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IMPROVING STUDENTS' READING COMPREHENSION ABILITY THROUGH SCHOOL LITERACY MOVEMENT

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Abstract

The establishment of the School Literacy Movement (*Gerakan Literasi Sekolah-GLS*) proposed by the authority in Senior High School level is to tackle students' reading skills problem, especially reading comprehension. The present study attempts to figure out students' ability in reading comprehension, and to describe factors influencing students' ability in reading comprehension through literacy program at SMA N 1 Bantul. True experimental pre²⁴-posttest control group design was applied in the present study. Furthermore, a pre-test and post-test were conducted to obtain quantitative data from both experimental and control group. Meanwhile, questionnaire with a Likert ³ scale ranging from SA=4 to SD=1 was used to obtain data about factors influencing students' ability in reading comprehension. The findings revealed that the literacy program improved students' reading comprehension scores of the experimental group with an average score of 90.91, thus, this achievement is classified into "Good" category. Meanwhile, the influencing factors namely internal and external factors, including readers' motivation and interest, as well as the external factors including reading materials, teachers, and questioning strategies. The results of this study may help teachers choose effective learning strategies to improve students' reading comprehension through literacy programs in years to come.

³⁹
Keywords: reading ability, reading comprehension, literacy program.

INTRODUCTION

Reading is the essential ability that is firmly connected with different abilities like writing, speaking and listening. Reading skill is an ability that must be possessed by school children because through reading children can learn a lot about various fields of study (Viyana *et al.*, 2022). According to Kaharuddin, (2018),⁴² reading, writing, speaking, listening, imagining, and perceiving are all steps in the process of developing literacy. Understanding the reading requires the readers to actively use previous experience, cognitive patterns, attitudes, emotions, and interests. The lower standards of reading competence may be the result of a number of

different variables, such as cognitive or affective ones (Juyandegan, 2016). Therefore, EFL teachers should implement several strategies to create an enjoyable learning environment for students to achieve maximum results in reading comprehension session (Puspita *et al.*, 2017).

Students are expected to comprehend the reading material to accomplish better outcome in learning process. According to Smith & Robinson in *Febriani et al.*, (2019) understanding, analyzing, and applying knowledge acquired through dialogue between reader and author are all parts of reading comprehension. To develop students' comprehension of the content of reading texts, it is crucial to teach reading to them. According to (Shehu, 2015), there are two main influential factors of students' reading comprehension, they are internal factors, and external factors. The internal factor may be driven from inner side of students as readers, such as motivation, and interest. Meanwhile the external factors may be from out side of the students, such as difficulty level of reading material, reading subject teachers, and questioning strategies applied by the teachers.

Students' progress in school and in communal life might be impacted by their literacy habits. Reading activities is great for students' intellectual development, and to participate in any job or activity, students must be literate. Literacy is no longer seen as a distinct collection of distinctive cognitive skills (Genlott & Grönlund, 2013). Low level of student literacy will have an impact on schooling for all students (Wijayanti *et al.*, 2023). That is why the students' habit in literacy may effect their successful in achieving good score in the reading subject. According to Hartyatni (2018), students attempt to establish the habit of reading through monitoring, with the assistance of the teacher's method through individual and group assignments, assessment, and reflection.

Elizabeth *et al.*, (2023), confirm that Indonesian government is committed to increasing students' interest in reading by establishing the School Literacy Movement (*Gerakan Literasi Sekolah-GLS*). It is a social movement with collaborative support from various elements carried out about 15 minutes reading activities before learning and teaching activities, which aim at enhancing students' reading comprehension. By having this regular activities, students are expected to

have reading habits and possess the skill to understand the contents of the reading (Eryanti *et al.*, 2021). The Ministry of National Education (MONE) has established the school literacy movement and released the module as the implementation of its program based on the theory proposed by Anderson *et al.*, (2001).

Literacy program refers to the act of contributing in an elementary, middle, or high school to help students improve their reading or writing skills in accordance with recognized academic standards. The establishment of the school literacy movement is one of government efforts to elevate the low rate of Indonesian students' literacy skills through three stages namely habituation, development, and learning activities (Nizma & Kusumawardani, 2023). Meanwhile, (Oktaviani & Sopiah, 2020), confirm that this program is implemented to support the 2013 curriculum and very useful for students to shape their reading habit.

