IMPLEMENTATION OF THE LITERA PROGRAM TO ENHANCE STUDENTS' ENGLISH LITERACY THROUGH LIBRARY UTILIZATION AT SMP NEGERI RAPPANG

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Abstrak

Literasi bahasa Inggris siswa dan pemanfaatan fasilitas perpustakaan sekolah masih tergolong rendah, padahal perpustakaan memiliki peran strategis dalam mendukung pengembangan keterampilan berbahasa dan kemampuan literasi. Penelitian ini bertujuan untuk mengimplementasikan dan mengevaluasi Program LiTerA (Literasi Terintegrasi dan Aktif) sebagai upaya untuk meningkatkan literasi bahasa Inggris siswa melalui pemanfaatan perpustakaan di SMP Negeri Rappang. Metode penelitian yang digunakan adalah pendekatan kuantitatif deskriptif dengan desain pre-test dan post-test dalam rentang waktu Februari hingga Mei 2025. Program LiTerA dirancang dengan mengintegrasikan kegiatan literasi bahasa Inggris ke dalam pembelajaran dan aktivitas perpustakaan, seperti pojok baca bahasa Inggris, tantangan literasi berbasis teks berbahasa Inggris, serta kolaborasi guru bahasa Inggris dan pustakawan. Hasil penelitian menunjukkan adanya peningkatan signifikan kunjungan perpustakaan dan keterlibatan siswa dalam aktivitas literasi bahasa Inggris setelah penerapan program. Melalui analisis persentase, ditemukan bahwa partisipasi siswa dalam kegiatan literasi bahasa Inggris meningkat sebesar 35% dalam tiga bulan setelah program diterapkan dibandingkan dengan tiga bulan sebelumnya. Program LiTerA terbukti mampu menciptakan lingkungan literasi bahasa Inggris yang menyenangkan, kontekstual, dan relevan bagi siswa. Penelitian ini merekomendasikan pengembangan dan replikasi program sejenis dengan melibatkan lebih banyak pemangku kepentingan sekolah secara berkelanjutan untuk membentuk budaya literasi bahasa Inggris yang kuat.

Kata Kunci: Literasi Bahasa Inggris, Perpustakaan Sekolah, PArtisipasi Siswa, Program LiTerA

Abstract

Students' English literacy levels and their utilization of school library facilities remain relatively low, despite the library's essential role in supporting language development and literacy skills. This study aims to implement and evaluate the LiTerA Program (Integrated and Active Literacy) as an effort to enhance students' English literacy through library utilization at SMP Negeri Rappang. A descriptive quantitative approach was employed using a pre-test and post-test design conducted from February to May 2025. The LiTerA Program was developed by integrating English literacy activities into classroom learning and library-based practices, including English reading corners, text-based literacy challenges, and collaborative initiatives between English teachers and librarians. The results indicate a significant improvement in library visits and student engagement in English literacy activities following the implementation of the program. Percentage analysis shows that students' participation in English literacy activities increased by 35% within three months after the program's implementation compared to the previous three months. The LiTerA Program proved effective in creating an engaging, contextual, and meaningful English literacy environment for students. This study recommends further development and replication of similar programs by involving broader school stakeholders to promote a sustainable culture of English literacy.

Keywords: English Literacy, School Library, Student Participation, LiTerA Program
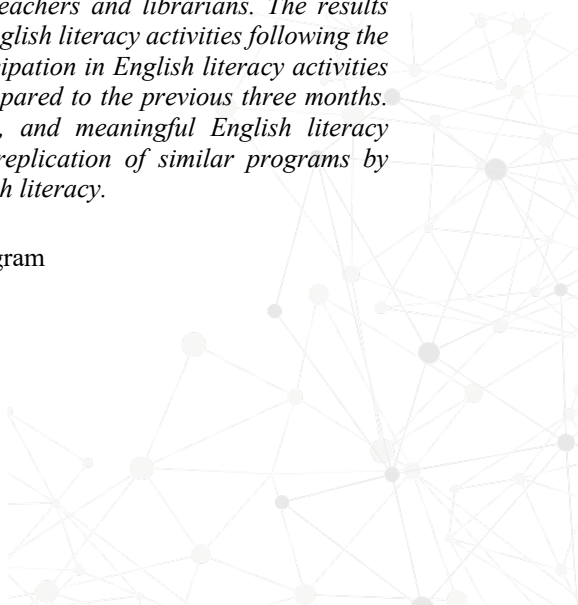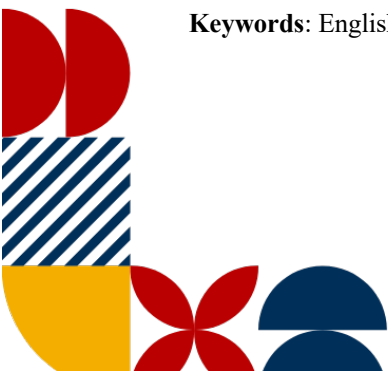
Introduction

