THE RELATIONSHIP BETWEEN READING INTERESTS AND ENGLISH LEARNING OUTCOMES OF THE FOURTH GRADE STUDENTS AT SDN NEGLASARI SERANG

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ABSTRACT

This study aims to determine the positive relationship between reading interest and English learning outcomes of the fourth grade students at SDN Neglasari Serang. This study used a quantitative method with a survey research design. The population of this study amounted to 35 students. The sampling technique used was simple random sampling, with the total number of the sample was 20 students. Research variables consisted of reading interest as the independent variable and the English learning outcomes as the dependent variable. Data collection techniques included interviews, questionnaires and documentation. Data analysis was employed by using statistical analysis, normality test, homogeneity test, regression linearity test and significance, hypotheses testing and coefficient of determination. The results of the study showed that there was a positive and significant relationship between reading interest and English learning outcomes, the value of r count = 0.478 and it was categorized as sufficient and contributed for 47.8%. This study concluded that there was a significant positive relationship between reading interest and English learning outcomes at SDN Neglasari Serang.

Keywords: Reading interest, learning outcomes, English learning

INTRODUCTION

Education is a process to create a learning environment and learning process for students to actively develop their potential in order to have a religious spirit, self-control, intelligence, noble personality, and skills needed for themselves and for the society. Education can be interpreted as a conscious and systematic effort to achieve a standard of living or make better progress. Simply, the notion of education is a learning process that allows students to understand and think more critically. Education can be obtained through formal and informal ways. Formal education is obtained by following the plans that are planned and created by the institutions, departments, or ministries in a country. on the other hand, informal education is knowledge gained from various experiences in everyday life, both something experienced by others and something learned from others.

According to the Article 3 of the Law of Republic of Indonesia Number 20 of 2003 Concerning the National Education System , "The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learner' potentials so that they become persons imbued with human values

who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible." Referring to the same law at point 8 of the Article 1, the level of education is determined based on the student' progress. This stage is also divided according to the goals to be achieved and the ability to develop as a whole. The stages of formal education in Indonesia consist of basic education, secondary education and higher education.

Elementary school education is the education for children aged 7 up to 13 years as a basic education level that is developed in accordance to the education unit, the potential and characteristics of the region, as well as the social culture of students in the community. Here, elementary school students are exposed to various subjects, all of which must be mastered by them. One of the subjects is English which is the only foreign language that is most widely used both orally and in writing form throughout the world as a second language (SL) or as a foreign language (FL). In Indonesia, English is categorized as a foreign language. There are four skills of English, namely reading, speaking, listening, and writing. The goal of English learning for the elementary students is to improve their general English skills. However, all materials presented must be basic materials specially designed for elementary school students. The purpose of learning English at the elementary level is to develop the language skills used to accompany the action, as an interaction, to achieve basic competencies here and now.

In a learning process, learning outcomes are an important part of the teaching and learning process, because through these measurements, it can be determined the success of a program and the quality of the learning itself can be evaluated. Students' learning outcomes can be improved by students, one of which is through developing habits of reading or high reading interests. Students who develop reading habit may increase their learning outcomes.

Students' reading habits are determined by several factors, one of which is interest. Interest is the tendency to pay attention and enjoy some activities. Interest is an internal factor that influences a person to do something, for example reading. Students who have interests in reading activities tend to enjoy and pay attention to these activities. On the other hand, students who have fewer interests in reading may not enjoy these activities. Reading is an interactive activity of choice for the purpose of understanding the meanings contained in written materials. This has become increasingly important in an increasingly complex social life, because every aspect must involve reading activities. In terms of learning English, it requires students to read English materials frequently to improve their learning outcomes. Reading interest is one of the important keys for students to gather as much as knowledge and information. Students who show reading interests will increase their attentions and will better understand related reading materials. The purpose of reading activities is to make students interested in developing the reading habit, which in turn will make them love reading books than any other activities. Children who are accustomed to reading will make reading activities as one important necessity in their lives.

Based on the information from the initial observations and interviews on August 2021 at SDN Neglasari Serang, the fourth grade teacher explained that there were several difficulties found by students in reading activities. Every student had different abilities. There were some students who still could not develop the skill of reading. Other students lacked of interests in reading activities, lacked of motivation from the teachers, lacked of parental encouragements, learning strategies for reading activities do not work properly, and students' low ability in understanding the English materials.

