



## The Influence of Basic Literacy on the Reading Ability of Class IV Students of SDN 065011 Medan Selayang District School

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### ABSTRACT

This research aims to determine the effect of basic literacy on the reading ability of fourth grade students at SD Negeri 065011 Medan Selayang, district for the 2023/2024 academic year. This type of research is quantitative using the ex-post-facto method. The population of this study was all fourth grade students at SD Negeri 065011 Medan Selayang District, totaling 77 students. Sampling was taken using a purposive sampling technique and 28 students were obtained. The results of this study show that students' reading ability is in the very good category with an average of 82.46. The results of this research show that the results of the correlation test can be seen that the correlation coefficient is 0.687, meaning that  $r_{\text{count}} (0,687) \geq r_{\text{tabel}} (0,374)$  then  $h_a$  is accepted. So there is a very strong influence between basic literacy on the reading ability of students in class IV of SD Negeri 065011 Medan Selayang District. It can also be seen from the t-test where  $t_{\text{count}} > t_{\text{table}}$ , namely  $4,817 \geq 2,056$ , thus stating that  $h_a$  is accepted. This shows that there is a significant positive influence from the use of basic literacy on the reading ability of students in class IV of SD Negeri 065011, Medan Selayang District, Academic Year 2023/2024.

**Keywords:** basic literacy, reading ability

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### INTRODUCTION

Education is the main source for the welfare of a nation which must be maintained and developed by leaders, both teachers and parents. Education in Indonesia shows the quality of human resources available in various educational schools which can build a person's interest in learning and can build character. Able to have the ability to think, a good personality to be able to change the condition of a nation for the better to realize the function of education in order to achieve the national education goals that students aspire to. Therefore, education according to Law no. 20 of 2003 Chapter 1 Article 1 which reads: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. which is needed by himself, society, nation and state". According to Hartati (Feniliya 2019:217) stated that one of the goals of education is to train students' creative thinking, this ability is very important for students, because learning that includes thinking skills makes learning more meaningful so that students get maximum results from the learning activities carried out.

Mega et al (2022:128) explain that literacy activities in the reading aspect have not yet become a culture in society, especially in Indonesia. Reading according to the Big Indonesian Dictionary (2019:114) is a process of seeing and understanding the contents of what is written and then communicating the contents orally or in the heart. Therefore, reading is a basis for understanding lessons and it should be the student's obligation to like reading.

Gewati (2016:134) explains that based on the study "Most Littered Nation In The World (the most scattered country in the world) conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 62 countries in terms of interest in reading". The fact that the interest in Indonesia is very worrying is especially true when an investigation is carried out, in the infrastructure assessment, Indonesia's ranking position is above European countries. Having basic literacy activities in schools is one of the efforts being made by the Indonesian government currently, in line with changes to the curriculum in schools. The meaning of literacy itself, according to the Big Indonesian Dictionary (2020:35), quoted from the official website of the Ministry of Education and Culture, is the ability to write and read. Etymologically, the term literacy itself comes from the Latin "literatus" which means "one who learns". In this case, literacy is closely related to the process of reading and writing. These basic literacy activities strengthen the character movement as outlined in the Minister of Education and Culture Regulation number 23 of 2015.

According to Nindya (2017:60-69) explains that the main target of basic literacy activities is in schools at the elementary school (SD) level. At the age stage of students in elementary school it becomes a factor in implementing basic school literacy because in elementary school it is still easy to develop at that age. 6-12 years. Therefore, schools must hold basic school literacy activities as an effort to improve students' reading skills by developing school library management. In implementing basic literacy activities in schools, it can be seen from student discipline, where basic literacy activities in elementary schools are carried out in three stages, namely the habituation stage, development stage, and learning stage. This activity was carried out to improve the literacy level of society in Indonesia. Where this improvement can be started from elementary school age children. What is the basis of common concern is that the basic literacy program in schools has not been fully realized as well as it could be and has not yet shown many satisfactory results.

According to Alfi (2022:43) explains "basic literacy is a habit of reading activities that students usually do in schools in a pleasant atmosphere. Habituation in basic literacy activities aims to foster students' reading interest in reading media as a source of information for the school community." The most important thing in implementing basic reading and writing activities is to improve students' reading skills. The benefits of basic literacy activities are to gain insight and obtain new information, to improve interpersonal skills, as well as to sharpen and fill oneself in capturing the meaning of the information that is being read, and can develop verbal skills.

