The Influence of Reading Interest on The Learning Achievement of Fifth Grade Students at Teratak Elementary School

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A B S T R A C T

The purpose of this research is to find out whether there is a relationship between the level of students' interest in reading and their academic achievement. Interest in reading is treated as an independent variable in this study, while learning achievement is treated as the dependent variable. This study uses an ex-post facto design and a quantitative approach to analyze the data. The participants in this study were all fifth grade students at public elementary school 009 Teratak, Rumbio Jaya District, Kampar Regency. The number of students is 33. Various methods, including questionnaires and careful documentation, were used to collect the data used in this study. A direct application of linear regression analysis was chosen as the method for processing the data. According to the findings of this study, interest in reading turned out to have a positive effect on the learning achievement of fifth grade students at public elementary school 009 Teratak. The contribution value that can be obtained through reading interest is 21,2 percent. The influence of reading interest on the level of student achievement is calculated into high scores based on research findings, especially by observing the pattern that emerges from the distribution of their test scores. Based on the findings of this study, one can draw the conclusion that students' level of interest in reading has an impact on their academic performance. Increasing students' interest in reading is a form of long-term investment that can help students in the learning process and can also support students in achieving a higher level of learning achievement than before.

1. Introduction

Reading and activities related to reading cannot be separated from the teaching and learning process that takes place in elementary schools. The teaching and

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learning process that takes place in elementary schools has two objectives. The first goal is to equip children with knowledge through information that can meet their needs. The second goal is to prepare children to enter a higher school level so that they can face challenges in the world of education. Both of these goals are achieved through a teaching and learning process that takes place in elementary schools. future.A nation's ability to be considered advanced or not can be determined by looking at the number of books published there and the number of libraries there. Under the auspices of the Organization for Economic Cooperation and Development (OECD), the Program for International Student Assessment (PISA) is responsible for evaluating students' reading abilities and skills (OECD). Indonesia is a country where the majority of the population has a low literacy rate. The results of the PISA reading test taken in 2009 showed that only students who were included in the low category got a score of 402, and no other students passed the test.

As a result of these conditions, Indonesia is ranked 57th out of 65 countries evaluated. The reading ability of students who took the 2012 PISA test again showed low category results, namely 396. This figure is low for this category. Because of this problem, Indonesia is ranked 60 out of 65 countries evaluated.Based on the results of a survey conducted by the Central Bureau of Statistics in 2012, the majority of respondents did not consider reading as one of the main sources of information (BPS). When they read, most people (91.7 percent) prefer watching television or listening to the radio (18.8 percent). (17.6 percent).

Based on the results of a study on reading ability in 61 countries conducted by international organizations, Indonesia is ranked 60th. (Kompas, 7 February 2017) This index of low reading interest, which is calculated based on the number of books published, is still far behind Singapore, India, Malaysia, and other developed countries.It is important to realize the importance of reading activities. Therefore, it is necessary to be aware of how to foster an interest in reading within oneself, especially among students, so that they are not pushed aside or out of date. An alternative strategy for making reading activities attractive to students in a community at first is to instill and cultivate a sense of the importance of reading in the community from a young age on.

Students will have difficulty learning new information later in life if they do not develop an interest in reading at a young age.The boredom that can sometimes be felt is the single most important factor affecting children who are part of a society that has little interest in reading. Everything can be traced back to the child's world, which consists primarily of play, as well as the absence of any form of parental control over the child. Children who only think and act in everyday life through play will find it difficult to develop an interest in reading because this is the main obstacle they face.

Reading is not an innate talent; rather, these are skills that can be acquired after one is born and develop over time. As a result, the practice of reading is something that can be developed and cultivated. Reading will become more

common in cultures as individuals cultivate a taste for the activity and make it a regular part of their routine. According to Nurhadi (te talent; rather, these are skills that can be acquired after one is born and develop over time. As a result, the practice of reading is something that can be developed and cultivated. Reading will become more common in cultures as individuals cultivate a taste for the activity and make it a regular part of their routine.

According to Nurhadi (Nurhadi, 2008), which states that "high interest in reading will lead to reading habits", this is in accordance with his thinking. This is especially important for elementary school-age children because this is the ideal time to instill this reading culture in children of this age. This is also consistent with the research findings of Sari, M.Z., et al. (2020), who found that the extent to which students are interested in reading predicts the extent to which these students will succeed academically.