Literacy program is a plan made to foster a reading habit in an individual that involves reading, thinking critically, and summarizing the findings conducted in the English class by English teacher. The texts read are non-learning books, such as novels, short story collections, popular scientific books, magazines, and comics. This literacy program has enormous benefits, especially in preparing students for class with strong reading comprehension and writing skills. The literacy program is separated into many stages, including the stages of habituation, development, and learning (Subur *et al.*, 2022). It is believe that by asking students to engage in literacy, religion, and digital literacy activities, the habituation stage is carried out. Understanding a program is critical to the success of the activity or program. Literacy programs involve a large percentage of reading skills.

Murti, (2018), states that literacy programs are essential because they strive to maximize human potential, including flexibility to changes in technology and information flows as well as cognitive, emotive, linguistic, creative, social, and spiritual intelligence. Literacy programs make learning in schools meaningful and rich in universal life messages. Literacy is not only developed through activities outside the classroom but also in the classroom so literacy programs need to be integrated into daily learning in the classroom. Many studies suggest that a reader's

literacy program has a greater impact on their reading comprehension. Reading has a significant impact on student literacy development.

Several studies were carried out to examine the impact of literacy program on students' reading ability, for instance, Meinawati *et al.*, (2022) carried out a study to examine English reading comprehension through literary text extensive reading program. The findings revealed that a comprehensive program of literary reading improves readers' comprehension of English as a whole. Moreover, students can develop an interest in reading and reading habits contributes to their good opinion of the extended reading program.

Another relevant study was conducted by Hadiano *et al.*, (2022) to examine the effectiveness of literacy teaching design integrating local culture discourse and activities to enhance reading skills. The statistical analysis revealed that instructional design had a substantial impact on the improvement of reading skills. Thematic analysis demonstrated how participants saw how the literacy teaching technique increased their knowledge, shared understanding among participants, and encouraged them to build their life skills. Graham *et al.*, (2017) conducted a study to determine whether literacy programs that combine reading and writing instruction increase students' ability to read and write. These findings indicate that literacy programs that combine reading and writing instruction can boost reading and writing skills while also emphasizing the need of learning the two skills together.

Literacy is a learning process that enables individuals to attain their goals, develop their knowledge and potential, and actively engage in their community. Applying literacy is a challenging task since teachers must plan the right approach, establish a positive learning environment, and assess the students' level of literacy. In response to the school literacy movement, some school have implemented this program and some have not for some reasons such as the availability of school facilities and the man power. (Lestari & Astuti, 2023), confirm that the school literacy movement is conducted into several phases, depending on the readiness of every school in Indonesia.

SMA Negeri 1 Bantul, Yogyakarta, had implemented the school literacy movement (*GLS*) in some classes within the school. In its implementation, this school divides the program into ⁴ three stages, namely: habituation, development, and learning. The literacy activities covers 15 minutes reading session before regular teaching and learning activities. The activities including writing short comments on books they have read, and reviewing books.

From our preliminary school observation conducted at SMA N 1 Bantul Yogyakarta on the literacy program movement, we found out that many students got involved in the reading session and participated in the activities. During the reading session, they showed their interest and motivation to participate at all times. However, they struggled with the reading session because of low level of vocabulary mastery they have and complexity of sentence structure. This school has implemented the *GLS* and urged students to fully participate and improve their reading ability.

This research brings positive contributions to the development of students' ability in reading comprehension which in turn to improve their reading skills. Students are accustomed to reading an assortment of texts, and therefore, they will be more interested in reading and analysing any kinds of text provided in learning and teaching. The present study attempts to confirm whether or not the literacy program movement bring beneficial impact to students' reading ability in reading comprehension, and to explore the factors influencing their reading achievement (if any). Therefore, the researchers formulate the following research questions in light of the issue and the previous research background, namely 1) How is students' ability ¹³ in reading comprehension through the school literacy program at SMA N 1 Bantul? 2) What are the factors influencing students' ability in reading comprehension through the school literacy program?

RESEARCH METHOD

Research Design

The present study utilizes true experimental ²⁰ pretest-posttest control group design which involved two groups namely an experimental group, received treatments using the literacy program, and a control group that received no treatment. Furthermore, 33 students (9 males, and 24 females) of class XI of the Natural Science 1 at SMA N 1 Bantul ¹ in the academic year 2022/2023 were ¹ participated in the data gathering process. Reading comprehension test (pre-test, and pos-test) and questionnaire were used to gather data on the students' ability, and factor influencing their ability ¹³ in reading comprehension through the school literacy movement.

