

THE INFLUENCE OF SCHOOL ENVIRONMENT ON STUDENTS READING SKILLS

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ABSTRACT

The research objective was to determine the effect of the school environment on the reading skills of fourth grade students at SDN 04 Bulango Timur . This type of research uses the Expo Facto model and the subject samples of this study are 19 people. This study uses data collection techniques through the distribution of questionnaires and documentation. Based on the research t test results, it is known that there is a significant effect of the variable (X) school environment on the variable (Y) reading skills. This is evidenced by the t test which is 5.307 while the t_{table} 2.093 at a significant level of 0.05, which means that H_a is accepted. It also regression equation $Y = 78.743 + (-151) X$. It can be concluded from the results of the t test, a positive influence and significance of the School Environment variables Of Skill Students at SDN 4 East Bulango indicated by the coefficient of determination 5,307 . Influence can be defined as well as the School Environment Against Skills amounted to 53.07% and 46.93% influenced by the school buildings and the geographic location in the Eastern District of SDN 04 Bulango Bone Bolango.

Keywords: Environmental, Reading Skills

INTRODUCTION

The school environment in general has a scope which includes the physical environment of the school, the school cultural environment and the school social environment. These three scopes greatly influence all individual activities in the school environment. In the school environment, students are expected to have good language skills. . Good language skills for students include listening, speaking, reading and writing. Listening and speaking skills are oral language skills, while reading and writing skills are written language skills. One of the language skills that students in primary schools need to improve is reading skills. Therefore, this reading skills at essentially something complicated that involves not only writing, but also involves the activity of seeing, thinking, and feeling. Adawiah (2017: 3), explains that reading skills are the ability to recognize and understand the content of something written (written symbols) by reciting or digesting it in the heart. And reading is essentially a process of communication between readers and writers through the text they write, so there is a direct cognitive relationship between spoken language and written language.

At this time in grade 4 SD reading activities are still being carried out, but not only focusing on reading techniques, but also on the meaning of the reading. This means that children are starting to be interested in various discourse materials, such as magazines, fiction stories, or pictorial stories. The teacher's task in reading activities is to provide or show reading sources in the library and outside class hours, then children can be assigned to read recreational independently by utilizing the school library and teacher guidance is needed in developing vocabulary, increasing comprehension skills, and periodically monitoring analytical skills. Structural and phonic of the child.

The hope of researchers to improve students' reading skills and understand what they read is that the school, especially the classroom teachers, not only provide learning to students in the classroom, but class teachers here must often provide independent assignments or hold study groups to students in the school library room. This is because the school library is a school facility that has many benefits for students. The benefits of the school library, among others, provide students skills or abilities in good language.

The school library is a school facility or facility that provides a variety of reading books that students in elementary schools need to read and understand. Guntari, et al (2017; 41), explain that the school library is a collection of library materials, both books and non-books (non-book material) organized systematically in one room so that it can help students and teachers in the process. learning to teach in class.

The reality is far different from what was expected from the results of observations made by researchers on September 18, 2019, when researchers carried out PPL at SDN 04 Bulango Timur. Researchers saw that in SDN 04 East Bulango, the school library has not been used with as teacher or homeroom not provide of resources in the library and not give assignments to students to read independently by utilizing a recreational school library.

With the fact that the school library has not been utilized properly, there are still many students who do not have the skills to read or understand what they read, especially students in grade 4 at SDN 04 Bulango Timur. There are 19 grade 4 students at SDN 04 Bulango Timur, namely 13 students who already have reading skills and 6 students who do not have reading skills. Based on this, AR researchers took the initiative to always carry out study groups and give recreational reading tasks independently or in groups to students by utilizing the school library. Because, this activity is very beneficial for schools and can involve various circles of society such as teachers, parents, students and principals in improving students' reading skills and understanding what is contained in reading books.

THEORETICAL STUDY

Understanding the School Environment

Basically, everything affects the individual, either directly or indirectly, from the family, school, or community environment. According to Digdoyo (2015: 192), that the word ecology or environment comes from a Greek word; oikos (Habitat - household) and logos (Science). Meanwhile, Pratiwi (2010: 4) explains that the environment is everything that is outside a living being. The environment for a human being includes several factors such as temperature, food, and other humans.