Basic literacy activities in schools can be carried out well if they involve all school members such as teachers, principals, students, parents and school committees. However, this lacks coordination with the school community, for example, teachers do not instruct students to read books for 15 minutes before learning activities take place.

Based on observation activities carried out at schools, namely at SDN 065011 Medan Selayang, the fact was found to be the low reading ability of students, especially students in class IV at SDN 065011 Medan Selayang. This seems to be caused by students' lack of concern for the books at school, students prefer to play rather than read books. Students only read when learning is taking place, so this results in many students being left behind, for example students who should be in grade IV have to stay in grade III so that the students are less able to read. This happened because of the lack of interest in reading among students at the school. It is important to note that students only read when in a learning atmosphere, while reading activities outside this context are minimal. This causes some students to fall behind and even have to stay in lower grades than they should, creating gaps in reading ability among students. The main cause of this phenomenon seems to lie in the lack of interest in reading among students at these schools. Therefore, serious efforts are needed to develop more interesting and relevant literacy programs, which can motivate students to be more actively involved in reading activities. This research aims to Analyze the effect of basic literacy on the reading ability of fourth-grade students at SD Negeri 065011 Medan Selayang in the 2023/2024 academic year.

## LITERATURE REVIEW

### Understanding Literacy

According to Hasanah & Silitonga (2020:9), the initial definition of literacy that is recognized internationally comes from the UNESCO (United Nations Educational, Scientific and Cultural Organization) Recommendation in 1958 which states that someone who is literate is someone who can understand, read and write something. simple things that happen in his life. Then in 2003, the Prague Declaration stated that literacy is related to the ability to identify, determine, discover, evaluate, create effectively and organizedly, use and communicate information to overcome various problems.

According to Abidin (Lisnawati 2019:3) stated that "traditionally, literacy is seen as the ability to read and write, so that people who are said to be literate are people who are able to read and write or are free from illiteracy". Literacy can simply be interpreted as a person's language ability (listening, speaking, reading and writing) to communicate in different ways according to their goals. Literacy is very important for students because literacy skills influence their learning success and their lives.

According to Elizabeth (Nugraheti 2019:68-69) also defines "literacy narrowly, namely literacy as the ability to read and write, which means literacy narrowly is a person's basic ability to read and write, which is the main foundation for understanding and communicating through writing".

According to Abidin (Reni 2019: 212) explains "that the development of the times has made the understanding of literacy more developed into the ability to read, write, speak and listen. The definition of literacy has shifted from a narrow understanding to a broader understanding covering various fields. This change is caused by various factors, including the expansion of meaning due to its wider use, developments in information technology and technology, as well as changes in analogies."

Based on the various definitions and views put forward by the experts above, it can be concluded that literacy is an important key that opens the door to understanding, communication and active participation in modern society which is increasingly complex and changing rapidly. Over time, the concept of literacy has gone beyond just the ability to read and write, expanding to the ability to speak, listen and understand information holistically. With literacy, individuals can access, evaluate, and use information effectively, enabling them to succeed in a variety of educational and life contexts. Therefore, literacy is not only the main foundation in the student learning process, but also the basis for adaptability and success in an ever-changing society.

### Basic Literacy Indicators

The implementation of basic literacy in schools can be assessed from the stages of implementation. According to the Ministry of Education and Culture (Binasdevi, 2019:33), basic literacy in schools consists of 3 stages, namely: 1) Habituation, this is done by growing interest in reading through 15 minute reading activities; 2) Development is the second stage where what needs to be done is to improve literacy skills through activities responding to enrichment books; 3) Learning, at this stage what is done is to improve literacy skills in all subjects using books.

This research focuses on assessing the implementation of basic literacy in schools, based on the indicators to be achieved which are only viewed from the habituation stage, because the development and learning stages have not been implemented optimally at SDN 065011 Medan Selayang District. According to references from the Ministry of Education and Culture (2016:10), the indicators that must be achieved in the habituation stage are: Carry out 15 reading activities every day, The 15 minute reading activity has been carried out for at least 1, Students have daily reading records, Teachers, school principals, teaching staff become models in the 15 minute reading activity by reading along during the activity, There is a library, reading corner in each class, and a comfortable reading area with a collection of non-study books, There are various reading campaign posters in classrooms, corridors and/or other areas at school, There are text-rich materials displayed in each class, Clean, healthy and text-rich environment. There are various posters about clean, healthy and beautiful living habits, The school seeks to involve the public (parents, alumni and elements of society) to

develop basic literacy activities, The school principal and his staff are committed to implementing and supporting basic literacy in schools.