The followings are the procedures of data collection through pre-test, namely, first, researchers provided a pre-test ²⁸ for the experimental group to find out the students' previous reading ability. Second, upon completion the pre-test, the students were given a treatment by allowing them to read texts through the school literacy movement which was lasted 90 minutes. In this part, the researchers explained the material regarding the text as learning instructions what so-called Hortatory Exposition text. Third, the researchers gave an example of a problem to work on together, and provided more reading examples related to the material, Fourth, students were asked to analyze and worked on the questions by reading textbooks, and when they found difficulty words, they can consult with dictionaries. Fifth, the researchers summarized what had been learned, and gave reinforcement for the students in order to improve their comprehension of the learning materials. Finally, both experimental and control group were asked to do the post-test, and completed the questionnaires. Furthermore, the test items are consisting of ten items with five question types criteria, and each criteria has two items respectively, ¹ as seen in the Table 1 as follows:

Table 1. The Identification of Question Types

No	Question Types Criteria	Number of Items	Percentage
1.	Seeking for main idea	2 items	20%
2.	Scanning for details	2 items	20%
3.	Contextualizing Vocabulary	2 items	20%
4.	Identifying Exceptions	2 items	20%
5.	Analyzing Grammar	2 items	20%
Total items		10 items	100%

Adopted from Brown (2004)

All data gathered through the pre-test and post-test were analyzed using the reading scoring rubric as presented in Table 2, as follows:

Table 2. The Scoring Rubric of Reading Comprehension

No	Criteria	Score
1	Reading for main ideas	20
2	Scanning for details	20
3	Using contexts vocabulary	20
4	Identifying exceptions	20
5	Grammar analysis	20
Total scores		100

Adopted from Hecklemen (1969)

Meanwhile, the outcomes of student achievement data are examined based on the evaluation criteria above to calculate the final score for each student. The calculation formula shown below is applied to calculate each student's results before looking for the mean to determine the overall score:

$$Mx = \frac{\sum X}{N}$$

Where :

Mx = mean score

X = individual score

N = number of students

The researchers compare the current value with the level of achievement after determining the mean value. The achievement level table is then constructed using the school's Minimum Criteria of Completeness (*Kriteria Ketuntasan Minimal-KKM*), which is a standard for the minimum completeness score and is set at 75 in English score, proposed by SMA N 1 Bantul. The *Kriteria Ketuntasan Minimum (KKM)* in English subject determined by the education unit referring to

Students' Learning Outcome (*Standar Kompetensi Lulusan-SKL*) by considering the characteristics of the students, the features of the subjects, and the condition of the education unit Sutanto & Muhammad, (2017). The students' achievement level can be seen in Table 3, as follows:

Table 1. Level of Students' Achievement

Interval Value	Predicate	Description
93 – 100	A	Very Good
84 – 92	B	Good
75 – 83	C	Fair
< 75	D	Less

Adopted from (Kemendikbud, 2017)

Apart from test data, the researchers also administered a questionnaire to figure out the factors influencing students' success in enhancing their reading abilities through the school literacy movement. Therefore, a 4 Likert-scale, ranging from score 4: Strongly Agree (SA), to score 1: Strongly Disagree (SD) was used to evaluate the information from the questionnaire (Sugiyono, 2018). Meanwhile, to calculate the percentage, it uses the following formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage

f = the frequency of the answer

n = total number of respondent

(Suprijono, 2010)

FINDINGS AND DISCUSSION

Findings

Students' Ability in Reading Comprehension through Literacy Program

To obtain the data about students' ability in reading comprehension on Hortatory exposition text, the present study uses five aspects as proposed by (Brown, 2004), namely: 1) Main idea (M); 2) scanning for Details information (D); 3) Grammar (G); 4) Vocabulary (V); and 5) identifying Exceptions (E). The students' achievement in pre-test can be seen in Table 4 as follows:

