The Correlation Between Reading Interest and Reading Comprehension Ability on Indonesian Language Learning Outcomes to Fifth Grade Students of Public Elementary Schools

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Abstract— The results of the Mid Semester Assessment for the Indonesian subject were the lowest among other subjects. This study focused on the relationship between reading interest and reading comprehension ability towards the learning outcomes of Indonesian language students in grade V elementary schools throughout the Kebumen District for the 2022/2023 academic year. This research is quantitative research with a correlation method. Data collection used a reading interest scale, and then the test was analyzed using multiple correlation analysis. The prerequisite test uses normality, Linearity, and multicollinearity tests. The variable contribution of reading interest and reading comprehension ability to the learning outcomes of Indonesian language fifth-grade students at SDN Kebumen District for the 2022/2023 academic year is 31.60%; other factors influence the remaining 69.40%, has a moderate correlation level of 0.562. This study concludes that together there is a significant positive relationship with the learning outcomes of Indonesian for fifth-grade students at SDN in the Kebumen District for the 2022/2023 academic year. The higher the interest in reading and the ability to read comprehension, the higher the learning outcomes obtained by students.

Keywords— Correlation, Interest in reading, reading comprehension ability, Indonesian language learning outcomes.

I. INTRODUCTION

Indonesian, the scope of learning based on the 2013 curriculum is oriented towards text-based learning. In essence, the Indonesian language teaches students about language skills properly and correctly according to their goals and functions (Khair, 2018, p. 89). Learning Indonesian from elementary to secondary education focuses on improving Indonesian language skills orally and in writing using sound and correct Indonesian (Agustina, 2017, p. 84). Language skills in the school curriculum have four aspects of language skills: listening, speaking, reading, and writing (Tarigan, 2015, p. 1). Reading is one type of language skill learned in elementary school. Reading is a process of transforming information from text and knowledge possessed by readers collaborating in producing a meaning (Anderson et al., 1985, p. 19). Reading activities are closely related to learning in schools. Successful learning can be seen in student learning results during the learning process (Gagne et al., 1992, p. 18).

Based on the results of observations and interviews conducted with fifth-grade teachers at SDN 2 Panjer, SDN 2 Kebumen, SDN 1 Tamanwinangun, SDN 2 Tamanwinangun, SDN 2 Bumirejo from November 17 to 19, 2022, it is known that the grades of Indonesian language learning outcomes are at the lowest level in

among other subjects with an average of 63.41. The results of interviews with teachers of class V SDN 2 Kebumen obtained information on learning Indonesian; students still had difficulty distinguishing main sentences, explanatory sentences, main ideas, and explanatory ideas and understanding information. The lack of interest in reading can be seen from the fact that some students do not understand the benefits of reading in terms of library facilities that have not been actively opened, so students tend to play and go to the canteen during breaks instead of visiting the library.

Based on further observations with the fifth-grade teacher at SDN 2 Tamanwinangun, data was obtained that students who had a high interest in reading when assigned to read immediately carried out reading activities and obtained superior scores in several subjects; on the other hand, students with low interest in reading when assigned to read actually spoke and play with friends, and have a value not far from the minimum completeness of learning outcomes. In reading ability, students have different levels of understanding. Students with a high interest in reading need help understanding reading. Likewise, students who have low reading interest do not necessarily have low reading comprehension skills. This is shown by some students with high reading comprehension skills, who tend to have high comprehension, given questions they can

answer and have high learning outcomes, while some students with low reading comprehension skills tend to have less comprehension, are afraid to answer questions and have low learning outcomes. This is evidenced by the daily scores on KD 3.1 of the main ideas of 24 students out of 46% of students getting more than KKM, while 54% of students have low reading comprehension skills with an average score of less than KKM. Based on this, there are factors that influence learning outcomes, namely internal factors and external factors.

