

## RELATIONSHIP ANALYSIS OF READING SKILLS LEVEL ON STUDENT LEARNING OUTCOMES IN SD IT DARUL ADZKIA

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### **Abstract :**

The problem experienced by teachers is the low level of students' reading skills. This study aims to (1) find out the relationship between the level of reading skills on learning outcomes, (2) find out the obstacles experienced by students in improving reading skills, (3) find out the factors that cause barriers to improving reading skills, (4) find efforts to overcome barriers in improving reading skills. This type of research is descriptive qualitative. Collecting data in this research is using the methods (1) Observation, (2) Test, (3) Documents, and (3) Interview. The data that has been collected will be reprocessed through the stages of data reduction, data display, and concluding. The subjects of this study were students from each class at SD IT Darul Adzkia, Tebing Tinggi City. While the object of this research is the level of students' ability in reading and student learning outcomes. The results of the study found factors that affect the level of children's reading skills. This study also found a relationship between the level of reading skills with children's learning outcomes. This research has had a positive impact on improving children's reading skills and children's learning outcomes.

**Keywords :** *Skills, Reading, Learning Outcomes*

### **Abstrak :**

Permasalahan yang dialami oleh guru adalah rendahnya tingkat keterampilan membaca siswa. Penelitian ini bertujuan untuk (1) Mengetahui hubungan antara tingkat kemampuan membaca terhadap hasil belajar, (2) Mengetahui hambatan yang dialami siswa dalam meningkatkan keterampilan membaca, (3) Mengetahui faktor-faktor penyebab hambatan peningkatan keterampilan membaca, (4) Menemukan upaya untuk mengatasi hambatan dalam meningkatkan keterampilan membaca. Jenis penelitian ini adalah deskriptif kualitatif. Pengumpulan data dalam penelitian ini adalah menggunakan metode (1) Observasi, (2) Test, (3) Dokumen, dan (3) Wawancara. Data yang sudah terkumpul akan diolah kembali melalui tahap reduksi data, display data, dan penarikan kesimpulan. Subjek penelitian ini adalah siswa siswi dari setiap kelas di SD IT Darul Adzkia Kota Tebing Tinggi. Sedangkan objek penelitian ini adalah tingkat kemampuan siswa dalam membaca serta hasil belajar siswa. Hasil penelitian menemukan faktor-faktor yang mempengaruhi tingkat keterampilan membaca anak. Pada penelitian ini juga ditemukan hubungan antara tingkat keterampilan membaca dengan hasil belajar anak. Penelitian ini telah membarikan dampak positif untuk meningkatkan keterampilan membaca anak serta hasil belajar anak.

**Kata Kunci :** *Keterampilan, Membaca, Hasil Belajar*

## INTRODUCTION

Childhood is a very appropriate time to develop aspects of development that exist in children. Because at this time is a period commonly called the *golden age* or the golden age of children, where at this time children will be very responsive and sensitive to the stimuli given by the surrounding environment related to aspects of language, cognitive, motor, physical, religion, , *socioemotional*, and art. (Aida, 2018)

At this time the child will also be faster in capturing learning. Learning is a behavioral process that occurs in a situation and a vacuum. This learning situation is characterized by the motives desired and accepted by students. From the learning process, students can produce a gradual change in themselves, both in the fields of knowledge, skills, and attitudes. (Muhaemin, 2013)

The learning process is one of the most important elements in achieving success in the world of education. In the learning process there is a process of transformation of values and knowledge. During the learning process, there will be an interaction between the teacher and the student that allows the teacher to recognize the character and potential of each student. Vice versa, during the learning process, students will have the opportunity to develop the potential that exists within them so that this potential can be optimized. (Fiteriani, 2015)

