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The Influence of Reading Ability and Learning Activities on Indonesian Learning Outcomes

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Abstract: The aim of this research is to describe: (1) the extent of the contribution made by reading ability to the Indonesian language learning outcomes of Class II Students at SMA Negeri 1 Kudus; (2) To what extent is the contribution made by student learning activities at school to the Indonesian language learning outcomes of Class II Students at SMA Negeri 1 Kudus; (3) Do students' reading abilities and learning activities at school contribute simultaneously to the Indonesian language learning outcomes of Class II students at SMA Negeri 1 Kudus. From a simple correlation analysis it was found that the correlation between reading ability and learning outcomes was positive. The results of the regression calculation of the relationship between reading ability (x1) and learning outcomes (Y) can be expressed in the regression equation Y= 52.116+ o.338 x1. The results of the regression calculation of the relationship between learning activities (x2) and learning outcomes (Y) can be expressed in the regression equation Y=82.310-0.109 x2. The value of Fcount is smaller than Ftable (0.4523.44) with degrees of freedom v1=2 and v2=77 for a significance level of 0.05. Thus there is a significant relationship between reading ability and simultaneous learning activities and learning outcomes.

Keywords: Learning, Indonesian, Reading Ability, Learning Activities, Learning Outcomes.

1. Introduction

Education is the main foundation in developing quality human resources. In the context of education in Indonesia, mastery of Indonesian is very important because this language not only functions as a communication tool, but also as a medium for understanding and internalizing various knowledge. Reading ability, as one of the basic skills in language learning, plays a crucial role in the educational process, (Ahsin, et. al 2020; Angelia, et. al 2020; Arukah, et. al 2020; Fathurohman, et. al 2019; Kara, et. al 2020). This ability allows students to access information, understand learning material, and develop the analytical and critical skills needed in various disciplines, (Arukah, et. al 2020; Dewanti, et. al 2020; Endiawan, et. al 2020).

However, various studies and reports show that students' reading ability in Indonesia still requires serious attention. Based on data from the Program for International Student Assessment (PISA), Indonesian students' reading ability is ranked relatively low compared to other countries. This indicates an urgent need to improve students' reading skills so that they can achieve better learning outcomes.

Apart from reading ability, learning activities are also an important factor that influences student learning outcomes, (Fathurohman, et. al 2020; Kara, et. al 2020; Fathurohman, 2020; Mujiwanto, et. al 2019; Purnaningtyas, et. al 2020). Learning activities that actively involve students in the learning process can improve understanding and retention of material, (Fathurohman, et. al 2020; Satria, et. al 2020; Septaningsih, et. al 2020). Effective learning activities include various methods, such as group discussions, practice questions, the use of educational technology, and project-based approaches, (Setianti, et. al 2019; Sofia, et. al 2020; Purnaningtyas, et. al 2020). These activities can create a dynamic and engaging learning environment, which in turn can increase student motivation and engagement, (Tamarudin, et. al 2020; Widianto, et. al 2019).

The interaction between reading ability and learning activities in the context of Indonesian language learning is very significant. Good reading skills enable students to more easily understand the texts taught in Indonesian lessons. On the other hand, varied and interesting learning activities can enrich students' learning experiences, so that they are more

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motivated to improve their reading skills. The combination of high reading ability and effective learning activities is expected to produce optimal learning achievements.

However, challenges are still faced in efforts to improve these two aspects. Some inhibiting factors include lack of access to quality reading materials, ineffective teaching methods, and an unsupportive learning environment. Therefore, a holistic and integrated approach is needed to overcome these challenges and improve the quality of Indonesian language learning.

Research regarding the influence of reading ability and learning activities on Indonesian language learning outcomes is important to carry out. Through this research, it is hoped that effective strategies and methods can be found to improve these two aspects, so that they can contribute to improving the quality of education in Indonesia as a whole. In this way, better Indonesian language learning outcomes can be achieved, which will ultimately contribute to increasing the competence and competitiveness of Indonesia's young generation on the global stage.

The approach used in this research is quantitative and qualitative methods. Quantitative research will involve collecting data through reading ability tests, learning activity questionnaires, and Indonesian language learning outcomes from students in several schools. Qualitative research will involve in-depth interviews with teachers and students to understand more about the factors that influence reading abilities and learning activities.

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Previous research has shown that there is a positive relationship between reading ability and general learning outcomes. However, specific research examining the influence of reading ability and learning activities simultaneously on Indonesian language learning outcomes is still limited. The novelty of this research lies in the holistic approach that combines the analysis of these two factors and examines the interactions between them. In addition, this research will develop an intervention model that can be applied to improve these two factors in the context of Indonesian language learning.