According to Sobur (2016, 212-217), endogenous factors (internal factors), namely factors that are influenced by oneself consisting of physical, psychological, intelligence or ability factors, talent factors, motivational factors, maturity factors, personality factors, and attention factors as well as interests. In addition, exogenous factors (external factors) include family, school, environment, learning methods and efficiency factors.

Internal factors that indirectly influence student learning outcomes are fascinating. Interest is divided into several types, one of which is interest in reading. Interest in reading is the enthusiasm and involvement of students in reading texts from various topics (Taylor, 2020, p. 4). Other internal factors, namely ability or intelligence, also affect students' reading skills. If students have good reading skills, they can provide opportunities for students to achieve good learning outcomes (Rosyida, 2018, p. 24). Reading ability also influences students' understanding of information. If other children read only twice and quickly understand the contents of the reading, they have to read many times to be able to understand the contents of the reading (Sobur, 2016, p. 213). Therefore, children who have low reading skills are expected to have a high interest in reading because students who read more often will make it easier for students to understand information. This is in accordance with the opinion of Mufidah (2018, 666). Students who have the urge to read have good reading skills.

Based on the description above, the writer is interested in identifying whether or not there is a relationship between reading interest and reading comprehension ability on the learning outcomes of fifth-grade students in the cognitive domain of the Indonesian language subject. The research objectives are: (1) to identify a positive relationship between interest in reading and the results of Indonesian language learning for fifth-grade students at SDN in the Kebumen District for the 2022/2023 academic year, (2) to identify a positive relationship between reading comprehension ability and grade students' Indonesian language learning outcomes. V SDN in Kebumen District for 2022/2023 academic year, (3) identify a positive relationship between reading interest and reading comprehension ability towards the results of learning Indonesian for fifth-grade students of SDN in Kebumen District for 2022/2023 academic year.

According to Murtonen et al. (2017, 114), learning outcomes describe changes in individual behaviour that can be observed directly after participating in learning. According to Cahyo (Isnaniah, 2020, p. 2), learning Indonesian equips students with knowledge (understanding of concepts), abilities and skills to use Indonesian, thinking skills, emotional maturity, and social maturity in understanding the surrounding environment and provisions for continuing further education. Students learning Indonesian need four language skills that must be mastered: listening, speaking, reading, and writing (Tarigan, 2015, p. 1). According to the Oxford Dictionary (Wong et al., 2020, p. 2), interest is an activity that attracts attention and affects one's curiosity to learn something. Meanwhile, according to Haris & Sipay (Susanti & Widyana, 2022, p. 710), there are four aspects of interest in reading: awareness, attention to reading, pleasure and frequency of reading. Safari (Prawiyogi et al., 2021, p. 447) also believes that there are four aspects of interest in reading consisting of 1) feelings of pleasure; 2) student interest; 3) Student attention; 4) Student engagement. Reading comprehension is an active process of obtaining meaning through the interaction of knowledge and experience, which is then linked to the subject matter of a reading (Somadayo, 2011, p. 10). Reading comprehension is grouped into four levels, 1) literal reading comprehension; 2) reading interpretive comprehension; 3) critical reading comprehension; and (4) creative reading comprehension (Laily, 2014, p. 55).

