



Correlation Between Reading Literacy Ability and Achievement in Learning Indonesian Language in Grade X

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ABSTRACT

This study aims to find out (1) reading literacy ability, (2) achievement in Indonesian language learning, and (3) correlation between reading literacy ability and achievement in Indonesian language learning in Grade X. This research uses a quantitative approach of a correlational research type. The results of this study indicate that (1) the score rate of reading literacy ability of students is 78.3 (good), (2) the score rate of achievement in Indonesian language learning is 81.7 (good), and (3) there is a significant correlation between reading literacy ability and achievement in learning Indonesian language in Grade X.

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INTRODUCTION

Reading literacy is the first part of basic literacy that includes reading and writing. The mention of literacy in reading and writing as basic literacy is due to the fact that both literacy is the literature that becomes the basis for the acquisition of other competencies or other literacy and hence both have been taught since the child entered elementary school. Mastery of basic literacy (here in after referred to as reading literacy) is less than optimal at the elementary level will affect the success of students in the mastery of competence in the subjects. In other words, the level of reading literacy will determine the student academic achievement, including learning achievement in Indonesian language.

The definition of reading and reading literacy has changed with the changes of society, economy, and culture. The concept of learning, especially lifelong learning extends the perception and demands of reading literacy. Reading literacy does not merely contain the abilities children acquire during early schooling but is seen as a progress of the set of knowledge, skills, and strategies that individuals shaped during their lives in various contexts and interactions with peers.

The cognitive view of reading literacy emphasizes the interactive characteristics of reading and the constructive features of understanding (Bruner, 1990; Dole et al., 1991). The reader plays a meaning in responding to texts using the prior knowledge and range of textual markers and situational markers emerging socially and culturally derived. When building meaning, readers use a variety of processes, skills, and strategies to drive, monitor, and maintain understanding. The process and strategy are expected to fit the situation and purpose once the reader interacts with a piece of text or intact text.

The two most recent international reading literacy assessments also emphasize the functional features of reading. The IEA/RLS defines reading literacy as, "the ability to understand and use the literary forms demanded by society and are valuable/individual values." The IALS also emphasizes the functional features of reading literacy, specifically related to its potential for individual and societal development. The definition is more focused on information than the forms of the language. For reading literacy is defined as, "The use of print and write information for social functions, achieving goals, and developing one's knowledge and potential."

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Both definitions focus on the reader's ability to use written and printed texts for socially required and useful purposes for the individual to develop his knowledge and potential. The definition goes beyond simple decoding, literal understanding, and implies that reading literacy integrates the understanding and use of written information for functional purposes. However, the definition does not emphasize the active role and initiative of the reader to understand and use information.

The literacy of reading at this time is increasingly felt very needed by students in learning in school. To obtain maximum learning outcomes, students need to use literacy capabilities optimally as well. It is useful in supporting learning in school. The importance of reading literacy is marked by the many measurements of international standard reading literacy capabilities, including the measurements made by the PISA (Program for International Student Assessment). PISA is an international study that measures literacy achievement in reading, math, and science of 15-year-old school children. The emphasis is on the mastery of the process, the understanding of concepts, and the ability to utilize knowledge in various situations. The determination of PISA samples was based on three strata, namely school type (SMP/MTs/SMA/MA/SMK), school status (State/Private), and school performance (Good/Medium/Underweight).

In PISA, the term reading literacy covers a wide range of cognitive competencies, ranging from basic decoding, word knowledge, grammar, wider language, text structure and characteristics, and knowledge of the world. In addition, it also includes meta cognitive competencies, awareness, and ability to use appropriate strategies when processing text. Meta cognitive competence is activated when the reader thinks, monitors, and assesses reading activity for a particular purpose.

Recognizing the importance of students' literacy needs, the government through Permendikbud Number 23 of 2015 has made a policy by establishing one of the mandatory daily activities using 15 minutes before learning begins to read a book other than a subject book. It is used as a step to form students literacy habits. According to Suyono (2009: 204) "reading-thinking-writing which is the essence of literacy is needed students to complete studies, continue the study, prepare to enter the world of work, and learning throughout life in the community".

