

**THE EFFECT OF LITERACY PROGRAM ON STUDENTS' READING
HABIT OF THE SEVENTH GRADE AT
SMPN 1 JENANGAN**

THESIS



By

LILIK SISKAYANTI

NIM: 210915034

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
JUNI 2019**

ABSTRACT

SISKAYANTI, LILIK. 2019. *The Effect of Literacy Program on Students' Reading Habit of the Seventh Grade at SMPN 1 Jenangan.* Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies Ponorogo. Advisor Pryla Rochmahwati, M.Pd.

Key Word: Literacy Program and Students' Reading Habit

Literacy is the ability access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and / or speaking. Literacy is not only about reading and writing. Literacy is also about the text and the reader, student and teacher, classroom and community, in local, regional, and international areas. Reading habit is a scholarly activity which is conceivable just if a man has shaped the habit for reading and rehearsing it since adolescence. The reading habit alludes to the recurrence of reading, and the normal time spent on reading materials.

The purpose of this research is to examine whether there is any significant effect of literacy program on the students' reading habit of seventh grade at SMPN 1 Jenangan.

This research applied quantitative approach and used the ex-post facto design. The population was taken 150 from the seventh grade students of SMPN 1 Jenangan Ponorogo in academic year 2018/2019. The number of the sample in this research were 54 students. The sampling technique used proportionate sampling. The procedure of data collection were questionnaires. It employ t-test formula to analyze the data.

The result of the research showed that the comparison value (t_0) between literacy program and students' reading habit was 6,390. This is higher than (t_t) value in the table, which is (t_t) = 2,01 at the level of significant 5% with db=53. It showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore it can be conclude that there is positive or significant effect of literacy program on students' reading habit of seventh grade at SMPN 1 Jenangan in academic year 2018/2019.

APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name : Lilik Siskayanti
Student Number : 210915034
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Effect of Literacy Program on Students' Reading
Habit of the Seventh Grade at SMPN 1 Jenangan

Has been approved by the advisor and is recommended for approval and acceptance.

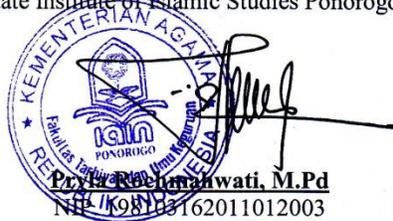
Advisor



Prvla Rochmahwati, M.Pd
NIP. 198103162011012003

Ponorogo, 15 Mei 2019

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Prvla Rochmahwati, M.Pd
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
RATIFICATION**

This is to certify that *Sarjana*'s thesis of:

Name : Lilik Siskayanti
Student Number : 210915034
Faculty : Tarbiyah and Teacher Training
Department : English Education Department
Title : The Effect of Literacy Program on Students'
Reading Habit of the Seventh Grade at SMPN 1
Jenangan

Has been approved by the board of examiners on

Day : Wednesday
Date : June 19 2019

And has been accepted as the requirement for the degree the
Sarjana in English Education on

Day : Tuesday
Date : June 25 2019

Ponorogo, 25 June 2019

Certified by

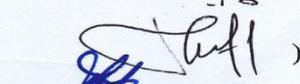
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo



Dr. W. Agadi, M.Ag

NIP. 196312171997031003

Board of examiners

1. Chairman : Nurul Khasanah, M.Pd ()
2. Examiner I : Dr. Harjali, M.Pd ()
3. Examiner II : Pryla Rochmahwati, M.Pd ()

SURAT PERSETUJUAN PUBLIKASI

Yang Bertanda tangan di bawah ini:

Nama : Lilik Siskayanti
NIM : 210915034
Fakultas : Tarbiah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : The Effect of Literacy Program on Students' Reading Habit of the Seventh Grade at SMPN 1 Jenangan

Menyatakan bahwa naskah skripsi / tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 25 Juni 2019

Penulis



Lilik Siskayanti

PERNYATAAN KEEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Lilik Siskayanti

NIM : 210915034

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Effect of Literacy Program on Students' Reading Habit of
the Seventh Grade at SMPN 1 Jenangan.

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau piikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 15 Mei 2019

Yang Membuat Pernyataan



Lilik Siskayanti

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study, limitation of the study, statements of the problem, objectives of the study, significances of the study, and organization of study.

A. Background of the Study

English is one of international language and it used by millions people all over the world. Fernquest states that English is one of international language has an urgent role in preparation of ASEAN Economic Community 2015 since it can be used as a means of communication with others from ASEAN countries.¹ It means that English is a connector between people through globalization. Indonesian government has decided that English is foreign language in Indonesia. In addition it is the first foreign language taught as compulsory subject in junior high school, senior high school, an university in Indonesia.

In learning language there are four skills such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Patel and Jain state that one of the English language skills that should be mastered is reading.² Through this activity, students can improve their own language and experiences. There will get information and ideas which they need to know what they do not know before.

As one of the four skills, reading is required by students to know the information for their study. It also is needed by them to get knowledge about science, literature, culture,

¹ J. Fernquest, *Preparing for an ASEAN Economic Community in 2015*, retrieved from <http://www.bangkokpost.com/learning/learning-from-news>, accessed 10 February 2019.

² M.F. Patel & P.M. Jain, *English Language Teaching* (India: Sunrise, 2008)

social studies and all other subjects. According to David Nunan, reading is an essential skill for learners of English as a foreign language. Reading is the most important skill to be mastered in order to ensure success not only in learning English, but also in learning any content where reading in English is required. By strengthening reading skills, learners will make greater progress and development in all other areas learning.³ In a fact reading is very important but the reading habit is still low because of lack of passion. According to Hassan, Olaseni, and Mathew, reading habit refers to how often, how much, and what students read. Reading habit is very important for students.⁴ It means that to get good understanding about what is read people need to read a lot. Reading a lot refers to the frequency of reading as well as the average time on reading amount reading materials being read.

There are some ways to increase the students' reading habit, one of them is the literacy program in the school. UNESCO defined that literacy is the ability to identify, understand, interpret, create, communicate a compute, using printed and written materials associated with varying contexts and involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.⁵ It means that literacy was very influential and beneficial to all levels. It was applied early, it will become culture for the next generation.

The learning and teaching of English, language and literacy is the main priority for the education systems of many of the world's nations. The role of language as fundamental to

³ David Nunan, *Practical English Language Teaching* (America New York: McGraw-hill/companies, 2003), 69.

⁴ Hasan . et.all, *Effect of ICT on the Reading Habit of Students of Rufus Giwa Polythenic, Owo, Canadian Journal on Scientific and Industrial Research*,3(4)2012, 239.

⁵ UNESCO Education Sector Position Paper, *The Plurality of Literacy and its Implications for Policies and Programmers*, (France: United Nations Educational, 2004), 13.

learning in all other areas; the high priority given to literacy teaching; the argument that nations' economic futures are closely aligned with literacy skills; the emphasis on reading, and the renewed interest in the evidence base for educational policy and practice are ideas that many nations are addressing.⁶ It means that both have close links, language and literacy carry with them many possible interpretations.

In Indonesia itself, literacy has become a great concern in educational goal. It is states in Government Policy about Curriculum 2013, the main goals of basic education that held in the school are to develop children's basic ability in reading, writing, and counting, to develop their competence in solving problems and also to develop logical, critical, and creative thinking.⁷ By the presence of literacy program in the school will greatly help achieve the main goals of basic education based on the current curriculum.

In SMPN 1 Jenangan the literacy program was implemented but students' reading habit was not good. The school also provided facilities for this program but the students did not used the facilities such as library and reading area, so library was very quiet of visitors. Everyday all students are required to follow the literacy program in the school, because there is literacy class before lesson started. They must read one book and wrote the information in a paper and collected to the teacher. In fact, students just only read the book when literacy class and not comprehend the context. Whereas comprehend the context is very important to get some information or main ideas in the text. If the students can increase reading comprehension so they may find some good information from the text which they read.⁸

⁶Dominic Wyse, *Teaching English, Language and Literacy Journal*, (Cambridge Journal of Education Vol. 39, No. 3, September 2009), 287–290.

⁷ Essay. UK, *basic Literasi in Indonesia Education Essay*, (November 2013), Retrieved from <https://www.ukessays.com/essays/education/basic-literacy-in-indonesia-education>, accessed 11 december 2018.

⁸ Observation in the SMPN 1 Jenangan at magang II

Related to the explanation above, the researcher conducts a research entitled THE EFFECT OF LITERACY PROGRAM ON STUDENTS' READING HABIT OF THE SEVENTH GRADE AT SMPN 1 JENANGAN.