II. CONCEPTUAL FRAMEWORK

Indonesian learning outcomes are students' abilities after gaining cognitive, affective, and psychomotor learning experiences, generally expressed by student test scores; this study focused on the cognitive (knowledge) of class V semester I students on KD 3.1, 3.2, 3.4, 3.6, and 3.7.
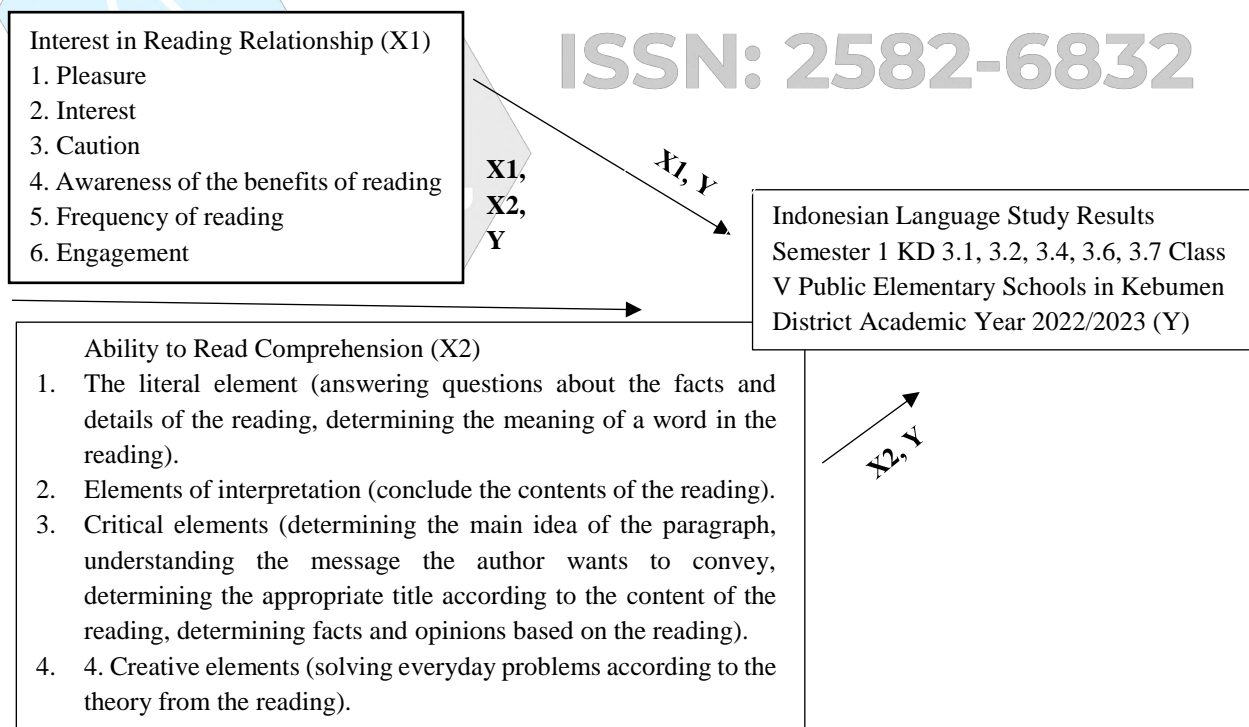
Learning outcomes are a measure of student success in the learning process. Good learning outcomes can be achieved by supporting endogenous and exogenous factors. Endogenous factors come from within the individual consisting of physical and psychological

conditions. Physical factors related to the state of disability and health conditions. Psychological conditions include interests, talents, intelligence or abilities, attention, motivation, maturity, preparation and personality. Exogenous factors are factors from outside the individual, which include family, school, community and environmental factors. This research is oriented towards internal factors influencing learning outcomes, one of which is interest. Interest means a person's tendency to learn something. One of them is my interest in reading. Interest in reading is essential in the learning process. Interest in reading results in students having enthusiasm for reading texts and then taking information and meaning from the text they read. The aspects of interest in reading include 1) pleasure, 2) interest, 3) attention, 4) awareness of the benefits of reading, 5) frequency of reading, and 6) involvement. These aspects are indicators of a person's level of interest in reading. If individuals have a tremendous interest in reading, it can influence students' ability to understand reading and helps improve learning outcomes.

The ability or intelligence of students also affects their reading ability. Students who have good reading skills get the opportunity to achieve optimal student learning outcomes. One type of reading ability is reading comprehension ability. Reading comprehension is an activity of understanding the contents of the reading to be able to critically analyze and understand the meaning

to get the main ideas and information from the reading text. The indicators of reading comprehension are (answering questions about the facts and details of the reading and determining the meaning of a word in the reading), interpretation (drawing conclusions about the contents of the reading), critical (determining the main idea of the paragraph, understanding the message the author wants to convey in the reading, determining the title appropriate according to the contents of the reading, determining facts and opinions based on the reading), creative (solving everyday problems according to the theory from the reading).

