

ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – IV Issue - III (May-June) 2026

Frequency: Bimonthly



The Utilization of Reading Corners in Improving Reading Literacy in Grade VII UPT 2 Bonggakaradeng

Indryasi Anna^{1*}, Elisabet Mangera², Daud Rodi Palimbong³

^{1, 2, 3} Master Program Indonesian Language Education, Graduate Program, Indonesian Christian University
TorajaToraja

| **Received:** 11.05.2026 | **Accepted:** 18.05.2026 | **Published:** 20.05.2026

*Corresponding author: Indryasi Anna

Abstract

This study aims to determine the use of reading corners in improving reading literacy of grade VII students of UPT SMPN 2 Bonggakaradeng. This study uses a quantitative approach with a quasi experiment method through a pretest-posttest control group design. The research population was 35 students, with the research sample consisting of 21 students who diligently visited the reading corner and 14 students who rarely visited the reading corner. The data collection technique uses learning outcome tests in the form of pretest and posttest. Data analysis was carried out through normality tests, homogeneity tests, N-Gain tests, and independent sample t-tests. The results showed that the average score of students who diligently visited the reading corner increased from 60.75 to 83.25, while students who rarely visited the reading corner increased from 61.19 to 75.00. The results of the N-Gain test for students who diligently visit the reading corner of 0.5898 are in the medium category. In addition, the results of the hypothesis test showed a significance value of 0.001 (< 0.05) which means that there is a significant difference between the learning outcomes of students who diligently visit the reading corner and students who visit the reading corner frequently. Thus, the use of the reading corner can provide reading literacy for grade VII students of SMPN 2 Bonggakaradeng.

Keywords: Utilization of reading corners in Improving Reading Literacy of Grade VII Students of SMPN 2 Bonggakaradeng

INTRODUCTION

Education is one of the most important things in human life. In Indonesia, the Ministry of Education and Culture continues to encourage literacy improvement in all education to produce quality human resources, one of the Increased literacy is through increased reading, which is key to acquiring knowledge and skills. By mastering the ability from an early age, it will shape the child to become a literate student throughout his life.

Reading habits are an important and fundamental thing that must be developed from an early age to improve the quality of education delivery. Interest and reading habits need to be nurtured, fostered and developed from an early age because the experience that children get at the age of six years has a big influence on the development of children's abilities. Reading is a tool to learn to

obtain the pleasure of reading is also a tool to acquire knowledge stored in the form of writing.

A character who likes to read is one of the most important characters in supporting the progress of the nation. This is proven by people in developed countries who have a culture of reading. In the survey of the world's national literacy level followed by 61 countries, it was recorded that developed countries such as Finland, and Norway for their literacy levels were ranked 1st and 2nd, while other developed countries that are very influential in the world such as the United States, Germany, and the United Kingdom were ranked 7th, 8th, and 18th (Anjani et al., 2023). In addition, in Asia there are South Korea, China, Japan, and Singapore ranked 22nd, 19th, 32nd and 36th respectively.

The reading corner is a special corner in the classroom or school environment that provides a variety of interesting reading materials and according to the level of development of students. The existence of a reading corner is expected to be able to create a literate, fun, and encourage students to read independently and in a directed manner.

UPT SMPN 2 Bonggakaradeng as one of the first secondary education units has provided reading corners in several classrooms as part of efforts to support the School Literacy Movement. However, based on the results of initial observations, the use of reading corners by grade VII students is not optimal. Some students still show low interest in reading, do not use their free time to read, and are not able to understand the content of reading in depth. This condition indicates that the existence of a reading corner has not fully had a significant impact on improving reading literacy of UPT students SMPN 2 Bonggakaradeng is one of the junior high schools that also runs the school literacy movement (GLS) in accordance with government regulations and already has a reading corner in every classroom environment. Literacy activities are carried out through habituation activities for all school students. One of the habits that is carried out is that every student at SMP 2 Bonggakaradeng is to oblige students to read. Each class conducts reading literacy activities before starting learning. Students are also required to read in the reading corner in the classroom environment or in the library during the hours of the lecture in turn according to the *jabwal* determined by the school, in the reading corner there are various types of books, magazines, and newspapers that can be read by students. Reading corners can also develop students' reading literacy.

