



The Role of Reading Corners in Improving the Reading Ability of the 3rd Graders at SDN 12 Singkawang

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ABSTRACT

In this era of globalization, reading skills are really necessary. Because the reality shows that science, technology and arts (IPTEKS) continue to develop. This research aims to determine: 1) determine the reading ability of elementary school students; 2) know the reading corner facilities at school; 3) determine the role of reading corners in improving elementary school students' reading skills. The type of research used is descriptive qualitative research. This research was conducted at SDN 12 Singkawang. The subject of this research is the main informant, a class III student at SDN 12 Singkawang with a supporting informant, namely a class III teacher at SDN 12 Singkawang. The data collection techniques and instruments used were observation, interviews and documentation. The results of the research show that (1) the reading ability of students in class III is quite good, many students are already fluent in reading, only a few are still reading poorly or still spelling; (2) the reading corner facilities in classes III A and III B are adequate, namely, in one of the classes there are facilities such as a water dispenser, a fairly comfortable reading area and a reading corner that attracts students' attention to always read books; (3) the role of the reading corner in class III is very useful for students in that class because it can increase students' interest in reading and can improve students' reading abilities. The reading corners at SDN 12 Singkawang are located in every corner of the classroom and are decorated with various kinds of decorations that can make students interested in reading books in the reading corners.

Introduction

The digital era requires education stakeholders to continue to improve to balance students' needs according to technological developments. Through education, every individual is able to master various cross-fields, is able to manage his life better, and is able to behave towards each other and his environment. The hope of every teacher is to produce an intelligent generation with noble, creative, independent and responsible character, but to realize this requires hard work by teachers in presenting meaningful learning activities, for this reason teachers are required to be technologically literate and continue to innovate in the field of education, especially in elementary schools where children begin to form character, identity and good habits. Education today has become a very important need for humans or it can be called a primary need. So that with the existence of education becomes

a very important thing in life. In addition, according to Fitriah D & Miranda M, 2019 the current educational position is the main thing in the development of the nation's civilization and the spearhead to preserve the values of people's lives (in Sandriani et al., 2023). Reading is a very important language skill, this is based on reading is a means to learn something so that it can expand knowledge and explore written messages in reading materials that can finally be poured in written form, namely writing (Dafit, 2017).

Education is currently needed to improve the standard of living for the better. According to Kristiawan et al., 2017 through education can realize character through various types of activities, such as instilling values, developing ethics, religious values, learning and training moral values, and so on. Kristiawan, 2016 also said that the definition of education is a learning process for students to be able to understand, understand, and make humans more critical in thinking. Any experience that has a formative impact on the way people think, feel, or act can be considered educational (in Ngongo et al., 2019). . The presence of technology in society has both good and bad impacts. The positive impact of technology is providing learning resources from various references which are equipped with concrete examples, making it easier for users to send messages, to get to know the outside world which they cannot visit directly. However, technology is very dangerous if it escapes the control of parents and teachers over their students, technology shifts the culture of togetherness and direct communication between individuals.

The era of digitalization has its own challenges, especially for educational institutions. The conditions for the advancement of an educational institution must have interesting innovations to improve the education sector. If the world of education is not able to innovate according to the development of the times, then it will be far behind. According to Natalia and Sukraini (2021), the education system is expected to realize that students have skills that are able to think critically and solve problems, be creative and innovative, as well as communication and collaboration skills. Children are often exposed to cultures of violence, bullying, online games and shows that do not convey good moral messages through TV or gadgets. Apart from that, this rapidly developing technology can certainly shift children's books and interest in reading, as mentioned by Adib (2017). This occurs due to: 1) The still low reading proficiency of students in elementary schools, 2) the many types of entertainment (games) and shows on TV that divert children's attention from books, 3) a reading culture that has never been passed down by our ancestors, 4) The minimal collection of books in libraries which does not provide a conducive climate for the growth and development of students' interest in reading (Qudsy, 2022).