Literacy is a fundamental skill in developing the quality of human resources, particularly within 21st-century education. In the digital era, literacy is no longer understood merely as the ability to read and write; it also encompasses the capacity to comprehend, process, and effectively utilize information (Sari & Rahayu, 2021). In English language learning, literacy plays a crucial role in fostering students' language proficiency, critical thinking, and communication skills. Therefore, strengthening school literacy programs that are library-based is necessary for improving students' English literacy skills (Putri & Anggraeni, 2020). The library, as a learning resource center, can serve as an environment that supports English learning both independently and in a structured manner (Mumtazien & Syam, 2024).

In Indonesia, literacy challenges, particularly at the junior secondary (SMP) level, continue to be a serious concern (Wahyuni et al., 2022). The results of the PISA (Programme for International Student Assessment) indicate that Indonesian students' literacy abilities, including language literacy, remain below the OECD average (*PISA 2018 Results*, 20192020). These findings underscore the importance of implementing systematic literacy programs that are relevant, engaging, and integrated with English language instruction. (Sajidah et al., 2023). Syahidin (2020) Affirm that literacy programs integrated with school activities have been shown to enhance students' reading interest and their skills in comprehending texts.

The LiTerA program (Integrated and Active Literacy) is a literacy innovation that combines reading, writing, and other active learning activities that are aligned with language instruction. In English language education, this program has the potential to encourage students to make more active use of the library as a means of developing their English reading skills, expanding vocabulary, and enhancing reading comprehension (Anggraini & Sari, 2021). Putra et al. (2021) found that integrating literacy programs into classroom instruction can enhance students' language skills, including reading ability and critical thinking. Added to that, Smith and Jones (2019) support that active library-based literacy programs can increase students' engagement in reading activities and strengthen their language competence.
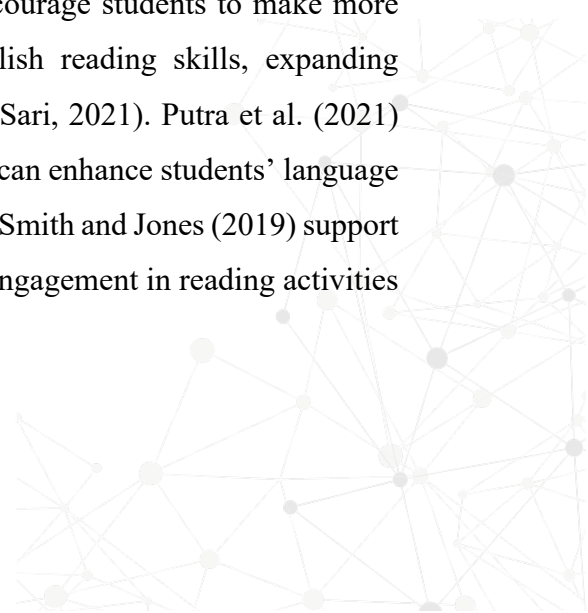
As stipulated in the Republic of Indonesia Law No. 43 of 2007, a library is an institution that professionally manages written, printed, and recorded works in an organized manner to support users' educational, research, informational, and recreational needs. As a learning resource center, the library provides a wide range of reading materials that students can use to improve their English language proficiency. In this context, the school library functions as an educational, informational, and recreational hub that supports independent learning and the enhancement of students' literacy (Iztihana & Arfa, 2020).

The availability of library facilities and students' reading interest are key factors influencing the extent to which the library is utilized (Amelia, 2020). Kurniawan and Setiawan (2020) further argue that libraries offering engaging reading materials, including beginner to intermediate level English texts that can increase students' motivation to visit. The roles of English teachers and librarians are particularly significant in designing interactive literacy programs, such as English reading corners, reading challenges, and text discussion activities (Rahmawati et al., 2022). Globally, Brown et al. (2021) emphasize that technology-based libraries and digital collections can strengthen 21st-century literacy, including English reading skills.