Referring to the explanation above, the researchers were interested in conducting a study to determine the relationship between reading interests on the English learning outcomes of elementary school students because they lacked of

reading interests, so that their English learning outcomes decreased. Through this research, it is hoped that in the future, teachers, especially English teachers, can foster students' interests in reading by applying various interesting ways and methods/learning strategies so that reading habits will develop since reading is very important to add insights to knowledge, especially in English subject.

METHODOLOGY

This study was conducted at SDN Neglasari Serang, Banten. It took place from August to October 2021. This study used quantitative survey method. According to Sugiyono (2018), the survey method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior of variable relationships and to test several hypotheses about sociological and psychological variables from samples taken from certain populations. Data collection techniques used was observations (interviews or questionnaires) which were not in-depth, and the research results tended to be generalized.

The population of this study was the fourth grade students of SDN Neglasari Serang, totaling 35 students. The data analysis technique employed in this study was the Pearson correlation analysis technique. The sample technique used was simple random sampling. The sample of this study amounted to 20 students. Data collection techniques were through questionnaires. In this study, there were two research hypotheses developed, namely:

H0 : There is no relationship between reading interests and students' learning outcomes.

H1 : There is a relationship between reading interests and students' learning outcomes

RESULTS AND DISCUSSION

The researchers gathered data from the questionnaires filled in by the fourth grade students of SDN Neglasari Serang. This questionnaire was conducted directly at the school. The questionnaires of the reading interests with five scale options distributed to 20 students. The distribution process of the questionnaires until the data was collected was carried out for approximately 3 weeks. The following will discuss the data processing of each variable that has been carried out with the help of the SPSS version 25.0 computer program.

1. **Description of Variable Y Data (Learning Outcomes)**

Data of the students' learning outcomes on English subject were taken from the results of the middle test at the first semester. The highest score was 81, while the lowest score was 67. The classification of data from the results of the English learning subject can be seen in the following table.

Table 1. Description of Students' Learning Outcomes

Hasil Belajar		
N	Valid	20
	Missing	0
Mean		72.15
Std. Error of Mean		.921
Median		72.00
Mode		75
Std. Deviation		4.120
Variance		16.976
Range		14
Minimum		67
Maximum		81
Sum		1443

Referring to the table above, it could be seen that the mean score is 72.15, the median score is 72, the mode score is 75, the standard deviation is 4.12, the variance score is 16.976, the range score is 14, the minimum score is 67, and the maximum score is 81 out of 20 frequencies.

Table 2. Frequency of Students' Learning Outcomes

		Freq	Percent	Valid Percent	Cumulative Percent
Valid	67	3	15.0	15.0	15.0
	68	2	10.0	10.0	25.0
	69	1	5.0	5.0	30.0
	70	3	15.0	15.0	45.0
	72	2	10.0	10.0	55.0
	73	1	5.0	5.0	60.0
	74	1	5.0	5.0	65.0
	75	5	25.0	25.0	90.0
	80	1	5.0	5.0	95.0
	81	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

From the histogram presented above, it could be seen that there are three students who achieved score of 67; two students achieved score of 68; one student achieved score of 69; three students achieved score of 70; two students achieved score of 72; one student achieved score of 73; one student achieved score of 74; five students achieved score of 75; one student achieved score of 80; and one student achieved the highest score of 81.

2. **Description of Variable X data (Reading Interests)**

Data of the reading interests was taken from the questionnaires filled in by the students. The questionnaires consist of 10 questions composed by several indicators, namely, a) feelings of pleasure in reading books, b) awareness of the benefits of reading, c) frequency of reading, and d) quantity of reading sources.

The reading interest scale includes 5 choices, namely: strongly agree, agree, moderately agree, disagree, and strongly disagree. The scoring in the scale ranges from 1 to 5. The values for positive statements are: 5 for strongly agree, 4 for agree, 3 for moderately agree, 2 for disagree and 1 for strongly disagree. Meanwhile, the values are the opposites for the negative statements. The

maximum score from the questionnaires is 50, while the minimum score is 10.

