

Reading Habits, Interests, and Reading Comprehension of Students
In Schools Implementing School Literacy Movement

Ulfa Khaira¹, Mohammad Harun², Rajab Bahry³

¹ Indonesian Language Education, Universitas Syiah Kuala Banda Aceh, Indonesia
Email: ulfakhaira23@gmail.com

² Indonesian Language Education, Universitas Syiah Kuala Banda Aceh, Indonesia
Email: mohammad_harun@unsyiah.ac.id^{*}

³ Indonesian Language Education, Universitas Syiah Kuala Banda Aceh, Indonesia
Email: rajab_bahry@yahoo.com

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ABSTRACT

This study aimed to describe habits, interests, and reading comprehension of 10th grade students upon the implementation of Gerakan Literasi Sekolah (School Literacy Movement) within the area of Banda Aceh and Aceh Besar. It was conducted applying quantitative approach as a descriptive research. The data were collected from 144 samples from four schools: SMAN 2 Banda Aceh, Unsyiah Laboratory High School, MAS Ruhul Islam Anak Bangsa, and MAS Insan Qurani using tests and questionnaires as instruments. Descriptive statistics as listing, calculating averages, and classifying the score, were used to analyze the data. The result indicated that average mark of reading habit was 61% (moderate category) with each school's score were 59%, 58% , 63%, and 65% respectively. Then, the level of students' reading interest was 67% (moderate category), with each school's score were 65%, 62% , 71%, and 71%. Last, reading comprehension level in these four schools was 61% (moderate category), with each school's score were 40%, 65% , 71%, and 69%. The result led to the conclusion that students from both Islamic schools: MAS Ruhul Islam Anak Bangsa and MAS Insan Qurani achieved higher average scores than the rest two from general high school.

Keywords: School Literacy Movement, Reading Habits, Reading Interest, Reading Comprehension

INTRODUCTION

The publication of Minister of Education and Culture Regulation No. 23 of 2015 concerning the growth of student character is an entry point as an effort to eradicate illiteracy in Indonesia. Based on some international surveys that began in the 21st century by the Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), and

the Program for International Student Assessment (PISA) which measures the level of student literacy in several countries issued some recommendations which can be done to improve the quality of human resources (HR). One of the issued recommendation that based on the survey results is developed countries use literacy measurements as a stepping stone as the improvement process in Education and human resource development. Therefore, given the significance of literacy skills for national

development and for individual well-being, it is important to examine how these skills are distributed across population (Park & Kyei, 2011).

The test result of Program for International Student Assessment (PISA) in 2012 on reading literacy revealed that Indonesia was in the 64th out of 65 countries surveyed. This further proves the assumptions about the low reading habits, reading interest, and reading comprehension among Indonesians. Indonesian students (aged 15 years) obtained literacy scores of 396 which indicated the score was below the standard of 496 (OECD, 2014). The World Economic Forum in 2015 issued a report on skills that must be mastered to face the 21st century includes literacy, competence and character. This issue later pushed the lack of literacy into a national issue. Responding to this situation, the Ministry of Education and Culture of Republic Indonesia initiated a solution called School Literacy Movement (GLS) as outlined in Minister of Education and Culture Regulation No. 23 of 2015 Program has tremendous benefits. This movement is a comprehensive effort involving all school members, teachers, students, parents, and society as part of the education element.

One of the efforts to create a literate or information literate society is to create an environment that allows the literacy culture to grow (Yosal, 2004). It started in the school environment since it directed to provide students with knowledge and to develop their reading habits, interests, and reading comprehension. It is clearly obvious that reading is necessary in determining student success. However, some surveys proved that reading interest among Indonesians categorized low (Tantri & Dewantara, 2017). The lack of reading interest in Indonesia is strengthened by the results of a UNESCO survey in 20122 conducted in ASEAN countries. Reading culture in Indonesia was ranked the lowest with a score of 0.001, which means only 1 out of 1000 Indonesians has a high reading culture (Silvia & Djuanda, 2017). This puts the condition of Indonesian interest in reading in alarming situation. Furthermore, based on the "Most Littered Nation in the World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60 out of 61 countries related to reading interest (Saputri, Fauzi, & Nurhaidah, 2017).