According to Faizah (2016: 23-24) the achievement indicators at the habituation stage are as follows: 1. There is a 15 minute reading activity: Read aloud, Read silently, 2. 15 minutes of reading activity is carried out every day (at the beginning, middle or towards the end of the lesson), 3. Books that are read to or read by students record the title and author's name in a diary, 4. Teachers, school principals and other educational staff are involved in a 15 minute activity by reading a book or reading silently, 5. There is a school library or special room for storing non-study books. There is a class reading corner in each class with a collection of non-study books, 6. There are reading campaign posters in classrooms, corridors and other areas of the school, 7. There are text-rich materials in each class, 8. School gardens, canteens and UKS are literate-rich environments. There are posters about healthy living habits, cleanliness and beauty in the school garden, canteen and UKS, 9. The school strives to involve the public (parents, alumni and other elements of society) to develop school literacy activities. Based on the explanation above, it can be concluded that this research focuses on assessing the implementation of basic literacy in schools based on habituation stage indicators.

### **Understanding Reading Ability**

All human activities are almost always related to reading. For example, when someone wants to travel by air, they will of course read flight schedules, or when they want to get information about job vacancies, someone is required to have the ability to read to look for job vacancy information in newspapers.

According to Neni (2019:57), reading ability is one of the receptive language skills. It is called receptive because by reading a person will gain information, knowledge and new experiences. Everything that is obtained through reading will enable the person to increase his thinking power, sharpen his views and broaden his horizons. This ability is the ability to understand what is in the text by utilizing knowledge outside the text, as stated by Rahmani and Sadeghi in "The Impact of Motivation on Reading Comprehension", which states that reading comprehension is defined as the level of recognizing a text/message. This recognition comes from the communication between the words that are written and how they activate knowledge outside the text/message" (reading comprehension is defined as the level of recognition of a text/message. This recognition comes from the communication between written words and how the words the word activates knowledge outside the text/message)".

Meanwhile Farida Rahim (2015:1) explains "the ability to read is generally obtained by learning it at school, this ability is one of the things that students need to learn in the learning process, however, children who do not understand the importance of learning to read will not be motivated to learn reading: Children who see the high value of reading in their personal lives will be more active in honing their reading skills than children who do not find the benefits of reading activities.

According to Nurhaidi (2014:3) reading skills are one of the mandatory lessons for students, especially in learning foreign languages. Reading ability is seen as one of the main pillars of language skills, so it must be taught. This is because the ability to read can make a significant contribution for language learners to accelerate language mastery as a skill.

Based on the expert opinion above, it can be concluded that reading ability is one of the receptive language skills. This ability is understanding what is in the text by utilizing knowledge outside the text. The ability to read can make a significant contribution for language learners to accelerate language mastery as a skill. The ability to read can make a significant contribution for language learners to accelerate language mastery as a skill.

### **Indicators of Students' Reading Ability**

Students' reading abilities are not only limited to technical abilities such as recognizing letters or understanding sentence structure. The aspect of reading comprehension is also very important to develop so that students can understand reading thoroughly. Based on references from the Ministry of Education and

Culture (2018:35), the following are several indicators that cover aspects of reading comprehension in the habituation component: 1. Understand the meaning of words, Students are able to identify and understand the meaning of words used in reading. They can use the context of the reading to interpret the meaning of words they may not have known before, 2. Identifying Phrases, Students can recognize typical or idiomatic expressions used in reading. They have sufficient understanding to interpret the meaning of the expression according to the context, 3. Make conclusions, Students are able to make conclusions or inferences based on the information available in the reading. They can connect different pieces of information to achieve a deeper understanding of the topic at hand, 4. Capturing Implicit Meaning Students can identify and understand implied or implied meanings that are not directly expressed in the reading. They can read between the lines to catch a deeper message or author's meaning that was not explicitly conveyed, 5. Capture the Expressed Meaning, Students must also be able to grasp the explicit or explicit meaning that is clearly conveyed in the reading. They can identify key information, the author's purpose, and concepts directly expressed in the text.

These indicators help measure students' ability to understand reading as a whole, both in the context of written texts and other reading materials. By developing reading comprehension skills, students can improve their understanding of various subject matter and information they encounter in everyday life.