In this era of globalization, reading skills are really necessary. Because the reality shows that science, technology and arts continue to develop. This means that knowledge as human experience continues to increase in accordance with the increasing needs of humanity. The development of science and technology can be seen from print and non-print media, such as the number of newspapers published every day, the number of magazines published every week or every month. More and more books are published every year, as are developments in information and communication technology, computers and the internet. All of them present information, both knowledge, events and studies of political, economic, technological and educational developments. Language and communication are interrelated. Language and communication are very important in life, without language there will be no tone of communication. According to Pratiwi (2020) A person who does not have language and communication skills will find it difficult to interact with others. Language is a form of social code that can be used in communication. Humans will never be separated from language, because language is always used in our daily lives to interact with others. The

reading ability of the Indonesia people is still ranked lower than other countries according to the Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Cooperation & Development (OECD). According to data from the World's Most Literate Nations conducted by Central Connecticut State University in the United States released in early 2017, Indonesia is ranked 60th out of 61 countries participating in the survey in terms of literacy skills. The results of the Indonesia National Assessment Program in 2016 conducted by the Center for Educational Research of the Ministry of Culture and Education itself revealed that the literacy in reading ability of Indonesia students was 46.3% in the poor category, 6.06% in the good category, and 47.11% in the adequate category (Tahmidaten & Krismanto, 2020 in Mufrida et al., 2022)

According to Saputro et al. (2021), reading is a brain activity to digest and understand and interpret symbols so as to stimulate the brain to think and understand the meaning contained in the series of symbols. Therefore, reading is very important for children, especially elementary school children because it can broaden their horizons. The habit of reading is something important and fundamental that must be developed from an early age in order to improve the quality of education. This activity is known as literacy. Literacy progress is an indicator of a nation's progress. The history of human civilization shows that developed nations were not built solely by relying on abundant natural wealth and large population numbers. A great nation is characterized by its literate society, which has a high level of civilization and is active in advancing the world. School involvement is very important in the implementation of a program such as programs that have been carried out previously in elementary schools such as reading 15 minutes before starting learning (Kurniawan et al., 2019). Reading culture is very necessary to increase students' insight and understanding. According to (Aswat and Nurmaya, 2020) through the reading corner, it is hoped that it can instill in students to create a reading culture and the habit of all things related to reading love. In addition, by loving reading, children gain new knowledge and insights that will further increase their intelligence so that they are better able to answer life's challenges in the future. A corner is a place of utilization of space used for necessities. Meanwhile, the reading corner is one of the programs designed by the government through Education where there is a special place provided for students to read and write (Khasanah et al., 2023). This reading corner is an extension of the function of the elementary school library, which is to bring books closer to students, the books available are not only textbooks but also non-lesson books. Some of the books available in the reading corner come from the school library (Dewi and Hilman, 2023).

The reading corner is a place located in the corner of the room which is equipped with a collection of books. The Ministry of Education and Culture (2018) explains that a reading corner is a room located in the corner of a classroom which is equipped with a collection of books and acts as an extension of the library function. By providing reading materials on various topics, the reading corner is expected to contribute to the community in increasing interest in reading (Anugrah, 2022). This program is like a mini library which provides a variety of reading books ranging from reading for preschool and kindergarten children to reading for social sciences, business and others. With the availability of this variety of reading books, it is hoped that it can attract the attention of people from various groups and age levels to want to read.

According to the Ministry of Education and Culture (2016), the location of the reading corner is usually filled with books and student writings with attractive decorations and made of materials and equipment that are easy to obtain, then created in such a way that it becomes a unique and interesting room and makes students excited to read and write (in

Faiz et al., 2022). The reading corner in the corner of the classroom is very useful for increasing students' interest in reading, with the increase in students' reading interest also increasing students' reading ability. The reading corner must also be made as interesting as possible so that students can be interested in reading in the reading corner. Not only that, with the existence of a reading corner can be used as a learning tool, where teachers will use the reading corner as a learning tool in the classroom. Based on research (Rofi'uddin & Hermintoyo, 2017), the reading corner has a significant impact on increasing students' interest in reading. According to him, the higher the quality of the reading corner, the higher the students' interest in reading. The quality of the reading corner is determined, among others, by its management in structuring, decorating, collecting books, and updating book collections (in Rahayu et al., 2023). Therefore, the reading corner is very important and mandatory for every class, to make a reading corner because it has a considerable influence on students' reading ability.