Table 4. Students' Achievement in Pre-Test

No	Respondents	Aspects					Final Score
		M	D	G	V	E	
1	R#1	10	20	10	10	10	60
2	R#2	20	10	10	20	10	70
3	R#3	20	10	10	20	10	70
4	R#4	10	10	10	20	10	60
5	R#5	10	10	10	20	10	60
6	R#6	10	0	10	10	20	50
7	R#7	10	10	0	20	10	50
8	R#8	10	10	10	20	10	60
9	R#9	10	10	20	10	10	60
10	R#10	10	10	10	10	10	50
11	R#11	10	10	10	20	10	60
12	R#12	10	10	0	10	10	40
13	R#13	10	20	10	20	0	60
14	R#14	10	10	0	10	10	40
15	R#15	10	10	10	20	0	50
16	R#16	10	10	0	20	0	40
17	R#17	10	10	0	20	10	50
18	R#18	10	10	20	20	10	70
19	R#19	10	10	20	10	10	60
20	R#20	10	10	20	20	10	70
21	R#21	10	10	10	10	10	50
22	R#22	10	0	10	20	10	50
23	R#23	10	10	10	10	10	50
24	R#24	10	10	0	20	10	50
25	R#25	10	10	0	20	10	50
26	R#26	10	20	10	10	10	60
27	R#27	20	20	10	20	0	70
28	R#28	10	0	10	10	20	50
29	R#29	10	10	0	20	10	50
30	R#30	10	10	20	20	10	70
31	R#31	10	0	10	20	10	50
32	R#32	10	10	20	20	10	70
33	R#33	10	10	0	20	20	60
Total Score							1860
The Highest Score							70
Middle score							60
The Lowest Score							40
Mean (Mx)							56.36

Table 4 shows the thirty-three students' achievements in the pre-test. As we can see, the mean score is 56.36 out of 33 students with a total score of 1860. Meanwhile, the highest score is 70, middle score is 60, and the students' lowest

score is 40. The results of the average score of the pre-test indicated that they are in “D” predicate, therefore can be categorized into “Less” achievement.

Upon completion the pre-test, the students were given a treatment as described in the data collection procedure in the research method section. Finally, both experimental and control group were asked to do the post-test, and completed the questionnaires. The results of students’ achievement in post-test can be seen in Table 5 as follows:

Table 5. Students' Achievement in Post-Test

No	Respondents	Aspects					Final Score
		M	D	G	V	E	
1	R#1	10	20	10	20	20	80
2	R#2	20	20	20	20	20	100
3	R#3	20	20	20	20	20	100
4	R#4	20	20	20	20	20	100
5	R#5	20	20	20	20	20	100
6	R#6	20	20	20	20	20	100
7	R#7	10	20	10	20	20	80
8	R#8	20	20	20	20	20	100
9	R#9	20	20	20	20	20	100
10	R#10	20	20	20	20	20	100
11	R#11	20	20	20	20	20	100
12	R#12	10	20	20	20	20	90
13	R#13	20	20	20	20	20	100
14	R#14	10	20	20	20	20	90
15	R#15	20	20	20	20	20	100
16	R#16	20	20	20	20	20	100
17	R#17	20	20	20	20	20	100
18	R#18	10	20	10	10	20	70
19	R#19	20	20	20	10	20	90
20	R#20	10	20	10	10	20	70
21	R#21	10	20	10	20	20	80
22	R#22	0	20	20	10	0	50
23	R#23	20	20	20	20	20	100
24	R#24	20	20	20	20	20	100
25	R#25	20	20	10	10	10	70
26	R#26	20	20	20	20	20	100
27	R#27	20	20	20	20	20	100
28	R#28	20	20	20	20	20	100
29	R#29	10	20	10	10	10	60
30	R#30	10	20	10	10	20	70
31	R#31	20	20	20	20	20	100
32	R#32	20	20	20	20	20	100

33	R#33	20	20	20	20	20	100
Total Score							3000
Highest Score							100
Middle Score							100
Lowest Score							50
Mean (Mx)							90.91

Table 5, shows the total score of 33 students is 3000 with the highest students' score is 100, middle score is 100, and the lowest score is 50. Meanwhile, the average score is 90.91. The results of the average score of the post-test indicate that they are in "B" predicate, and can be categorized into "Good" achievement.

