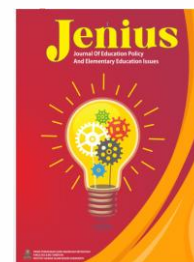




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The Relationship between Short Story Reading Intensity and Elementary School Students' Reading Skills

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ABSTRACT

A person's low interest in reading can result in a lack of information which causes knowledge to be less developed. This research aims to determine the intensity of short story reading and students' reading skills as well as the relationship between these two variables in class II students at 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau. Researchers use quantitative correlational research. The population used was 76 students in classes III/b and III/c with a sample of 64 students. The sampling technique uses a purposive sampling technique. The instruments used in data collection were performance and questionnaires. The data analysis technique used in this research is hypothesis testing using the Spearman rank correlation formula. The research results showed that the intensity of reading short stories was in the medium category, 43 students or around 64% of 64 students; the students' reading skills were in the medium category; and 38 students or around 59% of 64 students. Based on hypothesis test calculations using SPSS 25 software, a sig value was obtained. $0.000 < 0.05$, then there is a correlation between variables so that H1 is accepted while H0 is rejected, thus indicating that there is a positive relationship between the intensity of reading short stories and students' reading skills. Schools are expected to empower students' reading skills through the habit of increasing reading intensity

INTRODUCTION

One of the most important language skills developed at school is reading skills. Reading activities play an important role in sharing information in people's lives. Reading is defined by Friantary (2019) as a language skill that is related to other language skills, taught in lower grades as basic-level reading learning. Learning to read is a very important component of learning in elementary school. The four language skills namely reading, writing, listening, and

speaking involve learning to read (Susanto, 2015). Reading lessons in elementary schools are divided into two categories, namely beginning reading in low grades (grades I, II, III) and advanced reading and writing for high grades (grades IV, V, VI) (Sudrajat, Andriningrum, Supartinah, & Anggrella, 2023). In essence, every person must have innate abilities, potential, and skills. Skills are defined as knowledge, skills, and core values depicted in routines of thinking and acting (Depdiknas, 2007). Beginning reading skills according to Sundari & Damayanti (2017) is a mechanical and technical reading skill that functions to change written words and sentences into language sounds that are relevant to student learning. Reading skills for beginners emphasize reading words and sentences. Beginning reading skills influence advanced reading skills (Silvia, Pebriana, & Sumianto, 2021). Beginning reading skills include things like good reading, fluency, accurate intonation, and clear pronunciation.

Understanding the meaning of the author's words and phrases, being able to differentiate between explicit and implied meaning, and being able to make conclusions are indications that the reader has strong reading comprehension. Speaking fluency, listening comprehension, visual acuity, contextual impact, emotional issues, and intelligence are some of the characteristics that can influence reading ability (Musthofa, 2005). Therefore, literacy must be based on cognitive capacity to show that a lack of cognitive capacity may be the root of reading problems. Apart from that, reading also requires mental focus. Students' reading fluency can decline for various reasons, both internal and external, including various circumstances. All elements that originate from the student himself are referred to as internal factors, while external factors are those that originate from outside or from individuals other than the student himself (Sudrajat, Sari, & Anggrella, 2023). Especially for student learning, these external variables can take the form of unfavorable environmental events and conditions. This is almost in line with the statement made by Slamet (2008) that both internal and external variables contribute to student learning problems. Meanwhile, the main source of children's difficulties is external forces. External influences include ineffective management of learning activities and inappropriate learning practices. Elements that influence the development of reading skills according to Lamb and Arnold (Rahim, 2008) include physiological, intellectual, environmental, and psychological aspects. Physical well-being, neurological conditions, and gender are examples of physiological variables. Intellectual impairment is characterized as a cognitive process that lacks a thorough understanding of a particular situation and the capacity to act correctly. Environmental influences, particularly children's upbringing and experiences as well as socioeconomic considerations. Children's interests, drives, and social and emotional

maturation are psychological elements. Reading skills should ideally be possessed by all students as the underlying skill in obtaining accurate information easily (Muhaimin, Ni'mah, & Listryanto, 2023).