Table 3. The Description of Students' Reading Interests

Minat Baca		
N	Valid	20
	Missing	0
Mean		40.00
Std. Error of Mean		1.008
Median		40.50
Mode		41
Std. Deviation		4.507
Variance		20.316
Range		19
Minimum		31
Maximum		50
Sum		800

Referring to the results of SPSS program version 25.0 above, it could be seen that the mean score is 40; the median score is 40.5, the mode score is 41, the standard deviation is 4.507, the variance score is 20.316, the range score is 19, the minimum score is 31, and the maximum score is 50.

Table 4. Frequency of Students' Reading Interest

		Freq	Percent	Valid Percent	Cumulative Percent
Valid	31	1	5.0	5.0	5.0
	34	3	15.0	15.0	20.0
	37	1	5.0	5.0	25.0
	39	2	10.0	10.0	35.0
	40	3	15.0	15.0	50.0
	41	5	25.0	25.0	75.0
	42	1	5.0	5.0	80.0
	44	1	5.0	5.0	85.0
	45	1	5.0	5.0	90.0
	46	1	5.0	5.0	95.0
	50	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

From the histogram presented above, it

could be seen that there is one student whose questionnaire score is 31; three students whose questionnaire score is 34; one student whose questionnaire score is 37; two students whose questionnaire score is 39; three student whose questionnaire score is 40; five student whose questionnaire score is 41; one student whose questionnaire score is 42; one student whose questionnaire score is 44; one student whose questionnaire score is 45; one student whose questionnaire score is 46; and one student whose questionnaire score is 50 out of 20 frequencies.

Test Data Requirements
Normality Test

Normality test is used to determine whether the data population is normally distributed or not. The normality test used in this study was the One Sample Kolmogrov-Smirnov using a significance level of 0.05. The data is categorized normally distributed if the significance is more than 5% or 0.05.

Table 5. Normality Test Results

		Minat Baca	Hasil Belajar
N		20	20
Normal Parameters[a,b]	Mean	40.00	72.15
	Std. Deviation	4.507	4.120
Most Extreme Differences	Absolute	.162	.149
	Positive	.162	.149
	Negative	-.162	-.106
Test Statistic		.162	.149
Asymp. Sig. (2-tailed)		.177[c]	.200[c,d]

From the table of one sample Kolmogorov-Smirnov above, it could be obtained the probability value or asymp. Sig. (2-tailed). This value can be compared to 0.05 or to a significance level of 5%. In the basis of decision making in normality, the researchers used the following guidelines:

H0: If the significance value or probability value > 0.05, then the data distribution is normal.

H1: If the significance value or probability value <0.05, then the data distribution is not normal.

Referring to the table above, it could be explained that the significance value of the reading interest is 0.177 or higher than 0.05, which means that the decision making is normal. Learning outcomes have a significant value of 0.200 or higher than 0.05, which means that the decision making is normal.

Homogeneity Test

Homogeneity test is used to determine whether the sample data is from a population with homogeneous variance or not. If the assumption that the sample data coming from a homogeneous population is not fulfilled, then this condition indicates that the variance of each sample is not the same. If the significant value is more than 0.05, it could be said that the variance of two or more data groups is the same. In the basis of decision making in the homogeneity test, the researchers used the following hypotheses:

H0: If the sig value > 0.05, then the two parameter populations are homogeneous.

H1: If the value of sig < 0.05, then the two parameter populations are not homogeneous.

Table 6. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Minat Baca	Based on Mean	1.198	4	10	.370
	Based on Median	.495	4	10	.740
	Based on Median and with adjusted df	.495	4	5.299	.742
	Based on trimmed mean	1.146	4	10	.390

Referring to the table above, we could see that the significant value is 0.390, and since the value is more than 0.05, we can conclude that the two groups of reading interests data with the students' learning outcomes have the same variance, i.e., the two data are homogeneous.

Regression Linearity Test and Significance

The linearity test aims to determine whether the two variables have a linear relationship or not significantly. The linearity test was carried out by testing on SPSS computer program using a test for linearity at the significant level of 0.05. The two variables are said to have a linear relationship if the significance is less than 0.05. Linearity test could be determined by the following hypotheses:

H0: There is a linear relationship between reading interest variables and learning outcomes.

H1: There is no linear relationship between reading interest variables and learning outcomes.