## METHOD

### Research design

This research uses a quantitative approach based on statistical information. A research approach that answers research problems requires careful measurement of the variables of the object under study to produce conclusions that can be generalized regardless of the context of time, place and situation.

According to Sugiyono (2018:16) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistics with the aim of testing predetermined hypotheses.

Based on the explanation above, it can be concluded that the quantitative approach is an approach in research to test hypotheses using accurate statistical data tests. Based on the background and problem formulation mentioned, this research uses a quantitative approach to measure the effect of basic literacy on students' reading abilities.

### Data analysis technique

#### Normality test

Before hypothesis testing is carried out, data normality testing is first carried out. The normality test is testing whether the distribution of the data to be analyzed is normal or not. The normality test was carried out on the variables studied, namely the independent variable (X) and the dependent variable (Y). To determine whether the data is normally distributed or not, researchers used Lilliefors Sudjana test analysis, (2017:466) with the following steps:

- Observations  $X_1, X_2, \dots$

Information :

SD = Standard deviation

Z = Standard score

X = Average

- For each of these numbers and using the standard normal distribution list, then calculate the probability  $F(Z_i) = P(Z < Z_i)$
- Next, calculate the proportion of  $Z_1, Z_2, \dots, Z_n$  that is smaller or equal to  $Z_i$ . If this proportion is expressed by  $S(Z_i)$ , then:

$$S(Z_i) = \frac{\text{many } Z_1, Z_2, \dots, Z_n \text{ Which } \leq Z_i}{n}$$



- Calculate the difference  $f(Z_1)-(Z_i)$  then determine the absolute value
- Take the largest absolute price ( $L_o$ ) to accept or reject the hypothesis, then compare ( $L_o$ ) with critical values taken from the list for real levels  $\alpha=0,05$

By criteria:

if  $L_{\text{count}} \leq L_{\text{table}}$  then the sample is normally distributed

If  $L_{\text{count}} \geq L_{\text{table}}$  then the sample is not normally distributed.

### Correlation Coefficient Test

To determine whether or not there is an influence between the independent variable and the dependent variable. With the Product moment correlation formula, namely:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \dots \dots \dots (\text{Sugiyono, 2018})$$

Information:

$r_{xy}$  = Product moment correlation coefficient

$N$  = Total number of students

$\sum X$  = Item score

$\sum Y$  = Total score of all students

$\sum XY$  = The number of products between the score "X" and the score "Y"

It can be concluded that if  $r_{\text{count}} \geq r_{\text{table}}$  then there is an influence between the independent and dependent variables. On the other hand, if  $r_{\text{count}} \leq r_{\text{table}}$  then there is no influence between the independent variable and the dependent variable.

### Hypothesis testing

To find out whether X has a significant influence on variable Y, test the hypothesis using the t-test as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \dots \dots \dots (\text{Sugiyono, 2018:250})$$

Keterangan :

$r$  = correlation coefficient

$n$  = number of samples

$t$  = significant level of  $t_{\text{table}}$  which is then compared with  $t_{\text{table}}$

Judging from the  $t_{\text{table}}$  results, the calculated  $t_{\text{hypothesis}}$  results are compared with the  $t_{\text{table}}$  with the following test criteria:

If  $t_{\text{count}} \geq t_{\text{table}}$   $H_0$  is rejected and  $H_a$  is accepted (effect)

If  $t_{\text{count}} \leq t_{\text{table}}$   $H_0$  is rejected and  $H_a$  is accepted (not accepted)

## RESULTS AND DISCUSSION

### Reading Ability Questionnaire Results

At the end of the lesson, after being given instructions about the importance of literacy, the researcher will give a skills questionnaire which aims to see the literacy activities that have been implemented in school. The results of the questionnaire scores can be seen in the table below:

**Table 2. Frequency Distribution Before Treatment**

X	F	FX	X=X-X	X <sup>2</sup>	FX <sup>2</sup>
54	5	270	-9,25	85,5625	427,8125
56	6	336	-7,25	52,5625	315,375
60	1	60	-3,25	10,5625	10,5625
62	1	62	-1,25	1,5625	1,5625
66	1	66	2,75	7,5625	7,5625

67	1	67	3,75	14,0625	14,0625
68	3	204	4,75	22,5625	67,6875
69	6	414	5,75	33,0625	198,375
70	1	70	6,75	45,5625	45,5625
74	3	222	10,75	115,5625	346,6875
	<b>28</b>	<b>1771</b>			<b>1435,25</b>

Based on the table above, the average and standard deviation can be found, namely as follows: Average (Mean) 63.25, Standard Deviation (SD) 7.15.