However, the fact is that the reading skills that are visible in the literacy abilities of Indonesian students still tend to be low. Indonesia ranks 60th out of 61 countries for literacy. The results of the 2015 Program for International Student Assessment (PISA) study show that Indonesia is ranked 64th out of 72 countries (Kemendikbud, 2017). However, based on the 2019 literacy index from 34 provinces published by the Research and Development Center for Education and Culture Policy, Research and Development Agency of the Ministry of Education and Culture, the Riau Islands Province is in 3rd place with a literacy index of 54.76%, in the middle category (Solihin, 2019). A similar problem was also found at 017 Public Elementary School Tanjungpinang Timur, based on the results of observations in class II, it was found that students' reading skill achievement was less than satisfactory, which was recorded in the student score data for Class 3 Indonesian Language Subject Theme 2 (Loving Plants) in Sub-Theme 1 from 36 Students as many as 24 or around 66.66% of students did not reach the average.

The reason for the problem found at 017 Public Elementary School Tanjungpinang Timur was that the learning resources used were only books provided by the school. School facilities such as the library are still in the process of being improved and the collection of books available is still not as varied as storybooks, this makes students not interested in visiting. Referring to the facts found in schools, students' reading intensity is in the low category due to the absence of consistent habituation and training.

Looking at the problems above shows that the majority of students have not taken the time to read and reading intensity is still lacking. This research aimed to determine reading intensity, reading skills, and the relationship between these two variables.

METHOD

This quantitative correlational research was carried out at 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau from October 2022 to March 2023. The population was 76 students and the sample was 64 students. The sampling technique uses purposive sampling because it is suitable for quantitative research and research that cannot be generalized. Data collection techniques use questionnaires and performance. The data analysis technique used in

this research is hypothesis testing using the Spearman rank correlation formula.

RESULTS AND DISCUSSION

Below we will present data obtained through research which aims to determine the relationship between the intensity of reading short stories and the reading skills of class III students at SD N Tanjungpinang Timur, Riau Islands. The total research sample was 64 class III students at SD Negeri Tanjungpinang Timur:

Intensity of Reading Short Stories

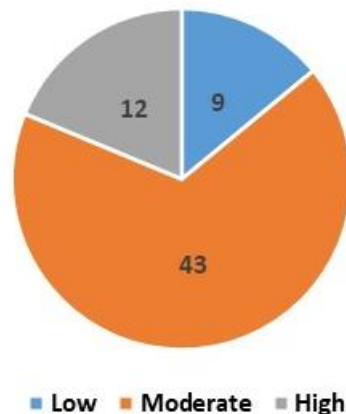


Figure 1. Percentage of Short Story Reading Intensity

The circle diagram in Figure 1 can be used to determine that for class III of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year, the intensity of reading short stories is in the medium group (67%).

Reading Skills of Class III Students

Based on the circle diagram above, it can be concluded that the average reading skills of Class III students at 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in 2022/2023 are in the medium category, namely 28 or 59% of the 64 students. The data description for each valid indicator of reading skills is as follows:

Hipotesis

Hypothesis testing aims to determine the relationship between the intensity of reading short stories and reading skills of Class III 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in 2022/2023. Analysis of *Spearman Rank correlation data* using the help of SPSS 25 software. The criteria for the hypothesis are:

- If the significance value < 0.05 then H_0 correlates
- Whereas if the significance value > 0.05 then H_0 does not correlate.

