The Effect of Basic Literacy Activity on the Fifth-Grade Elementary Students' Reading Interest

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ABSTRACT

This paper explains the effect of basic literacy activity on the reading interest of grade V students at UPT SD Negeri 068008 Medan Tuntungan for the academic year 2022/2023. The study uses quantitative methods. The research population is 29 fifth-grade students of UPT SD Negeri 068008 Medan Tuntungan. The sampling uses saturated samples for 29 VA class students. The result implies that the student's average score is 82.2, which is in the moderate category before the treatment. Based on the normality test result at 0.936, the data are normally distributed. The result of the correlation test is 0.720, which means r_{count} $0.720 \geq r_{table}$ 0.367, then Ha is accepted. Thus, there is a considerable effect between basic literacy activity on students' reading interest in class V UPT SD Negeri 068008 Medan Tuntungan. It can be seen from the T-test result where the t_{count} $5,391 \geq t_{table}$ $1,703$ so Ha is accepted. Hence, there is a significant positive effect of basic literacy activity on students' reading interest in class V of UPT SD Negeri 068008 Medan Tuntungan for the academic year 2022/2023.

Keywords: *basic literacy activity, reading interest, elementary students*

INTRODUCTION

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 needed by themselves, society, nation and state". The quality of education in a country is a container for human resources to be created and even improved, so that the progress of a quality education country plays an important role. Like education in Indonesia, the government has made efforts so that the quality of learning is progressing. Efforts to improve education in Indonesia are proven by the curriculum that continues to change 11 times since Indonesia proclaimed independence. The curriculum changes have good hopes for changes in the quality of education and the quality of human resources in Indonesia. Changes in the curriculum also affect the changing times from time to time, where the curriculum must follow the digital era to produce superior human resources, especially in the digital era, the reading interest of school residents in Indonesia is still relatively low.

Literacy activities, which include reading habits, have not yet become a culture in Indonesian society. Based on the study "Most Littered Nation In The World" conducted by Central Connecticut State University in March 2016, from 62 countries in terms of reading interest, Indonesia was ranked 60th. The fact that the level of interest that occurs in Indonesia like this is very concerning, especially if surveyed in terms of infrastructure assessment, ranking position.

The existence of school literacy activities is one of the efforts made by the Indonesian government today, in addition to replacing the existing curriculum in schools. This school literacy activity strengthens the ethical movement as outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015.

Of the many programs to improve the quality of education in Indonesia is the activity program "activity of 15 minutes reading non-lesson books before learning time begins". This program is expected to be carried out on average throughout Indonesia to foster students' interest in reading so that improving reading skills and knowledge can be mastered better. The reading material can contain ethical values, culture as the identity of our nation, about national and global in accordance with the level of student education.

A school library is a school facility where at least the school has a room where books are read and where students read. The library is one of the supports for the implementation of school literacy activities, which functions as a provider of science reading materials and information sources for educators and students. As a source of learning activities, the point is that the library can be a place for children to develop the ability to use information, and for teachers can help in teaching and increasing knowledge. The library is also expected to be a provider of reading materials that function as a provider of literacy facilities, namely classroom reading corners, reading areas, creating text-rich environments, and strategies for developing students' reading interests. So, students can find the necessary information and can establish cooperation and there are good benefits from The library itself and the synergy between librarians and students. Good achievement for students is also good performance for librarians so that libraries play a role in increasing student achievement because they can educate their users, especially in producing outstanding students.

The main target of school literacy activities is in schools at the elementary school level. At the age stage students in elementary school become a factor in implementing school literacy because in elementary school it is still easy to develop in the age of 6-12 years. Therefore, the school must hold school literacy activities as an effort to increase students' interest in reading by developing school library management. In the implementation of school literacy activities, it can be seen from student discipline, where school literacy activities in elementary schools are carried out in three stages, namely the habituation stage, development stage, learning stage. This activity was carried out to improve the literacy level of people in Indonesia. Where this improvement can be started from elementary school age children.

