

## The Correlation of the Ability to Read with a Elementary School

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**Abstract.** The ability to read and write is a tool of communication between a person and others. In recent years these two abilities have become a hot topic among academics to improve the quality of both abilities, considering that both of them have poor rankings. But the training of these two skills often uses two methods without being integrated. This study aims to see the correlation between reading and writing skills so that it can be a reference for teachers in determining methods to teach reading and writing simultaneously. Reviewing the correlation of two variables, using experimental methods, correlational types, and using Pearson's test. Samples were taken incidentally with a non-probability sampling technique. The result shows a sig. of 0.16 and a positive value with a value of 0.350. This means that the ability to read and write early correlates. If a person's reading ability is good, then his writing ability will be good.

**Keywords:** Reading Beginning Skills, Writing Beginning Skills.

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**INTRODUCTION** ~ The quality of education consists of two words: a quality education and that means a form of process in the form of the action for the efforts of the teaching, education, and training in the sphere of education (Rahmawati & Dkk, 2021). The development of the quality of education goes hand in hand with the passage of time and the demands of the current, but in its way will meet obstacles as it is today.

In the last few years, literacy has become a hot topic among educators. At first, the concept of literacy is addressed in the four language skills to communicate. However, with the passage of time, the concept of literacy developed to be, namely, a series of language skills to obtain or communicate; such as the ability to read and write is directed to study not only understanding the elements and the rules of grammar (R. Rahman et al., 2020).

The initial Data in the field was obtained from SD Negeri 4 Civil, Kab. Bandung Barat in class 1 with 21 people. Sixteen of them have been able to read the letters in sequence A-Z, but only 11 people can read the alphabet randomly, and only 8 people were able to read the sentence fluently.

Some learners also have difficulty reading the beginning. Such difficulties include the difficulty of combining consonant letters, reading the letters of consonants and vowels (Aprilia et al., 2021). Other studies concluded the students of class 1 SD 3 Piji with the stage of development of operational concrete still has difficulty in the writing of the vowels, and consonants are following the PUEBI such as the vowels "a" and the consonant "f" (R. R. Putri et al., 2021).

The ability to write a beginning has an important role in the four language skills. At the elementary school level, the ability of the author is taught with the express purpose of argument, ideas, opinions, or

feelings of the students in various forms of writing and capturing information which is then written back (R. R. Putri et al., 2021). Reading activities are not limited to the ability of the students in reciting the symbols of letters and the sound of the letter as the name implies. But reading is someone's activity to identify and search for the meaning of the text that the reader has implications for the understanding of the author reading (Utamiasih, 2020).

Start reading is a process of interaction which concludes that reading is a process of interaction between the readers and the reading. Good readers should be able to recognize the elements of reading (letters, syllables, words, and sentences) and then speak it and understand its meaning (B. Rahman & Haryanto, 2014).

The ability to write begins at a basic level, the nature of the learning-oriented things that are mechanical; it means students are taught in enforcing the function of stationery and form letters that can be read (Chandra et al., 2018). Of the four language skills, writing is the ability or language skills that most end in a quasi by learners (Patty, 2015). Compared to the other three, writing is the hardest thing of all because the whole of the linguistic elements chimes inside.

It's fundamental, the ability to read and write needs to get critical attention from teachers and related parties. Reading and writing the beginning is the ability of the teacher as well as supporting the learners to follow the TEACHING well and understand the instruction given by the teachers. Based on the observations of researchers, students of class 1 the academic year 2019/2020, 2020/2021, and 2021/ 2022 who have difficulty

reading and writing at the beginning of the average experience difficulties in other subjects, including subjects that involve physical activities. Similarly, on the contrary, learners who can read and write well can undergo KBM well too and a little experience barriers.