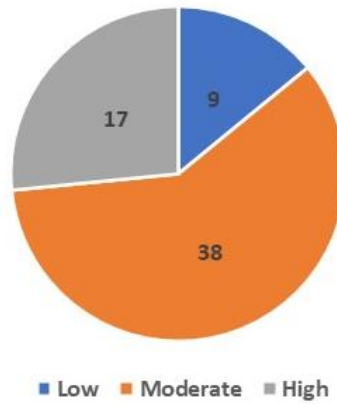


Figure 2. Percentage of Reading Skills

While the indicators of reading skills are described in Figure 3 below:

Reading with the right pronunciation

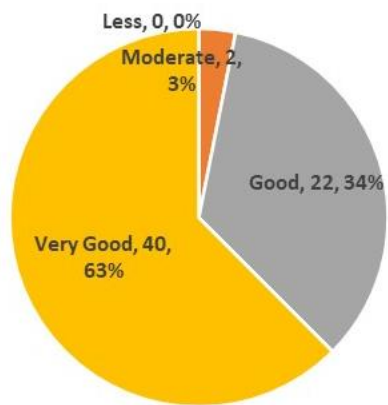


Figure 3. Percentage of Reading with Correct Pronunciation

Reading with the right intonation

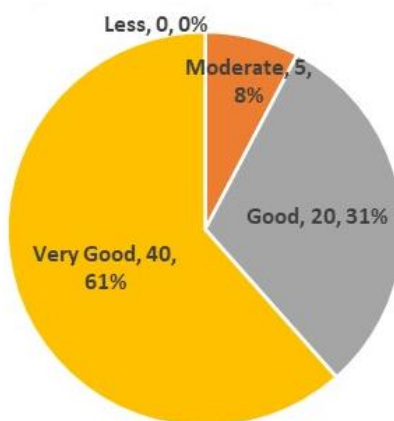


Figure 4. Percentage of reading with the Right Intonation

Smoothness in reading

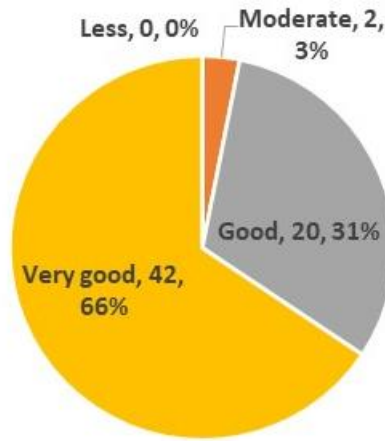


Figure 5. Percentage of Smoothness in Reading

The results of the research hypothesis test are as follows:

Table 3. Spearman Rank Correlation Test Results

Correlations			Short Story Reading Intensity	Story Reading Skills
Spearman's rho	Short Story Reading Intensity	Correlation Coefficient	1,000	,456**
		Sig. (2-tailed)	.	,000
		N	64	64
	Story Reading Skills	Correlation Coefficient	,456**	1,000
		Sig. (2-tailed)	,000	.
		N	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation of the non-parametric correlation test table, the significance value of the Spearman Rank correlation test is 0.000 and the calculated r-value is 0.456. This shows that if the significance value of $0.000 < 0.05$ then there is a correlation between variables so that H1 is accepted. This means that it shows a positive relationship between the intensity of reading short stories and reading skills.

This study aims to determine the relationship between the intensity of reading short stories and reading skills in grade III 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year. To find out the relationship, research was carried out with the correlational method (relationship hypothesis) which was tested with the *Spearman Rank* correlation technique. This research was conducted by taking questionnaires and performances to determine the intensity of reading short stories with grade III reading skills at 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in 2022/2023.

Short story reading intensity scores were obtained from questionnaires given to students. Based on the results of the data collection of the short story reading intensity score,

the lowest score was obtained at 31; the highest score was 73; the mean was 56.64; the mode was 57; the median was 57; and a standard deviation of 9.46. The intensity level of reading short stories of grade III students of 017 Tanjungpinang in the low category was 9 students or 14%, in the medium category 43 students or 64%, and in the high category as many as 12 students or 19%. These results show that the intensity of reading short stories with reading skills in Class III 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau Year 2022/2023 is in the medium category.