**Table 3. Frequency Distribution and Percentage of Reading Ability Scores for Grade IV Students of SD Negeri 065011 Medan Selayang District Before Being Given Treatment**

Category	Value Interval	Frequency	Percentage
Tall	70-74	4	14%
Currently	56-70	13	47%
Low	54-56	11	39%
Amount		<b>28</b>	<b>100%</b>

Based on the data above, it is known that the students' reading ability scores before treatment were 4 students (14%) had high reading ability, 13 students (47%) had medium category reading ability, 11 students (39%) had low category reading ability.

#### Data on the Results of Students' Reading Ability After Being Given Treatment

The results of the reading ability questionnaire scores after treatment or applying basic literacy activities to class IV-C students at SDN 065011 Medan Selayang District, obtained from respondents in this study can be seen in the table below:

**Table 4. Frequency Distribution After Treatment**

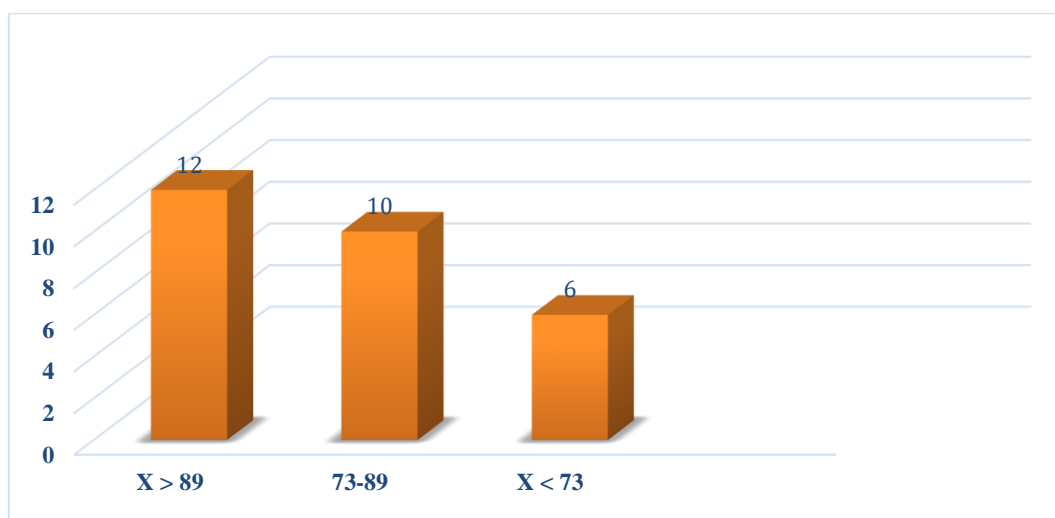
X	F	FX	X=X-X	X <sup>2</sup>	FX <sup>2</sup>
62	1	62	-19,42	377,1364	377,1364
68	2	136	-13,42	180,0964	360,1928
70	1	70	-11,42	130,4164	130,4164
73	2	146	-8,42	70,8964	141,7928
74	3	222	-7,42	55,0564	165,1692
80	5	400	-1,42	2,0164	10,082
84	2	168	2,58	6,6564	13,3128
89	6	534	7,58	57,4564	344,7384
90	5	450	8,58	73,6164	368,082
92	1	92	10,58	111,9364	111,9364
	<b>28</b>	<b>2280</b>			<b>2022,8592</b>

Based on the table above, the average and standard deviation can be found, namely as follows: Average (Mean) 81.42, Standard Deviation (SD) 8.4.

**Table 5. Frequency Distribution and Percentage of Reading Ability Scores for Grade IV Students of SD Negeri 065011 Medan Selayang District After Being Given Treatment**

Category	Value Interval	Frequency	Percentage
Tall	$X > 89$	12	43%
Currently	73 -89	10	36%
Low	$X < 73$	6	21%
Amount		<b>28</b>	<b>100%</b>

Based on the data above, it is known that the students' reading ability scores after treatment were 12 students (43%) had high reading ability, 10 students (36%) had medium category reading ability, 6 students (21%) had low category reading ability. The percentage of questionnaire results can also be seen through the following diagram:



**Figure 1. Percentage Diagram of Reading Ability After Being Given Treatment**

Based on the diagram above, it can be concluded that given treatment using the treatment data above, students can see that after treatment their reading ability in the high category has increased. So it can be concluded that there is an influence of basic literacy on students' reading ability at SDN 065011 Medan Selayang District.