However, many schools continue to face challenges in the form of students' low motivation to read English texts and a lack of engaging literacy programs (Yuliana & Sari, 2019). Putra et al., (2021)states that students' engagement in literacy programs will be effective when it is combined with enjoyable learning approaches that align with their interests. An international study by Roy and Giraldo-García (2018) emphasizes the importance of school policy support and parental involvement in fostering a strong literacy culture. The LiTerA program is expected to offer a viable solution by providing English literacy experiences that are more engaging, contextualized, and integrative.

Integrated and active literacy in English language learning emphasizes direct student engagement through reading, writing, discussion, and the use of digital media and the library as primary learning resources (Utami & Wahyuni, 2022). Lee and Kim (2020) found that technology-based literacy can improve students' ability to comprehend information in English texts. Griffin
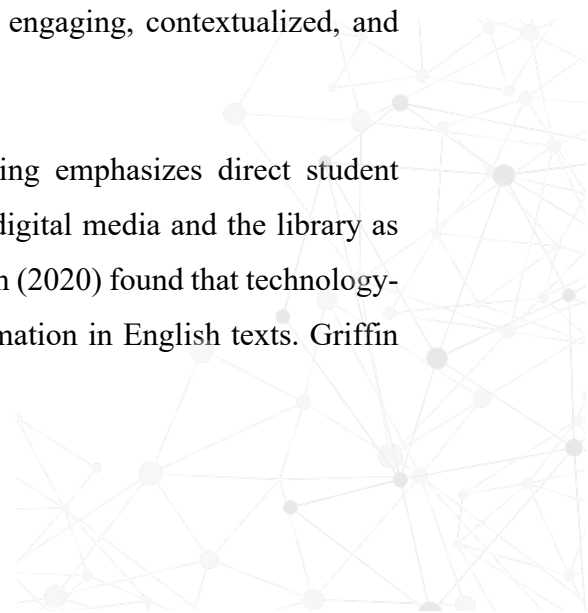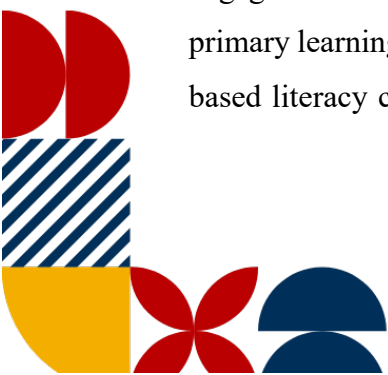
(2023) also showed that active literacy programs can enhance students' learning motivation and participation in library-based activities.

Considering these challenges and potentials, this study aims to implement the LiTerA Program to enhance students' English literacy through the utilization of the school library at SMP Negeri Rappang. It is expected that this program will increase students' reading interest, improve their English text comprehension skills, and foster more active engagement in using the library as a learning resource. In addition, this study contributes to the development of a literacy program model that can be implemented in other schools to strengthen a culture of English literacy sustainably.

Research Method

This study employs a mixed-methods design with an exploratory sequential approach, in which qualitative data are collected first, followed by quantitative data collection to strengthen and confirm the initial findings. This approach was selected to enable the researchers to gain an in-depth understanding of the implementation of the LiTerA Program in improving students' English literacy through library utilization, while also quantitatively measuring changes in students' participation and engagement. (Creswell & Plano Clark, 2017).

In the qualitative phase, data were obtained through in-depth interviews with English teachers, the librarian, and several students who were actively involved in the LiTerA Program at SMP Negeri Rappang. The interviews focused on their perceptions of the program's implementation, the types of English literacy activities conducted in the library (such as English reading corners, English-text reading challenges, and reading journals), as well as the supporting factors and obstacles encountered in carrying out the program. In addition, direct observations of literacy activities in the library were conducted to examine how students utilized the English reading collection and participated in the activities designed under the LiTerA Program.

