

THE EFFECT OF TURN-TAKING READING ACTIVITY ON STUDENTS' INTEREST IN ENGLISH LITERACY

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ABSTRACT

This study examined the effectiveness of a literacy-based activity, namely the turn-taking reading activity to enhance students' interest in reading and writing in English. A comparative research design was employed to compare students who participated in the activity with those who did not. Data were collected through a questionnaire consisting of 20 items measuring students' interest in English reading and writing. The data were analyzed using a t-test to determine whether a significant difference existed between the two groups. The findings revealed that the turn-taking reading activity significantly influenced students' interest in reading and writing English. Students in the turn-taking reading activity group demonstrated high levels of interest in both reading and writing (Reading = 34, Writing = 34). In contrast, students in the non-turn-taking reading activity group showed moderate interest (Reading = 29, Writing = 27). Overall, the results indicate that the turn-taking reading activity is an effective strategy for increasing students' interest in English literacy skills.

Keywords: English Literacy, Students' Interest, Turn-Taking Reading Activity

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas kegiatan berbasis literasi yaitu baca gilir berbasis baca gilir dalam meningkatkan minat siswa terhadap keterampilan membaca dan menulis dalam bahasa Inggris. Penelitian ini menggunakan desain penelitian komparatif dengan membandingkan siswa yang mengikuti kegiatan tersebut dan siswa yang tidak mengikutinya. Data dikumpulkan melalui angket yang terdiri atas 20 butir pernyataan yang mengukur minat siswa dalam membaca dan menulis bahasa Inggris. Data yang diperoleh dianalisis menggunakan uji t untuk mengetahui ada tidaknya perbedaan yang signifikan antara kedua kelompok. Hasil penelitian menunjukkan bahwa kegiatan baca gilir berpengaruh signifikan terhadap minat siswa dalam membaca dan menulis bahasa Inggris. Siswa pada kelas yang menerapkan kegiatan tersebut menunjukkan tingkat minat yang tinggi (Membaca = 34, Menulis = 34). Sementara itu, siswa pada kelas tanpa kegiatan tersebut menunjukkan tingkat minat sedang (membaca = 29, Menulis = 27). Dengan demikian, turn-taking reading activity dapat dinyatakan sebagai strategi yang efektif dalam meningkatkan minat literasi bahasa Inggris siswa.

Kata Kunci: Literasi Bahasa Inggris, Minat Siswa, Kegiatan Baca Gilir

A. INTRODUCTION

A literate society supports national development since widespread literacy contributes to human-capital formation and socioeconomic progress (Liu & Xu, 2017). Therefore, literacy should be understood not merely as the absence of illiteracy but as a wider set of life skills including information literacy, problem solving, and communicative competencies. Those enable citizens to participate in the global economy (OECD, 2019). Moreover, a strong reading culture fosters higher order capacities such as critical thinking, creativity, and collaborative problem-solving, which are essential for innovation and national competitiveness (OECD, 2015). For these reasons, national efforts to strengthen reading practices and literacy education directly support a country's ability to meet international challenges and sustain competitive advantage (UNESCO, 2016).

Reading and writing are closely connected skills in language learning. Written texts provide the content that people read, and frequent reading experiences support improvements in writing ability (Fitriansyah & Miftah, 2020). Empirical research in EFL contexts shows that extensive reading correlates positively with writing fluency. It indicates that students who

read widely are more likely to develop better writing skills (Fitriansyah & Miftah, 2020). Moreover, integrated instruction that combines reading and writing activities enhances learners' overall language proficiency by reinforcing cognitive processes such as idea generation, vocabulary expansion, and text organization (Jayanti, 2023). Studies on reading-writing relationships consistently demonstrate that reading comprehension and writing performance are interrelated. Stronger reading abilities provide linguistic input and structural models that learners can draw on when composing their own texts (Grabe & Zhang, 2016). Therefore, in both educational practice and research, the development of reading and writing should be approached as interconnected rather than separate skills.

Reading and writing are skills that can only be developed through extensive practice. To understand various types of texts, readers need specific skills that support comprehension, while writers must also possess adequate skills to produce well-structured and meaningful paragraphs. Both reading and writing are performed for different purposes, and these purposes influence the strategies used in each activity. Readers, for example, do not apply the same reading methods when engaging with scientific texts and literary works such as

novels; scientific texts often require slower and more careful reading than narrative texts (Grabe, 2017). This difference is not merely related to text difficulty but also to the reader's engagement with the material. Similarly, writing quality depends on the writer's ability to adapt skills according to communicative goals and audience expectations (Hyland, 2019). One important factor that supports readers in selecting strategies and sustaining engagement with a text is personal motivation. This supporting factor that enables readers to read more effectively and efficiently is known as interest.

The study of interest has its roots in the field of educational psychology and has long been recognized as a key factor influencing motivation and academic outcomes (Conradi, et.al, 2018). In contemporary educational research, interest has been widely investigated because it is closely linked to learners' engagement and persistence in learning activities (Hidi & Renninger, 2019). Texts are among the most common mediums through which information is presented in learning environments. Therefore, research on text-related interest has become especially prominent in studies of

reading and learning (Alexander & Fox, 2018). Findings from this research consistently show that interest significantly affects how learners choose texts, how they allocate cognitive resources during reading, and how well they retain and recall information from what they read. It suggests that interest played an important role in how people select, process, and remember what they read (Alexander & Fox, 2018).

Indonesia continues to face persistent challenges related to students' interest in reading and writing. It remains relatively low despite ongoing literacy initiatives in the education sector (Suryaman, 2015). Recent international evidence confirms that students' literacy performance in Indonesia is still below global standards. The Programme for International Student Assessment (PISA) 2022 reported that Indonesian 15-year-old students achieved an average reading literacy score of 359, far below the OECD average, placing Indonesia among the lowest-performing participating countries (OECD, 2023). This condition reflects limited engagement with reading activities among students, which has been identified as a major factor influencing low literacy achievement (Suyono & Wulandari, 2017). Previous literacy studies also indicate that weak reading interest is closely associated with poor reading comprehension

and academic performance. It suggests that literacy challenges in Indonesia are not only related to skill acquisition but also to students' motivation to read and write (Abidin, et.al, 2017). Therefore, strengthening students' interest in reading and writing remains a crucial priority for improving educational quality and national human capital development.

Interest in reading and writing is a national issue that requires serious attention because these skills are essential for individual and societal development. Reading plays a central role in learning and knowledge acquisition, and the level of reading engagement in a society is often associated with national progress (OECD, 2019). Writing is equally important, as it represents the intellectual and academic life of a community and enables knowledge to be documented and shared (Hyland, 2019). Reading and writing are closely connected, since reading provides ideas, language input, and text models that support effective writing, while writing helps individuals organize ideas and develop critical thinking skills (Grabe & Zhang, 2016). Although writing is often considered challenging, it is an integral part of daily

life, appearing in activities such as writing letters, reports, articles, and academic texts. Therefore, strengthening interest in both reading and writing is crucial for improving educational quality and supporting long-term national development (UNESCO, 2017).

Schools in Indonesia have long implemented literacy-related initiatives, such as designated reading days introduced during earlier curriculum reforms, these activities have not developed into consistent and deeply rooted literacy practices (Suyono & Wulandari, 2017). At the national level, the government has responded by promoting literacy through various programs, including National Book Day, library revitalization, and community-based reading movements. The similar program is also implemented in South Sulawesi specifically in Pangkep Regency. The name is *Gerakan Literasi Sekolah* which is known as Literacy activity at school. While these initiatives demonstrate strong policy commitment, research indicates that such efforts are often not supported by clear instructional strategies and systematic implementation in classrooms (Abidin, et.al, 2017). Studies on school literacy programs further emphasize that policy-driven activities alone are insufficient without creative and context-sensitive practices led by schools and

teachers (Sardi et al., 2025). Therefore, schools play a crucial role in designing innovative and meaningful literacy activities that can foster students' sustained interest in reading and, more importantly, support the development of writing skills as part of comprehensive literacy education.

Some studies indicate that carefully designed literacy activities implemented in schools have a positive impact on students' interest in reading and writing. Teachers who participated in training of implementation of authentic literacy activities reported that students came alive when they realized they were writing to real people for real reasons or reading real-life texts for their own purpose. Beyond this, the result provides teachers with evidence that more authentic literacy activities are related to greater growth in the ability to read and write new genres (Nell, 2006). Another study on the integration of literacy activities and technology by using the iWTR (Integrated Write to Read). The results showed that while reading skills were improved considerably the biggest improvement concerned writing skills. Students in the test group wrote longer texts with better structure, clearer content, and a more elaborate language

(Genlott & Gronlund, 2013). A study by Jayanti (2018) showed that reading corners can increase students' reading interest which was marked by the number of students who borrow or read books and many students gather together to read books in the reading corner. These findings suggest that school-based literacy activities, particularly those that emphasize authenticity and student engagement, play a meaningful role in enhancing students' interest and competence in reading and writing.

In South Sulawesi context, one of junior high school in Pangkep Regency has implemented a literacy-based activity. This activity is referred to as the turn-taking reading activity. Based on a preliminary observation, the researcher found that this literacy activity has been implemented at the school since 2019. The school schedules the activity every Thursday, during which students spend one instructional hour reading books, including both fiction and non-fiction texts. In English classes, students commonly read English textbooks such as *When English Rings the Bell* for seventh-grade students. In addition, teachers encourage students to read in the school library as well as in a designated reading area provided by the school, known as the *taman baca*. Each classroom is also equipped with a literacy corner (*pojok literasi*), which

serves as a space for students to engage in reading activities. Furthermore, the researcher has also implemented a turn-taking reading-based literacy activity during English lessons when the students were in seventh grade.

Turn-taking reading activity is a co-curricular literacy activity designed as an integral part of the learning process. It requires students to engage in regular reading and produce written reviews of the texts they read. The activity is organized in a structured and continuous manner to ensure sustained participation without creating feelings of boredom among students. To address the limited availability of reading materials, books are circulated among students. It allows them to access a wider range of texts through systematic rotation. This approach not only reduces the need for students to purchase books but also encourages shared responsibility and collaboration. By requiring students to read and review quality books within a specified period, turn-taking reading activity helps cultivate habitual reading practices and critical appreciation skills.

The turn-taking reading activity was implemented through a structured sequence of steps. First, the teacher selected quality fiction and non-fiction

books appropriate to students' developmental levels, supported by available library resources. Second, the books were distributed to students, who were instructed to read them independently outside regular class hours. Third, the reading period lasted approximately one to two weeks, depending on the length and difficulty of the texts. During this period, the teacher monitored students' progress by providing reminders, motivation, and parental involvement through a reading control card. Fourth, students completed a structured book review form to record key information and reflections on the text. Fifth, at the end of the reading period, students submitted their reviews in accordance with the English lesson schedule, particularly within the reading skills unit. Finally, selected students presented the results of their reviews in class through brief synopses and evaluations. The presentations were conducted in turns according to the available class time. This step was intended to ensure continuous student participation and sustained engagement in reading activities.

Although the turn-taking reading activity has been implemented regularly as part of the school literacy program, its impact on students' interest in reading and writing has not been systematically examined. Understanding the effectiveness

of this activity is important, as students' interest plays a crucial role in sustaining literacy engagement and supporting writing development. Therefore, this study aims to investigate the effect of the turn-taking reading activity on students' interest in reading and writing in an English learning context at a junior high school in Pangkep Regency.

B. RESEARCH METHOD

This study employed a comparative survey design using a questionnaire to examine differences in students' interest in English reading and writing between those who were taught through the rotation reading literacy-based activity and those who were not. This method was appropriate because the research question focuses on comparing levels of reading and writing interest between two groups, and students' interest can be systematically measured through structured self-report instruments. By applying a comparative approach, the study is able to identify whether the implementation of the literacy-based activity contributes to differences in students' interest in English reading and writing.

This study was conducted at SMPN 1 Labakkang located in Pangkep Regency. The participants of the study

were 129 students in grade VII of the school that was selected by using random sampling technique. The participants were divided into two groups, namely students who were taught using the turn-taking reading activity and students who were not exposed to the activity.

The research instrument was a questionnaire designed to measure students' interest in reading and writing in English. The questionnaire consisted of 20 items (10 items for reading interest and 10 items for writing interest). They represented 4 key aspects, namely students' behavior and frequency, use of resources and time allocation, interest in teacher-guided activities, and emotional responses toward reading or writing tasks. Responses were collected using a Likert-scale format. Validity testing confirmed all items were valid, and reliability testing showed acceptable internal consistency, with Cronbach's Alpha values of 0.618 for reading interest and 0.689 for writing interest.

The questionnaire was administered online via Google Form. The researcher first explained how to answer the questions. During completion, the researcher monitored students' responses and provided assistance when they needed. For data analysis, descriptive statistics were first used

to summarize the students' interest in reading and writing. Then, an independent-sample t-test was conducted to compare the mean score of reading and writing interest between students who participated in the literacy-based activity and those who did not. The analysis aimed to determine whether the rotation reading activity had a significant effect on students' interest in English reading and writing.

The findings will be elaborated by showing the comparison of descriptive statistical score between the two groups namely students who study with turn-taking reading activity and those who are not exposed to the activity. The results of this study showed that turn-taking reading activity has significant effect on students' interest in English literacy. Students' interest in turn-taking reading activity group is higher than students' interest another group which is proven by descriptive statistical information in the following table:

C. FINDINGS AND DISCUSSIONS

Table 1. Comparison of students' interest in English Literacy

Score	Turn-taking Reading Activity		Non- Reading Activity	
	Reading	Writing	Reading	Writing
Minimum	24	20	20	15
Maximum	45	50	45	44
Mean	34	34	29	27
Median	34	34	29	27
Modus	37	37	31	23

The analysis in table showed that the average score of students' reading and writing interest in turn-taking reading group (34) is in the range of 31-40 under classification of high interest. Meanwhile, in

non-turn-taking reading group, showed average of students' reading interest (29) and writing interest (27) is in the range of 21-30 under classification of medium interest.

Table 2. Numbers of Students in Every Interest Level

Interest Level	Turn-taking Reading		Non-turn-taking Reading	
	Reading	Writing	Reading	Writing
Very High	42	31	27	29
High	15	20	29	26
Medium	25	26	29	22
Low	30	31	24	28

Very Low	17	21	20	24
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Table 2 reported that there are more numbers of students have very high reading interest level in turn-taking reading group than that in non-turn-taking reading group (42 > 27). Meanwhile, students who have very low reading interest level in reading rotation class is less than that number in non-rotation reading class (17 < 20). In addition, students who have very high writing interest level in rotation reading class is a bit more than that

number in non-rotation reading class (31 > 29). Whereas, students who have very low writing interest level in rotation reading class is a bit less than that number in non-rotation reading class (21 < 24).

To find out the effect of turn-taking reading activity researcher compared the result of significance level between the two groups by testing the hypotheses.

Table 3. The result of t-test

Interest	Significance level	Description
Reading	0,000	Significant effect
Writing	0,000	Significant effect

Table 3 showed that significance level between turn-taking reading group compared to non-turn-taking reading group is < 0,005 which means there is difference between students' reading and writing interest taught by different teaching activity. This data showed that turn-

taking reading activity has significant effect towards students' interest in English reading and writing. To give brief comparison between the two groups. Frequency of every item in questionnaire will be elaborated in the following table:

Tabel 4. Analysis of items frequency in Questionnaire

Items Number	Indicator	Turn-taking reading		Non turn-taking reading	
		Very high interest		Very high interest	
		F	%	F	%
1	The importance of reading	109	85	99	77
2	duration of reading book	5	4	3	2
3	Students' frequency in visiting the library for reading	21	16	11	9
4	Numbers of reading book they have	29	23	8	6
5	Numbers of reading source they subscribe	5	4	3	2
6	Students' saving for buying reading book	5	4	4	3



7	Their opinion about turn-taking reading	52	40		
8	Reading book while waiting for something	16	13	9	7
9	Feeling happy when receive reading book as a gift	49	38		
10	Feeling calm when they read a book	35	27	18	14
11	The importance of writing	107	83	97	75
12	Duration of writing something	12	9	4	3
13	Students' frequency of visiting library for references	10	8	6	5
14	Numbers of references they have	23	18	5	4
15	Numbers of references they subscribe	4	3		
16	Students' saving for buying references	9	7	4	3
17	Their opinion about turn-taking writing task	44	34		
18	Writing a short story while waiting for something	12	10		
19	Feeling happy when receive references as a gift	52	40		
20	Feeling calm when they write	47	37		

The findings of this study show that turn-taking reading activities have a positive effect on students' English literacy, particularly in increasing their interest in reading and writing. When students were given opportunities to rotate reading texts and write summaries, they demonstrated higher engagement and motivation during the learning process. This finding is in line with previous quantitative studies indicating that interactive reading strategies, such as reciprocal or shared reading, can significantly improve students' reading comprehension and support active participation in reading activities (Nisa & Heriyawati, 2022).

Furthermore, research has shown that students who are more interested in reading tend to achieve better literacy outcomes, including improved comprehension and written expression (Hayati, et.al, 2022). Therefore, turn-taking reading can be considered an effective strategy to foster students' literacy development, although additional guidance may be needed to help students express their understanding in written form.

Turn-taking reading encourages students to read more frequently, and this increased reading frequency plays an important role in strengthening students'

reading interest. When students are motivated to read, they tend to engage more often with texts, which provides greater opportunities to develop reading skills. This is consistent with the findings of Soemer and Schiefele (2018), who reported that intrinsic reading motivation is closely related to the amount of reading and serves as a key factor in improving reading comprehension. Students with higher reading interest are more likely to read regularly, while those with lower reading ability may perceive reading as less rewarding and gradually lose interest. As a result, limited reading practice can hinder vocabulary development and comprehension growth. It suggests that sustained reading interest is essential for improving overall reading literacy.

The basic principle of turn-taking reading is to encourage students to read various books by taking turns and then write summaries based on what they have read. The findings indicate that this activity has a significant effect on students' interest in writing in the turn-taking reading class, as the summarizing task allows students to express their understanding in written form. However, this effect was not found in the non-turn-taking reading class, where students' reading and writing interests did not show significant improvement. The use of summary writing as a follow-up task was intended to measure students' interest in writing, and the results suggest that turn-taking

reading positively influences writing interest only when the activity is consistently implemented. This implies that the strategy does not affect students' reading and writing interest in classes that do not apply turn-taking reading activities.

D. CONCLUSION AND SUGGESTION

This study concludes that turn-taking reading is an effective instructional activity for enhancing students' English literacy, particularly in increasing their interest in reading and writing. By engaging students in frequent reading activities and summary writing, this strategy encourages active participation and sustained motivation in literacy learning. The findings also highlight the importance of reading frequency in fostering reading interest, which contributes to the development of reading comprehension and vocabulary knowledge. However, the positive effects of this activity were not found in classes that did not implement turn-taking reading. It indicates that consistent and structured application is essential to achieve meaningful results.

Turn-taking reading can be considered a practical literacy strategy for English teachers to promote reading habits and writing engagement in the classroom. Teachers are encouraged to provide appropriate guidance, particularly in

summary writing tasks, to support students who may struggle to express their understanding in written form. For future research, it is suggested that researchers explore the long-term effects of turn-taking reading on students' literacy achievement and examine its implementation across different proficiency levels and educational contexts.

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