B. Limitation of the Study

Based on the background of study above, the following are the limitation of the study:

1. The literacy program in SMPN 1 Jenangan
2. The students' reading habit of seventh grade at SMPN 1 Jenangan

C. Statement of the Problem

Based on the limitations of study above, the following is the problem statement of this study:

Is there any significant effect of literacy program on the students' reading habit?

D. Objective of the Study

The objective of the study is to find out whether there is any significant effect of literacy program on the students' reading habit or not.

E. Significances of the Study

The result of the research is expected to give a valuable contributions presented as follow.

1. Theoretical significance

Related to the theoretical significance, the researcher hopes that this research will give a valuable contribution to increase the students' reading habit.

2. Practical significances

- a. For the English teacher, this research is expected to be one input to improve their teaching especially in teaching reading.
- b. For the students, this research is expected to be a motivation to increase their reading habit.
- c. For the other researchers, this research is expected to be one of references for relevant researches.

F. Organization of the Thesis

In order to write a good thesis, it is necessary to arrange it systematically. The organization of this thesis provides the organization of main issues discussed. This thesis is divided into five chapters as follow:

Chapter I : INTRODUCTION

This chapter consists of background of study, statement of problem, objectives of the study, significance of study, limitation of problems, and organization of thesis.

Chapter II : REVIEW OF RELATED LITERATURE

This chapter consists of theoretical background, previous study, and theoretical framework which contain of review of literature, literacy program and reading habit.

Chapter III : RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV: RESEARCH RESULT

This chapter consists of research location, description, analysis of the data and the interpretation of the result of the study.

Chapter V : CLOSING

This chapter consists of the conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are many previous researches will help the researcher finish the research. In this part the researcher will discuss several previous researches as the guidance to do the thesis.

The first is research by Saiful Aziz, entitled *The Implementation of Literacy Culture to Improve Student's Reading, Writing, and Critical Thinking Ability*, it was found that literacy culture had implication in the improvements able to understand of reading, add vocabulary and retell with own language. The improvements to write simple sentences in low class and write a paragraph in high class, and critical thinking of students is becoming more increased. Success factors in implementation of literacy culture is the provision of the compact book, enthusiastic students, and public support.⁹

The similarities of this research and his research are the identifying the literacy program and student's reading. The differences are: his research is qualitative research and was conducted on the students of elementary school, while this research is quantitative research and was conducted on the students of junior high school.

The second is the research by M. Azka Arifian, entitled *The Implementation of School Movement Literacy at Junior High School 06 Salatiga in Academic Year 20016/2017*. In this research, the researcher found that the implementation of the literacy in the school which have three stage: the habit stage is reading a book not lesson book around 15 minutes, the

⁹ M. saiful Aziz, "*The Implementation of Literacy Culture to Improve Student's Reading, Writing, and Critical Thinking Ability*", "(Thesis, UIN Malik Ibrahim, Malang, 2017), 66.

development stage of the improving the ability to read by analyzing the book was read, the learning stage that followed by analyzing and gave the bill academic.¹⁰

The similarities between this research and his research is the same identifying the literacy program of the students junior high school. The differences are: his research identifying the implementation of literacy program and this research identifying the effect of literacy program. His research is qualitative research and use observation design, while this research is quantitative research and use ex-post facto design.

The third is research by Ridwan Santoso, entitled *The Influence of the Program Literacy School with Students' Reading Interest at SMA Negeri 2 Gadingrejo in Academic Year 2017/2018*, the result of this research is known that there is a powerful influence and significant between the implementation of the movement literacy school with students' reading interest. It's mean that, getting better the implementation of the movement literacy school it will be more positive to increase students' reading interest.¹¹

The similarities between this research and his research are the same identifying the effect of literacy program and the research is quantitative. The difference is: this study was conducted on the students of junior high school and his study was conducted on students of senior high school.

¹⁰ M. Azka Arifian, "*The Implementation of School Movement Literacy at Junior High School 06 Salatiga in Academic Year 20016/2017*," (Thesis, IAIN, Salatiga, 2017), 42.

¹¹ Ridwan Santoso, *The Influence of the Program Literacy School with Students' Reading Interest at SMA Negeri 2 Gadingrejo in Academic Year 2017/2018*, (Thesis, Universitas Lampung, Bandar Lampung, 2018), 131.

B. Theoretical Background

1. Reading

a. Definition of Reading

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. This comprehension comes from the interaction between the words that are written and how they trigger knowledge outside the text or message.¹² It means that to reach reading better must master word recognition and comprehension.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features.¹³

According to David Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that it is an activity to find information and produce the meaning from sentences or paragraphs that they have read.¹⁴ Based on those explanations, it can be concluded that reading is the process of understanding the meaning from the text to get any information and knowledge that which is done by the readers.

¹² Elizabeth S. Pang. et.al, *Teaching Reading*, (Singapore: International Academy Of Education), 6.

¹³ Danielle S. McNamara, *Reading Comprehension Strategies*, (London: Laurence Erlbaum Associates, 2007), 3.

¹⁴ David Nunan, *Practical English Language Teaching*, (America New York: McGraw-hill/companies, 2003), 68.

b. Kinds of Reading

Neil J. Anderson and David Nunan stated reading is best developed through reading and not through talking about reading. Two basic approaches are used for teaching reading:¹⁵

1) Intensive reading

Is the teaching of reading skills, vocabulary and phonological instruction, typically through short reading passage followed by reading comprehension exercise.

2) Extensive reading

Is reading of longer passages with a focus on enjoyment and/or learning new information while reading. There is typically no accountable required during extensive reading.

c. Models of Reading

According to Abbas Pourhosein Gilakjani in *Journal of Studies in Education* “How Can Students Improve Their Reading Comprehension Skill”, there are three models for reading comprehension process: bottom-up model, top-down model, and interactive model.¹⁶

1) Bottom-up model

Bottom-up model suggests that the reader reads all of the words in a phrase, or a sentence before understanding. This model starts with decoding the

¹⁵ Neil J. Anderson and David Nunan, *Practical English Language Teaching: Reading*, (America New York: McGraw-Hill ESL/ELT, 2008), 8.

¹⁶ Abbas Pourhosein Gilakjani, “*Journal of Studies in Education*”, “*How Can Students Improve Their Reading Comprehension Skill*”, no. 2, vol. 6, 231-232.

smallest linguistics units, particularly phonemes, graphemes and words and then makes meaning from the smallest to get the largest units.

2) Top-down model

Top-down model suggests that the reader do not every word of a text but they focus on identifying the text words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what are they read in the text.

3) Interactive model

Interactive model suggests that this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge and schemata. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing.

2. Reading Habit

a. Definition of Reading Habit

Reading habit is a scholarly activity which is conceivable just if a man has shaped the habit for reading and rehearsing it since adolescence. The reading habit alludes to the recurrence of reading, and the normal time spent on reading materials. An ideal reading habit as essential for a sound scholarly development and assumes an exceptionally vital part in empowering a man to accomplish viable proficiency.

Reading forms part of entertainment that plays a crucial role in human development and life skills. ¹⁷

Students with poor reading habit get terrible scores in their examinations, get effortlessly distracted and eventually drop out from school. While poor reading habit can be instrumental in the destruction of any individual who is tormented with it, good reading habit grows consistently and brings together a valuable personality. The acquisition of reading abilities does not just affect or enhance confidence in language expressions, but in different subjects such as: social studies, science, arithmetic etc. Reading is a lifelong habit, the real wellspring of access to the information. It is taken as an understood practice that backs a person to accomplish unique power and builds up one's critical thinking capability. Reading habit, along these lines, is considered as a fundamental means for the advancement of individual characteristics, mental capacities, getting learning, information, and comprehension of a person¹⁸

Furthermore, reading habit, according to Programme for International Student Assessment (PISA), is defined and revealed from several things. The first one is diversity of reading materials. Students who has a reading habit may enjoy reading in variety of materials, either fiction or nonfiction. The second one is time spent reading for enjoyment. It refers to the allocated time on which students spend their time for reading. The third one is enjoyment of reading. It relates to the meaning of reading habit itself. Students who have a reading habit will feel pleased and enjoy reading; therefore, they have more enjoyment of reading; consequently, they will spend more

¹⁷ Samuel Kwame Ameyaw," Read or Perish: Reading Habits among Students and its Effect on Academic Performance: A Case Study of Eastbank Senior High School – Accra," *Library Philosophy and Practice (e-journal)*, (2018), 2-3.