From both test results, we can see the frequency of results from 33 students based on the results of students' achievement in pre-test and post-test as seen in chart 1 as follows:

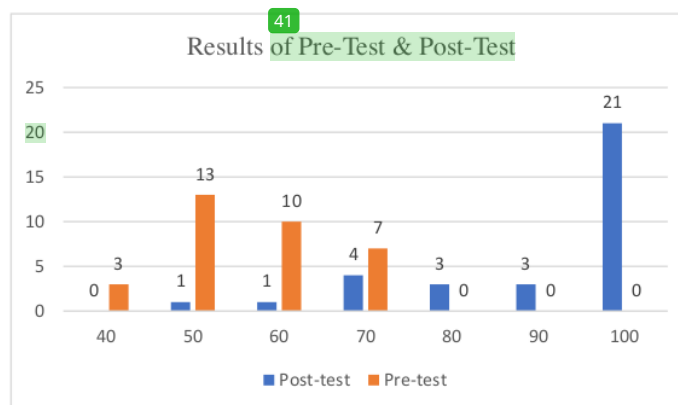


Chart 1. Frequency of Students' Score Result in the Pre-Test & Post-Test

Chart 1 depicts the frequency of students' score result from 33 students. In the pre-test, three students obtained a score of 40, thirteen students gained a score of 50, ten students received a score of 60, and seven students received a score of 70. It means that there are no students passed the Minimum Criteria of Completeness (*Kriteria Ketuntasan Minimum-KKM*). Meanwhile, in the post-test, one student obtained score of 50, one students gained score of 60, four students received score of 70, three students gained score 90, and twenty one students reached score of 100.

Factors Influencing Students' Ability in Reading Comprehension through Literacy Program

To obtain the data of factors influencing students' ability in reading comprehension through literacy program, the researchers administered questionnaire using a 4-point Likert-scales, ranging from score 4: SA (Strongly Agree) to score 1: SD (Strongly Disagree). The outcomes of the data analysis from the survey are displayed in Table 6, as follows:

Table 6. The Results of Questionnaire on Factors Influencing Students' Ability

No	Questionnaire Items	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	After learning Hortatory Exposition Text through the literacy program, I have improved my reading comprehension so I am confident that I will pass each test.	10	30.3	23	69.7	0	-	0	-
2	I would like to learn Hortatory Exposition Text through the literacy program activities because I want to get a high score.	20	60.61	13	39.39	0	-	0	-
3	I feel very interested when reading and working on Hortatory Exposition Text exercises through the literacy program.	9	27.27	24	72.73	0	-	0	-
4	I feel excited when learning Hortatory Exposition Text through the literacy program in class.	11	33.33	22	66.67	0	-	0	-
5	I can easily understand the reading form of Hortatory Exposition Text given in the literacy program.	8	24.24	25	75.76	0	-	0	-
6	I reviewed the Hortatory Exposition Text learning materials that have been taught.	6	18.18	24	72.73	3	9.09	0	-
7	I focus on listen when the teacher is explaining the Hortatory Exposition Text	19	57.58	14	42.42	0	-	0	-

	material through the literacy program in class.								
8	The teacher's way of explaining the Hortatory Exposition Text learning material is very interesting and detailed.	12	36.36	20	60.61	1	3.03	0	-
9	I understand each type of the questions contained in the Hortatory Exposition Text through the literacy program.	8	24.24	25	75.76	0	-	0	-
10	I am capable of answering all forms of questions in the Hortatory Exposition Text through the literacy program correctly and appropriately.	5	15.15	27	81.82	1	3.03	0	-

Table 6 shows the results of factors influencing students' ability in reading comprehension through literacy program after using hortatory exposition test as an assessment tool in reading test. The following is a description of each statement based on the students' responses on the questionnaire. Statement 1 shows that ten or 30.3% of students strongly agree, and twenty-three or 69.7% of students agree about the statement "After learning hortatory exposition text through the literacy program, I have improved my reading comprehension so I am confident that I will pass each test" Meanwhile, none or 0% of student disagree, and strongly disagree with the statement. From the students' responses on this statement, we can conclude that students agree that the hortatory exposition text they had through the literacy program can improved their reading skills to pass the reading test.

Statement 2 shows that ten or 60.61% students strongly agree, and thirteen or 39.39% of students agree about the statement "I would like to learn hortatory exposition text through the literacy program activities because I want to get a high score". None or 0% of students disagree, and strongly disagree with the statement. From the largest percentage of students' responses, it indicates that they strongly agree that hortatory exposition text they learned through the literacy program activities could motivate them to gain a high score.