Based on the guidebook for the school literacy movement in elementary schools, according to the Directorate General of Basic Education and the Ministry of Education and Culture, in the implementation of school literacy activity programs, there are stages that should be followed. In the first stage, namely the habituation stage which aims to foster or introduce literacy activities and then generate students' reading interest in reading and reading activities. At this stage of habituation, activities are carried out in accordance with the level of education, namely low-grade elementary and high-grade elementary schools, with activities such as listening and reading books / enrichment. The development stage aims to maintain interest and comprehension ability towards reading and towards reading activities, as well as improve communication skills. Activities at this stage of development include listening, reading, speaking, writing and selecting information. The three learning stages or the final stage of this literacy program aim to maintain interest in reading and reading activities, as well as improve students' literacy skills through enrichment books and textbooks as sources of information.

Basic literacy, namely the ability to read, speak, listen, write and count, this basic literacy is related to the analytical ability to calculate, communicate, and describe information based on understanding and drawing conclusions of each person. Basic literacy is the habituation of reading activities that students usually do at school in a pleasant atmosphere. Habituation in basic literacy activities aims to foster students' reading interest in reading media as a source of information for school residents. Basic literacy, namely the ability to read, speak, listen, write and count, this basic literacy is related to the analytical ability to calculate, communicate, and describe information based on understanding and drawing conclusions of each person. Basic literacy is the habituation of reading activities that students usually do at school in a pleasant atmosphere. Habituation in basic literacy activities aims to foster students' reading interest in reading media as a source of information for school residents.

Basic literacy activities carried out at UPT SD Negeri 068008 Medan Tuntungan have been carried out but have not run in accordance with guidelines from the Directorate General of Primary and Secondary

Education, Ministry of Education and Culture. Basic literacy activities have indeed been carried out at UPT SD Negeri 068008 but the activities carried out are still running in accordance with activities according to the treatment of the school, even though the school still strives to implement basic literacy activities by creating reading corners in classrooms, libraries that are clean and comfortable for school residents. "Interest in reading is a strong desire to be realized by the willingness to get reading material and then will read it on its own consciousness" Farida Rahim (2011: 28). School literacy activities can be carried out well if they involve all school residents such as teachers, principals, students, parents, and school committees. However, this does not get coordination with school residents, for example, teachers do not give directions to students to read books for 15 minutes before learning. And through observation activities carried out at school, namely at UPT SD Negeri 068008 Medan Tuntungan, it was found that the low interest in reading students that occurred, especially students in class V UPT SD Negeri 068008 Medan Tuntungan, it was seen that with the lack of concern for books at school, students preferred to play rather than read books. Students only read when learning takes place, so this makes many students fall behind, for example students who should already be in grade VI must stay in class V until the student is less able to read. This happened because of the lack of interest in reading students at the school.

Based on the reality of the current low interest in reading of elementary school students, especially in class V UPT SD Negeri 068008 Medan Tuntungan, the aim of this research is to determine the effect of basic literacy activities on interest in reading of class V students at UPT SD Negeri 068008 Medan Tuntungan.

LITERATURE REVIEW
Student Reading Interest

The issue of growing or increasing the spirit of reading and getting used to reading in Indonesian people is one of the interesting things to discuss. Someone who is happy and likes to have books for reading purposes is often encountered in school children. But this favorite attitude is not all found in children, sometimes there are children who have many books but are not interested in reading. According to Sinambela Sandjaja, (in Sudarsana, 2014: 11) the notion of reading interest is the existence of a positive attitude and a sense of attachment in children to reading activities and interest in reading books. Reading is the most important and basic skill to learn when someone has loved reading. So that a person not only obtains knowledge and information but arises a feeling of pleasure and satisfaction of his own.

According to Sudarsana (2014: 11) reading interest is a combination of desire, willingness and motivation. A person who has a tendency to read will seek time in his willingness to get reading material and then read it on his own consciousness without outside encouragement. One of the efforts that can be done by schools is to improve the quality of education in schools through improving the teaching of reading comprehension. Generally teachers assume that the teaching of reading has ended when a learner can read and write.

Based on the above understanding, it can be concluded that interest in reading is a sense of preference and interest in reading activities which is indicated by the desire and tendency to pay attention to these activities without anyone telling or doing with their awareness, causing feelings of pleasure and one's efforts to read which are done because of motivation from within.