¹⁸ Ibid, 9.

time to read in their leisure time. The fourth one is reading for school. Students who have a reading habit will devote their activity and time for reading, and certainly included reading to learn the school materials. The last one is diversity of on line reading activities.¹⁹

Based on explanation about, reading habit is considered as an activity which is done regularly and recursively with full of joy. Individuals having a reading habit can be shown by the allocated time they spent to do reading activities, the material they read, the way they behave, feel, think, and consider the reading activity. By having a reading habit, individuals can broaden their knowledge as well as develop their attitudes towards things.

b. Purpose of Reading Habits

There are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, deviational.²⁰

1) Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive.²¹

¹⁹ OECD, *PISA 2009 Results: Learning to Learn—Student Engagement, Strategies and Practices*, 3, 2010, p. 26, retrieved from <http://dx.doi.org/10.1787/9789264083943-en>, accessed 20 April 2019.

²⁰ Ogbodo Rosemary Ochanya, *Effective Study Habits in Educational Sector: Counseling Implications*, *Edo Journal of Counseling*, Vol. 3. No. 2, 2010, pp 231—235.

²¹ *Ibid.*, p. 231

Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations.²² Reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.²³

2) Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper, and magazine.²⁴

3) Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive result in student's achievement in school.²⁵

4) Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this

²² Anshi, *Habit of Readinga Beneficial Start*, 2012, retrieved from (<http://www.depthnheight.com/habit-of-reading-a-beneficial-start/com>), accessed 10 February 2019

²³ Trent Hamm, *Perfect Hobby? Reading book is fun, cheap, and good for you*, 2012, retrieved from (<http://abcnews.go.com/Business/reading-books-fun-cheap-good/story/com>), accessed 10 February 2019

²⁴ Ochanya, 231.

²⁵ Ibid, 232.

reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.²⁶

c. The Aspect of Reading Habits

In gaining an effective reading habit, Julio Cesar summarized six aspect of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non academic reading, motivation in the family environments, motivation in the academic environments.²⁷

1. Reading Frequency

Reading frequency used to measure students' reading frequency in their spare time.

2. Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.

3. Time Spent on Academic reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

4. Time Spent on Non-Academic Reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

5. Motivation in the Family Environment

²⁶ Ibid

²⁷ Julio Cesar Galicia Gaona, *Relationship between Reading Habits, University Library and Academic Performance in A Sample of Psychology Students*, *Revista de La Educacio Superior Journal*, Vol. XL (I), No. 157, 2011, pp. 59— 60.

It focuses on the recommended book that purchased by the family based on the interest of the family.

6. Motivation in the Academic Environment

It is focuses on the frequency of students' reading literature in their school environment based on the teacher report.

d. Advantages of Reading Habits

In habitual reading, there are so many advantages that the student can absorb. Reading habit is the powerful and long lasting tool in the development of student's academic success. The implications of applying reading as habitual activity are students can expand the knowledge, and increase focus and concentration. Reading as a habitual activity also helps the student to pleasure their understanding, helps them become more intelligent, and boosts their vocabulary meaning. Thanuskodi proposes several benefits of reading. He said that the impact of reading in people's live is extraordinarily widespread. A reader can learn a new word, can be introduce to new facts, he can become knowledgeable about the whole world and he can stimulated to both taught and emotion.²⁸

A more complete explanation stated by Steel jack. He mentions several advantage of reading habit. They are: (1) habit of reading help the mind performs effectively; (2) habit of regular reading helps us develop a good vocabulary, (3) habit of reading boots intellectual curiosity, (4) habit of reading means psychological activity (5) habitual reading helps readers to have positive set of mind.²⁹

²⁸ S. Thanuskodi, *Reading Habit among Library and Information Science Students of Annamalai University: A Survey*, *International Journal Education Science*, Vol.3, No.2, 2011, p.1.

²⁹ Steel Jack, *The Habit of Reading And Its Advantages-Why You Should Develops Habit of Regular Reading*, 2008, (<http://voice.yahoo.com/the-habit-its-advantages.com>, accessed 10 February 2019)

1. Habit of reading help the mind performs effectively

To read frequently, the people will have abilities to communicate and think well. Acquiring reading habit will automatically active neurons and make it always in a good shape. People who exhibit habit as daily activity will help them to perform effectively in front of public.

2. Habit of regular reading helps us develop a good vocabulary

Habitual reading develops their alertness in identifying error in a sentence. Frequent readers have a range of words bank. They will have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers will be better in understanding the message that the writer trying to convey.

3. Habitual reading boosts intellectual curiosity

Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads the reader to think independently and critically.

4. Habitual reading means a psychological activity.

Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. The reader previews the story and goes into it and absorb as the story goes on it. The reader uses their mind to figure out the scheme of story, to feel the writers feeling and to experience the difference of personal players.

5. Habitual reading helps readers to have a positive set of mind

Efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

To conclude, here are few important benefits for reading habit activities. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

3. Literacy

a. Definition of Literacy

Literacy is the ability access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and / or speaking.³⁰

Robert M Houser defined that literacy is the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. While literacy skills are important for individuals' functioning and wellbeing, they are also critical for the social good and for a well-functioning society. Literacy skills have an impact on a nation's economic status, the

³⁰ Pratiwi Retnaningdyah. et.all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), 2.

health and well-being of its citizens, the capabilities of its workforce and military, and its ability to compete in a global society.³¹

Norton said on his research conclusion, that literacy is not only about reading and writing. Literacy is also about the text and the reader, student and teacher, classroom and community, in local, regional, and international areas. That is why if learner engage in literacy practice, they also engage in acts of identity. At the final point is that Guthrie statement. He claimed that at the present, English teachers live in the threatening times.³²

Based on explanation, literacy is ability to get some information through reading, writing, and thinking. The learners identify the sense of making meaning. In addition, especially in part of engaging students in literacy activities, teachers have to take their density to innovate the literacy activities based on the curriculum standards.

b. Categories of Literacy

Miller subdivided literacy into three categories; Basic literacy, Comprehension and functional or practical literacy.³³

1) Basic literacy

Basic literacy is the ability to use correspondences of visual shapes, to spoken sounds, in order to decode written materials, and to translate them into oral language.

³¹ Robert M Houser. *Measuring Literacy: performance levels for adults*, (Washington:the national academies press, 2005), 25.

³² Bonny Norton, *Identity, Literacy and English-Language Teaching*, (Canada: TESL Canada Journal, 2010), Vol: 28.

³³ G. A. Miller, *Linguistic Communication : Perspectives for Research*, (Newark: Del.International Reading Association,1973)

2) Comprehension literacy

Comprehension literacy means having ability to understand the meaning of verbal materials.

3) Functional or practical literacy

Functional or practical literacy means ability to read (decode and comprehend) materials needed to perform everyday vocational tasks.

Miller's views and definitions are all centered on conventional skills of reading and writing. While conventional literacy is used to measure academic success in a school set up, its definitions in most cases, excludes literacy as knowledge, competence or expertise in a specialized area.

4. Literacy Program

1) Definition of Literacy Program

Literacy program is an overall comprehensive effort was done to make the school as learning organization that its citizens are literate lifelong through public involvement.³⁴

UNESCO recommends the following actions for creating literate environments:³⁵

a) Promoting and ensuring freedom of expression and communication;

³⁴ Pratiwi Retnaningdyah. et.all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), 2.

³⁵ UNESCO Education Sector Position Paper, *The Plurality of Literacy and its Implications for Policies and Programmers*, (France: United Nations Educational, 2004), 18-19.

- b) Widening access to tools for expression and communication, such as newspapers, radio, television and information and communication technologies;
- c) Supporting individuals and communities in building capacities for the production and management of local content, and for textual expression and communication in conjunction with the visual arts, dance, music, story-telling and theatre as well as electronic information;
- d) Establishing and supporting community libraries;
- e) Pursuing multilingual and multi-cultural policies, especially in education;
- f) Forging multi-ministerial collaboration as integral parts of policies and programs relating to social, economic and cultural development;
- g) Co-operating with and supporting the growth of industries that contribute to literate environments such as those in the private sector involved in publishing, the mass media and the information and communication technology industry; and
- h) Engaging community-based groups, families and individuals, civil-society organizations, universities and research institutes, the mass media and the private sector in providing input into actions undertaken for creating a literate environment.

UNESCO recommends several strategies for literacy work at the country level with a view towards achieving education for all – recommendations also articulated in the International Plan of Action for the United Nations Literacy Decade.

These are:³⁶

- a) Placing literacy at the center of national education systems and development efforts;

³⁶ Ibid, 17.

- b) Giving equal importance to formal and non-formal education modalities;
- c) Promoting an environment supportive of literacy and a culture of reading in schools and communities;
- d) Ensuring community involvement in literacy programmes as well as their local ownership;
- e) Building partnerships particularly at the national level, but also at subregional regional and international levels, between governments, civil society, the private sector and local communities; and
- f) Developing at all levels systematic monitoring and assessment supported by research and data collection.