The implication of Suyono's statement is that the possession of adequate literacy ability is closely related to student achievement related to the instrumental function of literacy as the ability of prerequisite that supports the achievement of learning result. According to Bastug (2014: 941), there is a direct and positive correlation between reading attitudes, reading comprehension and academic achievement. A good reader attitude can significantly predict reading comprehension. In turn, reading comprehension can significantly predict academic achievement.

Student achievement obtained by students shows the result of learning activity or mastery of student in learning at school. Student achievement can be known through the value obtained by students. Student achievement is supported by various factors. Factors that influence learning achievement are divided into two, namely internal and external factors. According to Suryabrata (2011), internal factors consist of physiological and psychological factors, external factors consisting of social and non-social factors. In addition, there are other external factors such as family factors, school factors and community factors (Slameto, 2013:54-72). Therefore, there are many factors that affect the achievement of learning obtained by students.

Two previous studies have shown the importance of literacy in school learning. The research is (1) research by Kusumo (2011) which asserts the role of school as an important container in developing students' literacy behavior; (2) research by Sholichah (2016) which produces a map of literacy ability of high school students. Therefore, this study that aims to determine the correlation between reading literacy skills and student achievement is necessary.

METHOD

This study uses quantitative correlational approach to measure reading literacy ability and student achievement. The subjects of this study were students of class X with a population of 344 students, while the sample of this study were 120 students taken from IPA 1, IPA 2, IPS 1, IPS 2 and Language 2. The sampling technique used was Simple Random Sampling.

The instruments used are tests and questionnaires. The test is used to measure students' literacy based on criteria in PISA (Program for International Student Assessment) 2015 consisting of five capabilities, namely the ability to (1) receive information, (2) form a broad understanding, (3) develop interpretation, (4) reflect and evaluate the contents of the text, (5) as well as the ability to reflect and evaluate the form of text. The formulation of the items is obtained from the indicators of questions contained in PISA. The next, instrument is a questionnaire that is used as an instrument of collecting the data was supporting the score of achievement in Indonesian language learning student. Questionnaires are structured on the basis of Bloom's Taxonomy covering the cognitive, affective, and psychomotor domains.

To ensure its validity, the contents of the instrument are prepared by considering the conformity and accuracy of measuring what should be measured as Harsiati opinion (2011: 96), the content validity indicates the extent to which the test measures the mastery level of the content of a learning material and the learning objectives. Furthermore, the instrument is tested in school and the instrument test results are analyzed to determine the feasibility of the instrument to be used. Instrument testing in the field is done in one SMA Malang in the class that is not a research sample, that is Class X IPA 4. Data from instrument test result is used to analyze item, precisely to determine the level of difficulty and test of different problem item. The test results are then discussed again with the test expert so that the suggestions are made to improve the instrument so that the instrument is ready to be used.

Data collected with test and questionnaire instruments were analyzed for prerequisite tests using the SPSS 16.0 for Windows program. The prerequisite test includes (1) the normality test and (2) the linearity test or

homogeneity (Compare Cresswell, 2012: 197). The data of normality test results using Kolmogorov-Smirnov test can be seen in Table 1.

Table 1: Test Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Reading Ability	Literacy Achievement in Learning
N		120	120
Normal Parameters	Mean	78.53	81.59
	Std. Deviation	5.968	2.958
Most Extreme Differences	Absolute	.080	.151
	Positive	.065	.151
	Negative	-.080	-.112
Kolmogorov-Smirnov Z		.881	1.657
Asymp. Sig. (2-tailed)		.420	.008

a. Test distribution is Normal.

Based on Table 1 it can be seen that the significance value is $0.420 > 0.05$ and the data is normally distributed. The next prerequisite test is the linearity test. Data is said to be linear if significance $> 0,05$ and count $r >$ table r . The data of linearity test results can be seen in Table 2.