Statement 3 depicts that nine or 27.27% of students strongly agree, and twenty-four or 72.73% of students agree about the statement “*I feel very interested when reading and working on hortatory exposition text exercises through the literacy program*” Meanwhile, none or 0% of student disagree, and strongly disagree with the statement. The results of students’ responses indicate that the hortatory exposition text conducted through the literacy program made them very happy in learning reading subject.

Statement 4 shows that eleven or 33.33% of students strongly agree, and twenty-two or 66.67% of students agree. Meanwhile, none or 0% students disagree and strongly disagree with the statement “*I feel excited when learning hortatory exposition text through the literacy program in class*” From the students’ responses on this statement, we can conclude that they feel excited to learn reading comprehension when learning hortatory exposition text through the literacy program in class.

Statement 5 shows that eight or 24.24% of students strongly agree, and twenty-five or 75.76% of students agree about the statement “*I can easily understand the reading form of hortatory exposition text given in the literacy program*”. Meanwhile, none or 0% students disagree, and strongly disagree with the statement. The results of students’ responses on this statement indicate that the hortatory exposition text they had in the literacy program expedite their comprehension on reading subject.

Statement 6 shows that six or 18.18% of students strongly agree, and twenty-four or 72.73% of students agree about the statement “*I reviewed the hortatory exposition text learning materials that have been taught*”. However, three or 9.09% students disagree, and none or 0% of students are strongly disagree with the statement. Based on the results of the largest percentage, we still can say that the majority of students reviewed the hortatory exposition text reading materials in the literacy program.

Statement 7 shows that nineteen or 57.58% of students strongly agree, and fourteen or 42.42% of students agree about the statement “*I focus on listen when the teacher is explaining the hortatory exposition text material through the literacy*

program in class". Meanwhile none or 0% of students disagree, and strongly disagree with the statement. The questionnaire results on this statement indicate that ³³ students paid attention to the teacher when explaining the hortatory exposition text material through the literacy program in class.

Statement 8 shows that twelve or 36.36% of students strongly agree, and twenty or 60.61% of students agree about the statement "*The teacher's way of explaining the hortatory exposition text learning material is very interesting and detailed*" However, one or 3.03% student disagree, and none or 0% student strongly disagree with the statement. From the students' responses, we can acknowledge that the way of teacher explaining the hortatory exposition text learning material is very interesting and detailed. It is an indicator of the teacher's influence factor in the classroom.

Statement 9 shows that eight or 24.24% of students strongly agree, and twenty-five or 75.76% of students agree about the statement "*I understand each type of the questions contained in the hortatory exposition text through the literacy program*". Meanwhile, none or 0% students disagree, and strongly disagree with the statement. Based on the results of the largest percentage, we acknowledge that the students understand each type of the questions contained in the hortatory exposition text through the literacy program. It is an indicator of the influence factor of the question form in the classroom.

Statement 10 shows that five or 15.15% of students strongly agree, and twenty-seven or 81.82% of students agree with the statement "*I am capable of answering all forms of questions in the Hortatory Exposition Text through the literacy program correctly and appropriately*". However, one or 3.03% of student disagree, and none or 0% student strongly disagree with the statement. Thus, it indicates that, they agree if they are capable of answering all forms of questions in the hortatory exposition text through the literacy program correctly and appropriately. It is an indicator of the influence factor of the question form in the classroom.

Discussion

Based on the quantitative data obtained from students' reading comprehension pre-test, we can see that their mean score is 56.36, which is categorized into 'C' predicate, or "Less" achievement in English subject. Furthermore, the students' mean score in the pre-test indicates that they are under the passing grade of school's minimum criteria of completeness at SMA N 1 Bantul. Meanwhile, the results of students' reading comprehension post-test revealed that their mean score is 90.91, which is categorized into "B" predicate, or "Good" achievement. There is an increase in the students' score of 34.55 after giving the treatment. Thus, we can conclude that the literacy movement at the aforementioned school could enhance students' reading ability in reading comprehension, especially in the hortatory exposition text genre, and the majority of students are above the passing grade of school's minimum criteria of completeness at SMA N 1 Bantul.

