspects of beliefs, values, attitudes, social positions, and experiences. Because the position of the writer is different from that of the readers, it is very important for students to develop critical literacy skills. Thus, the School Literacy Movement (GLS) is an overall effort to make schools a learning organization whose citizens are literate for life through public involvement (Faizah et al., 2016; Sutrianto, 2016: 9).

Sinambela in Sudarsana (2010: 4.27) states that reading interest is "a positive attitude and a sense of interest in a person toward reading activities and being interested in reading books". According to Rahim (2008: 28), reading interest is a strong desire accompanied by an individual's efforts to read. A strong interest in reading is manifested in the individual's willingness to get a reading material and then read it on their own motivation. Dalman (2017: 141) states that reading interest is an activity carried out with great diligence in order to build a pattern of communication with oneself to find the meaning of writing and find information to develop intellectually which is done with awareness and feelings of pleasure that arise from within them.

Tarigan (2015: 107) states that basically reading materials are divided into scientific readings (non-fiction) and literary readings (fiction). The word scientific is defined as being scientific or fulfilling the requirements (rules) of science. Scientific reading contains knowledge or information written in straightforward, practical, and efficient reading. Tarigan (2011: 63) further states that non-fiction is an essay whose contents are not fantasy but reality. Literary reading is an essay whose contents are imaginary—it is not an actual reality.

Research Method

The method used in this study is descriptive method and quantitative approach with multiple regression technique. The population of this study was 278 students of year XI MAN 2 Bengkulu City and a sample of 74 students was taken by random sampling. This is done because the sample comes from members of a homogeneous population. The data collection technique used a questionnaire for the variables of school literacy movement, reading interest, and reading materials, and a test for the variable of reading comprehension skill. The data analysis technique used is descriptive and inferential analysis with multiple regression. Prior to the analysis through multiple regression, a prerequisite test was carried out with a normality test and a linearity test.

Research Results and Discussion

The results of the linearity test of the relationship between GLS and reading comprehension skill found an F (Deviation from Linearity) value of 1.233 and a p value (Sig.) of 0.263. The relationship between reading interest and reading comprehension skill has an F (Deviation from Linearity) value of 0.903 with a p value (Sig.) of 0.616. The relationship between reading materials and the ability to read and understand found the value of F (Deviation from Linearity) at 1.648 with a p-value (Sig.) of 0.067. Because the p value > 0.05 , it is said that the relationship between the variables is linear.

The Influence of the School Literacy Movement (GLS) Program on Reading Comprehension Skill

The hypothesis testing in this study is using the t-test. T-test is used to measure the influence of one variable on other variables. In this study, the authors tested the hypothesis of the influence of X_1 (School Literacy Movement) on Y (Reading comprehension skill). The first hypothesis states that there is a significant influence of the School Literacy Movement (GLS) on the students' reading comprehension skill at Madrasah Aliyah Negeri 2 (MAN 2) Bengkulu City. Hypothesis testing was obtained by SPSS 26 program calculation.

The first hypothesis analysis resulted in statistical calculations. The t_{count} value was greater than the t_{table} value with $N=74$ at an error level of 5% ($2.063 > 2.000$) and the p value = 0.043 less than 0.05. The magnitude of the influence is indicated by the correlation value of 0.248. This means that there is the contribution of the school literacy movement variable (X_1) in influencing reading comprehension skill (Y) is 6.15%.

The results of this study prove that there is a significant influence between the school literacy movement (GLS) on reading comprehension skills. The increasing school literacy movement resulted in an increase in students' reading comprehension skills. This is in line with the behavioristic learning theory proposed by Watson (in Irwantoro, 2016: 60) changing behavior can be done through training to familiarize them with the stimuli received. Motivation in reading is needed in order to encourage students to love reading (Wheatley, Gerde, & Cabell, 2016: 83-92).

Reading Interest on Reading comprehension skill

The analysis in the second hypothesis resulted in the contribution of reading interest variables on reading comprehension skill as indicated by statistical calculations. The t_{count} value is greater than the t_{table} value with $N=74$ at an error level of 5% ($2.238 > 2.000$) and the p value = 0.028, or less than 0.05. The magnitude of the influence is indicated by the correlation value of 0.319. This means that the contribution of the school literacy movement variable (X_1) in influencing reading comprehension skill (Y) is 10.2%. The results of this study prove that there is a significant influence between reading interest on reading comprehension skill. Increased interest in reading resulted in an increase in students' reading comprehension skills.