GLS is one of the strategies to improve education quality in Indonesia and to

improve students' habits, interests and reading comprehension. One of the clauses in Permendikbud No. 23 requiring each school to allocate 15 minutes each day to read non-learning books. Besides, GLS program is a structured, massive, and sustainable program to get students accustomed reading every day to grow their habits and interests and become lifelong readers and learners. Nevertheless, schools also require to develop various models of practice and strategies for the GLS program that the government has designed. One of them is the adjustment of the GLS program in each school including adjusting to school facilities, such as libraries. So, classroom teachers are not the only literacy educators in the schools but also the librarians. The researcher supports the contention that they can play an important role in supporting learning in literacy and literature (Merga, 2019).

The School Literacy Movement is an effort to create a school as a lifelong learning organization (Hardiningtyas, 2016). In its implementation, GLS based on the following principles, (1) running according to the development stage that targeted and predictable, (2) balanced, (3) integrating with the curriculum, (4) reading and writing activities could be done anywhere, and (5) developing awareness on diversity. Students' Habits, interests, and comprehension in reading is one of the benchmarks for preparing excellent students. Literacy culture in schools plays a crucial role in building education quality. Leaving aside the culture or literacy movement in schools is a blunder. Recently, not all schools and teaching staff have a concern for reading habits, reading interest, and students' reading comprehension. This is a consequence of the weak literacy activities in the school environment.

The ability to access, understand, and use information properly is part of literacy. According to Cooper (1993) literacy comes from the word literacy which means literate, or proficiency in reading and writing. It means, the basic concept of literacy-related is all the activities made in understanding and mastering information. All these efforts become a habit or culture. Baynham (in Kusmana, 2017) explains that based on the context of its use, literacy is a several skills integration, listening, speaking, writing, reading, and critical thinking skill. Furthermore, Marfu'i (2016) states that

sensitivity needed in understanding a text that is indirectly presented because it is not spoken about the relationships between textual conventions and the context usage as well as the ideal ability to reflect critically about those relationships. Literacy quality is closely related to literacy activities that are built-in gradually from planning to evaluation.

Burghardt (in Syah, 2005) explains that habits occur because of the response tendency shrinkage by using stimulation repeatedly. In the learning process, reading is an essential activity. Reading is an activity and process used by the reader to obtain the message conveyed by the author through words or written language. The ability to read is the foundation to create reading habits. Soedarso (2004) mentions that time to read must be allocated each day. The ability to read and write is the main requirement for building civilization. Rahim (2011) explains that a determination realized by the willingness to get reading materials and intentionally read them is evidence that someone has an interest in reading. Interest is a form of astonishment in an activity indicated by the tendency to pay attention to the activity without instructions and consciously do it. Reading interest someone's determination to read other parties' compulsions. Most people assume that literacy issue is trivial because there are tremendous other things that students required to master.

Anderson (1984) explains that reading is a complex skill that requires coordination of a number of interrelated information sources. The literacy aspects measured in reading are comprehension, application, and reflection in written form. Based on the explanation above, it concluded that reading comprehension is a process to comprehend the reading contents, scan the cause-effect relationships, differences and similarities in a passage, conclude the reading, and to reflect things that read. Reading comprehension is an important precursor of critical reading. Critical reading is an important skill to support critical writing. Students who have the ability to read critically understand text that reads, capable of assessing an argument based on evidence and scientific arguments, and able to take the decision to accept or reject the arguments, opinions and conclusions of the text being read (Sawuno, 2016). Critical reader will understand the meaning content of the sentence,

the content of reading and also "beyond the line".

Aceh is one of the provinces that has implemented GLS program, especially Banda Aceh City and Aceh Besar. Schools implementing GLS has also implemented various literacy activities and programs. Schools that have implemented GLS are State High School 2 (SMAN 2) Banda Aceh, Laboratory High School of Syiah Kuala University Banda Aceh, Private High School Ruhul Islam Anak Bangsa Aceh Besar, and Private High School Insan Qurani Aceh Besar. It assumed that schools implemented GLS program will improve their students' reading habits, interests, and reading comprehension. For this reason, this research is interesting to find out the increased reading habits, interests, and reading comprehension of students after GLS program implemented.

Research on reading habits, interests, and reading comprehension high schools implemented GLS in Banda Aceh and Aceh Besar has never been conducted. So far, there have been several studies related to GLS, but none of them examined all three aspects collectively. In addition, other researchers only conduct research at the elementary and secondary levels. Meanwhile, this research focuses on aspects of students' reading habits, interests, and reading comprehension collectively because one aspect is closely related and influence another aspect.