Subsequently, in the quantitative phase, data were collected through a questionnaire distributed to students of SMP Negeri Rappang, who served as respondents. The questionnaire was developed based on indicators of English literacy and students' participation in library use, such as
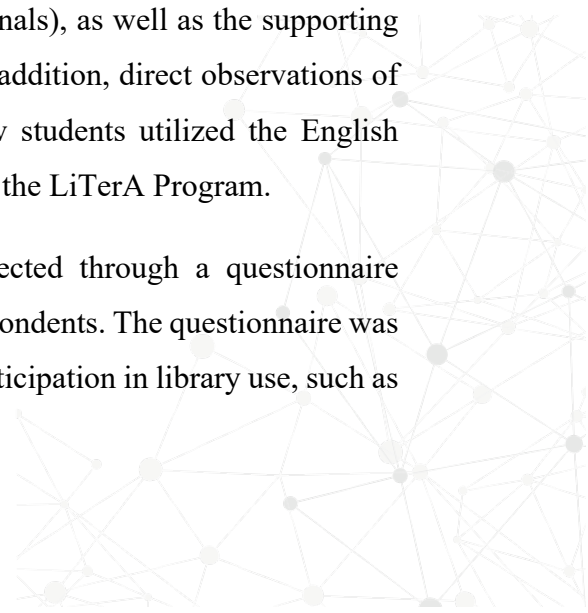
the frequency of library visits to read English-language materials, the types of English literacy activities in which students participated, the intensity of their use of the English reading corner, and students' motivation to develop their English reading skills. Besides the questionnaire, an English reading literacy test in the form of a pre-test and post-test was also administered to measure changes in students' English text comprehension after the implementation of the LiTerA Program. Quantitative data were analyzed using descriptive statistics to depict students' levels of participation and English literacy, as well as simple regression analysis to examine the effect of the LiTerA Program on improvements in English literacy and library utilization (Kothari, 2004).

This study was conducted at SMP Negeri Rappang, with the population consisting of all students who participated in the LiTerA Program. A purposive sampling technique was employed, selecting students who were actively involved in LiTerA activities focused on English literacy. The sample selection criteria included regular attendance at the library, participation in the English reading corner activities, consistent completion of English reading journals, and involvement in weekly English literacy challenges. Based on these criteria, several students from different grade levels (VII, VIII, and IX) were selected as those most representative of the program's implementation. Although the sampling was not random, it was considered appropriate for action-oriented educational research, as the study focuses on contextual understanding, program implementation, and students' active participation (Creswell & Plano Clark, 2017; Sugiyono, 2017; Kothari, 2004)

Results and Discussion

This study specifically examines the utilization of a secondary school library in SMP Negeri Rappang as an effort to enhance students' English literacy through the implementation of the LiTerA Program. The school library, as an integral part of the educational environment, plays a primary role in supporting the achievement of learning objectives, not merely as a place for borrowing books, but also as a learning resource center that fosters students' language abilities, thinking skills, and independent learning. In the context of English literacy, the library serves as an organized repository of knowledge, offering diverse English-language reading materials and a conducive space for students to engage in imaginative and reflective reading experiences.
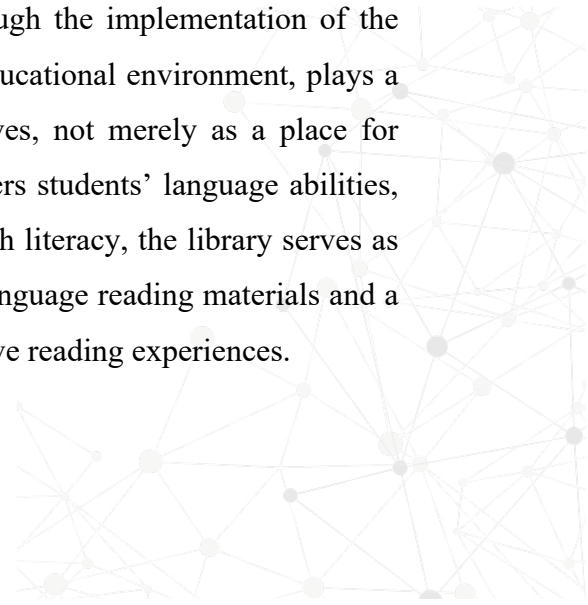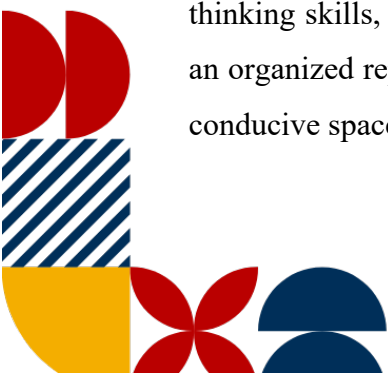
This study was conducted at SMP Negeri Rappang with a total population of 180. Data on students' participation in library use, particularly for English literacy activities, were collected over four months, from February to May 2025, encompassing both the pre-implementation and post-implementation phases of the LiTerA Program. The data were divided into two periods: two months before the implementation of the LiTerA Program (February - March) and two months following its implementation (April - May). The analysis employed percentage-based calculations to examine changes in students' participation levels, both in terms of the frequency of library visits and their involvement in English literacy activities. This data collection aimed to observe sustained changes in students' behavior over a time frame sufficiently representative of literacy activities in the school.