Therefore, an in-depth study is needed on how the use of the reading corner is carried out and the extent of its influence on the reading literacy of grade VII students at UPT SMPN 2 Bonggakaradeng. This research is expected to provide an empirical picture of the role of reading corners in improving reading literacy, as well as being an evaluation and recommendation material for schools in developing more effective and sustainable literacy programs.

THEORETICAL FRAMEWORK

1. Reading Corner

The reading corner is an area in the corner of the room that is used for reading and is equipped with various books that are neatly arranged and attractively designed. This reading corner is an extension of the library's function, namely to make it easier to read books and bring books closer to students. The collection of books in the reading corner must be interesting readings so that students'

interest in reading increases and the procurement of books must vary (Niswatul Fithriyah, 2023). These books contain textbooks and non-text books. The reading corner is a teacher's strategy in increasing students' interest in reading. The reading corner is the use of a corner of the classroom that can be used to encourage students to read books regularly and on a scheduled basis so that students will get used to reading. The reading corner is one of the efforts to increase students' reading interest and reading quality (Kurniawan et al., 2019). The existence of a reading corner that is made attractive and comfortable will make students more active in reading (Santi & Setyaningsih, 2023).

Some of the author's opinions conclude that the reading corner is a reading place located in the corner of the classroom and is equipped with a collection of books and acts as a library that is made attractively to stimulate students' attention to increase their interest in reading so as to achieve the desired learning outcomes.

2. Reading Literacy

In general, literacy is a person's ability to process and understand information while reading and writing. In its development, the definition of literacy is the ability to read and write. However, currently literacy has begun to be used in a broader sense and has many variations such as media literacy, computer literacy, science literacy, school literacy and so on. The term literacy in Indonesian is an absorption of English *literacy*.

Ogle (in Abidin, 2018) added that multiliteracy includes the ability to read, write, listen, and speak efficiently to improve the ability to think critically, analyze, and evaluate information from various sources and disciplines, as well as convey the results of these thinking well.

The conception of literacy has developed through five generational stages. Abidin (2022) explained that in the first generation, literacy is understood as the ability to use language and images in various complex forms for reading, writing, listening, speaking, observing, conveying information, and thinking critically about ideas. In the second generation, literacy began to be seen in social and cultural contexts, showing the close relationship between literacy and people's life practices.

Kusmiarti & Hamzah (2019) distinguish between old and new literacy. The old literacy was limited to basic reading, writing, and numeracy skills (*calistung*), while the new literacy included data literacy, technological literacy, and human literacy. Data literacy emphasizes the ability to understand and draw conclusions from large-scale information and data (*big data*). Technology literacy refers to understanding how machines work, the use of technology applications, and technology-based productivity. Meanwhile, human literacy includes the ability to communicate, collaborate, think critically, creatively, and innovatively.

METHOD

This study uses a quantitative approach with a descriptive approach method, and data collection using pollution or samples, using research instruments, statistical/quantitative data analysis to test the hypothesis used. through the design of pretest-posttest to find out the use of reading corners in improving reading literacy in Class VII UPT SMPN 2 Bonggakaradeng . According to Sugiono (2019), the pretest-posttest control group design was used to compare changes in reading literacy improvement.

The research population is all grade VII students totaling 35 students, with the research sample consisting of 35 students in grade VII. The experimental class was given the opportunity to use the reading corner to improve the reading literacy of grade VII students of SMPN 2 Bongkaradeng

The data collection technique uses reading learning outcome tests in the form of pretest and posttest. The research instrument has gone through a percentage descriptive technique to ensure the feasibility of use.

The data analysis technique was carried out through descriptive and inferential statistical analysis. The analysis prerequisite test includes the normality test and the homogeneity test. Furthermore, the increase in students' reading literacy was analyzed using the N-Gain test, while hypothesis testing was carried out using an independent sample t-test to determine the difference in the increase in reading literacy of students who diligently visited the reading corner between students who rarely visited the reading corner.

RESULTS AND DISCUSSION

Research Results

Description of Pretest and Posttest Results The comparison of pretest and posttest scores in students who diligently visit the reading corner and students rarely visit the reading corner can be seen in Table 1 below.

Table 1. Average Pretest and Posttest Scores of Students

Classes	Number of Students	Average Pretest	Posttest Average	Improve ment
Rarely visit to read		61,19	75,00	13,81
Diligent visits to the reading corner	20	60,75	83,25	22,50

Based on the results of research that has been conducted on students who rarely visit the reading corner and students who diligently visit the reading corner, the average data of students' pretest and posttest scores was obtained as follows: Rarely visiting the reading corner which totals 14 students obtained an average pretest score of 61.19 and an average posttest score of 75.00, resulting in an increase of 13.81. Meanwhile, students who diligently visited the reading corner amounted to 21 students obtained an average pretest score of 60.75 and an average posttest score of 83.25, resulting in an increase of 22.50.