Language, at its core, is a communicative and interactive process that emphasizes these aspects of language, whose mastery will determine how successful a person is in the communication process. Listening, speaking, reading, and writing skills are included in this category of linguistic abilities. However, when communicating with others through language, these four abilities are closely intertwined. Reading skills are inherent in every instructional framework because language is an integrated unit. This shows the importance of reading (Wartika, 2015). Because of the way they are taught today, most students are used to passively receiving knowledge from their instructors. Most elementary school students show this learning style (Usmaedi, 2017). So, the learning experience in elementary school will determine what kind of person they will become (Hendriyani, 2016).

Familiarizing students with their unique potential will make them more competitive in developing themselves. PBP emphasizes nationalism and humanity. By having students read other books (not textbooks) every day for 15 minutes before school starts. Reading and reading-based activities are not only carried out during the learning process when students are at school. One of them can be done in the school library during lunch break or when there are no class hours. Then it is also possible for students to do it after school (at home), under the supervision of their parents. Therefore, reading activities must continue to be developed.

However, the growth of students' interest in reading in today's world is often hampered by various challenges. One such challenge is that many elementary school children have the misconception that reading is a tiring and uninteresting activity. Another challenge is that many schools lack facilities. This problem can be solved in a number of ways, some of which include motivating students, which can come from the teacher or their parents, as well as providing students with access to high-quality reading materials and comfortable reading places, such as the school library or reading garden.

Low interest in reading is indicated by fewer visits to the library and borrowing fewer books. This is because library facilities are inadequate and underutilized, causing students to lose interest in reading and visiting the library (Teguh, 2017). Some students grumbled when asked to read long books as part of their Indonesian language lessons. Students end up flipping through books. This can be seen when learning Indonesian. The survey found that students prefer talking to reading. Because students do not prioritize reading, they prefer to spend their free time playing with friends rather than reading (Firmansyah, 2018). Students, for one thing, lack the initiative to read books on their own, which is another issue that needs to be addressed. In most cases, students just start reading when they are directed to do so by the instructor (Doman, 2010).

Most educational activities involve reading in some capacity. It doesn't matter whether students like it or not; it still means they have to read books (Aprinawati, 2018). The impact of students' lack of interest in reading is followed by a lack of students' ability to maintain continuity in pursuing their education. This is an understandable phenomenon considering that most of the students' educational experience is gained through reading. Students often feel uncomfortable doing learning activities at home because they get support from their families, both in the form of psychological support and thorough learning. The learning activities carried out by students become erratic as a direct result of the lack of continuity they experience in pursuing their education.

Students who engage in inconsistent learning activities do not reach their full potential in terms of content mastery. As a consequence of these factors, the level of learning outcomes achieved by students is also below what is considered optimal. (Nurfadilla & Rosleny, 2018). It is appropriate for every student to cultivate a love of reading because, given the importance of having an interest in reading for students, especially elementary school students, it is fitting for every student to cultivate an interest in reading. The hope is that these students will have successful academic results if they read a lot.

Children who are always in front of the class and children who perform very well in exams, both UTS and UAS. It is possible to draw the following conclusion from this point of view: a student's overall academic success will increase in proportion to the amount of time spent reading. The level of academic success achieved by students influences the academic success achieved by students, namely their reading interest while at school. Based on the background above, this study aims to determine the effect of interest in reading on student achievement in Class V Elementary School 009 Teratak.

2.   Methodology

Ex-post facto research examines past events to determine causes (Sugiyono, 2019). This study uses this methodology. It was a technique used in the scientific study of things. Finding out how the independent variable affects the dependent variable allows us to test our research hypotheses. This study uses a pre-

experimental design because environmental variables can affect the dependent variable. This shows that the independent variable is not the only factor in determining the dependent variable.

Collection and analysis of data using total sampling. Reading interest data were collected from questionnaires and report cards. This study uses two types of data. Class V students of State Elementary School 009 Teratak studied. The questionnaire used to collect reading interest data was developed from research variable indicators. This reading interest questionnaire collects data. Questions using a Likert scale The validity of an instrument is assessed by its validity (research). The variables studied can be expressed using valid instruments. To evaluate the validity of the instrument, it is necessary to compare individual item scores with total item scores. At the significance level of the total score, the significance test of the correlation coefficient determines which item will be used (Azwar. S, 2007).