Before the implementation of the LiTerA Program, the average proportion of students attending the library for reading and English literacy activities was recorded at 45% of the total students per month. Following the implementation of the LiTerA Program, a substantial increase in student participation was observed; during the three months after the program commenced, average library attendance rose to approximately 70%. This increase reflects a shift in students' interest, motivation, and engagement in library-based literacy activities, particularly those focused on English reading and language use. In other words, the program affected not only visitation rates but also the quality of students' involvement in utilizing the library as a resource for English language learning.

The LiTerA Program is an innovation designed to increase students' participation in utilizing the library through an approach that is enjoyable, aligned with students' interests, and integrated into teaching and learning activities. The program's implementation included establishing classroom reading corners stocked with English-language books with themes changed monthly, such as adventure, science, or world figures, which were selected and rotated from the library collection based on students' interests. The presence of these reading corners brought English reading activities closer to students and no longer confined them solely to the library space, enabling students to develop relaxed and regular reading habits, even outside formal class hours. In addition, weekly literacy challenges were implemented to encourage students to read English books and produce summaries, posters, or brief classroom presentations. These activities were
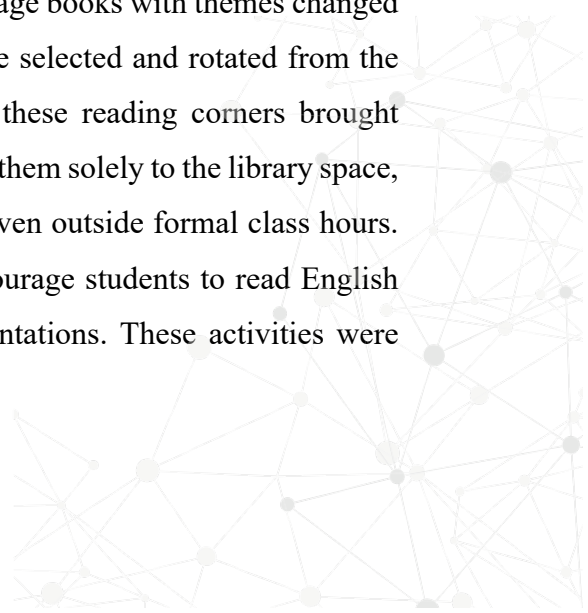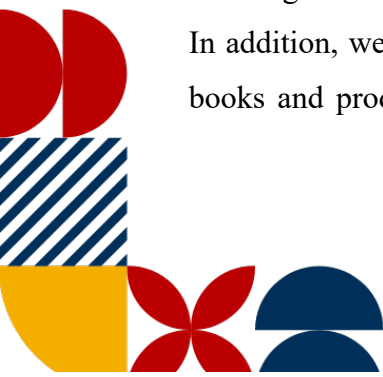
designed in a collaborative, game-like format with a point system and rewards, creating a more engaging and enjoyable learning atmosphere rather than a monotonous one.

Furthermore, the school scheduled regular library visits at least once a week, guided by homeroom teachers or subject teachers. During these visits, students engaged in a range of activities such as reading, participating in simple discussions about the content of English texts, and completing other literacy tasks that supported classroom instructional materials. The collaborative role between English teachers and librarians was also highly salient, for instance, through the planning of monthly reading themes aligned with instructional topics such as the environment, inspirational figures, or culture. Each student also maintained a personal reading journal, which was completed every time they finished a text, whether at school or at home. This journal was subsequently reviewed and given feedback by the teacher, thereby serving as a medium for reflecting on comprehension as well as a record of students' evolving interest in and proficiency in English literacy.

After the librarian and teachers carried out sustained socialization and consistent implementation of the program, tangible changes began to emerge in the library. Students who rarely visited became more active in coming to the library, selecting English-language books, and participating in the literacy challenges provided. When comparing the February–March 2025 period with April–May 2025, a clear upward trend is evident in the participation graph for students' library visits and literacy activities. This indicates that the LiTerA Program successfully shifted students' perceptions of the library from merely a book-borrowing venue to a vibrant and enjoyable learning space. Quantitatively, percentage calculations were conducted by comparing the number of students actively utilizing the library for English literacy activities with the total population of 180 students. This allowed the observed improvement to be measured objectively and to corroborate the qualitative findings regarding changes in students' behavior and learning motivation.