METHOD

Explains that quantitative research is a research designed to examine a particular population or sample using research instruments as a data collection tool (Sugiyono, 2014). Furthermore, Sukmadinata (2010) explains that descriptive methods intended to describe natural and conjectural phenomenon.

The population in this study was 671 students of X grade from SMAN 2 Banda Aceh, Unsyiah Laboratory High School, MAS Ruhul Islam Anak Bangsa, and MAS Insan Qurani academic year 2018/2019. Meanwhile, 114 research samples determined by a random sampling technique. Each 114 students represented one class from each school studied. The detailed research population presented in table 1 below.

Table 1. The Total of Research Population and Sample

No.	School Initials	Grades	Populations	Samples
1	SMAN 2 Banda Aceh	X	209	XIPS 2
	Unsyiah Laboratory High School			
2		X	141	X MIA 2
3	MAS RIAB	X	210	X MIA 4
4	MAS Insan Qurani	X	111	X IPA 2
Total			671	114

This research data obtained from questionnaire and test instruments. The questionnaire used to obtain data on students' reading habits and interests. The instrument of reading habits and interest in this research had validated and relied on Bahry's research (2000). Meanwhile, tests used to obtain data related to students' reading comprehension. The questions in this test were obtained by Harsiati (2018). In this research, there were two data collection techniques, questionnaire and test. The questionnaire contains questions aimed to collect data on students' reading habits and interests. Furthermore, the use of test techniques was to determine students' reading comprehension.

The data analysis technique in this research is a quantitative descriptive analysis technique with the following steps (1) listing a raw score list, (2) calculating the average student score, and (3) drawing conclusions. The basic assumption in this research is that students have followed and run every GLS program. The research hypothesis is students have good reading habits, interests, and comprehension after GLS program implementation.

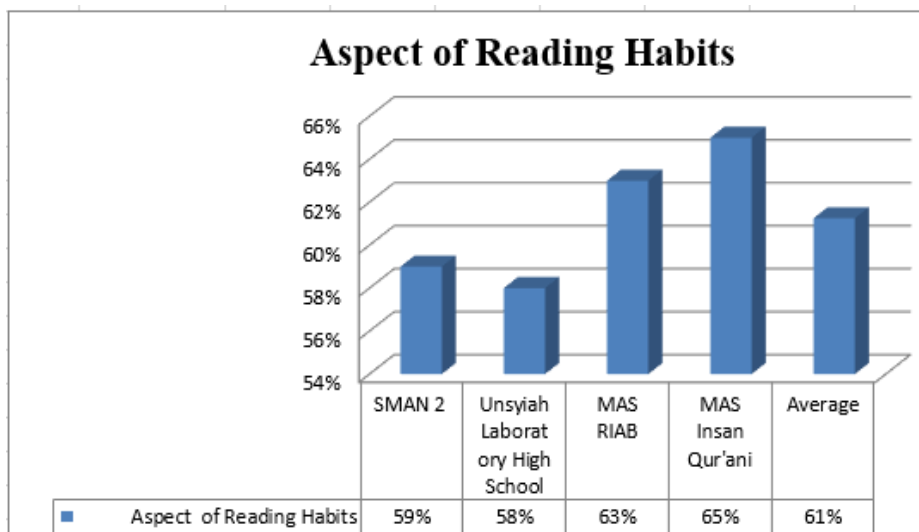
RESULTS AND DISCUSS

Results

Research results indicated that the level of reading habits, interests, and comprehension of X grade students at high schools implementing the School Literacy Movement program (GLS) varied and had not reached the maximum result.

First and foremost, the average mark of reading habits obtained by the four schools is 61% (moderate category) and the average mark of X grade students' reading habits in each school was also in the moderate category, 59% in SMAN 2 Banda Aceh, 58% in Unsyiah Laboratory High School, 63% in MAS RIAB, and 65% in MAS Insan Qurani. Second, the level of students' reading interest in those four schools was 67% (moderate category), while the average mark of students' reading interest in each school was categorized moderate and good, 65% in SMAN 2 Banda Aceh, 62% in Unsyiah Laboratory High School, 71% in MAS RIAB, and 71% in MAS Insan Qurani. Last, reading comprehension level in these four schools was 61% (moderate category), while the average mark for reading comprehension of X grade students in each school was categorized moderate and good, 40% in SMAN 2 Banda Aceh, 65% in Unsyiah Laboratory High School, 71% in MAS RIAB, and 69% in MAS Insan Qurani. For further details, it can be observed in Graph 1, Graph 2, and Graph 3 below.

