



# The Influence of the School Literacy Movement on the Reading Comprehension Ability of Grade III Students

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## ABSTRACT

This research aims to determine the influence of the school literacy movement on the reading comprehension abilities of class III students at SDN 2 Dukuhwidara. This research uses a quantitative approach, data collection techniques using observation, pretest-posttest in the form of essays and documentation studies. The data analysis technique uses prerequisite tests, namely normality, homogeneity, N-gain tests and hypothesis tests, namely correlation tests, regression tests and coefficient of determination tests with the conditions that  $H_a$  is accepted and  $H_o$  is rejected. The results of hypothesis testing based on correlation analysis have a significance value (2-tailed) of  $0.000 < 0.05$ , and have a positive relationship level of 0.807 with very strong criteria. The results of the regression analysis showed a significance of  $0.000 < 0.05$  in the acceptance of  $H_a$  and rejection of  $H_o$ . Based on the results of the coefficient of determination analysis test (R Square) of 0.652, this means that the influence of the school literacy movement on reading comprehension ability is 0.652. Literacy has an important role in the success and progress of education. School literacy movements, if carried out consistently, can build a better understanding of students' academic understanding and the environment around them.

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## 1. INTRODUCTION

Reading is an important skill that is very important for everyone, both now and in the future. Your reading ability is now not limited to reading the sequence of letters into words, a word into sentences, sentences into paragraphs, and paragraphs into words. Readers must be able to understand the meaning of the reading (Tahmidaten & Krismanto, 2020). Reading comprehension is the ability to perceive and understand what is read. Reading activities are not only reading but also understanding what is read (Rismawati, 2016). The Program for International Student Assessment (PISA) 2012 stated that Indonesian students ranked 64th with a score of 396 (OECD average score of 496) (OECD, 2013). A total of 65 countries participated in the 2009 and 2012 PISA. Indonesia's position remained at 64th in the 2015 PISA, with participants from 72 countries. This means that there is an increase in the number of only one, from 396 in PISA 2012 to 397 in PISA 2015. This increase in number was not significant enough when the implementation of the text-based 2013 curriculum had been implemented since 2013 and two years later PISA (text-based) was implemented in 2015. In 2016, Puspendik Kemendikbud in the Indonesia National Assessment Program (INAP) or Indonesian Student Competency Assessment (AKSI) tested reading, math, and science skills in fourth-grade elementary school students. Specifically in reading, the results were 46.83% in the less category, 47.11% in the sufficient category, and only 6.06% in the good category. Based on these conditions, it shows that the literacy skills of Indonesian students are still relatively low and must be improved (Kemendikbud, 2019).

To assist students in cultivating a reading and writing culture in the school environment, the Ministry of Education and Culture launched a school literacy movement in 2013 through Ministerial Regulation No.23 of 2013. Ministerial Regulation No.23 of 2015 also strengthens this school literacy movement (Ansori, 2019). Literacy is closely related to the lives of students, both at home and in the surrounding environment to foster noble character (Rusdiawati & Agustina, 2022). Literacy has become very important in accordance with the educational mandate in Indonesia that education today is mainly at the SD level in learning activities directed at strengthening literacy. Literacy is a concept that has a complex, dynamic meaning that is constantly interpreted and defined in a variety of ways and perspectives. (Hermawan et al., 2020).

Entering the 21st century, students are expected to have the ability to read, write, think critically, solve problems, and understand information. Students must acquire reading skills because they will gain knowledge by reading (Ajnani et al., 2019). Faradina (2017: 61), states that in the school literacy movement at the elementary school level, the habituation stage, students are asked to read non-learning books for fifteen minutes before class starts. This activity requires students to read books every morning before class starts. The books read, apart from textbooks, also contain moral values, and local, national, and global wisdom which are conveyed by the development of elementary school students (Syafitri & Yamin, 2022). To increase one's knowledge, reading is very important. By reading, a person can understand what is written in the text and can express his opinion through writing activities. According to Iskandarwassid (2008: 245), reading is very important for knowledge development because most of the knowledge is transferred through reading. Human resources in developed countries not only enjoy reading, but they are also very used to reading (Afendi et al., 2016).