These results show that the increase in reading literacy of students who diligently visit the reading corner is higher than the students who rarely visit the reading corner. This indicates that the use of the corner in improving reading literacy has a positive effect on improving the reading literacy of grade VII students of SMPN 2 Bongkaradeng.

Normality Test Results

The normality test was conducted using the Shapiro–Wilk test because the sample size was less than 50 students.

Table 2. Data Normality Test Results

Classes	Sig. Shapiro-Wilk	Remarks
Pretest rarely visits	0,304	Normal
Posttest rarely visits	0,210	Normal
Pretest diligent visit	0,439	Normal
Posttest diligent visit	0,094	Normal

The normality test was conducted using the Shapiro–Wilk test because the sample size was less than 50 students. Based on the results of the analysis, the significance value of pretest data was 0.304, posttest students rarely visited the reading corner was 0.210, pretest students who diligently visited the reading corner was 0.439, and posttest students who were diligent in visiting the reading corner was 0.094.

All significance values show values greater than 0.05 (Sig. > 0.05), so it can be concluded that the data on improving reading literacy of grade VII students is normally distributed. Thus, the data are eligible for parametric statistical analysis.

Homogeneity Test Results

The homogeneity test was carried out using the **Levene's Test** to find out the similarity of variance between the two groups.

Table 3. Homogeneity Test Results

Data	Sig.	Remarks
Posttest Scores	0,531	Homogeneous

The homogeneity test was carried out using Levene's Test to find out the similarity of variance between students who rarely visit the reading corner and students who diligently visit the reading corner. Based on the results of the analysis, a significance value of 0.531 was obtained. Since the significance value is greater than 0.05 (Sig. > 0.05), it can be concluded that the variance of the two groups is homogeneous.

Thus, the data are eligible for hypothesis testing using an independent sample t-test.

N-Gain Test Results

The N-Gain test is used to determine the level of increase in the results of the use of the reading corner in improving reading literacy after treatment is given to students who diligently visit the reading corner.

Table 4. Results of N-Gain Calculation students diligently visit the reading corner

Variable	Minimum	Maximum	Red	Percentage	Categories
N-Gain	0,36	0,80	0,5898	58,98%	Medium

The results of the analysis of improving learning outcomes using the N-Gain test showed that the average N-Gain score in students who diligently visited the reading corner was 0.5898 or 58.98%. This value is included in the medium category.

This shows that the use of reading corners in improving students' reading literacy is quite effective in learning Indonesian in grade VII of junior high school.

Hypothesis Test Results (Independent Sample t-test)

The hypothesis test was carried out using an independent sample t-test to find out the difference in learning outcomes between students who diligently visit the reading corner and students who rarely visit the reading corner.

Table 5. Independent Sample t-test results

Data	Sig. (2-tailed)	Mean Difference	Remarks
Posttest of avid students vs students who rarely visit	0,001	8,250	Significant

Based on the results of the hypothesis test using an independent sample t-test, a significance value (Sig. 2-tailed) of 0.001 was obtained. The value is less than 0.05 (Sig. < 0.05), so H_0 is rejected and H_1 is accepted.

Thus, it can be concluded that there is a significant difference between the results of increasing reading literacy of students who diligently visit the reading corner. And students who rarely visit the reading corner.

Discussion

The results of the study show that the use of reading corners in improving reading literacy has a significant influence on the improvement of reading in class VII UPT SMPN 2 Bonggakaradeng. This can be seen from the increase in the average score of the posttest in students who diligently visit the reading corner, which is higher compared to students who rarely visit the reading corner, which is 83.25 in students who diligently visit the reading corner and 75.00 students who rarely visit.

The increase in learning outcomes was also strengthened by the results of the N-Gain test which showed that the improvement in the ability of students who diligently visited the reading corner was in the medium category, which showed an increase in reading results that was quite effective after the use of the reading corner in improving reading literacy. In addition, the results of the hypothesis test using an independent sample t-test showed a significance value of 0.001, which means that there was a significant difference in the results of increasing reading literacy between students who diligently visited the reading corner and students who rarely visited the reading corner after being given treatment.