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The ability to read and write the beginning can be assessed and measured using an instrument developed from the theory. Such as the ability to write assessed from the aspect of the legibility of the writing, the truth of the writing of the letter, and accuracy of writing the spelling. Adapted from the 2013 curriculum on the competence of the writing in the lower classes, stipulates that: learners can write a few sentences the letters off and on, writing dictated sentences to the teacher and write neatly using the letters continued. Competence is then revealed to be a basic competency that is detailed, in which learners can: 1) familiarize the attitude of the sat writing and using writing tools; 2) copy and

thicken; 3) copying; 4) write with cursive letters; 5) write dictated sentences and teachers; 6) write the letters continued (Halimah, 2014)(Rokhimah et al., 2021)

## METHOD

A quantitative approach is an approach used to study which aims to show the relationship between variables, to test the theory, and generalize (Sugiyono, 2012). What kind of research method was used to determine the correlation between the two variables in this study using the method of correlation. Correlational research is research that aims to determine the relationship and degree of relationship between two or more variables so that it does not require an action on one of the variables so that the researchers were able to develop further according to the needs of the research (Basuki, 2021).

Respondents as the subject of the research are the students of primary school grade 1 in the school year 2020/ in kecamatan Ngamprah Kab. West Bandung follows the race of Read Write and Berhitung (CaLisTung). Samples were taken using a nonprobability sampling technique with the type of incidental sampling. Side incidental is a technique of making a sample based on the coincidence/incidental meeting with the researchers that can be used as a sample; with the proviso, that person is deemed suitable as respondents (Sugiyono, 2012). As research that examines the relationship between variables, then at least there should be two variables that question its relevance. In this research, the variable meant the ability to read the beginning and the ability to write the beginning. The Data obtained through the

test read the beginning of discourse and written discourse by way of copying.

Data has been collected in data collection activities then enters the data analysis process. There are two kinds of the null hypothesis that can be tested through the analysis, the first hypothesis  $H_0$  that the two variables there have no relationship positively or negatively with the variables of the other. If it is written in statistical hypothesis then becomes the following.

1. Hubungan positif

$$H_0 : \rho_{XY} = 0$$

$$H_1 : \rho_{XY} > 0$$

2. Hubungan negatif

$$H_0 : \rho_{XY} = 0$$

$$H_1 : \rho_{XY} < 0$$

(Furqon, 2014, hal 222)

## RESULTS AND DISSCUSION

This discussion describes: 1) the ability to read the beginning; 2) beginning writing skills and 3) the correlation between the ability to read and write the beginning students of class 1 SD in the Kecamatan Ngamprah.

### Start reading skills of students of class 1 SD of the school year 2020/2021 in the Kecamatan Ngamprah.

In general, the profile starts reading in students of low grade still tend to be low compared with other countries. Therefore, the academics in the field of language education are trying to solve the problems. One of the research that has been done to report the data presented by (Hapsari, 2019) showed the ability to read the beginning before the given action range 51,25 of 24 students. Other studies

reported the data profile is the ability to read the beginning of class 1 SD Negeri Muktiwari 02, with the number of 28 students who take the test the ability to read values obtained with the average 56,61 (Anggraeni & Alpian, 2019). The ability to read at the beginning of a lesson showed an increase during the learning could be due to the lack of skills of the teacher in providing instruction to students currently trained to read (Enighe & Afangideh, 2018).

Start reading skills measured in this study were reviewed through two indicators, namely, the truth of the pronunciation of the phrase and the truth of the pronunciation of the sentence with attention to punctuation. Note, however, overall the student has been excellent in the mastery of the ability to read the beginning of the terms of his ability to read a discourse intact. Error pronunciation of the sentence, it was

caused by students who read too fast so that no error while reading

**The ability to write the beginning of the students of class 1 SD of the school year 2020/2021 in the Kecamatan Ngamprah**

According to (Halimah, 2014), there are at least six basic competencies that must be mastered by learners of low grades. Students of class 1 have been introduced to letters continued in semester 1 and began to study and practice it in semester 2. Given the ability of writing that is taught in grade 1 is the beginning, learning new writing to the ability of learners to copy the text to the letter continued. Opposite the measuring on the standards of competence to write in Curriculum 2013, the lattice was developed by the organizing committee and the jury who joined in the academic coordinator Kec. Ngamprah with the direction of the superintendent, is as follows.