The aim of the school literacy movement at the habituation stage is to encourage student's interest in reading and reading activities, improve their communication skills, and improve their ability to think critically. At this stage, students' literacy skills are divided into two levels, namely the low-grade level and the high-grade level. Literacy skills in low grades train students to think critically by distinguishing fact and fiction. In addition, honing students' communication skills by expressing empathy for story characters from stories that have been read by students. Literacy skills in secondary schools help students think critically by understanding the types of writing found in media and their purposes. Literacy skills also help them communicate well by teaching them how to tell stories well (Labudasari, 2018). In this activity, educators will only help students read. The goal is for students to learn to work independently. The school literacy movement program is not only successful but also requires proper and sufficient facilities to support it. The availability of books, places to read, and teachers' knowledge about the school literacy movement are facilities that are included in the school literacy movement program (Labudasari & Rochmah, 2019).

As for Somadayo (2011: 11), reading comprehension indicators include the ability to understand the meaning of words, understand the expressions used by the author, the ability to grasp explicit and implied meanings, and the ability to conclude (Kholiq & Luthfiyati, 2020). The ability to read can be interpreted as the ability or potential to be able to understand the information contained in the reading to achieve the goals of reading activities. Understanding reading is closely related to how to find information that can be clearly (explicit) and information that is revealed indirectly and indirectly (implied) from a reading text (Hendrayani, 2017).

Based on the results of interviews with teachers, initial observations at SDN 2 Dukuhwidara, that there was a school literacy movement. Activities in the School Literacy Movement at SDN 2 Dukuhwidara are reading non-learning books before entering the learning activity hours. The School Literacy Movement has not been carried out optimally and has not been implemented or enforced at all grade levels. In addition, another problem is the reading comprehension ability possessed by students. Based on this background, the authors are interested in researching the school literacy movement in elementary schools with the title "The Influence of the School Literacy Movement on the Reading Comprehension Ability of Class III Students at SDN 2 Dukuhwidara". The purpose of this study was to determine the reading comprehension ability of third-grade students at SDN 2 Dukuhwidara before and after the school literacy movement was implemented and to determine the effect of the school literacy movement on the reading comprehension ability of third-grade students at SDN 2 Dukuhwidara.

## 2. METHODS

This study involves quantitative research. Since this method meets scientific criteria such as concrete or empirical, objective, measurable, rational, and systematic, it is considered scientific (Sugiyono, 2019). This research uses the experimental method, the experiment is a method of research conducted with experiment, used to determine the influence of independent/free variables (treatment/treatments) on the dependent variable (result) with controlled conditions. Research design forms Pre-Experimental Designs (non-designs) with

one-Group Pretest-Posttest Designs that are pre-tested before given treatment and post-tested after given treatment (Noermanzah et al., 2023; Sugiyono, 2019).

The population in this study is the whole class III students in SDN 2 Dukuhwidara. Sampling is a sampling technique. This research uses nonprobability sampling techniques with saturated samplings. The reason for using saturated sampling is because the population is relatively small, 20 people less than 30 people, so all members of the population are used as samples. The data collection technique test, test pretest-posttest used in this research is a form of essay that is carried out at the time of pre-action or the end of action which will subsequently the results of this test will be processed to know the influence of school literacy movements on reading students' understanding. As for the instrument, the student's reading and understanding test consists of a total of five essays. Documentation studios as supporting data instruments in this research. Data analysis is an activity that is carried out after all respondents or data sources have been collected. The data analysis techniques used in this study use the SPSS application and the data analysis technique.