The following discussion elaborates connections between the plural notion of literacy and the key areas of concern in these strategies: creating a literate environment, formal primary and non-formal education, community learning, gender equality, governance, civil society and, finally, monitoring and assessment.

2) Purpose of literacy program

a) General purpose:

Develop students' character through culture the school literacy ecosystem embodied in the literacy program school so that they become lifelong learners.

b) Special purpose:

1) Develop reading culture in schools.

2) Increase the capacity of citizens and the school environment so that it is literate.

- 3) Making the school a fun learning park and child-friendly so that school people are able to manage knowledge.
- 4) Maintaining the continuity of learning by presenting variety reading books and accommodate various reading strategies.³⁷

3) The stage of literacy program

a) Habituation (Growing interest in reading through 15 minutes of reading activities)

Literacy activities in the habituation stage include two types of reading activities for pleasure, which is to read silently and read aloud by teacher. In general, the two reading activities have goals, including:

- (1) Increase love to read outside class hours
- (2) Improve reading comprehension
- (3) Increase self-confidence as a good reader
- (4) Develop the use of various reading sources.
- (5) Improve literacy skills through responding activities enrichment book.

b) Development stage

Literacy activities at the development stage are the same as activities at the stage of habituation. The difference is that activity 15 minutes reading (reading silently and reading aloud) followed by follow-up activities at the development stage. In the development stage, students are encouraged to show the involvement of their thoughts and emotions with the reading process through productive activities both orally and in writing. Improve literacy skills at all subjects: use enrichment books and strategies read in all subjects.

³⁷ Pratiwi Retnaningdyah. et.all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), 2.

c) Learning stage

Literacy activities at the learning stage aims at:

- (1) Developing the ability to understand the text and associate it with personal experience so that a learning person is formed throughout life;
- (2) Developing critical thinking skills; and
- (3) Processing and manage communication skills creatively (verbal, writing, visual, digital) through activities to respond to textbooks and textbooks.³⁸

C. Theoretical Framework

Reading is process to get meaning by combine the information from background knowledge to get meaning. So the students have to have a good reading habit. If the students have a good reading habit so their reading ability is good. Now many school was implemented the literacy program. The students are required to follow the program. The researchers want to know whether any significant effect of literacy program on the students' reading habit or not.

D. Hypothesis

Hypothesis is theoretical and logical prediction. Here, the researcher who is trying to measure the effect or the relationship between two or more variables must predict the answer of the problem or the finding of the research based on theory or based logical common sense.³⁹ The researcher makes hypothesis that:

- a. Ha: there is any significant effect of literacy program on the students' reading habit.
- b. Ho: there is not significant effect of literacy program on the students' reading habit.

³⁸ Ibid, 5,18,37.

³⁹ Mohammad Adnan Latief, *Reasearch Methods on Language Learning an Introduction* (Malang: UM Press, 2013), 54.

CHAPTER III

RESEARCH METHODOLOGY

1. Research Design

This research was a quantitative study. In this research, the researcher used *ex post facto* design. Ex post facto design is a non experimental research technique in which preexisting groups are compared on some dependent variables (reading habit and literacy program).⁴⁰ The sample of this research was the first year of the students of SMPN 1 Jenangan. There were 6 classes of first grade which contain of 25-30 students per class. The researcher used two class tested by the two data collecting instruments (X and Y). Data collection techniques of this research were reading habit questionnaires and literacy program questionnaires. The collected data then tabulated and analyzed by SPSS (Statistical Package for the Social Sciences) version 16 using simple linear regression formula to see the influence of independent variable toward dependent variable.

In practice, to relate two or more variable to see if they influence each other between literacy program and students' reading habit in SMPN 1 Jenangan. While the approach use a quantitative approach because it will use number of statistic.

⁴⁰ Cornelius Trihendradi, *Melakukan Analisis Statistik Menggunakan SPSS* (Yogyakarta: C. V Andi Offset, 2009),17.

2. Population and Sample

a. Population

A population is a group of individuals who have same characteristic.⁴¹ The subject in this research were students of seventh grade at SMPN 1 Jenangan. Consisting six classes with 150 students.

b. Sample

A sample is sub group of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population⁴². The sample of this research is the seventh grade of students at SMPN 1 Jenangan consists of two class with 60 students.

The sampling technique in this research is proportionate sampling. Proportionate stratification imposes a measure of control over the composition of the sample. It ensures that the sample has the same characteristics as the population in respect of one attribute (or combination of attributes). If that attribute is materially related to the objectives of the survey, this can be beneficial.⁴³ Proportionate stratification generally has no adverse effects, relative to a simple random sample: it may increase the precision of some estimates but will not of itself reduce that of any others.

⁴¹ Jhon W. Creswell, *Educational Reaserch : planing,conducting,and evaluating Quantitative and Qualitative Reaserch*, (Boston: peason Education inc. 2012) 142

⁴² Ibid, 142

⁴³ Sergey Dorofeev and Peter Grant, *Statistics for Real-Life Sample Surveys: Non-Simple-Random Samples and Weighted Data*, (New York: Cambridge University Press, 2006) 18

3. Instrument of Data Collection

Instrument is tool for assist which was chosen and used by the research in gathering data. The instrument of this study is questionnaire. Questionnaire is one of the most common instrument used. They are relatively easy to prepare, they can be used with large number of subject and they can option information that is relatively easy to tabulate and analyze.⁴⁴

The researcher administered questionnaire to the sample of the study which are the seventh grade of students at SMPN 1 Jenangan consist of two class with 54 students to know how the effect of literacy program on students' reading habit. The researcher was spread the questionnaire on 13 and 15 April 2019. The questionnaire consists of 49 items and each item has four options (SL, SR, KK, TP) with the scale of scoring from 1 to 4.

Table 3.1

Instrument of data collection can be shown as table

Variabel	Sub Variable	Indicators	Item number
Variable X	Literacy Program	1. The existence of the work school for 15 minutes read	Questionare Number 1, 2, 3, 4
		2. The collection of literary works	Questinare Number 8, 9, 11, 17, 19, 20, 21, 23, 24, 25.

⁴⁴ Jack C. Richard, *Curriculum Development in language Teaching*, (USA: Cambridge University Press, 2001), 60.

		3. The availability reading area in the school	Questionare number 6, 14, 18.
		4. The documentation the impression or a summary of reading	Questionare number 10, 12, 13, 15.
		5. The availability of the magazine walls, newsletter, and the school's magazine. ⁴⁵	Questionare number 5, 7, 16, 22.
VARIA BLE Y	Reading Habit	1. Time	Questionare Number 1, 4, 5, 10, 20, 24,
		2. The desire and willingness	Questinare Number 6, 7, 8, 17, 19, 21,
			Questionare Number 3,

⁴⁵ Pratiwi Retnaningdyah. et.all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016)

		3. Motivation	15, 16, 18, 22, 23, 25
		4. Environment ⁴⁶	Questionare Number 2, 8, 11, 12, 13, 14.

In this research, researcher use Linkert scale. Linkert scale is used to measure the attitude of opinions and perceptions of a person or group of people about social phenomena.⁴⁷ The way to score the questionnaire is as follows:

Often = 4 point

Always = 3 point

Sometimes = 2 point

Never = 1 point

4. Technique of Data Collection

The data collection technique is the way to obtain data in accordance with the type of data required.⁴⁸ In this research the data collection technique using collection primary data. Method that used to collection primary data through questionnaires.

Questionnaires method is sent to the person concerned with a request to answer the question and return the questionnaires.⁴⁹ It consists of number of question printed or typed in a definite order on form or sets of forms.

⁴⁶ Tampubolon, *Kemampuan Membaca (Teknik Membaca Efektif dan Efisien)*, (Bandung: Angkasa) 1990.

⁴⁷ Sugiyono, *Metode Pendidikan Penelitian, Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung : ALVABETA, 2012), p.134

⁴⁸ C.R Kothari, *Research Methodology Method and Technique (second revised edition)*, (New Delhi: New Age International Publisher, 2004) 100

⁴⁹ Ibid,

Before distributing the questionnaire to the sample of the study, the questionnaire has been tested by using software of SPSS version 23 to check the validity and reliability of the questionnaire.

a. Validity test

The validity test which has been used by the writer is construct validity. In addition, the validity test is aimed to measure how far the instrument is appropriate to test what will be tested.⁵⁰ In consequences, before distributing the questionnaire to sample of the study, the writer has to test the validity to measure whether the instrument is appropriate to be distributed. According to the r-tabel value for N=30 on the 5% of significance level, it listed 0,349. Finally the result of the questionnaire are valid and test reliability are as follows:

Table 3.2

The Result of Validity Statistic of Literacy Program

No item	r_{xy}	r_{tabel}	Criteria
1	0,158	0,349	Invalid
2	0,493	0,349	Valid
3	0,633	0,349	Valid
4	0,494	0,349	Valid
5	0,529	0,349	Valid
6	0,415	0,349	Valid

⁵⁰ Masri Singarimbun and Sofian Effendi, *Metode Penelitian Survei*, (penerbit LP3ES Indonesia , 2006), p. 124.

