
**EFFECTIVENESS OF READING AREA PROGRAM IN IMPROVING
ENGLISH STUDENTS' READING LITERACY FOR CLASS IX STUDENTS
AT MTSN 1 MEMPAWAH IN 2024**

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Abstract

This study aimed to analyse the effectiveness of the Reading Area Program in increasing students' literacy reading in class IX at MTs N 1 Mempawah. This study employs a quantitative approach with a pretest and posttest design. The data were collected through a questionnaire that measures students' interest in reading before and after the program is implemented. As well as interviews to get students' perspective about the experience they had following the program. The result of this research shows that there is significant improvement in interest of reading students, with improvement after following the Reading Area Program. In addition, about 80% of students report that they are more motivated for reading, and 85% of students read more often after the program. From the findings of this research, it can be concluded that the Reading Area Program is effective in increasing literacy reading among students. Research this recommendation: develop more carry-on programs and training for teachers to maximise positive impact on reading culture at school. With this, it is hoped that this program can contribute to the improvement of quality education and literacy in Indonesia.

Keywords: Reading Area Program, Literacy Reading, and Reading Interest.

A. Introduction

Reading literacy in English is a very important skill for developing the students' knowledge of English, especially reading skills. This ability includes the ability to understand, analyze, and apply information contained in reading texts. In Indonesia, this ability to read students, especially in the English language, still becomes quite a big challenge. Based on international surveys like the Progress in International Reading Literacy Study (PIRLS) and the Program for International Student Assessment (PISA), the results obtained show that the ability to read literacy in Indonesian students, in particular in foreign languages, is still low if compared to other countries.

One of the main reasons low-ability students have difficulty reading is the lack of opportunity and encouragement to train reading in meaningful and relevant

contexts. In many schools, learning English tends to focus on grammar and conversation aspects, while reading skills are often overlooked. On the other hand, the factor of supportive environment literacy, such as access to interesting and varied reading material, is also still limited. MTs N 1 Mempawah, as the best example of an educational institution in the Regency of Mempawah, West Kalimantan, is facing challenges similar in effort to increase the ability to read English among students. For that, one of the programs implemented is the Reading Area Program, a creation-focused approach to supportive learning habits in students' reading.

This program aims to provide comfortable space and resources for interesting reading for students, as well as push them to be more active in reading activities. In it, students are given access to various reading materials in English, which are not only limited to textbooks but also include articles, short stories, comics, and other relevant sources.

The researcher expected to give a description of how this program influences improvement skills in reading students, especially in matters of understanding text (reading comprehension) and skills related to vocabulary and skills analysis text. With measured results from the implementation of this program, it is hoped that more effective solutions can be found to increase literacy in reading English in Indonesian schools, especially at MTs N 1 Mempawah.

A number of studies have been done about the utilization of the reading corner, including "The Influence of the Class Reading Corner Program towards the Literacy Movement School in the Library of MTSN 4 Banda Aceh". Which was conducted by Wahyuni Ulandari. The results of the study show that movement literacy through corner reading interests students more, as well as knowledge of students to information obtained through collection that is read; the more they read, the more they grow and develop widely.

Based on the researches previously, the researcher interested to do research at MTs Negeri 1 Mempawah, which is a school the already start implement corner program reading. So, from that, interest reading can more improved again if supported by the program, not only from the teacher or parent motivation only.

Therefore that, researcher want to see efforts and problems that arise in utilise corner read.

This study aims to improve students' reading skills, which in turn can increase their self-confidence and motivation to learn. More literate students will be better prepared to face academic challenges in the future. The findings of this study can provide input for policymakers in the field of education to formulate more effective policies in improving reading literacy in schools, especially at the secondary level. This research can be a basis for further research on other literacy programs, as well as providing an overview of the factors that influence the success of similar programs in various educational contexts.

B. Research Methods

This study used a quantitative method with a descriptive approach. The design of this study aims to describe and analyze the effectiveness of the Reading Area Program in improving students' reading literacy. By using a questionnaire distributed online, researchers can collect data from respondents more efficiently and quickly. This study will also involve data analysis to identify the relationship between participation in the program and improved reading skills. The object of this study covers all related elements of the Reading Area Program and how the program works to contribute to improved literacy in reading students. The subject of research is students in Class IX at MTs N 1 Mempawah who participated in the Reading Area Program. The subject of this study was chosen based on the following criteria:

The students aktive in follow the Reading Area Program. The students involved direct in the program that will made into subject research, so that the data obtained relevant and able give accurate depiction about program effectiveness.