Apart from the quantitative data on the students' achievement obtained through reading comprehension test, the present study also provides data on the factors influencing students' ability in reading comprehension obtained from questionnaire. The results of the questionnaire revealed that there are two factors influencing students' ability in reading comprehension, they are internal factors, and external factors. Furthermore, the internal factors namely motivation and interest from the students who learn English reading text. These factors are reflected in the questionnaire items number 1, 2, 3, and 4. Meanwhile, the external factor namely reading material (hortatory exposition text) they are learning could make them comprehend the reading text, as reflected in the questionnaire items number 5, and 6. Another external factor influencing their reading comprehension is the subject teacher who delivered the reading materials through literacy program at their school. This factor can be seen in the questionnaire items number 7, and 8. In addition, the questioning strategies is also the external factor influencing students' ability in comprehending the reading text, as reflected in the questionnaire number 9, and 10.

The results of students' questionnaire revealed that both internal and external factors influence the students' reading ability in reading comprehension, for instance, the in questionnaire items 1, 2, 3, 4, 5, 7, and 9 are the highest score both internal and external factors. However, the results of students' responses in the questionnaire items number 6, 8, and 10, revealed that they disagree about the statement. For instance, there are three or 9.09% of students disagree about the statement in statement 6, and there is one or 3.03% of students disagree about the statement 8, and there is one or 3.03% of students disagree about the statement 10.

The findings of the present study on the factors influencing students' ability in reading comprehension support the theory of factors affecting students' reading comprehension proposed by (Shehu, 2015), who states that the factors may be influenced by several factors, including students' motivation and interest, reading instruction, instructors, and questioning techniques applied by teachers. However, the present finding is different from previous study conducted by Sari *et.al* (2021), which showed that the percentage of students' ability in reading comprehension was in the low category, and a study conducted by (Lubis *et al.*, 2020) showed that students' abilities in reading comprehension reached mean score of 64.75.

The results of the pre-test, students did not achieve the maximum score as illustrated by their low average score, and the majority of students did not achieve the minimum standard score. The students' ability in reading English through expository hortatory text was still low as seen from the students' low scores based on the multiple choices reading test. Students lacked concentration in answering questions about the hortatory exposition text material. Students found difficulties in determining the correct word in the text structure, selecting the main idea in the text, determining the author's purpose in the hortatory text, and understanding the meaning of the question in the exception due to vocabulary limitations. Furthermore, the researchers also discovered that the majority of students experienced difficulty in several aspects, including grammar, main idea, and exceptions. This is due to the fact that students did not comprehend the context of hortatory exposition text.

CONCLUSION & RECOMMENDATION

Conclusion

Several important points to be highlighted in relation to the findings and discussion of the present study are as follows: 1) The establishment of the school literacy program at SMA N 1 Bantul can increase students' ability in reading comprehension on hortatory exposition text. It can be known from the results of students' reading comprehension post-test mean score (90.91) compared to their pre-test result (65.36). There is an increase in the students' post-test score of 34.55. Thus, based on the achievement scoring rubric proposed by the (Kemendikbud, 2017) that the level of students' ability can be categorized into "B" predicate, or "Good" achievement; 2) The findings of the present study through questionnaire data revealed that there are two main factors influencing students' ability in reading comprehension through literacy program, namely internal factors and external factors. The internal factor such as students' motivation, and students' interest. Meanwhile, the external motivation determined by the nature of reading materials, teachers, and question strategies applied by reading subject teachers. These two factors are closely related and contributed to their reading skills and ability in comprehending the hortatory exposition text in the learning and teaching process.

Recommendation

Some recommendations are proposed in connection with the findings of the present study, they are; 1) It is recommended for reading subject teachers to motivate students to read any kinds of texts, and to simplify the learning instructions, so that students will accustom to comprehending several genres. The higher students' motivation and interest to read, the better the students' understanding and increasing their vocabulary and grammar; 2) Students are highly recommended to develop their reading skills by reading any kinds of texts from any sources both printed and electronic media. The more they exposure to reading, the better comprehending they will have. The school runners and authorities are recommended to continuously implemented the school literacy movement to all schools and classes at all levels of education. The present study has its shortcoming

since the results cannot be generalized to other schools and regions in Indonesia, as the subject of the present study included only students from SMA N 1 Bantul, in Yogyakarta. Besides, the the instrument of data collection just rely on test and questionnaire. To obtained a comprehensive data, other instruments are needed, for instance an in-depth interview, and observation. Therefore, it is recommended that for next researchers to conduct a similar study both quantitative and qualitative, by conducting an in-depth interview session and observation, as well as involving more respondents from other institutions within Indonesia which have implemented the school literacy movement.

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