The amount of interest in reading affects the ability to read comprehension and the results of learning Indonesian. Students who have an interest in reading and high reading comprehension skills do not necessarily get good learning outcomes consistently. Likewise, students with low interest in reading and reading comprehension skills may not necessarily have poor learning outcomes. Therefore, the researcher aims to identify the relationship between reading interest and reading comprehension ability on the results of learning Indonesian for fifth-grade students at Public Elementary Schools in the Kebumen District in the 2022/2023 academic year. The scheme of the relationship between reading interest and reading comprehension ability in students' Indonesian learning outcomes can be shown in the following figure.

Interest in Reading Relationship (X1)
1. Pleasure
2. Interest
3. Caution
4. Awareness of the benefits of reading
5. Frequency of reading
6. Engagement

X1, X2, Y

X1, Y

Indonesian Language Study Results Semester 1 KD 3.1, 3.2, 3.4, 3.6, 3.7 Class V Public Elementary Schools in Kebumen District Academic Year 2022/2023 (Y)

Ability to Read Comprehension (X2)
1. The literal element (answering questions about the facts and details of the reading, determining the meaning of a word in the reading).
2. Elements of interpretation (conclude the contents of the reading).
3. Critical elements (determining the main idea of the paragraph, understanding the message the author wants to convey, determining the appropriate title according to the content of the reading, determining facts and opinions based on the reading).
4. 4. Creative elements (solving everyday problems according to the theory from the reading).

X2, Y

Figure 1. Research Framework

III. RESEARCH METODOLOGY

This research is a quantitative correlation research with multiple correlation analyses. The variables used consist of two independent variables, namely reading interest (X1), reading comprehension ability (X2) and the dependent variable (Y) Indonesian learning outcomes (Y). The population in this study is all fifth-grade students of public elementary schools in the Kebumen District for the 2022/2023 school year of 1424, with a sample of 361 students. The sampling technique used is cluster sampling.

Data collection techniques used are psychological scales and tests. The psychological scale of Likert scale was used to collect research data on the independent variable of reading interest. In contrast, the test was used for the variable reading comprehension and Indonesian language learning outcomes. The test used to find out

the results of learning Indonesian is semester 1 material for class V on KD. 3.1, KD 3.2, KD 3.4, and KD 3.7 have as many as 24 questions with the cognitive domain of understanding, applying, and analyzing, while the reading comprehension test consists of 25 questions. The validity test used Pearson's product-moment correlation analysis, and the reliability test used Cronbach's alpha. Based on the validity test, there are 25 valid reading interest scale items.

The data analysis technique used is the prerequisite test and data analysis test. The data prerequisite test used was the normality test for descriptive analysis, and the data prerequisite test was used for normality, linearity and multicollinearity tests. The data analysis test used is the multiple correlation test and the practical contribution.

Table 1. Data on reading interest, reading comprehension ability, and Indonesian language learning outcomes

No	Learning outcomes Indonesian		Reading Interest		Ability to understand reading	
	Interval	Frequency	Interval	Frequency	Interval	Frequency
1	8.7-16.4	12	49.71-53.71	4	16-24	16
2	17.4-25.09	31	54.71-58.71	22	25-33	23
3	26.09-33.79	35	59.71-63.71	32	34-42	36
4	34.79-42.48	52	64.71-68.71	50	43-51	53
5	43.48-51.18	66	69.71-73.71	94	52-60	95
6	52.18-59.87	64	74.71-78.71	62	61-69	54
7	60.87-68.56	44	79.71-83.71	60	70-78	40
8	69.56-77.26	31	84.71-88.71	34	79-87	26
9	78.26-85.96	17	89.71-93.71	2	88-96	18
10	95.96-94.65	9	94.71-98.71	1		

Multiple correlation tests determine the relationship and contribution of two or more independent variables and the dependent variable (Riduwan & Sunarto, 2013, p. 281). The practical contribution test is used to find the contribution of reading interest and reading comprehension ability to learning outcomes.