According to the Ministry of Education and Culture, (2018: 6-19) in fostering interest in reading in children, there is a role of people that need attention. Here are the roles or ways parents foster interest in reading in children:
1. Understand the stages of reading development in children
2. Understand how children learn
3. Provide reading materials for children: books, posters and toys.
4. Read books to children

According to Anjani, et al (2019: 76), stated that the factors that affect children's interest in reading are largely determined by several factors, namely as follows:

1. Background factors
   Reading skills can be influenced by students' backgrounds and experiences as well as socioeconomic.
2. Intellectual factors
   Covers teacher teaching methods and teacher ability procedures.
3. Psychological factors
   Psychology includes motivation, interest, emotion and maturity and adjustment.
4. Physiological factors
   Physiological includes physical health and neurological considerations.

Basic Literacy Activities

Basic literacy activities are not new for us to hear, the first thing that comes to mind when we hear the word literacy is activities carried out to obtain the ability to read or write. If in the past literacy was only interpreted as limited to reading and writing, now the definition of literacy activities shows a new understanding in an effort to interpret literacy and its implementation. This change is caused by various factors, both factors of expansion of meaning due to the wider use. According to Yunus Abisin, et al (2018: 1) traditionally basic literacy is seen as the ability to read and write. A person who can be said to be literate in this view is a person who is able to read and write or is free of illiteracy. Understanding literacy then develops into the ability to read, write, speak and listen.

According to Malawi, et al (in Hani Subakti, 2018: 2490) currently schools have not been maximized in building the literacy of their school residents. This is due to the lack of awareness of the importance of literacy skills in life and the lack of use of books except textbooks. In formal education, principals, teachers, and librarians are very impactful in school literacy activities. Basic literacy is defined as the ability to listen, speak, read, write, and the ability to think is part of it. The implementation of basic literacy activities is something that is easy to do and can even happen anywhere and anytime, but still many people neglect to apply literacy, even though the time required is only small.

Based on the understanding of basic literacy that has been expressed by experts, it can be seen that basic literacy is a basic ability that a person has after early literacy. Basic literacy does not only include the ability to listen, speak, read, write, and count. But it is a complex ability, which is able to calculate (calculating), perceiving information (perceiving), communicate and be able to describe information that has been obtained based on personal understanding and conclusions.

The purpose of basic literacy activities is to make the school a community that has a high commitment and reading culture and has comprehensive writing skills (Teguh, 2017: 20-21). The existence of this basic literacy paradigm is certainly not without a real purpose. As we know, the implementation of basic literacy can be done for 15 minutes before the learning process in class begins, therefore one of the purposes of basic literacy in schools is to fill the time with basic literacy to make it more useful.

According to the Ministry of Education and Culture, (2016: 5) the definition of basic literacy there are 6 literacy, which are as follows:
1. Literacy
2. Science literacy
3. Numeracy literacy
4. Digital literacy
5. Financial literacy
6. Cultural and civic literacy.

According to the Ministry of Education and Culture (in Yunus, et al. 2016: 282) explained the stages of basic literacy implementation activities in schools carried out in three stages as follows:
1. Stage 1: habituation of fun reading activities in the school ecosystem. This habituation aims to foster reading interest in reading and reading activities in school residents. The growth of interest in reading is fundamental for the development of students' literacy skills.

2. Stage-2: development of reading interest to improve literacy skills. Literacy activities at this stage aim to develop the ability to understand reading and relate it to personal experience.

Stage-3: implementation of literacy-based learning. Literacy activities at this stage aim to develop the ability to understand texts and relate them to personal experience, critical thinking, and processing communication skills creatively. In this stage, there is a bill of an academic nature (related to subjects), to support the implementation of curriculum 13. This subject context book can be a book on general knowledge, hobbies, special interests, or multimodal texts, and can be related to as many as 6 specific subjects for students.

METHOD
Population and Sample

The population in this study is all grade V students of SD Negeri 068008 Medan Tuntungan for the 2022/2023 Learning Year, totaling 58 students. The sampling carried out in this study was by saturated sample technique. It is said that the sampling technique by taking subjects is not based on random, strata or regions but based on a certain purpose. So the sample in this study is all Class VA students totaling 29 00rang SD Negeri 068008 Medan Tuntungan Learning Year 2022/2023.