**Table 1.** Writing Assessment Dial Learners

No	Learners	Aspect			Scor
		Sustaibility	Truth	Hygiene	
1	L.1				
2	L2				
	Etc				

Three aspects are used as a measurement of the ability to write learners. The aspect of the suitability question is the appropriateness of a sentence written by learners with examples given. Put a space between words, according to the example. On the aspect of the suitability of the researchers also pay attention to the writing of the letter which has been aligned with the grid lines in the book or is it still up and down. Because in some

cases, there are students who are not able to put spaces in the sentence that they copy. As found by Rokhimah et al., (2021) in their research that analyzes writing ability. Of the 23 students who become respondents, some students still have difficulties in putting the space and his writings have not yet aligned. The problem of writing adjacent letters is often found on the students. Teachers can be giving circles as a substitute, after the

students finish copying it, the teacher can ask the learners to abolish the circle. Thus the learners can see the difference while learning to give space between words as an example.

Reading ability can be improved through the methods or the teacher can develop based on the results of the analysis of the environment and the needs that exist. One of the methods that can be used is the method of SAS (Structural, Synthetic, and Analytical). The SAS method is familiarly used on the ability to read the beginning

(Naitili et al., 2019) (F. W. Putri et al., 2019)(F. W. Putri et al., 2019). But in a study of the Application of the Method, the SAS to Improve the Writing Skills of Beginning Students in Grade 1 of Primary School by F. W. Putri et al. (2019) through the method of classroom action research with three phases show an increase in the ability to write the beginning of the learners. The results of the measurement of the pre-cycle, cycle 1 until the three showed increases the ability of the learners so that they can go beyond the minimum competencies (70),

N o	Kriteria	Pra- sikl us	Sikl us I	Sikl us II	Sikl us III
1	Nilai Rata- rata	50. 5	65.5	71. 5	74.3
2	Persenta se Ketunta san	35 %	44%	67 %	85%

**Figure 1.** the results of the research improvement of writing using the SAS method

**The correlation between the ability to read and write the beginning students of class 1 the academic year 2020/2021 in environmental Kecamatan Ngamprah**

Based on the results of the accumulation of the value of the skills of reading and writing which are then reworked to analyze the data using the help of SPSS, indicating that the availability of the relationship between the ability to read starts by writing beginning with a positive relationship. Demonstrated the

value of the Pearson correlation 0,350 and sig. (2-tailed) 0,016.

Guidelines for decision-making data analysis correlational according to Febry & Theophilus (2020) there are three ways to conclude. The first way to compare the value of sig. (2 tailed) at the output of SPSS. if the value of sig. (2 tailed) < 0.05, then there is a relationship of two variables; apply on the contrary, if the sig. (2 tailed) > 0.05, then the two variables have no relationship or correlation.

**Correlations**

		membaca	menulis
membaca	Pearson Correlation	1	,350*
	Sig. (2-tailed)		,016
	N	47	47
menulis	Pearson Correlation	,350*	1
	Sig. (2-tailed)	,016	
	N	47	47

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

**Figure 2.** Output SPSS Research

Decision-making uses the three ways that have been described previously. Based on the way the first conclude the existence of a correlation between the two variables because of the value of Sig. (2 tailed) of  $0.16 > 0.05$ . Decision-making is the second way of comparing the value of R count of 0.350 with the r table. The value of R table for N 47 is 0,289; if r count  $>$  r table, then there is a correlation,  $0,350 >$  from 0,289 than from the way both concluded there is a correlation between the ability to read and write. a third way to see an asterisk (\*) given the output of SPSS. In the Image Output SPSS Research the value of the person correlation reading 0,350\* and write 0.1\* both have an asterisk which means there is a correlation between the variables the ability to read and write. The third way of decision-making shows the results of the correlation for constant temperatures.

Starting from the conclusion that it was found, that with the increase reading skills can help students in writing skill. Considering both correlates likely have both evolved simultane

### CONCLUSION

Based on the research results, it can be concluded that the skills of writing and reading at the beginning correlate with

the 95% confidence level. Where the value of the Pearson correlation of 0, 35 means that its value is greater than r table . Because the Pearson correlation is positive, in which both variables will be directly proportional. Thus H1 is accepted, based on results of testing using test Pearson correlation using SPSS. These results can be described if learners who can read well then can also write well.

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