### **2.1. Prerequisite Test**

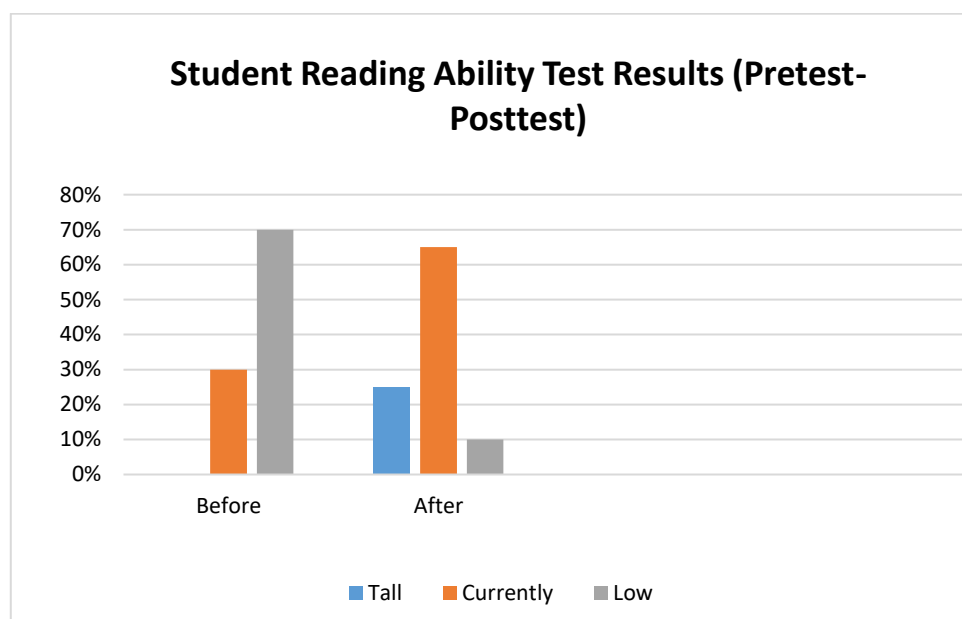
The prerequisite test for the analysis in this study consists of the normality test, the homogeneity test, and the N-gain. Normality tests are performed to determine whether the data distribution is normal or not. Normality of the data is important because with the data distributed normally then can proceed further testing, homogeneity testing is performed to find out variants of samples of the same variants or not is done to know that two or more groups of data samples originate from populations that have similar variants (homogenous). N-gain testing aims to find out the effectiveness of using a method or treatment in one group pretest-posttest design research as well as research using experimental and control groups.

### **2.2 Final Analysis Test**

The final analysis test is useful to find out the conclusion and the accepted hypothesis. This section contains a description of correlation analysis and simple regression analysis. Correlation test with Pearson Product Moment correlation analysis to find the degree of rotation of the relationship between the free variable (X) and the bound variegate (Y) and to know the level of relationship that occurs. The regression analysis with the results of the ANOVA table is used to test whether or not there is an influence if there is only one free variable and one non-free variable by determining the degree of significance or linearity of the regression as well as the determination coefficient testing is performed to find out how much the school literacy movement variable has a contribution or participate in determining how much of the value of the skill readability variable can be seen on the output of the Model Summary. The final analysis test is useful to find out the conclusion and the hypothesis received is on the acceptance of  $H_a$  or rejection of  $H_0$ , or in other words  $H_a$  accepted and  $H_0$  rejected, which means there is a positive and significant difference in the outcome between the school literacy movement versus the student's ability to read comprehension.

### 3. RESULTS AND DISCUSSION

Based on the results of research on the teacher's role in implementing the school literacy movement on students' reading comprehension skills at the habituation stage which is carried out before entering the learning hours by familiarizing students with reading non-learning books (fictional stories) in class III SDN 2 Dukuhwidara has gone well, because the teacher in implementing the movement school literacy is appropriate based on indicators of the school literacy movement at the elementary school level. The researcher found that there was an increase in grade III students' reading in reading comprehension ability after the school literacy movement was implemented. The results of the pretest and posttest tests are presented in the form of a bar chart, see **chart 1**.



**Chart 1.** Student Reading Comprehension Test Results

As many as 20 students were involved in experimenting with the test, and there were three criteria for obtaining a score, namely high, medium, and low criteria. Based on the results of students' reading comprehension skills in the pretest-posttest, there were 6 or 30% of the total students' pretest results into the assessment criteria for the reading comprehension ability test, namely moderate. While the remaining 14 or 70% of students in the criterion test of reading comprehension criteria are low, very less is expected.