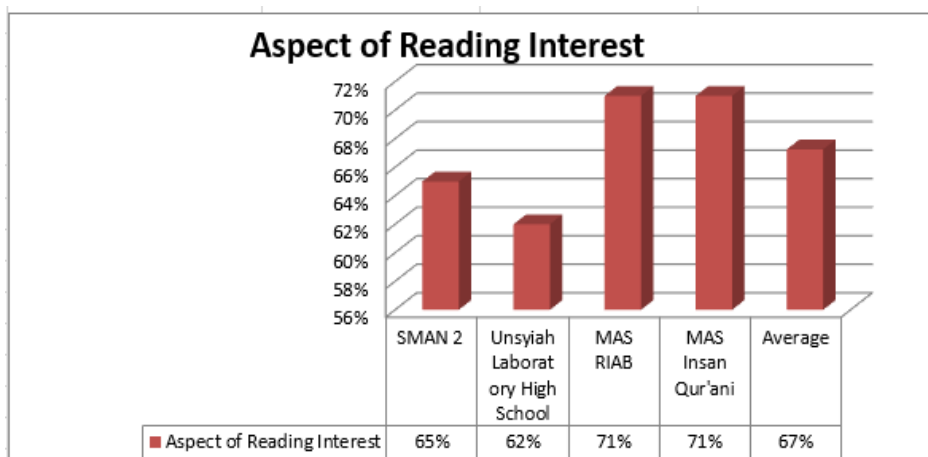
Graph 1 revealed that the average mark of reading habits obtained from the four schools was 61%. The average mark of reading habits of grade X students was 59% in SMAN 2 Banda Aceh, 58% in Unsyiah Laboratory High School, 63% in MAS RIAB, and 65% in MAS Insan Qurani. The highest score of reading habits aspect obtained from the MA Insan Qurani, while the lowest score obtained from the Unsyiah Laboratory High School. Thoroughly, reading habits in those four schools were in the moderate category.



Graph 1. Classification Level of Students Reading Habits in Four Schools Implementing GLS

Graph 2 explained that the average mark of reading interest attained from the four schools was 67%. The average mark of students' reading interest was 65% in SMAN 2 Banda Aceh, 62% in Unsyiah Laboratory High School, 71% in MAS RIAB and MAS Insan Qurani. The highest score of reading interest achieved by MAS

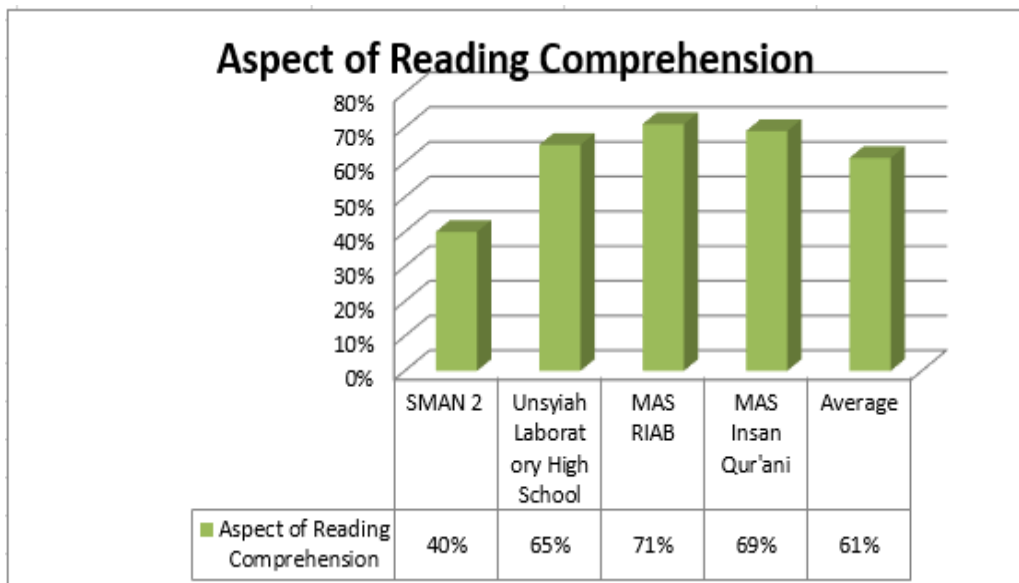
RIAB and MAS Insan Qurani schools, while the lowest score achieved by Unsyiah Laboratory High School. Thoroughly, reading interest categorized moderate in SMAN 2 Banda Aceh and Unsyiah Laboratory High School, while it categorized good in MAS RIAB and MAS Insan Qurani.