IV. RESULT AND DISCUSSION

This research was conducted by giving students a scale of interest in reading, reading comprehension test questions and Indonesian language learning achievement test questions for fifth-grade students at SDN who were the research samples. The data consists of 361 samples. The following is data on reading interest, reading comprehension ability, and Indonesian language learning outcomes.

The data prerequisite test in this study has been fulfilled: the data is normally distributed, the data is linear, it has been transformed into interval data, and there is no multicollinearity. The normality test was carried out using the Kolmogorov-Smirnov method, which showed a significance value of 0.200 for variable X1, a significance value of 0.060 for variable X2 and 0.061 for variable Y. These three variables showed a value of > 0.05, so it can be concluded that the three variables are normally distributed. The linearity test shows the value of Sig. Deviation from Linearity of 0.692 on student learning outcomes and interest in reading, the value of Sig. Deviation from Linearity of 0.417 on learning outcomes and reading comprehension skills. The significance value is > 0.05, so it can be concluded that

there is a linear relationship between variables X1 and Y and X2 and Y.

The multicollinearity test shows a tolerance value of 0.905 and a VIF of 1.104. This means that the tolerance value is > 0.10 and the VIF value is < 10.0, so it can be concluded that there is no multicollinearity between the independent variables in this study. After the prerequisite data analysis test is fulfilled, a hypothesis test is carried out through multiple correlation tests and practical contributions.

The correlation test was used to determine the level of relationship between the variables of interest in reading (X1) and the results of learning Indonesian (Y), the ability to read comprehension (X2) and the results of learning Indonesian (Y), as well as the relationship between interest in reading (X1) and the ability to read comprehension (X2) on the results of learning

Indonesian (Y). The correlation analysis used is Pearson product moment analysis. The correlation analysis used is the analysis used Pearson product moment analysis using the SPSS version 25 application. The results of the correlation test can be seen in Table 2.

In the first hypothesis test between the reading interest variable (X1) and the Indonesian language learning outcome variable (Y), a significant correlation coefficient value of 0.427 is obtained, and the Sig. i.e. 0.000. Sig. Value (0.000) < α (0.05), then Ho1 is rejected, meaning that there is a significant positive relationship between interest in reading and the learning outcomes of the Indonesian language for class V elementary school students in the Kebumen District for the 2022/2023 academic year. Based on the calculation, it was found that the effective contribution was 13.18% in the reading interest variable on Indonesian language learning outcomes.

Table 2. Correlation Test Results Between Reading Interest, Reading Comprehension Ability, and Indonesian Language Learning Outcomes

Correlations		Reading Interest	Ability to understand reading	Indonesian subject learning outcomes
Reading Interest	Pearson Correlation	1	.307**	.427**
	Sig. (2-tailed)		0.000	0.000
	N	361	361	361
Ability to understand reading	Pearson Correlation	.307**	1	.479**
	Sig. (2-tailed)	0.000		0.000
	N	361	361	361
Indonesian subject learning outcomes	Pearson Correlation	.427**	.479**	1
	Sig. (2-tailed)	0.000	0.000	
	N	361	361	361

Testing the second hypothesis between reading interest and reading comprehension ability (X2) variables with the Indonesian language learning outcome variable (Y) obtained a significant correlation coefficient value of 0.479 and a Sig. i.e. 0.000. Sig. Value (0.000) < α (0.05), then Ho1 is rejected, meaning there is a relationship between Significantly positive reading comprehension ability on the results of learning Indonesian in class V of SDN students in the Kebumen District for the 2022/2023 academic year. Based on the calculations, it was found that the effective contribution was 18.13% in

the reading comprehension variable on learning outcomes in Indonesian.