7	0,192	0,349	Invalid
8	0,231	0,349	Invalid
9	0,430	0,349	Valid
10	0,646	0,349	Valid
11	0,059	0,349	Invalid
12	0,498	0,349	Valid
13	0,454	0,349	Valid
14	0,456	0,349	Valid
15	0,241	0,349	Invalid
16	0,023	0,349	Invalid
17	0,068	0,349	Invalid
18	0,343	0,349	Invalid
19	0,460	0,349	Valid
20	0,304	0,349	Invalid
21	0,335	0,349	Invalid
22	0,531	0,349	Valid
23	0,035	0,349	Invalid
24	0,417	0,034	Valid
25	0,429	0,034	Valid

The table above showed the result of the validity test which is conducted to 30 respondents. The test uses 25 items of literacy program questioners. Based on that calculation, it was shown that there are 14 item belong to valid categories, those are number

2, 3, 4, 5, 6, 9, 10, 12, 13, 14, 19, 22, 24, 25 and invalid items, that are number 1, 7, 8, 11, 15, 16, 17, 18, 20, 21, and 23.

Table 3.3

The Result of Validity Statistic of Students' Reading Habit

No item	r_{xy}	r_{tabel}	Criteria
1	0,555	0,349	Valid
2	0,460	0,349	Valid
3	0,594	0,349	Valid
4	0,612	0,349	Valid
5	0,505	0,349	Valid
6	0,289	0,349	Invalid
7	0,143	0,349	Invalid
8	0,549	0,349	Valid
9	0,467	0,349	Valid
10	0,773	0,349	Valid
11	0,362	0,349	Valid
12	0,555	0,349	Valid
13	0,622	0,349	Valid
14	0,332	0,349	Invalid
15	0,285	0,349	Invalid
16	0,515	0,349	Valid
17	0,480	0,349	Valid
18	0,504	0,349	Valid

19	0,596	0,349	Valid
20	0,587	0,349	Valid
21	0,616	0,349	Valid
22	0,288	0,349	Invalid
23	0,395	0,349	Valid
24	0,751	0,034	Valid

The table above showed the result of the validity test which is conducted to 30 respondents. The test uses 24 items of students' reading habit questioners. Based on that calculation, there are 19 item test are valid those are number 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, and 24. Then 5 item is invalid those are number 7, 8, 14, 15, and 22.

b. Reliability

Reliability is aimed to measure the consistency of instrument if it is conducted twice or more.⁵¹ It means that reliability test should be conducted in order to make the instrument reliable and appropriate to be distributed to the sample of the study. To see the validity and reliability test of instrument, the writer has distributed questionnaire which consisted of 50 items to 60 students of seventh grade of SMPN 1 Jenangan. The result of questionnaires was calculated by using software of SPSS version 23.

The instruments reliable if alpha is more than r_{table} , if alpha is under the r_{table} the instrument is unreliable. To check the reliability the researcher used sample $n = 30$ and

⁵¹ Ibid

the significance the price of r_{table} is 0,349 . Finally the result of calculation reliability instruments is as follow:

Table 3.4

Reliability Statistic of Literacy Program and Reading Habit

Variable	Cronbach's Alpha	N of Item
Literacy program	.720	25
Reading habit	.858	24

Table 3.5

Test item reliability

"r" alpha	"r" table	Notes
0,720	0,349	Reliable
0,858	0,349	Reliable

From the data above, "r" alpha is greater than "r" table, it means that the data is reliable.

5. Technique of Data Analysis

Test might be defined as an activity whose main purpose is to convey how well the tester knows or can do something.⁵² In this study the researcher use assumption test and hypothesis test to analysis the data.

a. Assumption Test

1) Normality Test

⁵² Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press), 33.

In this study, normality test using Kolmogorov-smirnov test in SPSS. If p-value is higher than 0,05 then it was normal. Normality test was used to find out whether the data of reading habit questionnaire and literacy program questionnaire was normal or not.

2) Linearity Test

In this study, linearity test in SPSS was used to see if the data was linear or not. Linearity test was conducted to know whether the data of reading habit questionnaire and literacy program questionnaire was linear or not. If the score was higher than 0,05, the two variables were linear.

b. Hypothesis Test

1) T-test

T-test is the one of statistic test which used to test the correctness or error of null hypothesis which declare that between two mean of samples which be taken randomly from the same population, there is no different significant.⁵³ The researcher compares the mean score of literacy program (X) and the students' reading habit (Y).

After obtaining the questionnaires, then the writer will analyze data of questionnaires score into some steps:

1. Analyze the score of literacy program and then input them in the SPSS version 23
2. Analyze the score of students' reading habit into SPSS version 23
3. Decide the Mean value from variable 1 (literacy program)
4. Decide the Mean value from variable 2 (students' reading habit)
5. Decide the maximum and minimum score of literacy program and reading habit.
6. Examine normality test of reading habit and literacy program

⁵³ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2011)153.

7. Examine linear regression to test the hypothesis at SPSS version 23
8. Examine the T-test the hypothesis at SPSS version 23



CHAPTER IV

RESEARCH RESULT

A. Research location

1. General Location

This research takes place I SMPN 1 Jenangan Ponorogo. It is located in Jenangan – Kesugihan street, Jenangan Ponorogo, East Java. Phone 0352-531171. This school stands on 15.000 m wide of area. It contains of mosque, laboratory, library, 16 classes which divided into three grades that is first, second and third grade, etc. it can be seen in appendices.

SMPN 1 Jenangan has National Standard School (SSN) level since 2008, and this is developing to the higher level with many ways, for examples: improving the qualified teacher, teaching and learning process, and developing of the infrastructure in SMPN 1 Jenangan Ponorogo. It is one kind of the best school in Ponorogo which has some achievements has been reached by the students those are academic and non academic achievements. The academic achievements for example MIPA Olympiad as II winner, science competition as I winner, power point as II winner, etc. the non academic achievements for example: volley ball competition as III winner, basket ball competition as I winner, etc.

2. Vision and Mision

a. Vision of SMPN 1 Jenangan Ponorogo

Excellent in achievements, cultured based on the faith and piety.

b. Mission of SMPN 1 Jenangan Ponorogo

- 1) To realize school as a centers of education in developing logic, ethics, aesthetics, and practices to form the whole of Indonesian people.
- 2) To realize conducive, school environment to motivate the students study hard, create, produce and innovate as the knowledge for their future.
- 3) To educate, train, guide, and develop the students to be fun of read, study, and work, try to produce, so the students be able to develop their capabilities and environment, and include in the competition in globalization era with the value of religion.
- 4) To guide and train the students to study of organization to be an integrity and quality Indonesian cadre.
- 5) To increase teaching and learning process and infrastructure with the priority scale to increase the achievement in the final of academic year.
- 6) To develop local and national culture through the traditional and modern art.

3. The Goal of SMPN 1 Jenangan

The goals of SMPN 1 Jenangan Ponorogo are based on from vision and mission above. It purposed that the goals will be communicative easy to measure. The goals are:

- a. Capable to based technology and communication mastery.
- b. Implementation of CTL (Contextual Teaching and Learning) approach in teaching and learning process based on the active, creative, innovative and joyful orientation.
- c. Improve the academic achievements in the score of National Exam based on the Standard of Achievement Competence.
- d. Developing of Curriculum 2013 with syllabus in each subject, lesson plan, worksheet of students' activities and assessment system.

- e. Improving the stake holder participant in the school.
- f. To compose the students personality and morality with applying the value of faith in their daily activity through praying together, read and write the Al-Qur'an and the others religious activities.