Here is the formula in English for calculating a percentage with a total of 180 students:

$$\text{Percentage} = \left(\frac{\text{Number of active students}}{} \right) \times 100\%$$
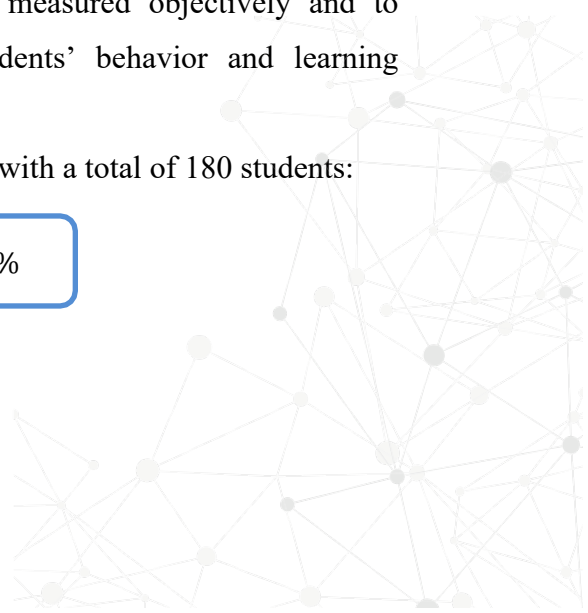
The LiTerA Program was implemented in early April 2025. Based on the results of observations and documentation, the following findings were obtained.

Table 1. Table of Active Student Participation in the Library of SMP Negeri Rappang, Tapango District, Polewali Mandar Regency, February–March 2025

| No	Month	Total of Active Students	Activity Percentage (%)
1	February	45	25%
2	March	52	28.89%
	Average	**48.5**	**26.94%**

Table 2. Table of Active Student Participation in the Library of SMP Negeri Rappang, Tapango District, Polewali Mandar Regency, April–May 2025

No	Month	Total of Active Students	Activity Percentage (%)
1	April	108	60%
2	May	121	60.5%
	Average	**114.5**	**60.25%**

From the table above, the following graph was obtained.

Table 2. Percentage of Active Students in the Library of SMP Negeri Rappang, February–May 2025
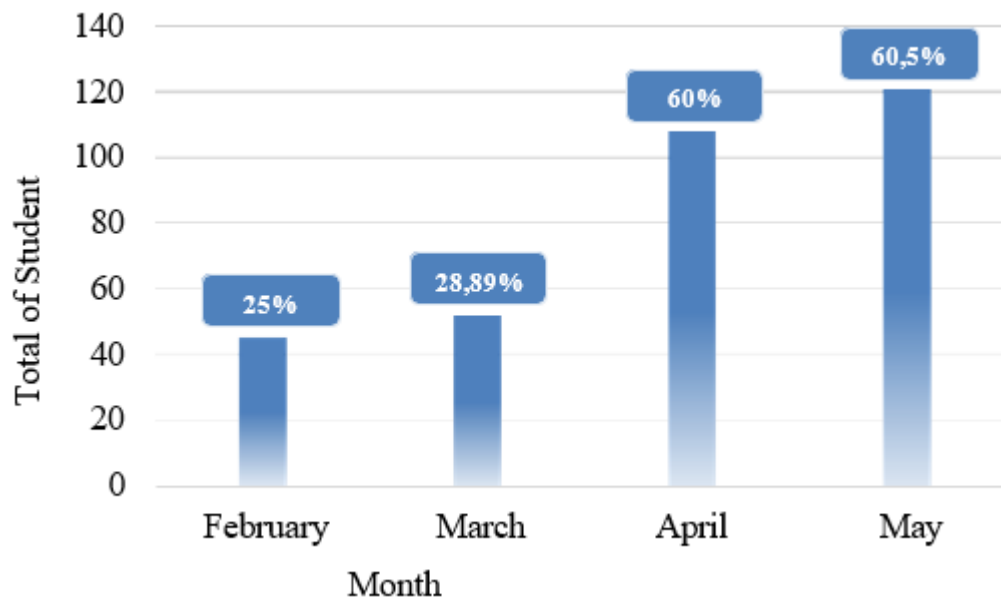
Based on the above data, it can be stated that before the implementation of the LiTerA Program, students' participation in visiting the library, particularly for English literacy activities, was still relatively low. In February, only about 45 of the 180 students actively used the library, representing 25% of the total. This figure rose slightly in March to 52 students (28.89%); however, it still indicates that the majority of students had not yet been motivated to view the library as a space for learning and developing English literacy. This condition suggests that the library had not fully functioned as an engaging center for students' literacy activities.