According to Sukardi (1987), there are two factors that can affect children's interest in reading, namely conventional factors and non-conventional factors. Conventional factors are related to the availability of reading books, the arrangement and design of books, the content of books, illustrations, and the way books are presented. Meanwhile, non-conventional factors are related to the introduction and promotion of book collections (in Shofiyuddin et al., 2021). Introduction to the book collection can be done by making a reading corner in every corner of the classroom in all schools. In addition to introduce, it can also attract students' attention to become diligent readers. This, will also make reading ability increase. The reading corner is a corner of the room that is used and equipped with books that are neatly arranged and attractively designed. The reading corner is an extension of the library's function, namely to bring books closer to students. Corners are places where space is used for purposes. Meanwhile, the reading corner is a program designed by the government through education where there is a special place provided for students to read and write. This program is very beneficial for students because it is directed at being productive in terms of reading. A reading corner is a corner where students can read, where there are educational books and writings from students in each class. The reading corner location is usually filled with books and students' written work with attractive decorations made from materials and equipment that are easily obtained and then created in such a way that it becomes a unique and interesting room and makes students enthusiastic about reading and writing.

The results of Qudsyah's (2022) research stated that reading corners really help foster students' interest in reading in class, this can be seen from the implementation of the indicators used by researchers when conducting direct observations or observations, and supported by interview results. The roles of the reading corner that can be obtained are as a reading facility, as the closest reading material, a comfortable place to read and a reading place that attracts attention. An attractive and comfortable reading corner can foster students' interest in reading, this can be seen from the enthusiasm of students visiting the reading corner. Every day there are always students who visit the reading corner to read either textbooks or non-textbooks. Increased literacy can be achieved optimally. The Reading Corner is a corner where students read, where books about education and science are provided, as well as student works that can add uniqueness and artistry. With the existence of a reading corner, it is hoped that it can instill a reading culture since children are still in the early grades (Nuswantari and Manik, 2023). It is the reading culture that will increase students' interest and reading ability while at school and carried over to the learning environment at home.

Service activities provide intensive assistance to teachers regarding the maintenance and management of the Literacy Corner so that it continues to attract the attention of students. Apart from the role of the teacher, the parents of the students also determine the success of this Literacy Movement program. During counseling and when there are gatherings of parents or guardians of students, service activities provide understanding with a direct approach regarding the importance of literacy activities. Parents are expected to accompany and get their children used to reading at home. Books that are read can be borrowed from the Literacy Corner by filling in the Book Borrowing List which can be coordinated with the teacher. Continued collaboration with the literacy community must also continue. The reading corner is a room located in the corner of the classroom that is used as a place for students to learn. The purpose of the classroom reading corner is to be used in the learning process and foster students' interest in reading. The type of reading contained in the classroom reading corner can be in the form of textbooks, the work of students and teachers, and other educational materials. The classroom reading corner is managed by the principal, teachers, and students (Silitonga et al., 2023).

This is done by introducing the community to the school, the community service becomes the mediator in the initial communication flow. It is hoped that this introduction between the two parties can make collaboration even closer. The literacy community can implement literacy programs at SDN 47 Jambi City and the school will receive new and interesting reading books for students. At SDN 12 Singkawang, almost every class has a reading corner, but the facilities and books are less interesting, making students quickly bored and no longer interested in reading in the reading corners provided in each class. The result of this is that some female students still cannot read or even know the letters of the alphabet. At SDN 12 Singkawang, almost every classroom has a reading corner, it's just that the facilities and books are not interesting so that students get bored quickly and are no longer interested in reading in the reading corner provided in each class. As a result of this, some students still cannot read or even recognize the letters of the alphabet. Therefore, the researcher conducted research and at the same time created a reading corner together with the students in the classroom to make the reading corner interesting and increase students' interest in reading in the classroom.