Table 2: Data of Linearity Test ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Achievement in Learning * Literacy Ability	in Between Reading Groups	(Combined)	210.525	23	9.153	1.058	.405
		Linearity	41.850	1	41.850	4.838	.030
		Deviation from Linearity	168.675	22	7.667	.886	.612
Within Groups			830.467	96	8.651		
Total			1040.992	119			

Based on Table 2 it can be seen that the significance value of 0.612 is greater than 0.05 and the value of rate count is 0.886 and the rate table of $N = 120$ is 0.151. Thus the significance of $0.612 > 0.05$ and rate count $0.886 > 0.151$ rate tabel. It can be concluded that the data is linear.

The prerequisite test results show that the data is normally distributed and linear. Further, data is analyzed by *Pearson Product Moment* to determine whether there is the correlation between reading literacy and learning achievement.

RESEARCH RESULT

Reading Literacy Ability of Students

The results showed that the reading literacy ability of students is good. The literacy skills of reading include the ability to: (1) receive information, (2) form a broad understanding, (3) develop interpretations, (4) reflect and evaluate the text content, and (5) reflect and evaluate text form. The value of the five capabilities is integrated into one. Data of the research results can be seen in Table 3.

Table 3: Students Reading Literacy Ability

Class	Mean	Median	Modes	Lowest Value	Modes Highest Value
IPA 1	78,17	79,50	63	63	88
IPA 2	79,74	80	73	71	89
IPS 1	78,73	78	78	66	89
IPS 2	77,88	78	80	70	86
Language 2	78,19	79	80	66	92

Based on Table 3 it is known that reading literacy ability of grade X students shows that (1) the highest mean is obtained by IPA 2 class with 79.74 and the lowest average/mean is obtained by IPS 2 class with value 77.88, (2) the median values obtained by each class show different results, (3) the mode values that often arise obtained by each class

show different results, (4)) the lowest value obtained by the IPA 1 class with a value of 63, and (5) the highest value obtained by the Language class 2 with a value of 92.

The average reading literacy ability of the students ranged from 77 to 79. Level of mastery with a value of 75-84 included in either category. It can be concluded that reading literacy ability class X students of SMAN Z is good.

Student Learning Achievement in Bahasa Indonesia

Student learning achievement in Bahasa Indonesia students obtained from the average value of Indonesian students for one semester in the semester of the 2016/2017 academic year. The data of the research results can be seen in Table 4.

Table 4: Student Learning Achievement in Bahasa Indonesia

Class	Mean	Median	Modes	Lowest Value	Highest Value
IPA 1	81,17	80	79	79	84,05
IPA 2	82,87	83	85	78	83
IPS 1	80,73	81	78	78	83
IPS 2	79,73	78,50	78	78	79
Language2	84,05	83	83	79	89

Based on Table 4 it is known that the achievement of in Bahasa Indonesia class X students shows that (1) the highest mean is obtained by Language Class 2 with the value of 84.05 and the lowest average obtained by IPS 2 class with a value of 79.73 , (2) the median values obtained by each class show different results, (3) the frequent values obtained by each class show different results, (4) the lowest values obtained by the IPA 2 class, IPS 1, IPS 2, with a value of 78, and (5) the highest value obtained by Language Class 2 with a value of 89.

The average score of learning achievement of in Bahasa Indonesia owned students ranged from 79 to 84. Level of mastery with a value of 75-84 included in either category. It can be concluded that the learning achievement in Bahasa Indonesia students of Class X SMAN Z is good.

Hypothesis Test: Correlation Test of Reading Literacy Ability and Learning Achievement

To test the hypothesis, a correlation test was performed. A correlation test was conducted to find out the correlation between reading literacy ability variable and student achievement variable. The correlational test result is determined with significance level $< 0,05$ and r count $> r$ table. If the test result $< 0,05$ and r count $> r$ table, then H_a accepted and H_o rejected. Data of correlation test results can be seen in Table 5.

Table 5: Correlation Test Results

Correlations		Reading Literacy Ability	Achievement in Learning
Reading Literacy Ability	Pearson Correlation	1	.201*
	Sig. (2-tailed)		.028
	N	120	120
Achievement in Learning	Pearson Correlation	.201*	1
	Sig. (2-tailed)	.028	
	N	120	120

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

Based on Table 5 it is known that the significance value of 0,028 $< 0,05$, and r count 0,201 $> 0,151$ r table. Thus it can be concluded that the hypothesis stating that "there is a correlation between reading literacy ability and student learning achievement in Bahasa Indonesia" is accepted.