4. The Organization Structure

The organization structure of SMPN 1 Jenangan consists of:

Table 4.1

The organization structure of SMPN 1 Jenangan

No	Name	Position
1	Sri Iswantini, S.Pd	Headmaster
2	Pujiono, S.Pd	Deputy of Students
3	Heru Sukamto, S.Pd	Deputy of Public Relation
4	Hartiningtyas SC, S.Pd	Deputy of Curriculum
5	Sri Wahyuni, S.Pd	Deputy of Infrastructure

Table 4.2

Students' data the last four years

Academic years	The number of applicants (prospective	Seventh class	Eighth class	Nineth class	total (class . VII + VIII + IX)

	new stdents)	The number of students	The number of class	The number of students	The number of class	The number of students	The number of class	Students	Class
2014/2015	174	174	7	169	7	168	7	511	21
2015/2016	158	158	7	173	7	169	7	500	21
2016/2017	170	170	7	156	7	173	7	499	21
2017/2018	202	201	7	169	7	151	7	521	21
2018/2019	176	176	6	201	7	165	7	542	20

5. School Facilities

School facilities are important component that determine the successful of teaching and learning process. The adequate facilities will make teaching and learning process go fluently, so that the expected result can be reached. The table below is the list of facilities in SMPN 1 Jenangan:

Table 4.3

Facilities in SMPN 1 Jenangan

No	Name of Facilities	Total	Condition
1	Headmaster room	1	Good
2	Teachers room	1	Good
3	Administration room	1	Good
4	Classroom	19	Good

5	Library	1	Good
6	Computer room	1	Good
7	Laboratory room	1	Good
8	Art and culture room	1	Good
9	Health room	1	Good
10	Mosque	1	Good

B. Data Description

1. Literacy Program in SMPN 1 Jenangan

This data determine implementation of literacy program of the seventh grade students at SMPN 1 Jenangan, Ponorogo. To get the data, the researcher employed questionnaire tool on the seventh grade students. The questionnaire include some indicators of literacy program, those are:

1. The existence of the work school for 15 minutes read
2. The collection of literary works
3. The availability reading area in the school
4. The documentation the impression or a summary of reading
5. The availability of the magazine walls, newsletter, and the school's magazine.⁵⁴

Based on data obtained from a questionnaire distributed to 53 respondents indicated that questionnaire of literacy program showed the highest score was 56 and the lowest was 28. From the questionnaire result, it can be seen clearly on the following table.

⁵⁴ Pratiwi Retnaningdyah. Et all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016)

Table 4.4**The Questionnaire Score of Literacy Program**

No.	Name	Score X	No.	Name	Score X
1	Ainnaya Riffani	51	28	Ichsan Kurnia	38
2	Akbar Nurdiansyah	33	29	Ida Tamara	38
3	Alfin Kurniawan	43	30	Ifta Ni'mawati	37
4	Alfito	30	31	Iwen Bagus	56
5	Alvina Meita	42	32	Jeny Handayani	33
6	Arjuna Dwi	31	33	M. Aditya Saputra	38
7	Bagas R	46	34	M. Eka Putra	41
8	Bahrul Ulum	43	35	M. Imam .R	36
9	Boy Tri P	44	36	Muhammad Khoirul	41
10	Choirul Amin	41	37	Muhammad Trio	52
11	Cicilia M	37	38	Naisal Q	49
12	Delia Mayfanur	33	39	Nayan Nola Neldy	52
13	Della Khianigsih	38	40	Nur Ardika	44
14	Devita Maharani	47	41	Nur Hafiza	28
15	Difani M Abi	43	42	Prayoga Dika	46
16	Diki	39	43	Raudafatul	49
17	Dimas Prayoga	48	44	Risvqo Yusro	48
18	Dinda Nimala S	36	45	Rivandi Dwi	41
19	Elza Vicki	32	46	Rofiqoh M	28

20	Fajar Ainun	48	47	Rospita	36
21	Fani Ayu	46	48	Siva Cahya	44
22	Fery Ardianto	43	49	Sri Wahyuni	32
23	Frita Anggila	36	50	Styfen Bagus.K	28
24	Grisyila Winia A.	38	51	Taufik Rudi	43
25	Guntur Yuda	48	52	Wahyu Rizkiya	43
26	Hendrika	45	53	Yohandio	37
27	Hilbram Yunira	41	54	Zacky Ardian	38
	Mean	40,52			

From the table above, indicated that the highest score was 56, and the lowest was 28. While the mean was 40,52. For more details, can be seen in the following frequency distribution table.

Table 4.5

**Frequency Distribution of the questionnaire of Literacy Program
(variable X)**

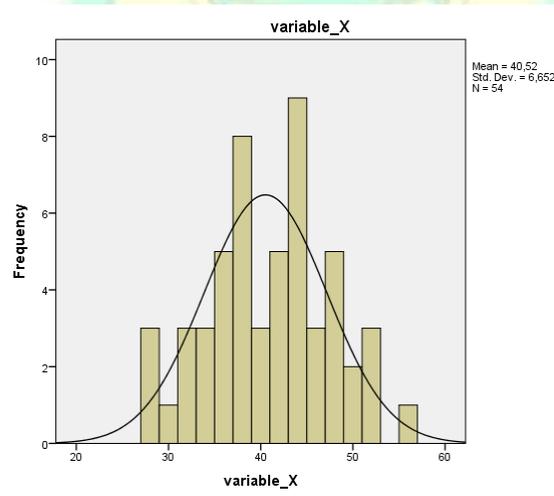
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
28	3	5,6	5,6	5,6
30	1	1,9	1,9	7,4
31	1	1,9	1,9	9,3
32	2	3,7	3,7	13,0

33	3	5,6	5,6	18,5
36	5	9,3	9,3	27,8
37	4	7,4	7,4	35,2
38	4	7,4	7,4	42,6
39	1	1,9	1,9	44,4
40	2	3,7	3,7	48,1
41	4	7,4	7,4	55,6
42	1	1,9	1,9	57,4
43	6	11,1	11,1	68,5
44	3	5,6	5,6	74,1
45	1	1,9	1,9	75,9
46	2	3,7	3,7	79,6
47	1	1,9	1,9	81,5
48	4	7,4	7,4	88,9
49	2	3,7	3,7	92,6
51	1	1,9	1,9	94,4
52	2	3,7	3,7	98,1
56	1	1,9	1,9	100,0
Total	54	100,0	100,0	

From the table above, could be seen that the score questionnaire of Literacy Program was various. There were 11 students get score 47- 56, 36 students get score between 33 – 46, and 7 students get score 32-28.

From the description, it can be concluded that the literacy program showed that the highest score was 56 and the lowest score was 28. Based on table above, the histogram can be seen in as follow:

Table 4.6
Histogram of Literacy Program



From the histogram above, it is stated (mean) $M = 40.52$ and (deviation standart) $SD = 6.652$. The score of the literacy program indicates that score circulation is between 33 until 46 with the number of 36 students from 54 respondents.

2. Students' Reading Habit in SMPN 1 Jenangan

This data determine condition of students' reading habit of the seventh grade students at SMPN 1 Jenangan, Ponorogo. To get the data, the researcher employed

questionnaire tool on the seventh grade students. There is some indicators of reading habit in the questionnaire, those are:

1. Time
2. The desire and willingness
3. Motivation
4. Environment⁵⁵

Based on data obtained from a questionnaire distributed to 54 respondents indicated that questionnaire of reading habit showed the highest score was 69 and the lowest was 32. From the questionnaire result, it can be seen clearly on the following table.

Table 4.7

The questionnaire score of Students' Reading Habit

No.	Name	Score	No.	Name	Score
		X			X
1	Ainnaya Riffani	55	28	Ichsan Kurnia	58
2	Akbar Nurdiansyah	48	29	Ida Tamara	52
3	Alfin Kurniawan	40	30	Ifta Ni'mawati	49
4	Alfito	36	31	Iwen Bagus	36
5	Alvina Meita	63	32	Jeny Handayani	46
6	Arjuna Dwi	47	33	M. Aditya Saputra	40
7	Bagas R	36	34	M. Eka Putra	48
8	Bahrul Ulum	46	35	M. Imam .R	36

⁵⁵ Tampubolon, *Kemampuan Membaca (Teknik Membaca Efektif dan Efisien)*, (Bandung: Angkasa) 1990.

9	Boy Tri P	51	36	Muhammad Khoirul	56
10	Choirul Amin	51	37	Muhammad Trio	62
11	Cicilia M	50	38	Naisal Q	54
12	Delia Mayfanur	45	39	Nayan Nola Neldy	55
13	Della Khianigsih	32	40	Nur Ardika	48
14	Devita Maharani	54	41	Nur Hafiza	36
15	Difani M Abi	50	42	Prayoga Dika	40
16	Diki	51	43	Raudafatul	38
17	Dimas Prayoga	59	44	Risvqo Yusro	53
18	Dinda Nimala S	55	45	Rivandi Dwi	55
19	Elza Vicki	45	46	Rofiqoh M	37
20	Fajar Ainun	41	47	Rospita	35
21	Fani Ayu	66	48	Siva Cahya	46
22	Fery Ardianto	54	49	Sri Wahyuni	40
23	Frita Anggila	48	50	Styfen Bagus.K	36
24	Grisyila Winia A.	53	51	Taufik Rudi	67
25	Guntur Yuda	69	52	Wahyu Rizkiya	52
26	Hendrika	44	53	Yohandio	60
27	Hilbram Yunira	50	54	Zacky Ardian	43
	Mean			48,26	

From the table above, indicated that the highest score was 69, and the lowest was 32. While the mean was 48,26. For more details, can be seen in the following frequency distribution table.