Research methods

According to Sugiyono (2017) qualitative research methods are methods based on post-positivism philosophy which are used to research the conditions of natural objects, where research is the key instrument, data collection techniques are carried out in a triangulated (combined) manner, data analysis is inductive/qualitative, and research results emphasize meaning rather than generalization. In this research, the author used descriptive qualitative research. Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data (Sugiyono, 2017) The data collection techniques that the author used in this research were documentation techniques and interview techniques. The data collection instruments used by the author are observation sheets, documentation and interview sheets. The validity of the data in this research is determined using credibility. The data analysis used is a descriptive analytical method, namely describing the data collected in the form of words, images, and not numbers, data originating from interview scripts, observation guide sheets, and documentation and then decrypting it so that it can provide clarity regarding reality or facts. Miles and Huberman's version of data analysis

(Sugiyono 2017) shows that there are 3 activity streams, namely data reduction, data presentation, and drawing conclusions.

This research was conducted through observation, interviews and documentation of research subjects at SDN 12 Singkawang. The subjects of this study are 10 third grade students of SDN 12 Singkawang. The main informant in this study is a third grade student of SDN 12 Singkawang. The number of male students was 5 people and the number of female students was 5 people and 1 third grade homeroom teacher and school principal, the total number of research subjects was 12 people. Qualitative research is a method based on the philosophy of post-positivism used to research the condition of natural objects, where research is a key instrument, data collection techniques are carried out using triangulation (combination), data analysis is inductive/qualitative, and the results of the research emphasize meaning rather than generalization. In this study, the author uses descriptive qualitative research.

Interview techniques are also used in research in order to obtain information regarding the reading abilities of class III students at SDN 12 Singkawang. After a reading corner is provided, interviews was conducted separately with two informants, namely the class III teacher and class III students at SDN 12 Singkawang. Observation techniques were used to determine the initial abilities of class III students at SDN 12 Singkawang. Another data collection instrument prepared by the author is documentation. The documentation prepared is in the form of photos of the interview, photos of the creation of the reading corner, photos of activities using the reading corner, and photos of the results of the interview.

Findings

In this section, the presentation and analysis of data related to the formulation of the research problem are explained, namely, describing the application of the reading corner to measure the reading ability of students. The results of the study are as follows.

1. Observation Results

Based on the results of observations, researchers found that several students were often called to the front of the class to learn to read with the homeroom teacher. The homeroom teacher tries to teach his students to read fluently. During the first observation, the researcher did not find the use of the reading corner in classes III A and III B at SDN 12 Singkawang. As a result of this observation, the researcher saw the teacher's hard work in making the reading corner interesting and colorful. The homeroom teacher hopes that having a fun reading corner can attract students' attention to read diligently. When the teacher is unable to attend due to illness or other reasons, students in the class are not neglected. The student has another activity, namely reading with his friends in class. The use of the reading corners in each class at SDN 12 Singkawang which have been created by the class teacher together with the class association has produced results. Namely, having a pleasant reading corner can attract students' attention to

reading. When they have finished their assignments and it is not time for break time, the teacher asks students to read in the reading corner in the corner of the classroom.

For class III students who are still in phase B, there are several students who have deficiencies in reading. The role of the reading corner is used by the homeroom teacher to improve students' reading skills and attract students' interest in reading, especially in classes III A and III B at SDN 12 Singkawang. Based on the results of observations and tests to recognize vowels, consonants and reading tests for class III students, researchers found differences between the two classes. These differences include that in class IIIA more students are not yet fluent in reading well, while in class IIIB 95% of students are quite fluent in reading well. This is in accordance with what was conveyed by each homeroom teacher so that when the researcher directly observed their activities in the classroom the researcher found these differences. The researcher conducted a test on recognizing vowels and consonants as well as spelling or reading several words on students in classes III A and III B. The results of the test stated that there were several students who were not fluent in reading as stated by each class III homeroom teacher. In the results of this observation, the researcher found that there were some students who were not very fluent in reading. There are even some students who cannot distinguish between vowels and consonants. However, researchers only found a few students. The rest of the students are mostly fluent in reading and can distinguish which are vowels and consonants. The researcher gave a test spontaneously to see firsthand the students' reading results. As the researcher saw after the reading corner was arranged and made as attractive as possible so that students were interested, it succeeded in attracting students' attention to read in the reading corner.