The results of the pretest-posttest data analysis of SPSS output calculations based on decision making if called normal or homogeneous have a significance value of  $>0.05$ . Based on the normality test results in the Kolmogorov-Smirnov table in the Sig column. (significance) has a value of 0.158, it can be seen that the significance value is  $0.158 > 0.05$ , and it can be concluded that the residual values are normally distributed. Furthermore, the results of the analysis of the homogeneity test to find out whether the sample variance is the same (homogeneous) or not. The results of the calculation of the SPSS output can be seen that the Homogeneity of Variance table Based on the Mean column in the Sig column. (significance) it is known that the value of the homogeneity test results is 0.062 where the homogeneity value is  $0.062 > 0.05$ . So it can be concluded that the data groups have the same variance and assume homogeneity is fulfilled.

Based on the bar chart above, the results of the study showed that there were differences in students' reading comprehension abilities or improvements in reading comprehension skills before and after the implementation of the school literacy movement which was by the indicators of the school literacy movement at the elementary school level. After implementing the school literacy movement which was carried out for 5 consecutive days and based on the pretest-posttest the researcher found that there was an increase in the reading ability of class III students in reading comprehension ability. The ability to read comprehension possessed by students is proven to increase in solving test questions. There was an increase in students' reading comprehension skills of 5 or 25% of the total students who received N-gain in the high category, there were 13 or 65% of students who obtained moderate N-gain, and there were 2 or 10% of students who obtained N-gain classified as low. Based on the acquisition of N-gain improvement data or N-gain students' reading comprehension, an N-gain of 0.6073 is obtained, where the resulting criterion score is in the range  $> 0.3$  to  $< 0.7$  N-gain normalized scores are categorized as Medium. In the post-test reading comprehension ability of students, there was an increase of 17 students, or 85% of the total students who succeeded in achieving the expected score of the assessment criteria for the reading comprehension ability test. As stated in research conducted by Kholiq and Luthfiyati (2020) that the ability to read comprehension in Somadayo (2011: 11) is the ability to understand the meaning of words, understand the expressions used by the author, the ability to grasp the explicit and implied meanings and the ability to make conclusions. The results of this study are similar to research that has been conducted by (Anjani *et al.*, 2019) that there is an effect of implementing the literacy movement on the reading comprehension ability of fifth-grade students at SD Gugus II Kuta Utara with an F value of 4.459 with a significance value of 0.039 or smaller than 0.05. This shows that the value of F on the dependent variable reading comprehension ability is significant. Therefore  $H_0$  is rejected and  $H_1$  is accepted. The results of the research analysis stated that there was an effect of implementing the school literacy movement on the reading comprehension ability of fifth-grade students at SD Gugus II Kuta Utara.

Based on the results of the final analysis (testing the hypothesis), it is known that there is an effect of implementing the school literacy movement on the reading comprehension ability of third-grade students at SDN 2 Dukuhwidara. The following are the results of result of pearson product moment can be seen **Table 1**, regression analysis result can be seen **Table 2**, and result of determination can be seen **Table 3**.

**Table 1.** Results of Pearson Product Moment correlation analysis

		<b>Correlations</b>	
		<b>School Literacy Movement</b>	<b>Reading Comprehension Ability</b>
School Literacy Movement	Pearson Correlation	1	.807**
	Sig. (2-tailed)		.000
	N	20	20
Reading Comprehension Ability	Pearson Correlation	.807**	1
	Sig. (2-tailed)	.000	
	N	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 2.** Regression Analysis Results