The subjects that children must learn for the first time are Indonesian. The Indonesian language has been taught as early as possible from before children occupy school to college with various methods and standards of competence as well as different basic competencies, so it has become commonplace if students are proficient in Indonesian. Indonesian language proficiency possessed by students can be started by learning to read. Students will have difficulty in writing, speaking, understanding, listening, and even conveying if students cannot read. (Ratih Mustikawati, 2015)

The ability to read is the foundation or basis for mastering various fields of study. So, children must learn to read so that they can read to get maximum learning outcomes. The reading stage generally starts when the child enters grade 1 SD (elementary school) at the age of about 6 years. However, some children have learned to read earlier and some children have just started learning to read at the age of 7 or 8 years. (Mayangsari, 2014). Reading is one type of receptive written language ability because by reading someone or an individual will obtain information, new experiences, and knowledge. What has been read by someone allows that person to be able to sharpen his views, heighten his thinking power, and broaden his horizons. (Pertiwi, 2019)

The success of students in participating in learning will certainly be greatly influenced by their ability or reading skills. Efficient reading skills have an important meaning in increasing or decreasing student learning outcomes. Learning outcomes are a change that occurs by an individual who has carried out teaching and learning activities which are not only changed in knowledge but also in the form of habits, skills, attitudes of understanding, mastery the appreciation for the individual who learns. Learning outcomes can be seen in

various forms such as cognitive scores (student test scores), affective assessment sheets, and psychomotor. (Resnani & Agustina, 2014). According to Suprijono in Thobroni, learning outcomes are patterns of action and behavior, values, understanding, attitudes, appreciation, and skills. Student learning outcomes that have been obtained through education will be able to compete in various activities carried out in social life. In this competitive situation, quality human resources, as well as skilled human resources, are needed to be able to compete. (Thobroni, 2016). Reading has a very important role in the learning process because every field of study cannot be separated from reading skills to be able to gain insight and knowledge, because in conveying learning, teachers may not always speak or verbally convey material in class. (Pertiwi, 2019)

This is in line with the initial observations made by the author at SD IT Darul Adzkia, Tebing Tinggi City. Researchers found problems related to the level of students' reading skills. From these problems, it can be seen that students have obstacles in learning Indonesian, especially in the level of reading skills. This can be seen from the learning outcomes of 3rd-grade students at SD IT Darul Adzkia, Tebing Tinggi City, where the authors found some students who got very satisfactory scores, moderate grades, but some students did not meet the criteria for completeness. Based on the results of interviews that have been conducted with the homeroom teacher in question, the thing that most influences the learning outcomes is the level of students' reading skills.

## RESEARCH METHOD

This research was conducted at the Darul Adzkia Integrated Islamic Private Elementary School, Tebing Tinggi City. This school was chosen as the research site to save time and money, as well as to see the condition and situation of students in this school who have low reading skills. This research was conducted on Wednesday, March 2, 2022, at 07.30 WIB until finished.

This type of research is descriptive qualitative by raising and researching a problem, then analyzing in depth the results of the observation sheet to get a conclusion. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informants and carried out in a natural setting. (Walidin, Saifullah & Tabrani, 2015). The subjects in this study were all students of the Darul Adzkia Integrated Islamic Private Elementary School, Tebing Tinggi City.

In this study, the instrument or research tool is the researcher himself who is assisted by observation guidelines, interview guidelines, and test sheets. Sources of data that will be used in this study are 1) Information from trusted sources, namely homeroom teachers and students; 2) Documents in the form of Learning Implementation Plans, student achievement results, and photos of the learning process.

The data collection used in this research is

### Observation

The term observation comes from the Latin word meaning to see and pay attention. Broadly, observation is an activity of paying attention to a

phenomenon precisely and accurately, then recording the phenomena that arise and considering the relationship between aspects of the phenomenon. (Prasetyaningrum, 2018) . Observations made by the author in this study are direct observations. It is called direct observation because the observer makes observations without intermediaries which aims to make the results obtained more objective. Observation is done by observing several important events and then making notes about important events that occurred. Observations were made on the students of the Darul Adzkia Integrated Islamic Private Elementary School, Tebing Tinggi City to determine the students' reading ability by using reading books in thematic learning.