Amount Subject: 80 students will made into as sample for fill in questionnaire distributed by Google Form. Selection sample this done with random sampling technique for ensure that every student own equal opportunity for involved in study.

Demographic characteristics: Researchers will also record students' demographic characteristics, such as age, gender, and educational background, to analyze whether these factors influence reading literacy outcomes.

In research this, quantitative data will obtained through questionnaire distributed to students. Questionnaire This will covers questions that use Likert scale for measure level agreement student to related statements with interest read , habits reading , and views they towards the Reading Area Program.

The population of this reseacrh are all the students class IX at MTs N 1 Mempawah which consists of approximately 170 students. The sample was taken use random sampling technique (talking sample random) for ensure that every student own equal opportunity to selected . From the total population, as many as 80 students will made into as sample for fill in questionnaire. Selection samples this aiming for get representative data about effectiveness of the Reading Area Program.

The instruments used is questionnaire distributed via Google Form. The questionnaire consists of 20 question items that used yes and no for measure level agreement students to statements given, such as interest read, habits reading, and views they towards the Reading Area Program. Example of items in questionnaire: "I feel more motivated for read after follow the Reading Area Program." (Yes = Strongly Agree, No = Strongly Agree) Questionnaire this designed for collect relevant and able data reliable about literacy read students. In addition, the questionnaires will covers question demographic for understand background behind students, such as age, type gender, and frequency read before follow the program.

C. Discussion

In this research, the researcher found the result of the students' understanding of the reading area. It means that from the results of students instruments, the researcher found that the reading area program is effective for reading students. It is shown based on the results of student questionnaires. This study will not only measure the results of the program but will also provide an overview of students experiences and how the program can be improved in the future. Through a comprehensive analysis, it is hoped that the results of this study can provide a positive contribution to the development of educational practices in the field of literacy.

Presentation of basic data in study this covers information important related with the Reading Area Program and its impact to literacy read student class IX at

MTs N 1 Mempawah . This basic data will be presented in the form of tables and descriptions to provide a clear picture of the research results.

1. Respondent Demographic Data

Category	Number Of Students	Percentage%
Gender		
Man	40	50%
Woman	40	50%
Total	80	100%

They are the result of the students questionnaire:

Timestamp	Do you like reading books?	Do you like reading in a quiet and comfortable place?
04/12/2024 7:55:37	Yes	No
04/12/2024 7:56:51	Yes	No
06/12/2024 8:23:49	Yes	Yes
06/12/2024 8:26:22	Yes	Yes
06/12/2024 8:38:50	Yes	Yes
06/12/2024 8:42:57	Yes	Yes
06/12/2024 8:47:25	Yes	Yes
06/12/2024 8:47:27	Yes	Yes
06/12/2024 8:47:39	Yes	Yes
06/12/2024 8:48:04	Yes	Yes
06/12/2024 9:03:14	Yes	Yes
06/12/2024 9:03:36	Yes	Yes
06/12/2024 9:40:28	Yes	Yes
06/12/2024 15:04:07	Yes	Yes
06/12/2024 15:05:02	Yes	Yes
06/12/2024 15:10:27	Yes	Yes
06/12/2024 15:11:43	Yes	Yes
06/12/2024 15:17:28	Yes	Yes
06/12/2024 15:32:48	Yes	Yes
06/12/2024 15:35:59	Yes	Yes
06/12/2024 15:42:34	Yes	Yes
06/12/2024 15:43:35	Yes	Yes
06/12/2024 15:47:05	Yes	Yes
06/12/2024 16:11:15	Yes	Yes
06/12/2024 16:29:42	No	Yes
06/12/2024 17:02:52	Yes	Yes
06/12/2024 19:23:42	Yes	Yes
09/12/2024 19:21:51	Yes	Yes
17/12/2024 18:54:15	Yes	No