#### Basic Literacy Questionnaire Data

The results of the questionnaire obtained from respondents in this study can be seen in the table below:

**Table 6. Frequency Distribution of Basic Literacy**

X	F	FX	$X-X$	$X^2$	$FX^2$
70	2	140	-18,32	335,6224	671,2448
75	4	300	-13,32	177,4224	709,6896
79	1	79	-9,32	86,8624	86,8624
80	2	160	-8,32	69,2224	138,4448
88	3	264	-0,32	0,1024	0,3072
90	6	540	1,68	2,8224	16,9344
93	1	93	4,68	21,9024	21,9024



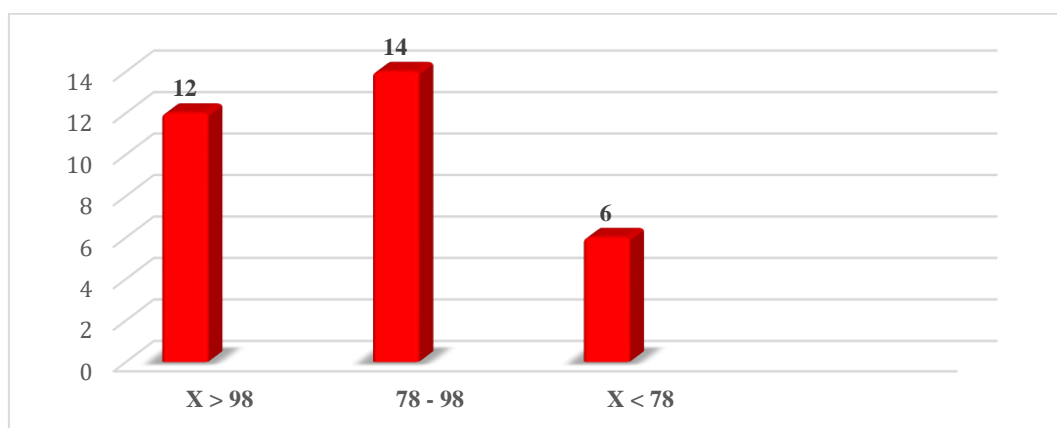
96	1	96	7,68	58,9824	58,9824
98	5	490	9,68	93,7024	468,512
99	1	99	10,68	114,0624	114,0624
100	1	100	11,68	136,4224	136,4224
112	1	112	23,68	560,7424	560,7424
	<b>28</b>	<b>2473</b>			<b>2984,1072</b>

Based on the table above, the average and standard deviation can be found, namely as follows: Average (Mean) 88.32, Standard Deviation (SD) 10.32.

**Table 7. Frequency Distribution and Percentage of Basic Literacy Scores for Class IV Students at State Elementary School 065011 Medan Selayang District After Being Given Treatment**

Category	Value Interval	Frequency	Percentage
Tall	$X > 98$	8	29%
Currently	78 -98	14	50%
Low	$X < 78$	6	21%
Amount		<b>28</b>	<b>100%</b>

Based on the table above, there are 8 students (29%) in the high category of basic literacy, 14 students (50%) in the medium category, 6 (21%) in the low category. The percentage of basic literacy questionnaire results can be seen in the following diagram:



**Figure 2. Percentage of Basic Literacy Questionnaire Normality test**

The normality test is used to determine whether the data from the study is normally distributed or not. To find out whether the data from the reading ability of class IV students at SDN Negeri 065011 Medan Selayang District is normally distributed or not, this was done using Microsoft Excel. Testing normality, namely using the Liliefors test, the results can be seen in the table below:

**Table 8. Liliefos Excel Normality Test**

NO	X	Z	F(z)	S(z)	F(z)-S(z)
1	62	-2,245	0,012	0,036	0,023
2	68	-1,551	0,060	0,107	0,047