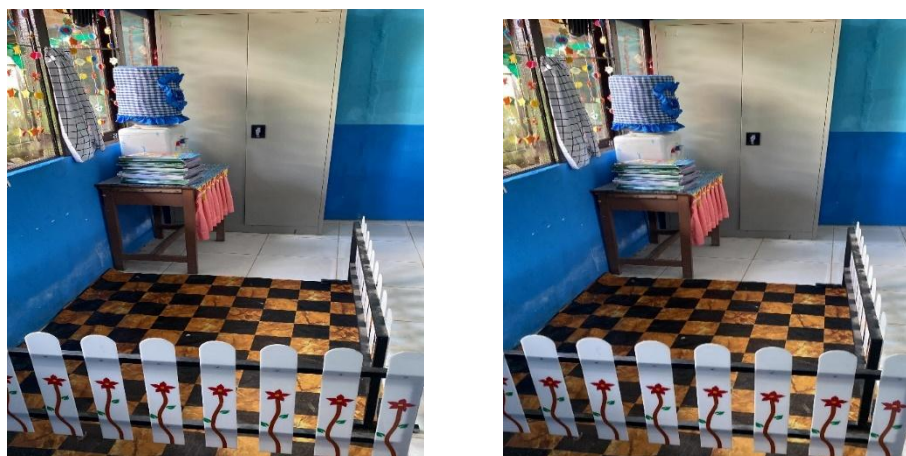


Figure 1. Third Grade Reading Corner

When the researcher made observations, it was seen that several students were doing reading activities in the reading corner in the classroom during recess. This can be seen in the figure below.



Figure 2. Reading activities for third graders

One of the experiments carried out to find out the reading ability of each student is by calling students one by one to the front of the class to read, whether the student's reading ability is good or poor. This can be seen in the image below.



Figure 3. Reading Proficiency Test for Third Grade Students

2. Interview Results

a. Results of the Third Grade Homeroom Interview

Some questions given to grade III homeroom teachers related to the role of the reading corner in improving the reading ability of elementary school students. In the results of the research, the researcher found that there were some students who were still not fluent in reading. As stated by the third grade A homeroom teacher as follows, "There are some students who are still not fluent in reading". The results of the researcher's interview with the homeroom teacher stated that there were some students who were still not fluent in reading, but there were other initiatives carried out by the homeroom teacher so that their students could learn to read. As stated by the following class IIIA homeroom teacher, "Before returning from school, we are called to the front for reading practice and to give reading learning together, after which the teacher calls students who are not very sharp to come forward".

This was also conveyed by the homeroom teacher of class III B in the following interview, "Given more attention and learning than other friends and there are some students, for example out of 25 people there are 5 people who have not been able to". The results of the researcher's interview with the third-grade homeroom teacher showed that the way the third-grade homeroom teacher A and the third-grade

homeroom teacher B expressed similarities in providing teaching to students who were not fluent in reading. As conveyed by the third grade homeroom teacher, the teacher calls students who are not fluent in reading to come forward to learn to read with their respective homeroom teachers. More attention given by homeroom teachers to students is one way to improve students' reading skills in the third grade.

Based on the results of the interview, the researcher to the homeroom teacher of third grade A stated in the following interview, "Yes. As added, one teacher's book". The results of the interview above stated that the number of reading books was in accordance with the number of students in the class and was supplemented with one teacher's handbook. The statement delivered by the third class homeroom teacher A is also in line with the third class B homeroom teacher, namely the third class homeroom teacher B also stated that he always updates the books in the reading corner. As the researcher conducted an interview with the homeroom teacher of third grade B, which is as follows, "yes". Based on the results of interviews with homeroom teachers, each homeroom teacher stated that the facilities in the reading corner were complete. However, in the eyes of the researcher, the facility is still lacking to create interest and reading ability for students. As has been explained by the researcher, the books in the reading corner are mostly learning books and only a few story books. Meanwhile, children in phase B of elementary school often like books with pictures and colors such as folklore books or children's fairy tale books.