Furthermore Dwiyatmo (2007: 1) explains that the environment is a place to live for every living thing. All living things, including humans, are very dependent on their environment and both have very close reciprocity. In this environment, humans, animals, plants, and inanimate objects interact with each other. Then Novianti (2019: 3) explains that the environment is something that exists in the natural environment that has certain meanings and influences on individuals. The meaning or influence of the environment is that the environment can provide a sense of security and decisions and achieve the expected goals.

Based on the explanation above, it can be concluded that the environment is everything that is in the natural surroundings and has a certain influence or meaning to the individual. And this environment is also a place to live for every living thing and in it there are factors such as temperature, food, and humans. which can potentially affect our activities.

Definition of School Libraries

The school library is one of the school facilities that provides various kinds of books or non-books which contain knowledge that must be possessed by a student in an elementary school. According to Lasa (2013: 2), it explains that school / madrasah libraries are essentially an information processing system by educated

human resources in the fields of libraries, documentation and information. In the management and utilization of the library, professional human resources, a representative building / layout, adequate budget, adequate facilities and infrastructure, and appropriate documentation are required. Meanwhile, Yulia, et al (2006: 14), explained that a school library is a library incorporated in a school, fully managed by the school concerned. Then Sukirno, et al (2011: 23), explained that a school library is a library that is incorporated in a school, fully managed by the school concerned, with the main objective of helping schools to achieve school specific goals and general educational goals.

Based on the explanation above, it can be concluded that the school library is one of the school facilities that provides various books and is fully managed by the school concerned.

The Nature of Reading Skills

Reading skills are one part of language skills. Reading skills are an activity that seeks to find various information contained in a written text. According to Prastowo (2018: 386), reading is a form of human activity. We cannot read without moving our eyes or without using our minds. It is the same as explained by Aminudin (2010: 4), that reading is a positive behavior. Behavior that must be preceded by conditioning before becoming ingrained in our health. When reading activity has become a habit, we can continue to do this activity without being forced.

Furthermore, Tarigan (2015: 7) explains that reading is a process that is carried out and used by readers to get messages, which the writer intends to convey through the media of words / written language. Meanwhile Adawiah (2017: 27) explains that reading skills are the ability to recognize something written (written symbols) and digest it in the heart.

Then Untari, et al (2016: 32), explain that reading ability is the basis for mastering various fields of study, if children at early school age do not immediately have the ability to read then they will experience many difficulties in studying various fields of study in the following classes.

Based on the explanation above, it can be concluded that reading skills are the ability to recognize the contents of something contained in the text and digest it in the heart and reading is also a process carried out to obtain messages or messages conveyed by the author through the media of words or written language. .

RESEARCH METHODS

This research was conducted at SDN 04 Bulango Timur, Bone Bolang Regency. This school is located in West Bulatalangi Village, East Bulango District, Bone Bolango Regency , Gorontalo Province . The method or type of research used is Expo Facto research which aims to review when there are still problems in research based on the questionnaire data that was researched (Sugiyono: 2013: 313). The research design used is a simple paradigm with one independent variable and one dependent variable. The population of this study were all 112 students of SDN 4 Bulango Timur. The sample in this study is the fourth grade students at SDN 04 East Bulango totaling 19 people consisting of 10 women and 9 men.

To obtain the data that is produced in a quality research and in accordance with the purpose of the research can question before the necessary techniques in data collection. Data collection, the writer uses two data collection techniques are techniques questionnaire / questionnaire and documentation.

Inferential statistics is a data analysis technique used to determine the extent of the similarity between the results obtained from a sample and the results obtained in the population as a whole. So inferential statistics help researchers to find out whether the results obtained from a sample can be generalized to the population. Statistical hypothesis is a statement or allegation regarding circumstances or weak while. Hipotesis statistics may take the form of a variable such as binomial, poison and static normal. Hipotesis ti ka must be tested in order to generate quantitative data in the form.

Ho: There are environmental influences especially school library to the reading skills of fourth grade students at SDN 04 East Bulango.