### **Test**

Researchers conducted this test to determine the extent of each student's reading ability. The test carried out was a reading test using a thematic book that was adapted to each class.

### **Document**

The document used by the author in this study is a list of students' reading scores for each class in Thematic learning and a list of students' daily test scores for each class. To test the accuracy of the data in this study, data triangulation was carried out. Triangulation of data is done by comparing data from reading observations, data from student learning outcomes (daily tests), and data from interviews.

### **Interview**

The interview is a face-to-face situation between the respondent and the interviewer to dig up the expected information. (Hakim, 2013) The interviews conducted in this study were direct structured interviews, which means that interviews were conducted directly between the interviewer (*interviewer*) and trusted sources without going through an intermediary using interview guidelines. At this stage, the speakers are the homeroom teacher, parents, and students (especially for high grades). Interviews were conducted with teachers to determine the level of students' reading ability when learning took place and to find out the relationship between students' reading skill levels and student learning outcomes, interviews conducted with parents were conducted to determine students' reading activities at home, while interviews were conducted on students to determine their interest. students read at school and at home. Interviews will be conducted using interview guidelines where the grid of instruments is as follows:

**Table 1: Interview Instrument Design**

Factors	Indicator
Physiological Factors	Vision Hearing
Intellectual Factor	Cognitive
Environmental factor	Family environment School environment
Psychological Factors	Motivation Interest

## FINDINGS AND DISCUSSION

Based on research that has been carried out at the Darul Adzkia Integrated Islamic Private Elementary School. Through the test method, the researcher found that in each class there were students who had a fairly low reading ability, especially in grades 1 and grade 2. This was supported by the tests that had been carried out. The test results can be seen in the following table.

**Table 1; Data on reading test results for Darul Adzkia Integrated Private Islamic Elementary School students**

Class	Can Read	Need Guidance	Total students
CLASS 1	10 students	14 students	24 students
GRADE 2	20 students	6 students	26 students
GRADE 3	12 students	2 students	14 students
4TH GRADE	36 students	2 students	38 students
GRADE 5	29 students	1 student	30 students
CLASS 6	22 students	3 students	25 students

After the reading test was carried out on the students, from Table 1 it can be seen that in grade 1 there were 14 students who needed guidance in reading. In the sense of class 1 namely; (1) 2 students still don't know letters, (2) 6 students already know letters but still spell reading with 2 syllables, (3) 6 people already know letters, don't spell but still, stutter in their words. reading, (4) and 10 other students are fluent in reading. After doing a reading test on students, from Table 1 it is known that in class 2 there are 6 students who need guidance in reading. So in class 2, namely; (1), There is 1 student who still does not recognize letters, (2) There are 6 students who already know letters but still spell reading with 2 syllables, (3) and there are 20 other students who are fluent in reading. After the reading test was carried out on the students, in Table 1 it is known that in grade 3 there are 2 students who need guidance in reading. So it can be seen that in class 3 namely; (1) There is 1 student who still does not know the letters, (2) There is 1 student who already knows the letters, does not spell but still stammers when reading. As for the high class who still need guidance in reading there are 2 students in grade 4, 1 student in grade 5, and 3 students in grade 6. Overall 6 students still need guidance in reading in the high grade where these 6 students already know the letters, do not spell reading but are still very haltingly when reading.

After doing the test, the researcher made adjustments between the student learning outcomes data and the reading test results data. The researcher found that students who needed guidance in reading had lower learning outcomes than students who could read. The researcher then conducted interviews with each homeroom teacher, students who needed guidance in reading, and their respective parents. Researchers asked questions related to factors that affect reading skills, as well as children's daily learning outcomes.