The benefit of the reading corner is to increase the students' interest in reading so that in the future they can increase their interest in reading. The reading corner is used by homeroom teachers to improve the reading ability of third-grade students in the classroom, besides that the books in the reading corner are also used by homeroom teachers for learning materials. The results of the researcher's interview with the homeroom teacher of third grade A are as follows, "Before starting to study for 15 minutes, students are required to read in the reading corner." In addition to requiring students to read 15 minutes before learning starts. Teachers also choose books that are of interest to children to use as materials to improve reading skills and communication between students and teachers through the reading corner. As the results of the interview submitted by the homeroom teacher of class III A are as follows, "Choosing a book that your child is interested in along with its pictures". The results of the interview with the teacher of third grade A are the same as the results of the interview of the third grade teacher B which states that the third grade teacher B also does reading activities before starting learning. In the following interview results. "during learning, students are directed to read literacy, read at the beginning of learning".

Based on the results of interviews that have been conducted by the researcher to third-grade homeroom teachers, they invite students who are not very fluent in reading to learn to read after school. This is in line with the results of research from Navida et al. (2023) teachers provide special guidance to students who are not fluent in reading by providing additional time outside of learning hours. This is done so that students who are not fluent in reading become fluent in reading. In addition, the

reading corner is an extension of the library where students can choose their reading place, whether in the library or in the reading corner in the classroom. This is in line with the opinion of Hanum and Rendi (2021) that the reading corner is an extension of the library in each class with an attractive design and arranged by students themselves so that they have the desire to read more often (in Navida et al., 2021). Getting used to reading 15 minutes before starting learning in class is used to improve students' comprehension and reading skills. This is in line with the results of Sukma (2021) research on literacy strategies in elementary schools in increasing reading interest, at the refraction stage is to carry out reading 15 minutes before the subject starts, create a reading corner, and create a text-rich environment.

b. Interview Results of Third Grade Students

Student 1 of third grade A stated that he liked reading in the reading corner in the classroom. The results of the interview were strengthened by the answers from student 5, which are as follows, "the place is good, so I like to read here". Based on the statement presented by the 5th grade triple A student, students like a unique and interesting and colorful reading place plus a comfortable classroom environment. This will also increase students' interest in reading. The statement delivered by the third grade A student is also the same as the one delivered by the third grade B student. Based on the results of the class student interviews, with the reading corner, students are happy to read, especially the reading corner provided by each class is interesting. This is in line with the results of research submitted by Wulanjani and Anggraeni (2019) that by optimizing the Reading Corner, the Reading Literacy Movement can run smoothly. There needs to be support from various parties such as school principals, teachers, those in charge of the Literacy Movement, and students to optimize the Reading Corner as one of the Literacy Movement programs in elementary schools.

3. Documentation Analysis Results

Documentation of activities carried out during observation, photos of the results of interviews with homeroom teachers and students and photos of student observations that were used as samples in this study. This data is used as data to help analyze the events that occur so that they can be better understood.

Discussion

Reading ability can be interpreted as the ability or ability to understand the information contained in reading to achieve the goals of reading activities. Reading is a process carried out by readers to obtain messages that the writer wants to convey through the medium of written language words. Understanding information is also closely related to how to find information both explicitly and implicitly in a reading. The ability to read has a very important role in life. Reading can be a bridge for someone to learn many things. Reading can increase a person's knowledge and understanding of a science, so that a broad-minded human being is formed. According to Amir and Rukayah (1996) reading is a the process of arrest and understanding, ideas that accompany with a deep outpouring of soul Living the problem, then reason and our intuition work together in understand and appreciate reading (in Laily, 2014).

This is what makes schools, especially class teachers, compete to create reading corners in each of their classes. The use of the reading corner is also to attract students to read diligently. So when students become diligent in reading, students' reading abilities will increase significantly, from not reading fluently to reading fluently. The ability to read has a very important role in life. Reading can be a bridge for someone to learn many things. Based on the research results, students' reading abilities are quite good. According to Hidayatulloh et al., (2019) Reading Corner is an activity that students do every day, free time between empty class hours to read books, they can be found on the corner shelf. This reading corner also functions as a Mini library in each class (in Kasim et al., 2023).