SPSS version 21.0 for Windows s alphais used to test its reliability. Testing using Alpha Cronbach. Using questionnaires and documentation to collect data. Report cards are used to collect data from various documents. Then the questionnaires were distributed. The questionnaire collects data by asking written questions to the respondents. Unlike other techniques, observation can be used on both people and natural objects. The research results were analyzed after data collection and organization. Both direct observation and inference are included in this analysis. In this particular study, descriptive statistical analysis was used to investigate the effect of interest in reading on overall academic performance. Inferential statistical analysis tests hypotheses and generalizes the sample data to the population.

Researchers arrive at several conclusions after using correlation analysis to determine the power of influence of variables, regression analysis to make predictions, and sample means or population data to compare. When correlating, regressing, or comparing means, no test of significance is required. There are no tests of significance or levels of error in the descriptive statistics. Researchers will not generalize. There is no generalization error. The maximum score, standard deviation, highest score (mean), and lowest score are given for each group. The maximum value is the farthest from the average respondent (minimum). SPSS 21.0 for Windows is used to determine the significance of the respondents.

The hypothesis is tested using the multiple regression analysis method, which is an inferential analysis technique. This method determines whether the independent variable affects the dependent variable partially or simultaneously. By using this method, one can determine whether the independent variable affects the dependent variable sequentially or simultaneously (Sugiyono, 2017). Examine the data for variables to determine whether they meet the prerequisites and assumptions needed to use multiple regression analysis or not.

Testing based on the hypothesis needs to be done after testing based on the requirements. To determine whether a variable has a normal data distribution or

not, a normality test is needed for this analysis. This test determines the normality of the data (Wiyono, 2012). KSM normality analysis was carried out with one sample and SPSS 21.0 for Windows. The analysis uses a significance level of 0,05. The data is said to be normally distributed if the significance level is greater than 5% or 0,05, while the linearity test determines whether the research variables have a linear relationship or not significantly using SPSS version 21.0 for Windows and the Linearity Test with a significance level of 0,05. If the significance level is above 5%, then the data is normal. Wiyono (2011): 155 Linearity test. If the significance levels of the two variables differ by less than 0,05, then both variables have a linear relationship.

Multiple regression analysis determines whether X and Y contribute to the overall. Regression analysis predicts the contribution of the independent variable to the dependent variable in order to prove a functional or causal relationship. This analysis uses SPSS 21.0 for Windows. Regression analysis predicts the contribution of the independent variables to the dependent variable. The percentage value indicates the magnitude of the influence. First find the correlation coefficient (r), then multiply it to get the coefficient of determination (r2), and then multiply the result by 100. Multiply r2 by the percentage of total influence to calculate the combined effect of the independent variables on the dependent variable.

3.   Results and Discussion

Results

Based on the results of the investigation, the reading interests of 33 respondents can be broken down into the following categories: Very high category, around 9,9 percent or the equivalent of three people. The high category is around 24,3 percent, which is equivalent to as many as eight people. The sufficient category is around 18 percent, which is equivalent to as many as six people. The lacking category has around 30,3 percent of the total, or the equivalent of 10 people. The very poor category has around 18,2 percent of the population, or the equivalent of six people. If seen from the pattern of values achieved, it can be concluded that the level of importance is sufficient.Hypothesis testing can be seen if Sig. is less than 0.00, which is smaller than p (0,05). (0,000.05). Reading interest and culture are positively correlated with academic success. The normality test concludes that all variable data are normally distributed because the SPSS significance value is below the significance level (a = 0,05). The significance level of the linearity test is 0,05. Linearity Because the SPSS calculation results for each variable are lower than the significance level (a = 0,05), it can be concluded that reading interest and reading culture have a linear contribution to student achievement. Using simple linear regression, test the hypothesis that reading interest and academic achievement are related. Based on the SPSS for Words study, the reading interest variable (X1) has a constant value (a) of 64,071 and a regression coefficient (b) of 0,434 with a significance level of 0,007. The analysis shows this. So, the

regression equation for reading interest and learning achievement is: X1 = 64,071 + 0,434