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2671.504	1	2671.504	33.663	.000 <sup>b</sup>
	Residual	1428.496	18	79.361		
	Total	4100.000	19			

a. Dependent Variable: Reading Comprehension Ability

b. Predictors: (Constant), School Literacy Movement

**Table 3.** Results of Determination Coefficient Analysis (*R Square*)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 <sup>a</sup>	.652	.632	8.908

a. Predictors: (Constant), School Literacy Movement

The basis for decision-making is that if the significance value is  $<0.05$ , then the X variable affects the Y variable. If the significance value is  $>0.05$ , then the X variable does not affect the Y variable. Based on the Pearson Product Moment correlation test in the Correlations table it has a Significance value (2-tailed) of  $0.000 < 0.05$ , then the two variables have a relationship or correlation. The level of relationship or correlation between a variable can be seen from the Pearson Correlation column of 0.807, the relationship between the school literacy movement variables and the ability to read comprehension has a relationship or correlation with a very strong level of relationship because the value of 0.807 is in the coefficient interval range between 0.80-1.000 and based on the Pearson Correlation results, it has a positive directional relationship level of 0.807. The results of the school literacy movement regression test with reading comprehension ability, it is known that the output results in the ANOVA table have a significance value of  $0.000 < 0.05$ , so the regression model can be used to predict school literacy movement variables or in other words, there is an influence of school literacy movement (X) on reading comprehension ability (Y). is in the acceptance of  $H_a$  or rejection of  $H_o$ , or other words  $H_a$  is accepted and  $H_o$  is rejected, which means that there is a positive and significant difference in the results between the school literacy movement on students' reading comprehension abilities. This it can be said that the treatment of the school literacy movement influences students' reading comprehension abilities. The test results for the coefficient of determination (R Square) are 0.652 which implies that the influence of the independent variable (the influence of the school literacy movement) on the dependent variable (ability to read comprehension) is 65.2%. This means that the effect of the school

literacy movement on reading comprehension ability is 65.2% while the rest is influenced by other factors.

The results of this study are similar to research conducted by (Anjani *et al.*, 2019) whose results state that there is an effect of implementing the school literacy movement on students' reading comprehension skills. Implementation of the GLS reading habituation stage 15 minutes before learning begins can deepen students' reading comprehension skills to obtain information or knowledge. Likewise the results of research conducted by Wulandari and Haryadi in a study entitled "The Influence of the School Literacy Movement on Reading Interest and Reading Skills of SMAN 1 Purworejo Students" that there is a positive and significant influence between the school literacy movement on reading skills. The regression test shows that the value of  $t_{count} > t_{table}$  ( $6.3397 > 1.980$ ) then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a positive and significant influence of the school literacy movement on reading skills. In addition, an  $R^2$  (R square) value of 0.261 was also obtained, which means that the influence of the school literacy movement variable on students' reading skills was 26.1% and the rest was influenced by other factors outside of the study.

#### 4. CONCLUSION

Based on the research results obtained, the conclusions in this study are as follows (1) there is a change or increase in students' reading comprehension skills after implementing the school literacy movement by the school literacy movement guidelines at the elementary school level. Based on the acquisition of N-gain improvement data or N-gain students' reading comprehension ability, an N-gain of 0.6073 where the resulting criterion score is in the range  $>0.3$  to  $<0.7$  N-gain normalized scores are categorized as Moderate. The results of students' reading comprehension ability after carrying out the posttest test were 17 students or 85% of the total students who succeeded in achieving the expected score of the assessment criteria for the reading comprehension ability test. (2) there is a positive and significant influence between the school literacy movement on the reading comprehension ability of third-grade students at SDN 2 Dukuhwidara. The level of relationship or correlation between a variable has a relationship or correlation has significance value (2-tailed) of  $0.000 < 0.05$  and based on the results of the Pearson Correlation it has a positive directional relationship level of 0.807. Based on the regression analysis, it obtained significant data of  $0.000 < 0.05$  and was at the acceptance of  $H_a$  or rejection of  $H_0$ , which means that there is a positive and significant influence between the school literacy movement on students' reading comprehension abilities. Based on the results of the analysis test (R Square) of 0.652 or 65.2%. This means that the effect of the school literacy movement on reading comprehension ability is 65.2% while the rest is influenced by other factors.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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