The increase in reading literacy in students who diligently visit the reading corner occurs because the use of the reading corner is able to provide reading books, attractive, and comfortable, thereby increasing student involvement in the reading process effectively. Reading corners and interesting books can help students understand learning materials more easily and meaningfully compared to reading in classrooms that tend to be teacher-centered.

In addition, the use of reading corners in improving students' reading literacy encourages students to understand the material conceptually through critical, reflective, and contextual thinking activities. The use of reading corners that emphasize students' active involvement in building knowledge allows students to gain a more meaningful reading literacy experience so that it has an impact on improving reading outcomes effectively.

These findings show that the use of reading corners in improving students' reading literacy can be one of the alternative effective

reading strategies in improving the quality of Indonesian research literacy in junior high schools. Thus, the use of reading corners in improving students' reading literacy is one of the learning innovations that can be applied by teachers to improve reading literacy optimally.

CONCLUSIONS

Based on the results of the research and data analysis that has been carried out, it can be concluded that the use of the reading corner in improving the reading literacy of grade VII students of UPT SMPN 2 Bonggakaradeng. This is shown by an increase in the average reading score of students who diligently visit the reading corner from 60.75 to 83.25, which is higher than students who rarely visit the reading corner which increased from 61.19 to 75.00. The results of the independent sample t-test also showed a significance value of 0.001 (< 0.05), which means that there was a significant difference between the reading results of students who diligently visited the reading corner and students who rarely visited the reading corner after being given treatment.

In addition, the results of the N-Gain calculation of 0.5898 show that the increase in reading of students who diligently visit the reading corner is in the medium category, which indicates that the use of the reading corner can increase students' reading literacy understanding quite effectively in learning Indonesian.

The use of reading corners can provide a more interesting, interactive, and meaningful learning experience so that it can increase student involvement in the reading literacy learning process and understand the material effectively.

Therefore, the use of reading corners can be used as an alternative strategy in improving reading literacy to improve the quality of Indonesian language learning in junior high schools. Further research is suggested to develop the use of reading corners in other learning materials, different levels of education, and combine them with other learning to obtain more optimal results.

REFERENCES

1. Youngest, F. D. (2021). Implementation of reading literacy in elementary schools. *Journal Pedagogy and Learning*, 522–527.
2. Dalman. (2017). *Reading Skills*. Jakarta: Rajawali Press.
3. Faradina, N. (2017). The effect of the School Literacy Movement program on interest read students at Muhammadiyah An-Najah Jatinom Integrated Islamic Elementary School, Klaten. *Science*, 6(8), 60–69.
4. Heza Aqil Siroj, A. H. (2022). The influence of digital literacy on students' reading interest grade V SDN 1 Dasan Tapen for the 2021/2022 school year. *Scientific Journal of the Education Profession*, 1049–1057.
5. Kurniawan, D. (2019). The role of the reading corner in fostering an interest in reading elementary school students. *Journal of Elementary School Education and Learning Innovation*, 48–57.
6. Mardhiyah, R. H., Aldriani, S. N. F., & Zulfikar, M. R. (2021). The importance of learning skills in the 21st century as a demand in the development of human resources. *Reading: Journal of Education*, 12(1), 29–40.
7. Muslims. (2017). *Fostering Literacy Culture and Reading Interest from Villages*. Gorontalo: Ideas Publishing. Prasrihamni, M., Zulela, Z., & Edwita, E. (2022). Optimizing the application of literacy activities

in increasing the reading interest of elementary school students. *Journal of Cakrawala Pendas*, 8(1), 128–134.

7. Sinaga, I. F., Sinaga, C. V. R., & Thessalonica, E. (2022). The effect of the reading corner on the increase in reading interest of grade V students of SDN 091254 Batu Onom. *Journal of Education and Counseling*, 4, 6417–6427.
8. Prasrihamni, M., Zulela, Z., & Edwita, E. (2022). Deployment optimization literacy activities in increasing the reading interest of elementary school students. *Journal of Cakrawala Pendas*, 8(1), 128–134.
9. Sinaga, I. F., Sinaga, C. V. R., & Thessalonica, E. (2022). The Influence of the Reading Corner to increase the reading interest of grade V students of SDN 091254 Batu Onom. *Journal of Education and Counseling*, 4, 6417–6427.
10. Sugiyono. (2020). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta