

**THE RELATIONSHIP OF READING INTEREST TO STUDENTS'
LEARNING ACHIEVEMENT IN 4TH GRADE ELEMENTARY SCHOOL**

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Article Info	Abstract
<p>History: Submitted October 21th, 2021</p> <p>Revised November 8th, 2021</p> <p>Accepted December 12th, 2021</p>	<p>The reading interest of students in 4th-grade of SDN 16 Muara Enim is still low. There are still few students who visit the library. So it makes students' achievement decrease. Of 21 students who scored below the minimum completeness criteria were 52%. One of the factors is the lack of parental supervision and environmental factors. The purpose of the research was to determine the existence of a positive and significant relationship between reading interest and students' achievement in 4th-grade of SDN 16 Muara Enim. The research method is a quantitative method with a correlational approach. The results of the research using SPSS 25.0 showed that the results of reading interest from the distribution of questionnaires from all respondents of 21 students with a total of r_{count} 0.436 and the t table seen from the 5% significance level were 0.433. According to the provisions, if r_{count} is bigger than r_{table} then H_a is accepted and vice versa if r_{count} is smaller than r_{table} then H_o is accepted. So it can be concluded that there is a positive and significant relationship between reading interest and learning achievement of 4th-grade students at SDN 16 Muara Enim.</p> <p>Keywords: Reading Interest; Learning Achievement</p>

A. Introduction

Education is a learning process that lasts a lifetime, which means learning does not only end in becoming an adult, even throughout life. According to the Law of the Republic of Indonesia No. 20 of 2003 article 1 (Putra, 2020) concerning the National Education System states that education is a method that is done intentionally and planned to realize learning activities and study in order to develop the potential of students to have personality, morals, religious, self-control, and various skills needed. Achievement is a result of activities carried out and created both individually and in groups (Rosyid, dkk, 2019: 4). The achievement also has an important meaning to increase our potential in the sense that achievement can measure the level of knowledge, intelligence, and skills of a person, group, community, nation, and state.

There are two factors that influence learning achievement, namely internal factors (which come from the inside) and external factors (which come from the outside).

Internal factors include intelligence, health, interests, motivation, and also learning style. While the external factors include family, school, community, and also the environment (Djaali, 2013). But learning achievement in students is not only influenced by educators but there are other factors that exist in the students themselves. One of them is to increase interest in reading.

Reading is a form of obtaining information, so it is necessary to deepen and understand what will be read (Sumiati and Puji Astuti, 2021). By reading can have the ability to understand, manage, and use information in various contexts (Batubara H, and Dessy Noor, (2018). Students' interest in reading can be supported by the habit of feeling happy in reading.

If a student begins to have a high interest in reading, it is certain that learning achievement will increase, and so does a student who has a low interest in reading, his learning achievement will also decrease. (Maola, dkk, 2019).

Based on the preliminary study or previous research that has been carried out by the researchers some time ago by looking directly at the school's condition and interviewing the class teachers about the learning process of 4th-grade students at SD Negeri 16 Muara Enim. The results of the interview stated that there was still a lack of students' interest to read books. Especially for some indicators of reading interest that have not been achieved, namely student responses to reading, students' feelings of interest in reading, and the number of books read by students is still lacking.

It can be seen from the students' awareness to take advantage of their spare time to read textbooks, and the lack of 4th-grade students visiting the library, students prefer to play rather than read books.

This is what makes some students' learning achievements low. This is shown from the results of the mid-term test of students in the even semester of the 2020/2021 academic year that of the 21 students in 4th-grade of SDN 16 Muara Enim whose scores were low below the minimum completeness criteria were 52% and those above the minimum completeness criteria were 48%. Moreover, it can also be seen from the school library visitor data in January only 5 students (24%).

One of the factors that affect student's achievement is the lack of parental supervision that causes students to care less about the reading interest, school environmental factors, and the local community environment, because the interest in reading can grow or improve students' learning achievement.

B. Research Methodology

This research uses a quantitative method with a correlational approach. The research method is a research design that contains the formulation of the object or subject to be studied, collection procedures, data collection

techniques, data analysis, and focusing on certain problems (Winarni Endang, 2018: 5).

The data collection techniques in this research are documentation and questionnaires. Documentation is one

way to collect existing data (Winarni Endang, 2018: 86).

Documentation also collects data and notes related to the reading interest and students' achievement, such as learning activity data and the latest report card data obtained from the school. In addition, documentation is used for general conditions and histories at the school in the form of photographs at the time of the research occur.

Meanwhile, according to Riduwan, (2008: 25) the questionnaire is a list of questions, which will be given to the respondents who are willing to provide responses or answers to the questions asked according to user requests.

The questionnaire is a tool to collect results or data in the form of

several questions that are submitted to respondents and then answered in writing. This research uses a closed questionnaire in the form of a checklist, referring to the Likert scale and to 5 alternatives for the answer, strongly agree, agree, less agree, disagree, and strongly disagree.

The population of this research is all of the 4th-grade students of SDN 16 Muara Enim consists of 21 students. In this research, the sample used was 21 students using a saturated sample. The saturated sample is the sampling technique if all members are used as the sample.

The data analysis technique of this research uses descriptive statistical techniques, normality test, homogeneity test, and uses hypothesis testing.

C. Result and Discussion

This research aims to determine the existence of a positive and significant relationship between learning achievement and the reading interest of students in 4th-grade of SDN 16 Muara Enim. The high and low student achievement can be seen

from the high and low scores obtained on the reading interest questionnaires.

There are several indicators of reading interest, including feelings of pleasure when reading, reading habits, response of attention when reading, feelings of interest, number

of books read, and length of reading time. The results of this descriptive statistic are to see and describe the data collection, namely, the average (mean), the middle value, the smallest value, the largest value. Next, the normality test is used to see whether each variable is normally distributed or not by using the Kolmogorov-Smirnov. It can be said to be normally distributed if the significant value is $\geq \alpha$ ($\alpha = 0,05$) so the results are said to be normally distributed, and similarly, if the significant value is $< \alpha$ ($\alpha = 0,05$) so the results are said to be not normally distributed. (Basrowi, dkk in Kesumawati and ichwan., 2018: 68). The homogeneity test is used to find out whether the data from several populations are homogeneous or not (Sianipar, and Karyadi 2017: 42). And lastly using hypothesis test aims to see and find out whether the hypothesis is accepted or rejected by using the Product-Moment Correlation. By determining the significance level of 5% :

1. If $r_{count} > r_{table}$ then H_0 is rejected and H_a is accepted
2. If $r_{count} < r_{table}$ then H_0 is accepted and H_a is rejected

In accordance with the research hypothesis:

H_a : There is a relationship between reading interest and students' achievement in 4th-grade.

H_0 : There is no relationship between reading interest and students' achievement in 4th-grade.

Before the author conducted the research, the author conducted a validity and reliability test. The validity test in this research is used to show the validity level of an instrument. For the instrument whose results are valid, it has high validity and vice versa, the instrument that is not valid means it has low validity. The following are the results of the validity test.

Table 1
Summary of Validity Test Results

No Question	R_{xy}	r_{table}	Status
1	0,481826	0,423	V
2	0,582716	0,423	V
3	0,472724	0,423	V
4	0,666021	0,423	V
5	0,470158	0,423	V
6	0,503831	0,423	V

7	0,472112	0,423	V
8	0,500573	0,423	V
9	0,495274	0,423	V
10	0,54651	0,423	V
11	0,453619	0,423	V
12	0,482384	0,423	V
13	0,495537	0,423	V
14	0,481993	0,423	V
15	0,554309	0,423	V
16	0,498573	0,423	V
17	0,536816	0,423	V
18	0,450013	0,423	V
19	0,593143	0,423	V
20	0,48042	0,423	V
21	0,5948	0,423	V
22	0,550336	0,423	V
23	0,4668	0,423	V
24	0,541855	0,423	V
25	0,637084	0,423	V
26	0,556758	0,423	V
27	0,54028	0,423	V
28	0,474003	0,423	V
29	0,518676	0,423	V
30	0,50279	0,423	V

The validity test used 30 statement instruments which were tested with 21 students with the help of SPSS 25.0. With the results above, it is stated that the 30 statement items are said to be valid. With the provision that r_{count} is bigger than r_{table} with a significance level of 5%.. The items of the valid instrument are then tested with the reliability test. An instrument is declared reliable if the instrument can be trusted to be used

as a data measuring tool. Reliability is an instrument that can be used as a data collection tool because the instrument is already good (Winarni Endang, 2018: 137). Here are the results of the reliability test.

Table 2
Reliability Test Results

Cronbach's Alpha	N of Items
0.896	30

Based on the results of reliable trials conducted with 21 students, with the help of SPSS 25.0 computers, the calculation results of the reliability coefficient for the reading interest instrument were 0.896. From the calculation results of the reliability coefficient, it is interpreted if the instrument has a very high level. Then the questionnaire fulfills the requirements for data collection in the research.

The descriptive statistics results on students' reading interest in 4th-grade of SDN Muara Enim using a questionnaire which consists of 30 statement items distributed to the 21 students as the respondents.

For each statement item, 5 alternative answers are given according to the Likert scale. Here are

the results of the calculations with the help of SPSS 25.0.