DISCUSSION

Reading Literacy Ability Students'

Reading literacy is the ability to read-think-write in understanding, using, and utilizing a variety of written language information for various purposes. According to Baer (2009) literacy is the knowledge and ability to seek information, understand and use information continuously in text from books, articles in newspapers, or magazines.

The average of reading literacy ability students' of class X SMAN Z is good. Students received an average literacy score of 78.30. Score obtained is good because it reaches a mastery level of 75% - 84%. This happens because students are able to answer the questions given in the test well, plus the habits of students doing literacy activities

every day, namely by reading and summarize the reading for 15 minutes before starting the lesson. The translation of the results of the five literacy skills of reading students is as follows.

The first, the ability to receive information. The average ability of students is good. The average student earns a score of 79.60. Scores obtained are considered good because it reaches a mastery level between 75% - 84%. This happens because the problems contained in the ability to receive information using tools in the form of graphics and tables and the level of accuracy of good students. The accuracy of picking up the meanings scattered along the pages of the book and collecting and gathering is very necessary because if not careful will be many ideas that evaporate and hide back (Hernowo, 2002: 66). Good accuracy will reduce the risk of minimal error in answering the question.

Second, the ability to form a broad understanding. The average ability of students is sufficient. The average student scores 73. The scores obtained are sufficient because they reach the mastery level between 60% -74%. This happens because of a deep understanding of using text or reading. According to Tarigan (1986:8), the meaning will change based on the experience used to interpret the words or sentences read. A high understanding in interpreting a reading according to the situation and context is needed so that the meaning captured by the reader is in accordance with the meaning conveyed by the author.

Third, the ability to develop the interpretation. The average ability of students is good. The average student got a score of 76.70. Scores obtained are considered good because it reaches a mastery level between 75% -84%. This happens because of a good understanding in interpreting a word in context. Students who have a good understanding will have a broad interpretation because of the frequent students encounter and engage with the reading. According to Bastug (2014: 941), when reading skills develop, then cognitive skills also increase. Good reading skills will increase knowledge and make students more able to solve problems.

Fourth, reflect and evaluate the contents of the text. The average ability of students is very good. Students on average get a score of 87. Scores obtained are considered very well because it reaches a mastery level between 85% - 100%. This happens because the sensitivity of the students' argument in highlighting the problem is supported by text/reading that is contextual, in accordance with daily life. The ability to reflect the reading regardless of students' is critical thinking skills. Critical thinking is a culture of thought that enables one to think divergently, developing problem-solving skills and thinking skills through questions related to causality, perspective or point of view, evidence or possibility, and debate (Priyatni, 2010:27).

Fifth, reflect and evaluate the text form. The average ability of students is good. The average student scores 75. The scores obtained are considered good because they reach a mastery level between 75% - 84%. This happens because students have been taught to recognize various texts and differentiate them. Not only that, students are also directly involved with writing a variety of texts. There are many things that can be gained from the activities of students writing a text. Writing will strengthen the understanding and binding knowledge that is held so that it can be inherent in the mind (Hernowo, 2002:176). Therefore, writing skills contribute to the student's ability to reflect and evaluate the content of the text.

The research findings show that the reading literacy ability rate of grade X of SMAN Z is quite different from the result of reading literacy analysis done by PISA. The results of reading literacy measurement of students in Indonesia can be seen from several studies by PISA. PISA research results in 2012 put Indonesia in the second worst sequence of 65 countries studied in the world, then in 2015 put Indonesia in 6th out of 72 countries. In addition, based on the results of a UNESCO survey in 2012, it is known that the reading interest of Indonesian society has only reached 0.001. That is, for every 1,000 residents, there is only one person who has a reading interest. Both of these results indicate that Indonesian students' reading literacy is very low compared to students from other countries. Students of Grade X of SMAN Z are examples of Indonesian students with good literacy skills.