Table 1. Distribution of the Number of Class VA Students for the 2022/2023 Learning Year

No	Class V		Number of Students
	Male	Woman	
1	17	12	29

Research Methods

In the research that will be carried out using a quantitative approach type of experimental research, where the purpose of this study is to look for an influence between the dependent variable (Y), namely Student Reading Interest and the independent variable (X), namely Basic Literacy. According to Adhi K., et al (2020: 4), experimental research is research carried out in the open and also in closed spaces, in experimental research, existing conditions are manipulated by researchers according to the needs of researchers. This research uses a quantitative approach, which analyzes a data with statistical tools in the form of numbers. To explain the pattern of relationships and between variables used, namely a simple regression analysis method.

Research Design

In experimental research, one important step is to create a research design. The design used in this study is Pre Experimental design. Where researchers will get reading interest data (Y) before and after giving treatment. Treatment in this case is basic literacy activities (X).

Data Data Accumulation Techniques

Data collection techniques used in this study are questionnaires, and documentation. The questionnaire is by providing questionnaires of reading interest variables before treatment and questionnaires after treatment to respondents. Researchers do not forget to take pictures or document all student behavior related to research variables, namely basic lieration activities on students' reading interests

Table 2. Standard Test scores

Mastery Percentage	Value category	Value Criteria
100-85	A	Excellent
84-75	B	Good
74-60	C	Enough

| 59-40 | D | Less |
| 39-0 | And | Bad |

The instrument in this study uses a closed questionnaire, where respondents will choose one of the alternative answers that the researcher has provided using the Likert scale. Likert scale is used to measure the opinions, perceptions and attitudes of a person or group about the symptoms that occur, which are specifically determined by researchers (Islakandar 2008: 82). The Reading Interest variable questionnaire consists of 50 statement items with 32 positive statements and 22 negative statements. While the basic literacy activity variable consists of 40 statements.

Validity Test

In a quantitative study, the main thing that is very important to pay attention to by researchers is validity. With this test, a researcher will get accurate information, as a reference in drawing research conclusions that present the true state of the subject under study. According to Surajiyo, (2020: 75) said that the validity test is used to determine the feasibility of items in a list of questions to define a variable. The technique used to find validity tests in this research questionnaire is to use the product moment correlation formula, namely:

$$r_{xy} = \frac{N.\sum XY - \sum X.\sum Y}{\sqrt{[(N.\sum X^2)-(\sum X)^2][(N.\sum Y^2)(\sum Y)^2]}}$$

Information:
R_{XY} = Correlation coefficient betweenvariables X and Y
$\sum xy$ = Number of multiplications x by yN= Number of test takers
X= Trial result valueY= Daily mean value

To determine whether or not an instrument is valid, the help of the SPSS *Version 22.0* program is needed and test criteria if thecalculated price ≥ rtable with α = 0.05 and n samples studied, then the measuring instrument is valid and vice versa if the calculation ≤ rtabel thenthe measuring instrument is invalid. In thisvalidity test, the price of rtable is 0.367 with a significant level of 5% and the number of studentsor N as much as 29.

Reliability Test

According to Surajiyo, (2020: 75), the reliability test is a measure of the stability and consistency of respondents in answering things related to questions which are dimensions of a variable and are arranged in the form of questionnaires. The technique used to find reliability tests in questionnaires in this study is to use the reliability formula of Cronbach's Alpha scale as follows:

$$r_{11} = \left[\frac{n}{n-1}\right]\left[1 - \frac{S_i^2}{S_t^2}\right]$$

Information:
r_{11} : Instrument reliability
n : Number of question items
S_i^2 : Number of grain variations
S_t^2 : Total variation

The criteria of a research instrument are said to be realistic using this technique, the coefficient of reliability is greater than 0.6 (alpha ≥ 0.6). Based on guidelines for giving an interpretation of the correlation coefficient to see whether the data is reliability or not, then we can see the coefficient interval and the level of relationship according to the table below:

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Table 3. Reliability Interpretation

Interval Koefisien	Relationship Level
0,800-1,000	Very powerful
0,600-0,799	Strong
0,400-0,599	Keep
0,200-0,399	Low
0,00 - 0,199	Very Low