3	68	-1,551	0,060	0,107	0,047
4	70	-1,320	0,093	0,143	0,049
5	73	-0,973	0,165	0,214	0,049
6	73	-0,973	0,165	0,214	0,049
7	74	-0,858	0,196	0,321	0,126
8	74	-0,858	0,196	0,321	0,126
9	74	-0,858	0,196	0,321	0,126
10	80	-0,164	0,435	0,500	0,065
11	80	-0,164	0,435	0,500	0,065
12	80	-0,164	0,435	0,500	0,065
13	80	-0,164	0,435	0,500	0,065
14	80	-0,164	0,435	0,500	0,065
15	84	0,298	0,617	0,571	0,046
16	84	0,298	0,617	0,571	0,046
17	89	0,876	0,810	0,786	0,024
18	89	0,876	0,810	0,786	0,024
19	89	0,876	0,810	0,786	0,024
20	89	0,876	0,810	0,786	0,024
21	89	0,876	0,810	0,786	0,024
22	89	0,876	0,810	0,786	0,024
23	90	0,992	0,839	0,964	0,125
24	90	0,992	0,839	0,964	0,125
25	90	0,992	0,839	0,964	0,125
26	90	0,992	0,839	0,964	0,125
27	90	0,992	0,839	0,964	0,125
28	92	1,223	0,889	1,000	0,111
<b>Rata rata</b>			<b>81,42</b>		
<b>Simp Baku</b>			<b>8,65</b>		
<b><i>L<sub>hitung</sub></i></b>			<b>0,126</b>		
<b><i>L<sub>tabel</sub></i></b>			<b>0,167</b>		

Based on the table above, the results show an average value of 81.42 and a standard deviation of 8.65, there is an  $L_{count}$  of 0.126 and  $L_{table}$  0.167. So it can be concluded that the data population is normally distributed because  $L_{count} \leq L_{table}$  where  $0.126 \leq 0.167$ . To support the results of calculations carried out using Microsoft Excel.

### Data Processing (Analysis) Techniques Correlation Coefficient Test

The correlation coefficient test is a set of techniques used to measure the correlation between independent variables and dependent variables. Two variables are said to be correlated if changes in one

variable are accompanied by changes in the other, either in the same direction or in the opposite direction. The requirement for the correlation coefficient is to look at  $r_{\text{count}} > r_{\text{table}}$  using the product moment correlation formula.

**Table 9. Correlation Test Results**

		Basic Literacy	Reading Ability
Basic Literacy	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	28	28
Reading Ability	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	28	28

The table above shows that between basic literacy and reading ability there is a correlation coefficient ( $r$ ) of 0.687 with a significance of 0.000. This means that there is a positive correlation between basic literacy and reading ability with a strong level of relationship, and this correlation is significant because  $p < 0.05$  ( $0.000 < 0.05$ ).

Based on the  $r$  value interpretation table, the correlation obtained is about an  $r$  value of 0.60-0.799, so it can be concluded that the level of influence between the independent variable basic literacy on the dependent variable of students' reading ability has a strong influence.

### Hypothesis Test (T-Test)

The  $t$  test used in this research is used to determine the ability of each independent variable. Another reason the  $t$  test is carried out is to test whether the independent variable ( $X$ ) partially or individually has a significant relationship or not with the dependent variable ( $Y$ ).

**Table 10. Hypothesis Test Results**  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.494	10.438		3.017	.006
	Basic Literacy	.565	.117	.687	4.817	.000

a. Dependent Variable: Reading Ability

Based on the calculation above, the  $t_{\text{count}}$  value is 4.817,  $t_{\text{table}}$  is 1.701. So  $H_a$  is accepted, namely  $4.817 \geq 2.056$ , basic literacy activities ( $X$ ) have a positive and significant influence on students' reading ability ( $Y$ ).

### Discussion of Research Results

This research was conducted on class IV students at SDN 065011 Medan Selayang District. Researchers used questionnaires and documentation as data collection tools with a total research sample of 28 students. Sampling in this research used a purposive sampling technique. The aim of this research is to find out how basic literacy activities influence students' reading ability in class IV -C at SDN 065011 Medan Selayang District for the 2023/2024 academic year.

Validity, Based on the validity test of the Student Reading Ability ( $Y$ ) questionnaire, there were 23 valid items out of 30 statement items. Meanwhile, in the Basic Literacy ( $X$ ) questionnaire, there are 30 valid items out of 50 statement items. Researchers tested the validity of the instrument on students of IV SDN 060916 Medan Sunggal District.

Reliability, The results of data processing using SPSS version 24 show that the Student (Y) reading ability questionnaire given obtained a result of 0.867 in the very strong category. The reliability results of the Basic Literacy (X) questionnaire obtained a result of 0.890 in the very strong category.

Normality test, There is a significant influence of basic literacy activities on students' reading abilities. This can be proven by obtaining an average value of 81.42 and a standard deviation of 8.65. There is an  $L_{count}$  of 0.126 and an  $L_{table}$  of 0.167. So it can be concluded that the data population is normally distributed because  $L_{count} \leq L_{table}$  where  $0.126 \leq 0.167$ .