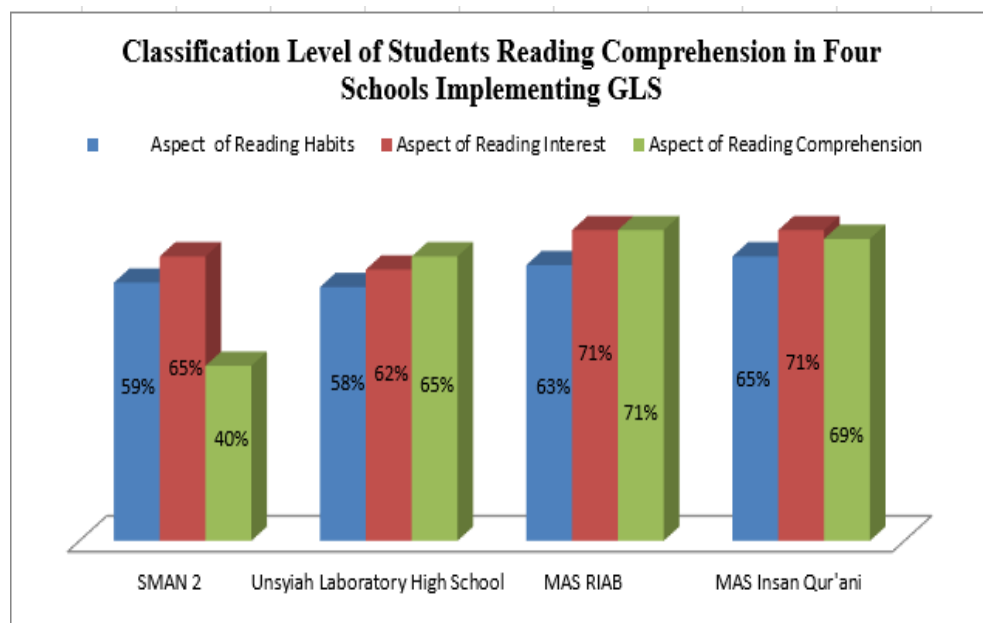
Graph 2. Classification Level of Students Reading Interests in Four Schools Implementing GLS

Graph 3 showed that the average mark of reading comprehension acquired from the four schools is 61%. The average mark of students' reading comprehension was 40% in SMAN 2 Banda Aceh, 65% in Unsyiah Laboratory High School, 71% in MAS RIAB, and 69% in MAS Insan Qurani. The highest score in reading comprehension aspects achieved by MAS RIAB school, while the

lowest score was from SMAN 2 Banda Aceh. Comprehensively, reading comprehension in the four schools is in the moderate category for SMAN 2 Banda Aceh, Unsyiah Laboratory High School, MAS IQ, while MAS RIAB classified into good category. Students Reading comprehension can be comprehended in the following Graph 4.



Graph 3. Classification Level of Students Reading Comprehension in Four Schools Implementing GLS



Graph 4. Classification Level of Students Reading Comprehension in Four Schools Implementing GLS

Thoroughly, base on the research results, it concluded that grade X students at SMAN 2 Banda Aceh, Unsyiah Laboratory High School, MAS RIAB, and MAS IQ had not reached the criteria or did not have adequate abilities in the aspects of reading habits, interests, and comprehension despite of GLS program implementation.