</div>

Sumber: Sugiyono, (2020: 248)

Normality Test

Riyanto (2020: 81) states that the normality test is a test to measure whether the data obtained has a normal or abnormal distribution, so that the selection of statistics can be done correctly. The normality test that will be used is the Shapiro Wilk test which is SPPS or manual with the Shapiro Wilk formula as follows:

$$T_3 = \frac{1}{D}\left[\sum_{i=1}^{k} a_i \left(X_{n-i+1} - X_i\right)\right]$$

Information:
D = Based on the formula below
a_i = Shapiro Wilk test coefficient
X_{n-i+1} = Number $n - i + 1$ on
X_I = The i-th number in the data
By criteria:
1. If Lcount ≤ Ltable then the sample is not normally distributed
2. If Lcount ≥ Ltable then the sample is normally distributed.

Correlation Test

To find out whether is an influence between the independent variable (X) and the dependent variable (Y), there is also arequirement for the correlation coefficient test, namely by looking at t, calculate t ≥ table or can be used formula Product Moment correlation, which is as follows:

$$r_{xy=}\frac{N\sum XY-(\sum X)(\sum Y)}{\sqrt{N\{\sum X^2-(\sum X^2)\}\left\{\left(N\sum Y^2-(\sum Y^2)\right)\right\}}}$$

Information:
r_{XY} = *Correlation Product moment*
N = Number of X and Y data pairs
$\sum X$ = Total sum of variables x
$\sum X2$ = Square of the total of the number ofvariables X
$\sum Y$ = Total sum of variables y
$\sum Y2$ = Square of the total number of variablesY
$\sum XY$ = Multiplication result of total "X" and total"Y"

Tabel 4. Interpretation of Correlation Test

Coefficient Interval	Relationship Level
0. 00-0. 199	Very Low
0. 20-0. 399	Low
0. 40-0. 599	Keep
0. 60-0. 799	Strong
0. 80-1. 000	Very Powerful

Test the hypothesis

Hypothesis testing is carried out to find out whether X has a significant (meaningful) relationship to variable Y is done by testing the hypothesis using uni-t as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description:
r = Korelasi
n = Lots of samples
t = Significance level (r_{count})
The test criteria are as follows:
a. If Lcalculate ≥ Ltabel then H0 is rejected and Ha is accepted (influential)
b. If Lcalculate ≤ Ltabel then H0 is accepted and Ha is rejected (not accepted)

RESULTS AND DISCUSSION
Data on the Results of Reading Interest Before Giving Treatment

The initial action taken by the researcher is to provide a questionnaire of reading interest before treatment, this aims to determine the level of interest in reading students before treatment is given to students. From the recapitulation results, the average deng score is 82.7. The highest score is 94 and the lowest value is 69. We can see the table of student reading interest categories before treatment there is the following table:

Table 5. Distribution of Frequency and Percentage of Reading Interest Score of Grade Students

Category	Value Interval	Frequency	Percentage%
Very High	100-109	0	0%
Tall	90-99	6	21%
Keep	80-89	10	34%
Low	70-79	12	42%
Very Low	0-69	1	3%
Sum		**29**	**100%**

Based on the data above, the level of student reading interest obtained in data collection before treatment, namely 6 respondents obtained scores of 90-99 of 21%, 10 respondents obtained scores of 80-89 by 34%, 12 respondents obtained scores of 70-79 by 42% and 1 respondent obtained scores of 0-69 by 3%.

Data on the results of students' reading interest after treatment

The results of reading interest questionnaire scores after treatment or applied basic literacy activities to grade V students of SDN 068008 Medan Tuntungan, obtained from respondents with an average score of 98, the

highest score is 113 and the lowest score is 65. The score in this study can be seen in the frequency distribution table below:

Table 6. Frequency Distribution and Percentage of Reading Interest Score

Category	Value Interval	Frequency	Percentage%
Very High	104-113	5	17%
Tall	94-103	20	70%
Keep	84-93	3	10%
Low	74-83	0	0%
Very Low	0-73	1	3%
SUM		**29**	**100%**

Based on the data above, it can be known that the score after treatment is 5 respondents get a score of 104-113 of 17%, 20 respondents
get a score of 94-103 of 70%, 3 respondents get a score of 84-93 of 10%, and 1 respondent gets a score of 0-73 of 3%.