This equation shows that the positive regression coefficient i coefficient is 0,434, which explains why interest in reading will increase by 0,434% for each increase in learning achievement. Reading interest (X) and learning achievement (Y) have a coefficient of 0,461. (Y). Because the reading interest variable (X) has a coefficient between 0,40 and 0,599, the effect on learning achievement (Y) is strong. Rooting the squared correlatint (r2) contributess 0,434, which explains why interest in reading will increase by 0,434% for each increase in learning achievement. Reading interest (X) and learning achievement (Y) have a coefficient of 0,461. (Y). Because the reading interest variable (X) has a coefficient between 0,40 and 0,599, the effect on learning achievement (Y) is strong. Rooting the squared correlation coefficient contributes (r2). By using the formula r2x1,y, the value of 0,212 is determined by adding up the X and Y variables. Therefore, it can be said that reading interest accounts for 21,2% of the total contribution to learning achievement, while other factors contribute 88,8% of the total. find out what the sig value is. The influence of students' interest in reading on their overall performance is 0,007. Because the probability value is 0,05, which shows that it is greater than the probability value Sig, [0,05> Sig.], the hypothesis that Ha is true and the hypothesis that Ho is wrong is accepted. Therefore, one can reach the following conclusion: the success rate of students is positively correlated with their level of interest in reading.

Discussion

Reading is just one of many activities that can help improve a student's overall academic performance. Students are expected to be able to increase their knowledge and skills from the various texts they read as a result of their reading, which will make it easier for them to understand the information they are interested in. If you want to be a respected and responsible student, you must read and like to read. If you want to be a respected and responsible student, read more and more (Tarigan, 2008). This study analyzes reading interest and learning achievement because of a positive relationship. Student achievement tends to increase along with increased reading interest. Teachers use homework (PR) to increase students' interest in reading. Students read non-curriculum material. This is done to add another dimension to the learning process and encourage individual reading enthusiasm (Novita, 2007).

The number of adults in a child's home affects reading ability. Active parents are more likely to instill positive study habits in their children (Rahim, 2007). Use of critical norms to select quality reading material These aesthetic, literary, and moral norms are used to arouse elementary school students' interest in reading. According to Ikbal (2014), having a variety of reading interests people. Friends, teachers, or parents and teachers can recommend reading materials (Tarigan, 2008). Reading boosted students' academic performance by 21,2%, according to this study. This effect is due to a sense of responsibility and the importance of

reading interest for future academic success. Teachers assign a lot of reading because it helps students participate more effectively in school and society.

According to Fitriana's findings, whose research is entitled "The Relationship between Reading Interest and Reading Comprehension Ability of Fifth grade students at Elementary School Students of Gugus II, Gedongtengen District, Yogyakarta City", this is in accordance with what was found. The investigation was carried out by Fitriana in the Gedongtengen District, Yogyakarta City. According to Fitriana's research findings, not only is there a significant relationship between reading interest and reading comprehension ability, but there is also a positive relationship between the two factors. In other words, reading interest and reading comprehension ability are positively related to each other. Because a better understanding of the material covered in the text will enable students to perform better academically, the level of students' interest in reading is directly proportional to their level of understanding of the material covered in the text (Fitriana, 2012).

This research is in line with Rahayu's research, "The Influence of Reading Interest on Social Studies Learning Achievement of Fifth grade students at Elementary School Students in Cluster II Kasihan Bantul". According to research, students' reading interest and social studies learning achievement are positively correlated. This shows that students' reading interest is directly proportional to their learning achievement, and vice versa: the lower students' reading interest, the lower their learning achievement (Rahayu, 2015). In addition, there is research from Hidayat showing that a strong desire to read is associated with higher academic performance among respondents. This research was conducted by the social studies department at SD Negeri 1, Pagerwangi Lembang. Avid readers are looking for content that is straightforward and uncomplicated. Students who are interested in reading perform better academically, require less classroom intervention, and develop stronger cognitive, affective, and psychomotor abilities. Therefore, it is very important that the reading material be interesting. As a result, students who enjoy reading tend to do better in school (Hidayat, H., & Aisah, 2013).

Fifth graders' reading habits were found to have a 0,641 correlation with their academic performance by Eka Nurul Mualimah and Usmaedi. This score is obtained from the correlation between reading habits and students' overall academic achievement. Correlation is taken into account when calculating a high correlation. Reading habits are responsible for about 41% of the total influence they have on academic achievement. Fifth grade students at Kubanglaban Public Elementary School can greatly benefit from developing healthy reading habits as a means of increasing their academic achievement (Usmaedi, 2017).

4. Conclusion

Based on the above discussion it can be concluded that students' enthusiasm for reading has a beneficial effect on their performance in fifth grade. Analysis of the

distribution of student test scores revealed that students' enthusiasm for reading had a significant effect on their overall performance. The findings of this study indicate that the level of students' interest in reading is correlated with their level of academic success. Thus, encouraging a love of reading is a form of long-term investment that can aid students in their learning and help them achieve higher levels of mastery over the long term.

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