Ha: Terdapat influence of the school environment, especially the school library to the reading skills of students kelas IV in SDN 04 East Bulango.

RESEARCH RESULTS AND DISCUSSION

This study is a research that aims to determine whether there is an influence of the school environment, especially the school library on reading skills of fourth grade Elementary School 4 Bulango Timur, Bone Bolang Regency. The method used to collect data in this study is to create and distribute questionnaires as a measuring instrument. reading skills in the even semester of the 2020/2021 school year.

This research includes research on the influence of independent variables on the dependent variable. The results of this study indicate that the independent variable studied determines the dependent variable. The variables in this study are the independent variables of the School Environment, especially the School Library (X) and the dependent variable Reading Skills (Y).

In a significant test coefficient obtained results of $t = 5.307$ or obtained $t(0,025)(19) = 2.093$ or $t_{\text{arithmetic}}$ greater than t list, or the price of t was in the reception area of H_0 , so it can be concluded that H_0 is accepted and refused H_1 . with thus be concluded significant coefficient. This means that the school environment, especially the school library, has an effect on reading skills.

The school environment in general has a scope, among others, the physical environment of the school, the cultural environment of the school, and the social environment of the school. These three scopes greatly influence all individual activities in the school environment. In a school environment a student is expected to have good language skills. Good language skills that must be possessed by students include listening, speaking, reading, and writing. Listening and speaking skills are various oral language skills, while reading and writing skills are various written language skills. One of the language skills that individuals in primary schools need to improve is reading skills. Because reading skills are essentially something complicated that involves not only just writing, but it involves seeing, thinking, and feeling.

In this study the authors focused more on reading skills. Adawiah (2017: 3) explains that reading skills are the ability to recognize and understand the content of something written (written symbols) by reciting or digesting it in the heart. And reading is essentially a process of communication between readers and writers through the text they write, so there is a direct cognitive relationship between spoken language and written language. To improve students' reading skills, schools provide facilities in the form of libraries because the school library is a support for improving reading skills. School libraries are a means of providing various kinds of books or non-books that are useful for students in the school environment or in the community. Guntari, et al (2017: 41), that school libraries are a collection of library materials, both books and non-books (non-book material) organized systematically in one room so that it can help students and teachers in the learning process teaching in class.

School libraries are able to improve students' reading skills in the school environment because school libraries provide a variety of reading books that need to be read and understood by students in schools, as emphasized by Guntari, et al. (2017: 41), that the school library is a collection of library materials, both in the form of books and non-books (non-book material) organized systematically in one room so that it can help students and teachers in the teaching and learning process in the classroom. Therefore, the researcher concluded that the school environment has an effect on students' reading skills. This can be seen when students read books through the school library where the school provides the school library as a support for students to be able to improve their reading skills and understand what they read in an elementary school environment.

CONCLUSION

Based on the results of the researcher data analysis above, there is an influence of the school environment on the reading skills of fourth grade students at SDN 04 Bulango Timur, Kabupaten Bone Bolango. This is evidenced by the results of the t test calculation, namely the t_{count} of 5.307 while the t_{table} is 2.093 at the significant level of 0.05 or 5%, which means that H_a is accepted. In addition, the regression equation $Y = 78,743 + (-151) X$ is also obtained. The equation is in accordance with the simple linear regression formula, namely $Y = a + bX$, where Y is the symbol of the dependent variable, a constant, b the regression coefficient for variable X. So that it can be concluded the results of the t test, there is an influence between variable X on variable Y, in other words accepting H_a , that is, there is an effect of the school environment on reading skills of fourth grade students at SDN 04 Bulango Timur, Bone Bolango Regency and rejecting H_o , namely there is no influence of the school environment on reading skills fourth grade student at SDN 04 Bulango Timur, Bone Bolango Regency. The positive influence and significance of the school environment variable (X) on the variable (Y) reading skills at SDN 4 Bulango Timur as shown by the determination coefficient of 5.307, which means that the school environment affects students' reading skills by 53.07% and 46.93% is influenced by the school building and geographic location at SDN 04 Bulango Tmur, Bone Bolango Regency.

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