The reading corner in the classroom is utilized optimally to help the success of the educational process. Sometimes, during the teaching and learning activities in the classroom there are gaps where the teacher and students do not meet. For example, when changing class hours, the teacher is absent (sick, etc.), or at a teacher meeting. This time gap can be used well by students to read books in the reading corner. Reading corner facilities also greatly influence children's interest in reading. If the facilities in the classroom are adequate, such as story books or learning books in the classroom, then children will be interested in reading books in the classroom. This happens because the class provides devices for reading books, as well as a reading corner that is made beautiful and comfortable. So students' interest in reading is very large. Utilizing the reading corner in each classroom is one of the efforts to encourage students to be closer to the source of knowledge (Kasim et al., 2023).

The reading corner facilities at SDN 12 Singkawang are quite adequate, namely there are mats that students can use to sit on when they want to read as well as water dispenser facilities that can be used when children feel thirsty and want to drink water. Students can take water from the water dispenser. has been provided in the classroom, with each person bringing a container of drinking water from home. Mat facilities are also useful for students to attract the attention of other students to read and gather with their friends in the reading corner. However, this facility is not in line with the book facilities available in the reading corner. There is a lack of children's story books or even colorful folk tales that can attract children's attention. The reading corner facilities at SDN 12 Singkawang are quite adequate, namely there are mats that students can use to sit on when they want to read as well as water dispenser facilities that can be used when children feel thirsty and want to drink water. Students can take water from the water dispenser. has been provided in the classroom, with each person bringing a container of drinking water from home. Mat facilities are also useful for students to attract the attention of other students to read and gather with their friends in the reading corner. However, this facility is not in line with the book facilities available in the reading corner. There is a lack of children's story books or even colorful folk tales that can attract children's attention. According to Mufrida and Annur (2022), the reading corner program is carried out by providing bookshelves in each corner of each class which are equipped with textbooks and non-lesson books, posters that related to lessons and motivational words that build enthusiasm for reading in students.

The benefit of a reading corner is to increase students' interest in reading so that in the future they can increase their interest in reading. The reading corner is used by the homeroom teacher to improve the reading skills of class III students in class, apart from that, the books in the reading corner are also used by the homeroom teacher as learning materials.

The role of reading corners in improving students' reading skills is very necessary. Because when the class teacher is unable to attend due to certain factors such as illness, students can carry out activities such as reading in the reading corner in the classroom. The results of the research that the researchers found were that the reading corner at SDN 12 Singkawang had been implemented well. For example, there are many children who spend most of their rest time in class and read books that have been prepared in the reading corner.

The results of this study are the same as the results of research conducted by Aiman Faiz (2022), which is both to improve the results of students' reading ability using the reading corner. Where it can be known that the existence of a reading corner in the corner of the classroom will make students interested in reading books in the reading corner. This will arouse students' interest in reading and increase students' reading skills. The existence of a reading corner that is made as attractive as possible will make students' interest in reading increase. In addition, if it is equipped with adequate reading corner facilities and an attractive reading corner display, it will attract students' attention to always read in the reading corner. In addition, to improve reading skills other than in the library, it can be done by making a reading corner. This is because the books in the library are only used as display materials. With the reading corner, the books in the library can be stored in the reading corner available in the corner of the classroom.

Conclusion

Reading ability can be interpreted as the ability or ability to understand the information contained in reading to achieve the goals of reading activities. The ability to read has a very important role in life. Reading can be a bridge for someone to learn many things. Based on the research results, students' reading abilities are quite good. The reading corner facilities at SDN 12 Singkawang are quite adequate, namely there are mats that students can use to sit on when they want to read as well as water dispenser facilities that can be used when children feel thirsty and want to drink water. Students can take water from the water dispenser. has been provided in the classroom, with each person bringing a container of drinking water from home. Mat facilities are also useful for students to attract the attention of other students to read and gather with their friends in the reading corner.

The role of reading corners in improving students' reading skills is very necessary. Because when the class teacher is unable to attend due to certain factors such as illness, students can carry out activities such as reading in the reading corner in the class. The research results that the researchers found were that the reading corner at SDN 12 Singkawang had been implemented well. For example, there are many children who spend most of their rest time in class and read books that have been prepared in the reading corner.

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