From interviews that have been conducted with each homeroom teacher, it can be seen that:

### **Physiological Factors**

Physiological conditions are certainly very influential on the success of one's learning. Physiological factors refer to the physical condition of students. Among the physical conditions that are very important to note are the visual and auditory systems. (Gumanti, 2018) . Based on interviews conducted with each teacher on (2/3/2022) regarding students' physiological factors, the teacher said that:

"The students' eyesight and hearing are all normal without any disturbance. Their sitting position in class also does not affect their sight or hearing when carrying out the teaching and learning process in the classroom."

Based on interviews conducted with several parents on (2/3/2022) regarding students' physiological factors, it can be seen that:

" All of the student's vision and hearing are normal without any disturbances, although in their daily life there are some children who play mobile phones, watch TV, and play on laptops very often. But it doesn't affect their sight or hearing health."

Based on interviews conducted with students on (2/3/2022) regarding students' physiological factors, it can be seen that:

"Students' vision and hearing are not impaired, although they often play with cellphones, laptops and watch TV, this does not reduce the quality of their vision and hearing. The writing in the book can be seen clearly, as well as the writing written by the teacher on the blackboard can be seen clearly by the students. Students can also clearly hear the teacher's words when explaining in class even though they are sitting in the very back position.

Based on interviews that have been conducted with teachers, parents, and students, physiological factors do not affect students' reading skills. Vision and hearing are physical factors that affect reading skills which of course will affect learning outcomes as well. If students' vision is impaired, students will find it difficult to see what is in the book or on the blackboard, so students cannot understand the content of the reading which will certainly affect their learning outcomes. Likewise with hearing, if students have hearing loss, it will be difficult to analyze sounds students. Because there are no disturbing physiological factors, reading skills and student learning outcomes should not be affected in this condition.

### **Intellectual Factor**

Intellectual intelligence is a phenomenon that involves an assessment of one's ability to observe, analyze and interpret one's circumstances as well as one's talents. (Sukma & Sutarni, 2018) . Based on interviews conducted on (2/3/2022) with each teacher, it can be seen that:

"Some students are still stammering while reading so they have difficulty understanding the contents of the reading. Because they have difficulty understanding the contents of the reading, they have difficulty in doing the assignments given by the teacher and

they also have difficulty during school exams. This certainly greatly affects their learning outcomes at school."

Based on interviews conducted on (2/3/2022) with several parents of students who still need guidance in reading, it can be seen that:

"Some students very rarely repeat the lessons that have been taught by their teachers at school, they also very rarely read books at home. They always spend their time playing online games, watching television, and playing outside with their friends. They only learn when they get their homework from the teacher. In addition, some of them have both parents working, so their children's learning activities at home are not monitored by them."

Based on interviews conducted on (2/3/2022) with several students who need guidance in reading, it can be seen that:

"These students rarely read their books at home and rarely practice their reading skills at home, so they still have difficulty reading now. Some of them also said that they prefer to read colorful and illustrated books like comic books."

Based on the results of interviews that have been conducted with teachers, students and parents, it can be seen that intellectual factors affect students' reading skills and of course, this greatly affects their learning outcomes. Each class teacher also said that some of their students still had difficulty reading, some were able to read but still stumbled, some were only able to read short texts and still had difficulty reading long sentences, and some were still spelling and didn't know how to read. letter. This affects their understanding when learning. As the teacher said, they have difficulty understanding the contents of the text.

This is also supported by the recognition of students who still have difficulty reading. They said that they had difficulty understanding the contents of the text because they were not yet fluent in reading. They only focus on what they are going to read, not what they read. They also admitted that they rarely practice their reading skills at home because some of them prefer to play than read books and some of them feel they don't really like reading books because they prefer reading picture books like comics. The student's statement was confirmed by the student's parents. They rarely practice their reading skills and their parents also can't control it because some of their parents are busy working so they can't monitor their children's learning activities so their children only study when there is homework.