The results of a reading literacy study conducted by PISA can be debated, especially when viewed from the disparity and breadth of the population and sample of students/schools in Indonesia is clearly different from small countries like Singapore, Hong Kong, Finland or even Malaysia. The gradation range is not sufficiently represented by three qualifications, school type, school status, and school performance. The gradient range can be much more complex than that. There are various factors that influence it, including geographical location, availability of reading facilities, less optimal implementation of learning to read in schools, and lack of introduction of reading strategies.

The geographic location of the school determines the level of accessibility of schools to be reached by modern means of transportation so that students get adequate education services. Availability and facilities, infrastructure, and reading resources that enable students to get quality readings. Less optimal learning implementation of reading at school is difficult to realize the development of higher order thinking (HOT) and only focused on the development of lower order thinking (LOT). The introduction of reading strategies that encourage children to improve reading skills for learning is not an agenda for Indonesian teachers so that students' reading strategies are never developed.

Student Learning Achievement in Bahasa Indonesia

Student achievement is the result of learning that has been undertaken by students in school. According to Azwar (1996: 164), "the notion of achievement or success of learning can be operated in the form of indicators in the form of report cards, study achievement index, graduation rate, a predicate of success, and the like". Learning achievement students in Bahasa Indonesian of class X SMAN Z are good.

Average learning achievement students in Bahasa Indonesian of class X SMAN Z is quite good. The average student scored 81.7. Scores obtained are considered good because it reaches a mastery level between 75% - 84%. This happens as a result of literacy activities that students have done that is by reading and summarizing the reading for 15 minutes before starting the lesson. Factors that contribute to student achievement are internal factors that include

physical and psychological conditions, as well as outside factors that include family and school. The physical and psychological state of the students, in general, is healthy and normal, while family and school factors generally support student learning activities.

Student learning achievement in Bahasa Indonesia can be seen through three domains that include the realm of cognitive, affective, and psychomotor. The average score of student achievement in the cognitive domain includes categories: application, analysis, evaluation, and innovation of 74.70. The average score of effective student learning achievement that includes categories: acceptance, responsiveness, and characterization of 79.90. The average score of student achievement in the psychomotor domain includes categories: readiness, suggested reactions, natural reactions, complex reactions, and creativity of 79.20. The level of mastery in value of 75% - 84% included in either category. It can be concluded that the three aspects of student achievement class X SMAN Z classified is good.

Correlation Reading Literacy Ability and Learning Achievement

There is a positive correlation between reading literacy ability and student learning achievement. The results show that the significance value is $0.028 < 0.05$ and rate count $0.201 > 0.151$ rate table. Adequate reading literacy skills support student achievement. According to Bastug (2014: 941) when reading skills develop, then cognitive skills also increase. High cognitive skills have an effect on student achievement which usually can be known in the test result. Results or learning achievements of students who diligently read or who have high literacy skills will be different from students who are less fond of reading.

Students who have a good literacy level have differences with students who have less literacy. Students who read widely and often read have higher achievement than students who rarely read and narrowly (Scholastic FACE, 2013: 6). In parallel, the increasing frequency, quantity, and diversity of reading activities will improve the background of knowledge and reading achievement. In addition, Bastug (2014) says that there is a direct and positive correlation between the structural attitude of reading, reading comprehension, and academic achievement. Therefore, to get a high learning achievement, it needs to be supported by the high ability to read-think-write or commonly called the basically literacy.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research can be drawn conclusion that is, reading literacy ability students of SMAN Z is declared good, as well as students learning achievement in Bahasa Indonesia also categorized well. There is a significant correlation between reading literacy ability and student learning achievement in Bahasa Indonesia. Thus, reading literacy ability supports student learning achievement.

Based on the above conclusions, then given as follows. First, teachers of Bahasa Indonesia are encouraged to improve and measure literacy skills of reading students by using standardized reading tests or equivalent. Secondly, to other researchers, it is advisable to make the results of this study as a consideration in doing other research related to reading literacy and learning achievement.

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