Basic Literacy Activity Value Data
The score obtained in this literacy activity aims to determine the students' scores in basic literacy activities in accordance with the indicators contained in this variable, with an average score of 87.2, the highest score of 100 and the lowest score of 68. We can see the score of these values in the following frequency distribution table:

Table 7. Frequency of Basic Literacy Activities Categories

Skor	Frekuensi	Presentase	Kategori
80-89	6	21%	Sangat Tinggi
70-79	15	52%	Tinggi
60-69	7	24%	Sedang
50-59	1	3%	Rendah
0-49	0	0%	Sangat Rendah

Based on the data above, it can be concluded that 6 respondents obtained a value of 80-89 of 21%, 15 respondents obtained a value of 70-79 of 52%, 7 respondents obtained a score of 60-69 of 24%, 1 respondent obtained a score of 50-59 of 3%.

Normality Test
The normality test is used to determine whether the result data before treatment and after treatment is VA class normal or not distributed. The normality test is performed using the Shapiro-Wilk test. Here are the calculation results of SPSS Version 22:

Table 8. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
BEFORE TREATMENT	.123	29	.200[*]	.975	29	.703
AFTER TREAMENT	.095	29	.200[*]	.985	29	.936

Based on the Shapiro-Wilk test, decision making with a significant level (sig) of ≥ 0.05, namely $0.703 \geq 0.161$ (sig before treatment), the data can be said to be distributed normally. While decision making with a

significant level (sig) ≥ 0.05, namely $0.936 \geq 0.161$ (sig after treatment), the data can be said to be normally distributed.

Coleration Coefficient Test

The correlation coefficient test is a set of techniques used to measure the correlation of relationships (correlations) between independent variables and dependent variables. The condition for the correlation coefficient is to see the calculation $\geq$ rtable using the correlation formulaproduct moment. The following is an "r" interinterpretation table that can be seen to find the level of influence of basic literacy activities on the reading interest of VA grade students at UPT SD Negeri 068008 Medan Tuntungan

Table 9. Pearson Correlation Coefficient Test Results (Pearson Product Moment)

		Basic literacy	Reading interest
Basic literacy	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	29	29
Reading interest	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	29	29

Based on the data above, the results of the correlation coefficient test, the influence between the independent variable (X) and the dependent variable (Y) is 0.720. This means that the correlation between basic literacy activities and reading interest of students in class VA UPT SD Negeri 068008 Medan Tuntungan, that both variables have a positive linear (strong).

Hypothesis Test

Hypothesis testing is used to partially test each statistical variable. If the data is declared normally distributed and the sample comes from the same or homogeneous population, then the statistical "t-test" used to test the hypothesis is the t-test, then the hypothesis proposed is:

Ha : There is an influence of basic literacy activities on students' reading interest
Ho : There is no influence of basic literacy activities on students' reading interest.

Table 10. Hypothesis Research Results With t-test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	24.763	11.623		2.131	.042
minat baca	.637	.118	.720	5.391	.000

Based on the data in the table above, it is known:

1. Where the significant value is 0.000 ≤0.05, there is a significant influence between variables (X) on variables (Y).
2. The value of r_hitung≥t_tabel or (5,391 ≥ 1,703) then there is a significant influence between variable (X) and variable (Y).

$r = 0,720$

n = 29

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = 0,720 \frac{\sqrt{29-2}}{\sqrt{1-0,720^2}}$$

$$t = \frac{0,720 \sqrt{27}}{\sqrt{1-0,720^2}}$$

$$t = \frac{0,720 . 5,196}{\sqrt{1-0,518}}$$

$$t = \frac{3,74114}{0,482}$$

$$t = 5.391$$

Based on the calculation of the data, a calculated value of 5,391 ttables of 1,703 was obtained. So Ha was accepted, namely 3,961≥1,703, basic literacy activities (X) have a positive and significant influence on students' reading interest (Y).