Table 3
Descriptive Statistics of Reading Interest

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
X	21	46	94	140	118.71	3.054	13.997
Valid N (listwise)	21						

From the table above, it can be explained that all of the 21 students were valid with an average (mean) of 118.71, the range of 46, the lowest or minimum score obtained was 94, the highest score obtained by students was 140, and the standard deviation value was 13.997. Furthermore, descriptive statistics on student achievement in 4th-grade of SDN 16 Muara Enim. The students' achievement data in 4th-grade of

SDN 16 Muara Enim is obtained from the documentation of students' scores on the midterm tests.

This research did not focus on one subject, so the researchers took the entire amount in each subject for each student for students' achievement data. The researchers give a score to each grade to make it easier to process and more concise to understand. The following is a scoring table for each grade.

Table 4
Score Summary

NO	GRADE	SCORE
1	0-20	1
2	21-40	2
3	41-60	3
4	61-80	4
5	81-100	5

Table 5
Descriptive Statistics of Learning Achievement

N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
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X	21	46	94	140	118.71	13.997	195.914
Y	21	4	24	28	25.57	1.207	1.457
Valid N (listwise)	21						

From the results of the table above, it can be seen that from 21 students the average (mean) is 25.57, the range is 4, the smallest value obtained by students is 4 and the highest score obtained by students is

24, and the standard deviation value is 1.207. Furthermore, the normality test using Kolmogorov-Smirnov with SPSS 25.0 as the processing assistance. The following are the results of the normality test.

Table 6
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		21
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.08618004
Most Extreme Differences	Absolute	.151
	Positive	.151
	Negative	-.103
Test Statistic		.151
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the above table calculations, the significance value is 0.200. So it can be taken a decision that, if the significance value is > 0.05 then the residual value is normally distributed. Vice versa, if the significance value is < 0.05 , the residual value is not

normally distributed. So the researcher can conclude that the residual values of the two variables are normally distributed. Furthermore, the homogeneity test using the Levene test formula assisted by processing using SPSS 25.0. Here is the result of the calculation.

Table 7
Homogeneity Test
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
MINAT BACA	Based on Mean	1.135	4	16	.375
	Based on Median	1.085	4	16	.397
	Based on Median and with adjusted df	1.085	4	11.821	.407
	Based on trimmed mean	1.112	4	16	.385

Based on the table above, the significant value obtained is 0.375. Judging from the criteria of completeness, if the significant value is greater than 0.05 then the result is homogeneous and vice versa, if the result of the significant value is less than 0.05, then the result is not homogeneous. It can be concluded from the results above that the significant value of 0.375 is greater than 0.05, so the data is declared homogeneous. Lastly, using a hypothesis test.

Hypothesis test, to determine the relationship between reading interest and students' achievement in 4th-grade of SDN 16 Muara Enim, the researcher uses a hypothesis test with the product-moment correlation formula. The effective way to find out the relationship is by processing the data that has been obtained or collected by the researcher. The researcher collects data on students' reading interests from the results of the distribution of the questionnaires filled out by 21 respondents. Here is the results.

Table 8
Hypothesis Test
Correlations

		X	Y
X	Pearson Correlation	1	,436*
	Sig. (2-tailed)		,048
	N	21	21
Y	Pearson Correlation	,436*	1
	Sig. (2-tailed)	,048	
	N	21	21

*. Correlation is significant at the 0.05 level (2-tailed).

From the results of the table above, it is known that the results of $r = 0,436$ and $P\text{-Value} = 0,048$ is smaller than the value of 0.05 then H_a is accepted. This means that there is a significant correlation between reading interest and 4th-grade students' achievement of SDN 16 Muara Enim.

It can be concluded that $r_{\text{count}} = 0,436$ is bigger than $r_{\text{table}} = 0,433$ then there is a positive and significant relationship between reading interest and students' achievement at SDN 16 Muara Enim.

D. Conclusion

Based on the results of research conducted using a hypothesis test with the product-moment correlation formula, the results showed that the value of N was 21, r arithmetic = 0.436 greater than the r_{table} at a significance level of 5% (0.433).

So, there is a positive and significant relationship between reading interest and student achievement in the 4th grade of SDN 16 Muara Enim at a moderate level.

Thus, all the results, show that reading interest has a correlation or relationship with the students' achievement in 4th grade of SDN 16 Muara Enim.

With the results of the questionnaire analysis of students' reading interest is looked generally good, teachers and principals should add facilities in the library and even provide reading corners in each class so they can support students in developing better reading interest in the future in improving students' achievement.

Reading interest of students in 4th grade of SDN 16 Muara Enim can be seen from the distribution of questionnaires given to the respondents with good results.

Therefore, the need for support from principals, teachers, and the role of parents to foster the desire to read in students by being able to provide motivation, provide facilities and infrastructure in order to encourage these students to produce even better achievements.

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