Table 4.8
Frequency Distribution of the Questionnaire of Students'
Reading Habit (Variable Y)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
32	1	1,9	1,9	1,9
35	2	3,7	3,7	5,6
36	5	9,3	9,3	14,8
37	1	1,9	1,9	16,7
38	2	3,7	3,7	20,4
40	4	7,4	7,4	27,8
41	1	1,9	1,9	29,6
42	1	1,9	1,9	31,5
43	1	1,9	1,9	33,3
45	2	3,7	3,7	37,0
46	2	3,7	3,7	40,7
47	2	3,7	3,7	44,4
48	3	5,6	5,6	50,0

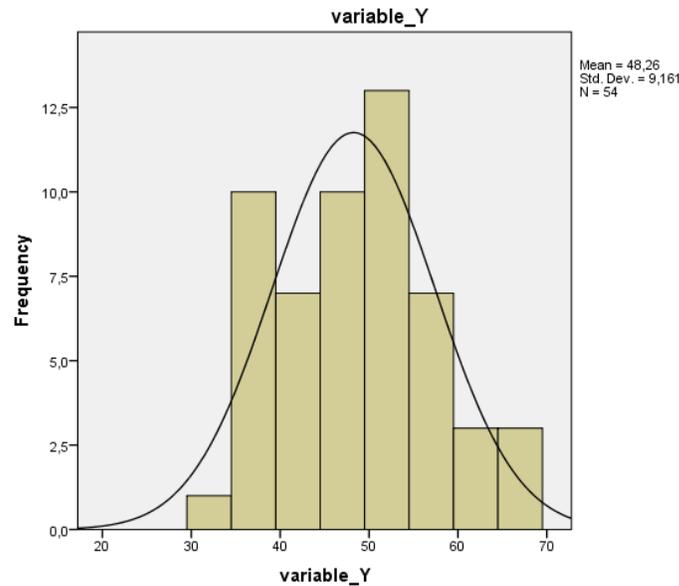
49	1	1,9	1,9	51,9
50	4	7,4	7,4	59,3
51	2	3,7	3,7	63,0
52	2	3,7	3,7	66,7
53	1	1,9	1,9	68,5
54	4	7,4	7,4	75,9
55	3	5,6	5,6	81,5
56	2	3,7	3,7	85,2
58	1	1,9	1,9	87,0
59	1	1,9	1,9	88,9
60	1	1,9	1,9	90,7
62	1	1,9	1,9	92,6
63	1	1,9	1,9	94,4
66	1	1,9	1,9	96,3
67	1	1,9	1,9	98,1
69	1	1,9	1,9	100,0
Total	54	100,0	100,0	

From the table above, could be seen that the score questionnaire of Students' Reading Habit was various. There were 8 students get score 57- 69, 45 students get score between 33 – 56, and 1 student get score 32. From the description, it can be concluded

that the students' reading habit showed that the highest score was 69 and the lowest score was 32. Based on table above, the histogram can be seen in as follow:

Table 4.9

Histogram of Students' Reading Habit



From the histogram above, it is stated (mean) $M = 48.26$ and (deviation standart) $SD = 9.161$. The determine the category of the students' reading habit was good, medium or low, the researcher grouped scores using the standard as follow:

- More than $M + 1.SD$ ($48.26 + 9.161 = 57.421$) is categorized into good.
- Between $M - 1.SD$ to $1.SDx$ is categorized into medium
- Less than $M - 1.SD$ ($48.26 - 9.161 = 33.099$) is categorized into low.

Thus it can be seen that the scores which are higher than 57.421 is considered as good, the score between 33 - 57 is categorized as medium, while the scores which are lower than 33.099 is categorized into low.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally and linier distributed. It can be done by conducting normality test and linearity test.

a. Normality Test

Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be conclude that the data are in normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS version 23 for windows as following.

Table 4.10

The result of Normality Test for Literacy Program and Students' Reading Habit

One-Sample Kolmogorov-Smirnov Test

	jumlah_ X	jumlah_ Y	Unstandardiz ed Residual
N	54	54	54
Normal Parameters ^{a,b}	Mean Std. Deviation	40.52 6.652 9.161	.0000000 6.09278830

Most Extreme	Absolute	.073	.094	.114
Differences	Positive	.073	.094	.114
	Negative	-.071	-.057	-.065
Test Statistic		.073	.094	.114
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.078 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.078. The table showed that significant value is higher than 0.05. So, the score for the variables are normally distributed.

b. Linearity Test

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.⁵⁶ The result of linearity test can be seen as follow:

⁵⁶ Supardi, *Aplikasi Statistika dalam Penelitian*, (Jakarta Selatan : Change Publication, 2013), 129.

Table 4.11

The Result of Linearity Test for Literacy Program and Students' Reading Habit.

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Reading habit * Literacy program	511,258	13	39,328	,471	,890
Between Groups	25,617	1	25,617	,307	,595
Linearity Deviation from Linearity	485,641	12	40,470	,485	,875
Within Groups	667,333	8	83,417		
Total	1178,591	21			

Based on the table above the result of the linearity data, result of the significant value is 0.875 and it's greater than 0.05 which means that there is a significant linear relationship between variable literacy program (X) with variable students' reading habit (Y).

2. Hypothesis Test

a. T-test

In this study, there is one hypothesis that should be tested. To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation.

The H_0 will be rejected and the H_a will be accepted if the value of F-test is higher than F-table. Meanwhile, H_0 will be accepted and H_a will be rejected if the value of F-test is lower than F-table. The result of t-test was analysis by using SPSS version 23 as follows:

Table 4.12
Mean of Variable X and Y
Paired Samples Statistics

Mean	N	Std. Deviation	Std. Error Mean
40,52	54	6,652	,905
48,26	54	9,161	1,247

Based on the data on the data above, the result of data analysis showed that the mean score of Literacy Program was 40,52 and mean score of students' reading habit was 48,26.

Table 4.13

The Result of T-Test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair variable 1 _X - variable _Y	7,741	8,902	1,211	10,171	5,311	6,390	53	,000

From the table above, it could be seen that the mean is 7,741 with standard deviation is 8,902, value of t-test is 6,390 and the degree of freedom was 53. The value of significance 5% of t-table of db= 53 is 2,01. To interpret the data above, the researcher formulates the test of hypothesis as follow:

Ha: there is any significant effect of literacy program on the students' reading habit.

Ho: there is not significant effect of literacy program on the students' reading habit.

The result showed that value of Test (6,390) is greater than t-table (2,01) with the value significance 5%, so H_0 is rejected and H_a is accepted. Then it can be known that there is any significant effect of literacy program on the students' reading habit.

D. Discussion

The research was conducted to know whether there was a significant effect of literacy program on students' reading habit in the seventh grade of SMPN 1 Jenangan in academic year 2018/2019 or not. In this research, questionnaire used to get data about literacy program and students' reading habit.

After collecting data, the result showed that the significant value is 0.875 and it's greater than 0.05 which means that there is a significant linear relationship between variable literacy program (X) with variable students' reading habit (Y).

Hypothesis test (t_o) at is 6,390 from the computation above would be compared to the "t" index (t_t) at is 53 with the condition below: if the $t_o \geq t_t$, H_a was accepted, it means that of both variables was significant effect.

The researcher could know than 5% significant level $t_o = 6,390$ and $t_t = 2.01$. From the calculation, it can be seen that with the implemented of literacy program in the school can give a good effect on the students' reading habit at the seventh grade students of SMP N 1 Jenangan Ponorogo in academic years 2018/2019.

Based on special purpose of literacy program that is developing reading culture in the school, the implementation literacy program can improve the students' reading habit. Questionnaire score showed that the students who actively follow the literacy program, their reading habit be the better. Instead if they don't really follow the literacy program then their reading habit is low.

Whereas reading habit according to Programme for International Student Assessment (PISA), is defined and revealed from several things, which one is reading for school. Students who have a reading habit will devote their activity and time for reading, and certainly included reading to learn the school materials.⁵⁷ In SMPN 1 Jenangan was implemented the literacy program to support and give a facilities their students to create reading culture. In other words the students reading habit will be getting better or increasing with the existence of reading culture through the literacy program.

Based on book of “*Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama,*” literacy is the ability access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and / or speaking.⁵⁸ In SMPN 1 Jenangan prefer to reading and writing because the students’ reading habit are not good. It can be seen from the library activities that are passive and minimum visitors every day. The school oblige all students to follow the literacy program, especially seventh grade to cultivate the good reading habit since entrance the SMPN 1 Jenangan.