This situation changed quite significantly after the LiTerA Program was introduced in early April 2025 at SMP Negeri Rappang. The program was designed to engage teachers, librarians, and students in collaborating to create an English literacy environment that is more enjoyable, interactive, and closely connected to students' everyday lives. During the first month of implementation, 108 students were recorded as actively visiting the library and participating in English literacy activities, accounting for approximately 60% of the total student population. This number increased again in May to 121 students, or about 67% of all students. This improvement indicates a clear shift in both students' interest and engagement in reading activities and in their use of English-language learning resources in the library.

The introduction of the LiTerA Program at SMP Negeri Rappang in April 2025 aligns with global research emphasizing that literacy initiatives, which involve collaboration among teachers,

librarians, and students, significantly improve engagement in reading and language learning activities. According to Santosa & Supadi (2023), school-based literacy movements that integrate structured reading and writing programs have been effective in enhancing students' enthusiasm and literacy performance.

The qualitative findings of the LiTerA Program at SMP Negeri Rappang reflect patterns found in international research that emphasize how library-based literacy initiatives transform students' motivation, engagement, and perception of reading spaces. Studies show that active and creative literacy programs supported by teachers and librarians enhance students' intrinsic motivation and create a sense of community around reading activities (Ikhsanudin & Lestari, 2023). Similar findings highlight that when students perceive libraries as dynamic, interactive environments rather than static spaces, their voluntary reading habits and engagement significantly increase (Merga & Mat Roni, 2025). Additionally, qualitative research underscores that direct teacher feedback and social interaction, such as through reading journals and book discussions, foster deeper emotional connection and self-worth among students (Cho et al., 2010). School libraries that integrate reflective activities, student feedback, and collaborative literacy challenges can therefore act as powerful social spaces that enhance both motivation and English-language proficiency (Lestari et al., 2025). These findings collectively reinforce the observation that the LiTerA Program's interactive literacy model effectively shifts students' attitudes toward reading and library use, making literacy practices more engaging and personally meaningful.

Observations conducted throughout the program as well as recorded a marked increase in students' activities in the library, including a more vibrant atmosphere during class visit sessions, students' active selection and reading of English books, consistent completion of reading journals, and their enthusiasm in participating in weekly literacy challenges. These data indicate that the LiTerA Program not only contributed to higher visitation rates but also fostered new reading habits and a more positive emotional engagement with English literacy activities. This increase in participation appears to have stemmed not merely from obligation, but from students' growing perception of the library as a comfortable, engaging, and valuable space for developing their English proficiency. Through activities such as shared reading before lessons, cross-curricular literacy projects that incorporate English texts, and exhibitions of students' written work, the library has become more vibrant and more closely aligned with students' lived worlds.

Overall, student participation significantly increased after the LiTerA Program was implemented. This finding suggests that an integrated, active, and contextual literacy approach can foster English literacy motivation more organically and enjoyably. Nevertheless, the researchers recognize that the observed improvement cannot be ascribed exclusively to the LiTerA Program. Additional influences, such as supportive school policies that provide dedicated time for library visits, stronger teacher engagement in guiding students, and parental encouragement at home, may have played a role in fostering students' enthusiasm. Therefore, although the findings indicate a positive impact, it is important to view these changes as the result of interactions among multiple factors. This consideration constitutes an important note for the future development of research and English literacy programs.

Conclusion and Recommendation

Based on the findings of this study, the implementation of the LiTerA Program (Integrated and Active Literacy) at SMP Negeri Rappang has proven effective in enhancing students' English literacy through increased utilization of the school library. Before the implementation of the program, the average student participation rate in library-based English literacy activities was only 26.94%. After the program was carried out, this figure increased to 60.25%. This significant improvement indicates that the series of engaging English literacy activities, such as English reading corners, weekly literacy challenges, scheduled library visits, and personal reading journals, successfully attracted students' interest and encouraged them to read English texts more frequently while utilizing the library as a learning space.

Qualitative findings from interviews and observations further support these results. Students reported feeling more comfortable in the library, demonstrated greater enthusiasm in selecting English books, and several even began to develop independent reading habits. Teachers and librarians also noted an increase in students' interactions with English reading materials and discussions related to their reading experiences during the implementation of the program.