The third hypothesis test, namely the variable interest in reading (X1) and reading comprehension ability (X2) with the Indonesian language learning outcome variable (Y), obtained a correlation coefficient significance test value of 0.562 and a Sig. i.e. 0.000. Thus rcount > rtable (0.562 > 0.103) means that the value of rcount is significant. Then Ho3 is rejected, meaning there is a significant positive relationship between reading interest and reading comprehension ability towards the learning

outcomes of Indonesian language students of class V SDN in the Kebumen District in the academic year 2022/2023.

Based on the description above regarding the relationship between reading interest and students' reading comprehension ability towards Indonesian language learning outcomes, it can be concluded that students' reading interest and reading comprehension ability effectively contribute to Indonesian learning outcomes by 31.60%. In addition, the correlation coefficient value in This research has a positive value, which means that if there is an increase in the reading interest score, it will be followed by an increase in Indonesian learning outcomes. If there is a decrease in the reading interest score, it will be followed by a decrease in Indonesian learning outcomes. Interest is an activity that attracts attention and influences the quality of one's curiosity to learn something without coercion. Interest in reading in this study consisted of pleasure, interest, attention, awareness of the benefits of reading, reading frequency, and involvement. According to Safari (Maharani et al., 2017, p. 322), (1) pleasure means that someone has an interest in reading without coercion; (2) interest, namely encouraging to tend to feel interested in an activity; (3) attention is shown by itself students will pay attention to specific activities or objects. Awareness of the benefits of reading to students is expressed through how far students realize, know and understand the benefits of reading books. Reading frequency indicates the intensity and amount of time spent reading. Involvement is shown by always doing reading activities in every activity students pass (Slameto, 2015, p. 180).

Students who enjoy reading will continue to involve themselves in reading activities so that students have broad insights and influence their learning process. Students interested in reading provide extensive knowledge and get good learning outcomes. On the other hand, students with low reading interest have low insight, which impacts poor student learning outcomes (Sari, 2020, p. 148).

Interest in reading and students' reading ability is one of the internal factors in determining the results of learning Indonesian. The existence of an interest in reading aims to arouse or bring out students' interest in the subject matter of the text chosen to be read. This is in accordance with the opinion of Lustyantie & Aprilia (2020, 161) if students are interested in a reading topic,

the student's mood will affect and make students able to focus on reading, so with high reading interest, they will be deeply involved in reading activities and higher understanding student reading. The ability to read comprehension encourages students to build an understanding of discourse by connecting previous experiences with the information contained in the discourse to form an understanding of the discourse that is read (Somadayo, 2020, p. 19). Therefore, students continue to be motivated to study hard if they can read comprehension. This is in accordance with Kesuma et al.'s (2021, 177) opinion. Good reading comprehension skills will encourage students to study hard and have extensive knowledge so that the learning outcomes obtained by students are optimal compared to those with low reading comprehension skills.

Based on the description above, the higher the interest in reading and the better the students' reading comprehension skills, the higher the learning outcomes. Likewise, the lower the reading interest and the worse the students' reading comprehension skills, the lower the learning outcomes obtained by students.

VII. CONCLUSION

Based on the results of the research that has been done, it can be concluded that together there is a relationship between reading interest and students' reading comprehension ability towards the results of learning Indonesian for fifth-grade students of public elementary schools in the Kebumen District for the 2022/2023 academic year. The practical contribution of the variable interest in reading and the ability to read comprehension to the results of learning Indonesian in research is 31.60%. The higher the interest in reading and the ability to read comprehension, the higher the learning outcomes obtained by students. Moreover, vice versa, the lower the reading interest and reading comprehension ability of students, the lower the learning outcomes students achieve. Therefore, the importance of interest in reading and reading comprehension skills for students. Interest in reading can have an impact on student learning outcomes. Increasing students' interest in reading can be done in various ways, including implementing reading activities every day before learning begins and increasing facilities and infrastructure, such as libraries that provide a variety of exciting books. Students are expected to gradually increase their interest in reading and their ability to understand reading in the hope that learning outcomes will be achieved optimally. The results of this study can be recommended for parents,

teachers and prospective teachers to improve the quality of the learning process, especially student learning outcomes.

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