The reading skill score was obtained from a performance in the form of reading practice given to grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in 2022/2023. Based on the results of the reading skill score, the lowest score obtained was 7; the highest score was 12; the mean was 10.75; the median was 11; the mode was 11; and the standard deviation was 1.08. The reading skill level of Class III students of SD N 017 Tanjungpinang Timur Kepulauan Riau in 2022/2023 in the low category is 9 students or 14%, in the medium category is 38 students or 59% and in the high category is 17 students or 27%. These results show that the reading skills of Grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year are in the medium category.

Based on data analysis using the *Spearman Rank correlation test*, a significance value of 0.000 was obtained and the calculated r value was 0.456. This indicates that significance values are $0.000 < 0.05$, thus H_1 is accepted. So it can be concluded that there is a positive relationship between the variable intensity of reading short stories (X) and reading skills (Y). So that it shows a positive relationship between the intensity of reading short stories and the reading skills of grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year. This means that the higher the intensity of reading short stories, the higher reading skills, on the other hand, if the intensity of reading short stories is low, the students' reading skills are also low. The coefficient of determination from the calculation of correlation analysis, which is obtained from r count (0.456) is in the interval 0.26 to 0.50. The coefficient of determination showed that the intensity of reading short stories had an influence of 18.6% on students' reading skills, while the remaining 81.4% was influenced by other factors that were not studied, for example: family environment, school environment, students' psychological conditions and infrastructure. In line with these findings, it is stated that factors that can influence students' difficulties in reading consist of psychological factors, socio-economic factors, and external factors (Aulia & Mastoah, 2019; Hapsari, 2019; Agustina &

Rachmania, 2023; Sudrajat, Sari, & Anggrella, 2023).

Reading skills are skills that must be mastered by each individual which will gradually become the daily behavior of an individual. To be able to read, a person needs to have several skills needed when reading, besides that, a reader needs to practice applying the skills he has. Reading skills that need to be trained in students include reading exercises at a certain speed, practicing measuring reading speed, placing precisely the eye viewpoint, and practicing expanding the range of eyesight. Reading literacy ability affects the improvement and development of students' ability to think creatively and critically (Rusmono & Alghozali, 2019; Oktariani & Ekadiansyah, 2020; Susanti, 2022). This can be achieved because people who are proficient in reading will find it easier to learn and understand the material. On the other hand, people with poor reading skills will find it difficult to learn due to their inadequate background knowledge.

Based on the discussion above, it can be concluded that the intensity of reading short stories has a positive impact on students. This is because the high intensity of reading short stories can affect the improvement of students' reading skills. Vice versa, if the intensity of reading short stories is low, students' reading skills will decrease. So it can be concluded that there is a positive relationship between the intensity of reading short stories and the reading skills of grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year.

The positive relationship between reading intensity and reading skills can be used as a reference by teachers and schools to improve reading skills. Improving and empowering reading skills needs to be done by habituating reading both in quantity and high quality. Schools need to pay attention to several factors that can affect this habituation, including the learning atmosphere, reading equipment, and school library facilities (Saputri, Nisa, & Munawaroh, 2021).

CONCLUSION

The following conclusions are drawn from the research and discussion that have been described: The intensity of reading short stories in grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year is in the medium category, which is 43 students or around 64% of 64 students. The reading skills of grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau are in the medium category, which is 38 students or around 59% of 64 students. Based on the calculation

of the hypothesis test using SPSS 25 software, the results were obtained from $0.000 < 0.05$, so there was a correlation between variables so that H1 was accepted while H0 was rejected, thus showing a positive relationship between the intensity of reading short stories and the reading skills of grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year. This means that the higher the intensity of reading short stories, the higher reading skills, on the other hand, if the intensity of reading short stories is low, the students' reading skills are also low. The magnitude of the coefficient of determination of 0.186 means that the intensity of reading short stories has an influence of 18.6% on the reading skills of grade III students of 017 Public Elementary School Tanjungpinang Timur, Kepulauan Riau in the 2022/2023 academic year.

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