However, the researchers acknowledge that these positive outcomes may not be solely attributed to the LiTerA Program. Other factors, such as teacher involvement, school support for literacy initiatives, and encouragement from parents, may also have contributed to the increased
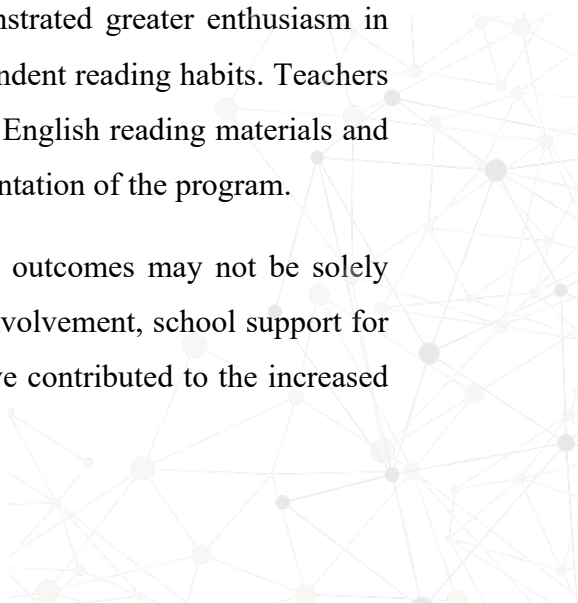
participation. In addition, this study was conducted in a single school and within a limited timeframe, which restricts the generalizability of the findings. Therefore, future research is recommended to involve multiple schools with diverse characteristics, extend the duration of observation, and explore additional variables that may influence English literacy development and library utilization. Such efforts would allow for a broader assessment of the LiTerA Program's effectiveness as a strategy for strengthening English literacy culture in secondary schools.

1. Promote cross-subject teacher involvement in literacy activities.

It is recommended that all teachers—not only English teachers and the librarian—be actively involved in promoting English literacy. Integrating English reading tasks, library-based projects, or simple text exposure across different subjects can help ensure that literacy development is seen as a shared responsibility rather than the sole duty of the librarian.

2. Provide spaces for student expression and publication.

Schools are encouraged to create platforms where students can showcase the outcomes of their reading and writing activities, such as a student corner, a printed or digital school magazine, a "reading reflection wall," or a digital bulletin board. These spaces can increase students' sense of ownership and motivation, as their work is publicly appreciated and recognized.

3. Conduct regular evaluation and refinement of the program.

The LiTerA Program should be evaluated periodically through feedback from students, teachers, and librarians to adjust the activities to students' evolving needs, interests, and proficiency levels in English. Continuous monitoring and reflection will help maintain the relevance, sustainability, and effectiveness of the program in supporting English literacy development.
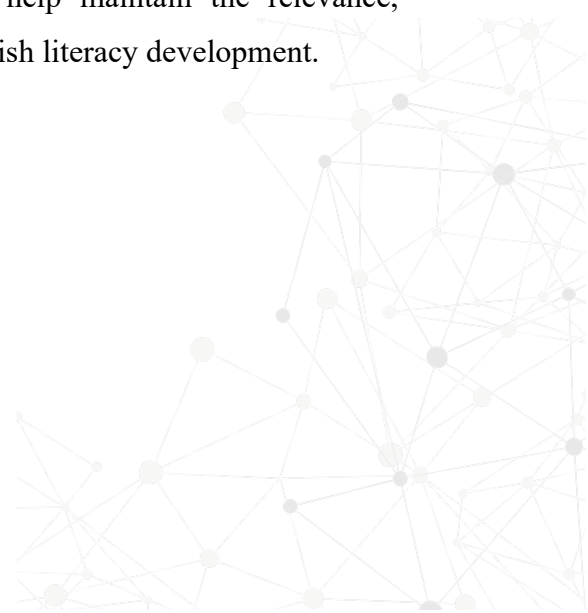
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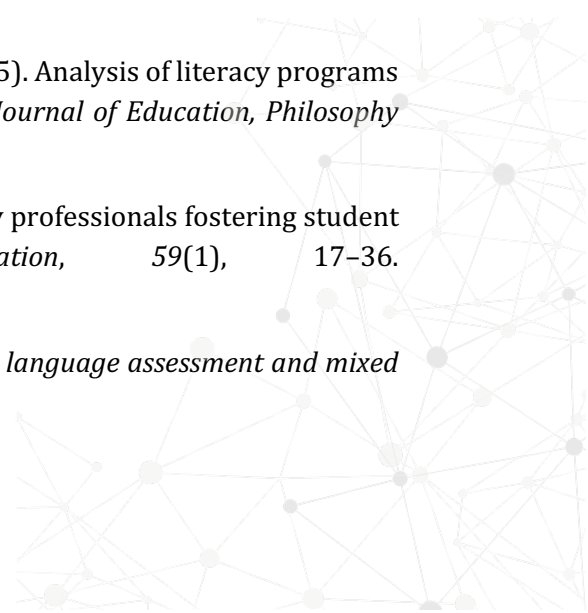
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