⁵⁷ OECD, *PISA 2009 Results: Learning to Learn—Student Engagement, Strategies and Practices*, 3, 2010, p. 26, retrieved from <http://dx.doi.org/10.1787/9789264083943-en>, accessed 20 April 2019

⁵⁸ Pratiwi Retnaningdyah. et.all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016), 2.

CHAPTER V

CLOSING

This chapter presents the conclusion of the research findings and the suggestion concerning the effect of literacy program on students' reading habit. The conclusion are mainly derived from the research finding, while suggestion are made for the English teacher, the students and the further researcher based on the research findings.

A. Conclusions

The conclusions of this study entitled "The Effect of Literacy Program on Students' Reading Habit of the Seventh Grade at SMPN 1 Jenangan. The result indicates that there is any significant effect of literacy program on students' reading habit.

It has been found that the comparison value (t_o) between literacy program and students' reading habit is 6,390. This is higher than (t_t) value in the table, which is (t_t) = 2,01 at the level of significant 5% with db=53. It showed that the null hypothesis (H_o) "there is no significant effect of literacy program on the students' reading habit" is rejected and the alternative hypothesis (H_a), "there is significant effect of literacy program on the students' reading habit" is accepted. In conclusion, there is positive or significant effect of literacy program on students' reading habit of seventh grade at SMPN 1 Jenangan in academic year 2018/2019.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

1. For the school

It is better for the school to implemented the literacy program in every class. The school is suggested to improve the system and facilities for a better condition in implementation of literacy program. The facilities include the library facilities to revive the library function. So, the school will maximize the efforts for increase the students' reading habit.

2. For the English teacher

Teachers should be actively participate in the implementation of literacy program. The teachers should be give direction, guiding the passage of the process of literacy program and appreciate the result of the works of students in order to make students interested in attending the process. So can increase their reading habit through the literacy program. The teachers should present the language in an enjoyable. The other word the teacher could give some reward to students who have the best or great quantities of book review , so it can make students more active and feel confidence in implementation of literacy program.

3. For Students

Literacy program is good to increase the students' knowledge. It is more effective to increase students' reading habit. The implementation of literacy program in everyday can make the students have a good intensity to reading. The more often to reading will be the better for their knowledge. The more often a reading will affect the reading habits from the less good to be good and from good to be better.

4. Future researchers

The researcher knows that this research is far from being perfect. The researcher hopes this research will be used for further research to conduct on similar topics. Furthermore, it is also recommended for future researchers to use the findings as an additional reference and as a consideration in conducting the next research.



BIBLIOGRAPHY

- Adnan Latief, Mohammad. *Research Methods on Language Learning an Introduction*. Malang: UM Press, 2013.
- Anderson, Neil J. and David Nunan,. *Practical English Language Teaching: Reading*. America New York: McGraw-Hill ESL/ELT, 2008.
- Anshi. *Habit of Readinga Beneficial Start*, 2012, retrieved from ([http://www.depthnheight.com/habit-of-reading-a-beneficial -start/com](http://www.depthnheight.com/habit-of-reading-a-beneficial-start/com))
- Arifian, M. Azka . *The Implementation of School Movement Literacy at Junior High School 06 Salatiga in Academic Year 20016/2017*. Thesis. IAIN. Salatiga, 2017.
- Aziz, M. saiful. *The Implementation of Literacy Culture to Improve Student's Reading, Writing, and Critical Thinking Ability*. Thesis, UIN Malik Ibrahim, Malang, 2017.
- Brown, Douglas. *Language Assesment Priciples and Classroom Practice*, (Pearson Longman,)
- Creswell, Jhon. W. *Educational Reaserch : planing,conducting,and evaluating Quantitative and Qualitative Reaserch*. Boston: peason Education inc. 2012.
- C. Richard, Jack. *Curriculum Development in language Teaching*. USA: Cambridge University Press, 2001.
- Dorofeev, Sergey and Peter Grant. *Statistics for Real-Life Sample Surveys: Non-Simple-Random Samples and Weighted Data*. New York: Cambridge University Press, 2006.

Essay. UK, *basic Literasi in Indonesia Education Essay*, (November 2013), Retrieved from <https://www.ukessays.com/essays/education/basic-literacy-in-indonesia-education>

Fernquest, J. *Preparing for an ASEAN Economic Community in 2015*, retrieved from <http://www.bangkokpost.com/learning/learning-from-news>

Gaona, Julio Cesar Galicia. *Relationship between Reading Habits, University Library and Academic Performance in A Sample of Psychology Students*, *Revista de La Educacion Superior Journal*, Vol. XL (I), No. 157, 2011, pp. 59— 60.

Gilakjani, Abbas Pourhosein. *Journal of Studies in Education. How Can Students Improve Their Reading Comprehension Skill*. no. 2, vol. 6. .

Hamm, Trent. *Perfect Hobby? Reading book is fun, cheap, and good for you*, 2012, retrieved from (<http://abcnews.go.com/Business/reading-books-fun-cheap-good/story/com>)

Hasan . et all, *Effect of ICT on the Reading Habit of Students of Rufus Giwa Polythenic, Owo*, *Canadian Journal on Scientific and Industrial Research*,3(4), 2012.

Jack, Steel. *The Habit of Reading and Its Advantages-Why You Should Develops Habit of Regular Reading*, 2008 ,(<http://voice.yahoo.com/the-habit-its-advantages.com>

Kothari, C.R. *Research Methodology Method and Technique (second revised edition)*. New Delhi: New Age International Publisher, 2004.

Kwame Ameyaw,Samuel. *Read or Perish: Reading Habits among Students and its Effect on Academic Performance: A Case Study of Eastbank Senior High School – Accra*,” *Library Philosophy and Practice (e-journal)*. 2018.

M Houser, Robert. *Measuring Literacy: performance levels for adults*. Washington: the national academies press, 2005.

M.F. Patel & P.M. Jain. *English Language Teaching*. India: Sunrise, 2008.

Miller, G. A. *Linguistic Communication : Perspectives for Research*. Newark: Del.International Reading Association,1973.

Norton, Bonny. *Identity, Literacy and English-Language Teaching*. Canada: TESL Canada Journal, 2010.

Nunan, David. *Practical English Language Teaching*. America New York: McGraw-hill/companies, 2003.

Observation in the SMPN 1 Jenangan at magang II

Ochanya, Ogbodo Rosemary. *Effective Study Habits in Educational Sector: Counseling Implications, Edo Journal of Counseling*, Vol. 3. No. 2, 2010.

OECD, *PISA 2009 Results: Learning to Learn—Student Engagement, Strategies and Practices*, 3, 2010, p. 26, retrieved from <http://dx.doi.org/10.1787/9789264083943-en>

Retnaningdyah, Pratiwi. et.all, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016.

S, Thanuskodi. *Reading Habit among Library and Information Science Students of Annamalai University: A Survey, International Journal Education Science*, Vol.3, No.2, 2011, p.1.

- S. McNamara, Danielle. *Reading Comprehension Strategies*. London: Laurence Erlbaum Associates, 2007.
- S. Pang, Elizabeth. et all. *Teaching Reading*. Singapore: International Academy Of Education
- Santoso, Ridwan. *The Influence of the Program Literacy School with Students' Reading Interest at SMA Negeri 2 Gadingrejo in Academic Year 2017/2018*. Thesis. Universitas Lampung. Bandar Lampung, 2018.
- Setiarini. *The Use of Literacy-Instructional Category to Improve Students' Reading Comprehension*. Thesis. IAIN. Salatiga, 2016
- Singarimbun, Masri and Sofian Effendi. *Metode Penelitian Survei*. penerbit LP3ES Indonesia, 2006.
- Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif dan R & D*. Bandung: Alfabeta, 2010.
- Supardi. *Aplikasi Statistika dalam Penelitian*. Jakarta Selatan : Change Publication, 2013.
- Tampubolon. *Kemampuan Membaca (Teknik Membaca Efektif dan Efisien)*. Bandung: Angkasa, 1990.
- Trihendradi, Cornelius. *Melakukan Analisis Statistik Menggunakan SPSS*. Yogyakarta: C. V Andi Offset, 2009.
- UNESCO Education Sector Position Paper. *The Plurality of Literacy and its Implications for Policies and Programmers*. France: United Nations Educational, 2004.
- Widyaningrum, Retno. *Statistika*. Yogyakarta: Pustaka Felicha, 2011.

Wray, David and Maureen Lewis. *Extending Literacy*. USA: Taylor & Francis e-Library, 2005.

Wyse, Dominic. *Teaching English, Language and Literacy Journal*. Cambridge Journal of Education Vol. 39, No. 3, September 2009.