Correlation coefficient, The results of the correlation coefficient prove that there is an influence of basic literacy activities (X) on students' reading ability (Y) where  $r_{count} > r_{tabel}$ , namely  $r_{count}$  0.687  $r_{tabel}$  0.374, so it can be concluded that there is a strong influence.

Hypothesis testing, From the research results of hypothesis testing (t-test), it shows that basic literacy has a significant positive influence, this is proven by the  $t_{count}$  value of 4.817 and  $t_{table}$  of 2.056 so that  $t_{count} > t_{table}$ . So  $H_a$  is accepted, namely that there is a significant influence between basic literacy activities (X) and reading ability (Y).

The results of this research support the results of previous research conducted by (Hermawan et al., 2020) which concluded that there is a significant positive relationship between reading literacy and students' reading ability. This shows that the higher the reading literacy a student has, the higher the reading comprehension.

Based on the results of data analysis, it can be seen that class IV students at SDN 065011 Medan Selayang District have good reading literacy where students read for 15 minutes every day and are supported by the support provided by teachers, school principals and parents. such as the school providing a comfortable library for each student, providing books that are suitable for students and making posters as student reading material, this causes the reading ability of class IV students to get better where students are able to draw conclusions from the readings they read other than Students can also capture the meaning of the reading they read.

The results of this research provide information that students who are skilled at retelling the text of a reading/image in their own language, can relate experiences in sequential language through writing, and can provide opinions on a reading through text will make it easier for students to understand the content of a reading. So, if students have reading literacy then the students have good reading comprehension.

## CONCLUSIONS AND RECOMMENDATION

Based on the research results and discussions that have been stated previously, the following conclusions can be drawn from the research: Before learning using basic literacy, researchers gave students a reading ability questionnaire to fill out in order to see students' reading abilities before learning basic literacy. An average score of 63.25 was obtained in the low category. Then given treatment, an average score of 81.42 was obtained in the high category. At the end of the lesson, the researcher gave a questionnaire about basic literacy for students to fill in. The average questionnaire score was 88.32 with the highest score being 112 and the lowest score on basic literacy being 70. Based on the results of normality test processing, there is a significant influence of basic literacy activities on students' reading abilities. This can be proven by obtaining an average value of 81.42 and a standard deviation of 8.65. There is an  $L_{count}$  of 0.126 and an  $L_{table}$  of 0.167. So it can be concluded that the data population is normally distributed because  $L_{count} \leq L_{table}$  where  $0.126 \leq 0.167$ . Then from the results of the correlation coefficient test of 0.687, meaning  $r_{count} > r_{table}$ , namely  $0.687 \geq 0.374$ , it can be concluded that there is an influence between the independent variable basic literacy on the dependent variable of students' reading ability, then the results of the hypothesis test (t test) show that basic literacy has an influence which is significant, this is proven from  $t_{count} > t_{table}$  where it is  $4.817 \geq 2.056$  at the significance level  $\alpha = 0.05$ . thus  $H_a$  is accepted and  $H_o$  is rejected. Research conducted by researchers by applying basic literacy can improve students' reading skills in class IV of SD Negeri 065011 Medan Selayang District.

Based on the conclusions above, in this case the author can suggest the following; For School Parties, Schools should increase the provision of library facilities by providing books, dictionaries in sufficient quantities, and reading books that attract students' attention so that students want to read, which in turn increases their interest in reading so that their ability to understand reading also increases. Apart from that, schools also need to hold structured and sustainable literacy programs, such as group reading activities, book clubs, and literacy training for teachers and students. In this way, the literacy culture in schools will become stronger, supporting students' overall academic and personal development. For Teachers, Teachers should increase students' interest in reading by providing reading materials that attract students to want to read them, looking for reading materials that are appropriate to the topics to be discussed in class, and providing assignments related to increasing students' reading literacy, For Students, Students should have the motivation to increase their interest in reading from an early age by instilling in themselves that reading is a necessity and increasing their interest in reading reading materials and being able to enrich their vocabulary to support their ability to understand reading, For Further Researchers, Future researchers should conduct research on things that have not been achieved optimally in improving students' reading abilities. This is done so that the learning atmosphere in the classroom can run smoothly and be more conducive so that the school can produce the best and highest quality graduates.

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