Timestamp	Do you like reading books?	Do you like reading in a quiet and comfortable place?
04/12/2024 7:55:37	Yes	No
04/12/2024 7:56:51	Yes	No
06/12/2024 8:23:49	Yes	Yes
06/12/2024 8:26:22	Yes	Yes
06/12/2024 8:38:50	Yes	Yes
06/12/2024 8:42:57	Yes	Yes
06/12/2024 8:47:25	Yes	Yes
06/12/2024 8:47:27	Yes	Yes
06/12/2024 8:47:39	Yes	Yes
06/12/2024 8:48:04	Yes	Yes
06/12/2024 9:03:14	Yes	Yes
06/12/2024 9:03:36	Yes	Yes
06/12/2024 9:40:28	Yes	Yes
06/12/2024 15:04:07	Yes	Yes
06/12/2024 15:05:02	Yes	Yes
06/12/2024 15:10:27	Yes	Yes
06/12/2024 15:11:43	Yes	Yes
06/12/2024 15:17:28	Yes	Yes
06/12/2024 15:32:48	Yes	Yes
06/12/2024 15:35:59	Yes	Yes
06/12/2024 15:42:34	Yes	Yes
06/12/2024 15:43:35	Yes	Yes
06/12/2024 15:47:05	Yes	Yes
06/12/2024 16:11:15	Yes	Yes
06/12/2024 16:29:42	No	Yes
06/12/2024 17:02:52	Yes	Yes
06/12/2024 19:23:42	Yes	Yes
09/12/2024 19:21:51	Yes	Yes
17/12/2024 18:54:15	Yes	No

Do you like reading area?	Do you enjoy studying in the reading area
Yes	No
Yes	No
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	No
Yes	Yes
Yes	Yes
Yes	Yes
Yes	No
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes

Do you think the reading corner is effective as a pl	What books do you like to read?
Yes	English book
Yes	history book
Yes	novel
Yes	comic
Yes	novel
Yes	novel
Yes	comic
Yes	history book
Yes	comic
Yes	novel
Yes	English book
Yes	English book
Yes	comic
Yes	comic
Yes	comic
Yes	novel
Yes	comic
Yes	comic
Yes	English book
Yes	novel
Yes	novel
Yes	comic
Yes	novel
Yes	English book
No	history book
Yes	novel
Yes	novel
Yes	novel
No	novel

Do you think that the reading corner program incre	Have you ever read the English guide book in the r
Yes	No
Yes	No
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	Yes
Yes	No
Yes	Yes
Yes	Yes
Yes	Yes
No	Yes
Yes	Yes
Yes	Yes
Yes	No
No	No
Yes	Yes
Yes	Yes
Yes	Yes
No	No
Yes	Yes
Yes	Yes
Yes	No
Yes	No

No	Question	After Program (Percent)
1.	Do you like reading books?	92.9%
2.	Do you like reading in a quiet and comfortable place?	92.9%
3.	Do you like reading area?	92.9%
4.	Do you enjoy studying in the reading area	92.9%
5.	Do you think the reading corner is effective as a place to study?	92.9%
6.	What books do you like to read?	92.9%
7.	Do you think that the reading corner program increases your literacy and knowledge, especially in English lessons?	92.9%
8.	Have you ever read the English guide book in the reading area?	92.9%

2. Student Feedback

From the interviews conducted with 5 students, here are some key points that were revealed:

Experience: 80% of students feel that the Reading Area Program improves interest they for read.

a. Reading Material: 70% of students liked the variety of book genres provided, including fiction and non-fiction.

b. Habit Change: 60% of students reported that they started reading more books outside of school hours.

3. Frequency Improvement Skills Read

a. 80% of Students report improvement motivation for read after follow the program.

b. 85% of Students state read more often after follow the program.

4. Experience Positive Student

a. Most of the students disclose experience positive related to the Reading Area Program.

b. Student feel more interested For read and have more access good to various type book .

5. Reading Material Feedback

a. Students enjoy the variety of book genres offered, such as fiction, non-fiction, and motivational books.

b. Students feel the reading material is relevant and suits their interests.

6. Changes in Reading Habits

Many students reported changes in reading habits, such as reading outside of school hours and making reading a routine activity.

Research result this show that the Reading Area Program is effective in increase literacy read student grade IX at MTs N 1 Mempawah. Increased interest in reading, reading frequency, and changes in students' reading habits are indicators of the success of the program.

D. Conclusion

In general overall, analysis results study show that the Reading Area Program is effective in increase literacy read student class IX at MTs N 1 Mempawah. Improvement average interest score read, frequency reading, and changes habit read student become indicator program success.

In this research, the reeseacrher conclusions from the research results and suggestions that can be given based on the findings obtained will be presented. This conclusion aims to summarize the research results and provide recommendations for further development. Based on the analysis of research results regarding the effectiveness of the Reading Area Program in improving reading literacy of grade IX students at MTs N 1 Mempawah, it can be concluded that:

Increasing Reading Interest: The Reading Area Program was a success increase interest read students. Average score interest read student increase show that student feel more motivated for read after follow the program. This is show that this program effective in interesting attention students and encourage they for more active in activity read.

Changing Reading Habits This program not only increases interest in reading, but also changes students' reading habits. Many students have started reading outside of school hours and made it a routine activity. This show that the Reading Area Program was successful create culture read more good among student.

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