Discussion

Based on data analyzed, it concluded that reading habits, interests, and comprehension of grade X students in SMAN 2 Banda Aceh, Unsyiah Labotarory High School, MA RIAB, and MAS IQ were inadequate. Achieved Scores in each school were in moderate and good category. However, being reviewed comprehensively, the score achieved by four schools were in moderate category. Reading

habit scores ranged from 58% (moderate category) to 65% (moderate category), reading interest scores ranged from 62% (moderate category) to 71% (good category) and reading comprehension scores ranged from 40% (Moderate category) to 71% (good category). Therefore, it summarized that students' competencies in high school implementing GLS on these three aspects were inadequate as it has not reached the maximum score to be classified into a very good category which ranged from 85% to 100%. The following was a discussion of the three aspects. Overall, students' reading habits, interests, and comprehension in the four schools were all in the moderate category. According to the average scores, it concluded that although the four schools have implemented GLS, the level of reading habits, interests, and reading comprehension was not optimal and adequate. This was the effect of incompetence in mastering the indicators or criteria so students did not have good reading habits, interests, and reading comprehension.

Some previous studies on literacy are as follows. Faradina's research results (2017) showed that the implementation of the GLS program at SDIT Muhammadiyah An-Najah Jatinom was included in the good category because it succeeded in increasing students' reading interest. The study has similar results to the study of Syawaluddin & Nurhaedah (2018), based on the results of the study it can be concluded that the School Literacy Movement (GLS) has an influence on the literacy ability of students in Gunung Sari I. Elementary School, Makassar City. This can be seen from the difference in reading ability of students in Gunung Sari I Elementary School in Rappocini District, Makassar City before and after the implementation of GLS (reading activities 15 minutes before learning) which increases. On the other hand, Puspita, et al. (2017) in the study found that it has a significant influence to improve reading comprehension of 5th grade students in class after applying GLS on ITL learning that is able to overcome the literacy gap that exists among students due to diversity in backgrounds. Meanwhile, a research of Yulianto (2017) found that in the process of implementing School Literacy Movement (SLM), the school preparation phase has been implemented. In school literacy activities, SD Laboratorium Unesa is in the development stage while SD Ampenan 21 is at the learning stage. There are different obstacles and supporters in

the implementation of the School Literacy Movement. In addition, Harsiati (2018) examined reading comprehension of Indonesian students tested by the OECD in PISA on high school level students (students aged 15 years). The results of this study indicate that reading comprehension of Indonesian students ranked 64th out of 65 countries participating in PISA with a score of 396. Unlike study in 2015 which showed that reading comprehension of Indonesian students ranked 61st out of 70 countries with a score of 397. Further, Bahry (2000) examined the effectiveness of a reading corner program on improving students' reading habits and interests. The results showed that the reading corner activity which is one GLS programs effectively improve students' reading habits and interests. This seen from the increased visitor to the library, variations in reading, reading frequency, time spent reading, and an increase in activities that indicate reading, pleasure, and the need for reading.

CONCLUSIONS AND SUGGESTIONS

Based on the research results and discussion, the following conclusions were drawn. First, the reading habits, interests, and reading comprehension level of 114 grade X students in SMAN 2 Banda Aceh, Unsyiah Laboratory High School, MAS Ruhul Islam Anak Bangsa, and MAS Insan Qurani were in the moderate category with class intervals of 56%-69%. Second, the reading habits of the four schools are 61%. The highest reading habit score achieved by MAS Insan Qurani, while the lowest one achieved by Unsyiah Laboratory High School. Third, the average level of reading interest was 67%. The highest reading interest score obtained by both MAS Ruhul Islam Anak Bangsa and MAS Insan Qurani, while the lowest score obtained by Unsyiah Laboratory High School. Fourth, the average level of students' reading comprehension in the four schools was 61%. The highest reading comprehension score collected by MAS Ruhul Islam Anak Bangsa, while the lowest score was collected by SMAN 2 Banda Aceh. Therefore, the level of reading habits, interests, and reading comprehension did not reach the maximum results. According to these averages, it concluded that although the four schools had implemented the GLS program, the reading comprehension level was maximized and adequate.

There are several suggestions that beneficial to improve reading habits, interests, and reading comprehension of students in schools implementing the School Literacy Movement. First, government, teachers, and other authorities expected to direct, guide, encourage and evaluate the issues related to the School Literacy Movement in improving students' reading habits, interests and reading comprehension. Second, strategies to foster a literacy culture in schools need to be reviewed, such as promoting the libraries as a comfortable place to read, adding the book collections, and presenting interesting and creative activities. Third, design a sustainable GLS program to familiarize it and encourage students to build reading habits and reading interests.

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