The Influence of Reading Materials on Reading Comprehension Skill

In the third hypothesis analysis, the contribution of the reading material variable to the reading comprehension skill is indicated by the t_{count} value greater than the t_{table} value with $N = 74$, at an error level of 5% ($2.533 > 2.000$) and the p value = 0.014, or less than 0.05. The magnitude of the influence is indicated by the correlation value of 0.300. It means that the contribution of reading material variable (X_3) in influencing reading comprehension skill (Y) is 9%. The increased reading material resulted in an increase in students' reading comprehension skill. This is in line with Rahim's (2008:85) study in which reading material that has an attraction for students will motivate students to read the text seriously, and will further support students' reading comprehension.

The Influence of the School Literacy Movement Program (GLS), Reading Interest, and Reading Materials on Reading Comprehension skill

Hypothesis testing in this study was using Multiple Regression test. Multiple Regression Test was used to measure the influence of three independent variables simultaneously with one dependent variable. In this study, the authors tested the hypothesis of the influence of X_1 (School Literacy Movement), X_2 (Reading Interest), and X_3 (Reading Materials) on Y (Reading comprehension skill). The first hypothesis states that there is a significant influence of the School Literacy Movement (GLS), reading interest, and reading materials on the reading comprehension skill of students in Madrasah Aliyah Negeri 2 (MAN) Bengkulu City. Hypothesis testing was obtained by the calculation from the SPSS 26 program.

The calculation results for testing the significance of multiple correlation coefficients are presented below.

Table 1 Results of Calculation of Correlation Values of School Literacy Movement (X_1), Reading Interest (X_2), and Reading Materials (X_3) on Reading comprehension skill (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	.639	.624	6.23062

- a. Predictors: (Constant), School Literacy Movement (GLS), Reading Interest, Reading Materials
- b. Dependent Variable: Reading Comprehension Skill

Table 4.1 describes the relationship between the School Literacy Movement (GLS), reading interest, and reading materials on reading comprehension skill. The value of the correlation (R) between the School Literacy Movement (X_1), Reading Interest (X_2), Reading Materials (X_3) and Reading Comprehension (Y) is 0.799. Because the value is between 0.6-0.8, the relationship is said to be in a strong (strong) category. The value of the **coefficient of determination** (R Square = R^2) between the School Literacy Movement (X_1), reading interest (X_2), reading materials (X_3) on reading comprehension skill (Y) is 0.639. This means that the contribution of school literacy movement variable (X_1), reading interest (X_2), and reading materials (X_3) to reading comprehension skill (Y) is 63.9%, while 36.1% is influenced by other variables not examined in this study. This shows an increase in school literacy movement, interest in reading, and reading materials.

Table 2 ANOVA Calculation Result of Multiple Correlation Coefficient X_1, X_2, X_3 on Y

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4810.045	3	1603.348	41.302	.000 ^b
	Residual	2717.440	70	38.821		
	Total	7527.485	73			

a. Dependent Variable: Tests

b. Predictors: (Constant), Interest in reading, GLS, reading materials

From the ANOVA test or **F test**, the calculated F value is 41.302 and the F-table is 2.74 with a p-value of 0.000. Because the F-count > F-table or p value < 0.05, the regression model can be used to predict reading comprehension skill. This means that, **simultaneously**, GLS (X_1), Reading Interest (X_2), and Reading Materials (X_3) influence reading comprehension skill (Y). Based on the calculation results, it shows that the hypothesis H_0 is rejected and H_1 is accepted.

Table 3. Multiple Regression Coefficient

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std Error	Beta	T	Sig.
1	(Constant)	3.586	7.358		.487	.628
	GLS	.261	.126	.248	2.063	.043
	Reading Interest	.207	.082	.319	2.533	.014
	Reading Materials	.209	.093	.300	2.238	.028

a. Dependent Variable Testing

Based on Table 4.3, it is obtained the **Multiple Linear Regression equation** between School Literacy Movement (GLS), Reading Interest, and reading materials on reading comprehension skill, i.e., $\hat{Y} = 3.586 + 0.261 X_1 + 0.207 X_2 + 0.209 X_3$.

Reading comprehension is an interactive process involving the reader, the reading, and the context (Silliman & Wilkinson, 2007). Reading comprehension involves the skill to derive meaning from written texts. In its measurement, students' reading comprehension skill can be seen after they understand the reading, either by making a summary orally or in writing or answering several questions that measure students' understanding of reading (Sulikhah, Utomo, & Santoso, 2020).

Conclusion

The results of this study conclude that the school literacy movement (GLS) has an influence on reading ability with a contribution of 6.2%. Furthermore, there is the influence of reading interest on reading comprehension skill. The amount of contribution is 10.2%. There is also an influence of reading materials on reading comprehension skill. The amount of the contribution is 9%. There is a simultaneous influence of school literacy movements, reading interest, and reading materials on reading comprehension skill. The amount of the contribution is 63.9%.

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