Based on those hypotheses, the criteria for linearity test could be determined as follows:

H0: Accepted if the value of sig. Deviation Linearity < 0.05

H0: Rejected if the value of sig. Deviation Linearity > 0.05

Table 7. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Skor Hasil Belajar * Skor Minat Baca	Between Groups	(Combined)	268.850	10	26.885	4.506	.017
		Linearity	154.238	1	154.238	25.850	.001
		Deviation from Linearity	114.612	9	12.735	2.134	.137
	Within Groups		53.700	9	5.967		
	Total		322.550	19			

Referring to the table above, we could see that the significant value is 0.001 which is less than 0.05, and since the significance value is less than 0.05, we could conclude that there is a significant linear relationship between the variables of reading interests and learning outcomes.

Hypothesis test
Simple Linear Regression

Simple linear regression is a linear relationship between the independent variable (X) and the dependent variable (Y). This analysis was conducted to determine the direction of the relationship between those variables.

Table 8. Significant Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.238	1	154.238	16.495	.001^b
	Residual	168.312	18	9.351		
	Total	322.550	19			

The significant test table above is used to determine the significant level or linearity of the regression. The criteria determined are based on the significance value test (Sig), provided that the sig value < 0.05. In the table above, it could be

seen that the Sig value = 0.001, which means that the Sig value is < 0.05. Thus, the regression equation model is significant, or in other words the regression equation model meets the requirement.

Table 9. Simple Coefficient Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.865	6.263		7.483	.000
	Skor Minat Baca	.632	.156	.692	4.061	.001

Referring to the results of the simple regression coefficient calculation in the table above, it could be seen that the value of the constant coefficient is 46.865, and the independent variable coefficient (X) is 0.632. Hence, the regression equation is as follow:

$$Y = 46.865 + 0.632X$$

Based on the above equation, it could be said that the constant value is 46.865. Systematically, the constant value means that when the reading interest is 0, then the learning outcome will be 46.865.

Table 10. Determinant Coefficient Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692^a	.478	.449	3.058

After the rcount is known to be 0.478, the next step is to find out how much is the influence between the X variable and the Y variable by using the determinant coefficient of r2 which can be expressed as a percentage as follow:

$R2 = (0.692)2 \times 100\%$

$= 47.8\%$

From the results of the calculations, we could conclude that there was an influence or relationship between the variable X and the variable Y for 47.8%, the remaining 52.2% was influenced by other factors. Based on the results of the analysis described above, it could be seen that the results of the independent variable (X), or reading interest, had a significant relationship with the dependent variable (Y), or students' learning outcomes at SDN Neglasari Serang. It is shown by the product moment correlation of

0.692 when compared to r table at a significant level of 5% with N = 20, which is 0.444. So that r count is higher than r table. Hence, we could conclude that the H0 hypothesis was rejected and H1 hypothesis was accepted. The coefficient of determination is 47.8% or having a positive effect. This can be interpreted that if the level of students' interests in reading is higher, the learning outcomes of grade IV students at SDN Neglasari Serang will also be higher. It could be explained that 47.8% of changes in learning outcomes variable could be explained by reading interest variable. While the remaining 52.2% could be influenced by other factors which were not examined by the researchers. These other factors may include family factors, learning motivation, environmental factors and others

Therefore, referring to what has been explained previously, we get conclusion that reading interests can influence students' learning outcomes at SDN Neglasari Serang, in the condition that if a student has a high reading interest, then he will get high learning outcomes.

CONCLUSION AND SUGGESTIONS

Referring to the the research that has been conducted, it can be concluded that reading interest could influence students' learning outcomes at SDN Neglasari Serang with the value of r count is 0.478 in the sufficient category. The result of the product moment correlation is 0.692 when compared to the r table at a significant level of 5% with N = 20, which is 0.444. So that the r count is higher than the r table. Therefore, the H0 hypothesis is rejected. The coefficient of determination is 47.8% or having a positive effect. While the remaining 52.2% could be influenced by other factors which were not examined by the researchers.

The researchers suggest that the teachers motivate the students to learn to read, apply as interesting and enjoyable reading learning methods as possible, and familiarize students to read every day. So that, it is hoped that students can increase their reading interests so as to let them get higher learning outcomes

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