### **Environmental Factors**

Environmental factors that exist in this study are the home environment and school environment. Based on interviews that have been conducted with each teacher, on (2/3/2022) it can be seen that:

"School conditions are following their circumstances, they play and socialize like their age. However, some students are very introverted and rarely socialize or communicate with their peers, but some students are very good at getting along with their peers. In addition, this school does not yet have a library because the library is still in the process of being built"

Based on interviews conducted with parents of students who have difficulty reading on 2/3/2022, it can be seen that:

"The condition of the house does not suit them because the area around their house has an internet cafe or PS stall, and the location where they live is far from libraries and bookstores. So they play more often at internet cafes and PS stalls than reading books."

Based on the results of interviews that have been conducted, it can be seen that environmental factors affect reading skills and children's learning outcomes. This is evidenced by direct statements from homeroom teachers and parents of students. They said that the Darul Adzkia Integrated Private Islamic Elementary School students did not have adequate facilities for reading such as a library because their school still did not have a library and was still under construction. In addition, their home environment is also far from libraries and bookstores, so they play more often than read books. This certainly affects their interest in reading. They are not interested in reading so their reading skills are not honed continuously.

### **Psychological Factors**

In factor psychology in question in a study, this is motivation and interest. Rubin (in Rahim, 2008) suggests that very factor \_ important for success in study is motivation, desire, drive, and continuing interest \_ continuously for work something job.

Based on interviews that have been carried out (2/3/2022) with each guardian class, can is known that :

"Teacher always gives motivation for pushing them to be diligent read and practice ability read them, but they, of course, own low-interest \_ for a read ."

Based on interviews that have been done with each parent \_ students in need of guidance in reading (2/3/2022) get is known that :

" Some from them of course very busy work so that time they vary a little for a chat with si child. They also very seldom give the book for children them, so owned book \_ by children only book package from school."

Based on interviews that have been done with many students in need of guidance in reading (2/3/2022) could is known that :

" They of course already often got motivation nor spirit for train read from guardian class they each, only just interest those who still not enough so that given motivation \_ by parents \_ and the teacher doesn't give influence to them for more active again read ."

Results interviews that have been done, can is known that factor psychological also including the wrong one that influences ability they read. I say this because interesting read they still very not enough under teacher and parent answers those who say that they are often lazy if ordered reading. Interest is wrong one very factor influences the ability to read, whereas interest is the efforts somebody has to read. If interest already no yes, no possible can To do whatever including read.



## CONCLUSION

As explained in the previous chapter, the purpose of this study was to determine the relationship between the level of reading ability and learning outcomes, to find out the obstacles experienced by students in improving reading skills, to find out the factors that cause barriers to improve reading skills, to find efforts to overcome obstacles in improving reading skills. reading skills.

Based on the research that has been done, it can be seen that the level of reading ability has an important influence on student learning outcomes. Reading is a thinking process because it is a process of understanding the content of the reading. If students do not have good reading skills, then they will not understand the material from the contents of the reading well. As we know that most of the knowledge gained comes from books and readings. Therefore, to obtain knowledge and information to improve learning outcomes, good reading skills are needed.

In reading skills, there are 4 influencing factors, namely physiological factors, intellectual factors, environmental factors, and psychological factors. In research that has been conducted at the Darul Adzkia Integrated Islamic Private Elementary School, Tebing Tinggi through direct interviews with homeroom teachers, parents, and students, it can be seen that the factors that influence children's reading skills are intellectual, environmental factors, and psychological factors, while the physiological factors do not provide influence because all students have normal physiological conditions. This is also supported by data containing student learning outcomes.

Barriers experienced by students in improving reading skills are lack of motivation from themselves and from those closest to them, lack of facilities and facilities to develop reading skills, and lack of attention from parents. Therefore, the thing that must be done to overcome these obstacles is to provide proper facilities and facilities so that students are interested and motivated to develop their reading skills, and it is necessary to hold a meeting with parents or guardians to discuss the development of students at school. so that parents can pay more attention to the education of their children.

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