Discussion of Research Results

This research was conducted at UPT SD Negeri 068008 Medan Tuntungan. Researchers used questionnaires and documentation as data collection tools with a total research sample of 29 students. The purpose of this study is to find out how the application of basic literacy activities to students' reading interest, to find out students' reading interest in class V and to determine the influence of basic literacy activities on the reading interest of grade V students at UPT SD Negeri 068008 Medan Tuntungan.

a. Validity Test

Based on the validity test of the Student Reading Interest (Y) questionnaire conducted, there are 35 valid items out of 50 statement items. Meanwhile, in the Basic Literacy Activity (X) questionnaire, there are 26 valid items from 40 statement items. Researchers tested the validity of the instrument at SD Negeri 067246 Medan Tuntungan.

b. Reliability

The results of data processing using SPSS version 22 showed that the Student Reading Interest (Y) questionnaire given obtained 0.559 results in the Medium category. The reliability results of the Basic Literacy Activities (X) questionnaire obtained 0.679 results in the strong category.

c. Normality Test

There is a significant influence of basic literacy activities on students' reading interest. It can be proven through the results of the total score with the results of the normality test with the normality test criteria, namely the significant value (sig) 0.161. In the data before treatment, which is 0.703 ≥ 0.161 and after treatment 0.936 ≥ 0.161, all data can be said to be normally distributed.

d. Correlation Coefficient

The results of the correlation coefficient prove that there is an influence of basic literacy activities (X) on students' reading interest (Y) where the calculation ≥ rtable, namely 0.720 ≥ 0.361 rtable, it can be concluded that there is a strong influence.

e. Test the Hypothesis

From the results of the hypothesis test (t-test) research shows that the consideration model has a significant positive influence, this is evident from the calculated value of 5,391 and ttable of 1,703 so that the tcount ≥ ttable. Thus, Ha is accepted, that is, there is a significant influence between basic literacy activities (X) and students' reading interest.

After the implementation of basic literacy activities, researchers found that one of the obstacles to literacy ability was low interest in reading reading, libraries that were not up to standard and lack of variety of reading books and the influence of cellphones / televisions. While the benefits of basic literacy activities are that they can enrich vocabulary, optimize brain performance because they are often used for reading / writing, broadening horizons and obtaining new information.

CONCLUSIONS AND RECOMMENDATION

Based on the discussion of this chapter, the researcher elaborates the conclusions and suggestions prepared based on all research activities regarding the influence of basic literacy activities on students' reading interest in grade V at UPT SD Negeri 068008 Medan Tuntungan Learning Year 2022/2023 as follows:

1. Based on the results of research conducted at UPT SD Negeri 068008 Medan Tuntungan, especially on 29 VA class students. The implementation of basic literacy activities in the school has carried out basic literacy activities every day with 15 minutes. This literacy activity is still at the Habituation stage where at this stage carry out reading activities for 15 meenit every day before learning. Read aloud and silently. Reading/writing activities for 15 minutes have been carried out for at least 1 semester. Students also have daily reading books/notes. And reading materials in this stage are non-academic books. I believe this basic application of literacy activities will greatly affect students' reading interest, so that with this literacy activity will make students have reading habits. The school also has a library, a reading corner in each classroom, and a comfortable reading area with a collection of non-academic books.

2. The influence contained in basic literacy activities on the reading interest of grade V students of UPT SD Negeri 068008 Medan Tuntungan Learning Year 2022/2023. The normality test is seen from the significant level (sig) of ≥ 0.05 where the Lcalculate ≥ Ltable is 0.936 ≥ 0.161. Then the data can be said to be normally distributed. Furthermore, the value of the correlation coefficient obtained by the researcher is 0.720 which is in Strong interspension. The results of the T-test calculation to determine whether the hypothesis is accepted or rejected then tcalculate 5,391 ≥ ttable of 1.703, which means that there is an influence of basic literacy activities on students' reading interest. Thus Ha was accepted and Ho was rejected.

This research was conducted at UPT SD Negeri 068008 Medan Tuntungan on 29 VA class students, so the researcher drew conclusions from this study, namely that basic literacy activities had a positive and significant effect on the reading interest of VA grade students at UPT SD Negeri 068008 Medan Tuntungan. Therefore, in increasing students' interest in reading, it is necessary to take advantage of approaches / activities that are an effort to attract the attention of students, especially in the interest in reading interest in students.

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