1.2 Structure of References

According to Hodgson (Tarigan, 2018), reading is a process that is carried out and used by readers to obtain the message that the writer wants to convey through the medium of words/written language, a process that requires that groups of words that form a unity are visible in a at a glance and the meaning of individual words can be known. Reading is the main activity in all fields of study. Through reading, students can broaden their horizons. Reading can help students succeed in studying various fields of study starting from elementary school level. One type of reading skill that can help students learn is reading by reading comprehension. This was stated by (Somadyo, 2019) who stated that reading with understanding is a reading process that is carried out carefully and thoroughly to read the entire content of the reading and connect the content of the reading with previous knowledge. This was reinforced by Muslich who stated that what is emphasized in reading comprehension activities is capturing and understanding the content or ideas contained in the reading (Muslich, 2018). So the goal is to understand the content contained in the reading.

One form of reading text that requires reading skills is story questions. The story questions are presented in the form of short stories using meaningful and easy to understand sentences. Story questions contain problems in Indonesian that must be solved using standard sentences and correct answers. The Indonesian sentence in question is an Indonesian sentence that contains a problem (Case Study). This can be seen because the lack of library facilities used is inadequate, resulting in students' lack of interest in reading in the library (Teguh, 2017).

In the learning process, when students were asked to read books during Indonesian language learning, it was seen that several students complained because the text they read was too long, in the end the students just flipped through the pages of the book. Thus it was found that students preferred talking to their friends rather than reading. This is because students do not prioritize reading activities in their daily lives, when they have free time, it turns out students prefer to play with their friends (Firmansyah, 2018). Another thing that can be seen is that students also do not have the initiative to read books of their own accord. Usually, students only read when ordered by their teacher to read (Domain, 2019). This is the opinion of (Aprinawati, 2018) that most learning activities are reading. Whether you like it or not, this means that as a student you are required to read books.

Indonesian is one of the contents studied in elementary school. Therefore, one way to learn Indonesian can be done by reading. Furthermore, (Triatma, 2016) stated that interest is a factor that influences someone to read. Interest is important in reading because without interest, reading becomes heavy and boring. Results of research conducted by (Nurlaela, et al 2018) stated that the learning achievements obtained by students were equivalent to their reading abilities. The higher a person's interest in reading, the higher the learning outcomes they receive. However, in reality, there are still students who have difficulty when working on questions because they do not understand the text of the questions given. Based on this, researchers analyzed to find out the extent of the influence of reading skills on Indonesian language learning achievement.

2. Methodology

This research uses two groups of variables, first, independent variable 1 (X1), namely reading ability, second independent variable 2 (X2), namely student learning activities at school, and third, dependent variable (Y), namely the acquisition of Indonesian language learning outcomes. The analysis technique used in this research is intended to find out and prove the level of relationship or influence of variable X1 on Y; variable X2 to Y; and variables X1 and X2 simultaneously on Y. Measurement of the level of relationship or influence of X1 on Y (Reading ability on Learning Results) and Meanwhile, the relationship or influence of X1 and X2 simultaneously on Y (Reading Ability and Learning Activities on learning outcomes) was analyzed using multiple regression. All calculations in this analysis, both for testing analysis requirements and testing to prove hypotheses, were carried out with the help of the Statistical Package for Social Sciences (SPSS) for Windows Version 10.05 computer program. The first hypothesis states that there is a significant relationship between reading ability and the learning outcomes of class II students at SMA Negeri 1 Kudus (Ha). The null hypothesis (Ho) states that there is no significant relationship between reading ability and the learning outcomes of class II students at SMA Negeri 1 Kudus. As for regression or predictor analysis with the help of the SPSS for Windows v statistical program. 10.05 is presented in the following table.

Table 1: Regression Analysis of One Predictor (X_1)

Source	Sum of Squares	Db	Square Mean	F	P
Regis	736,520	1	736,520	14,212	0,000
Total	4042,230	78	51,823		
Residue	4778,750	79			

The calculation results obtained a simple regression coefficient (Ry. 1) = 0.393, with the value of the coefficient of determination (R^2y.1) = 0.154. This means that as much as 15.4% of the variance in learning outcomes can be explained by the predictor of reading ability (X_1).

The results of the simple regression analysis show that the value of Fcount = 14.212, while the value of F table with degrees of freedom v1 = 1 and v2 = 78 for a significance level = 0.05 is 3.98. The calculated F value is greater than the F table (14.212 > 3.98). Thus, it can be said that reading ability is related to student learning outcomes, has been tested and accepted at a significance level = 0.05. The second hypothesis states that there is a significant relationship between student learning activities at school and the learning outcomes of class II students at SMA Negeri 1 Kudus (Ha). The null hypothesis (Ho) states that there is no significant relationship between student learning activities at school and the learning outcomes of class II students at SMA Negeri 1 Kudus. As for the regression analysis of one predictor with the help of The calculation results obtained a simple regression coefficient (Ry. 1) = 0.077, with a coefficient of determination (R^2y.1) = 0.006. This means that as much as 0.6% of the variance in learning outcomes can be explained by predictors of student learning activities (X_2).

Source	Amount Square	Db	Rate-rate Square	F	P
Regis	28,127	1	28,127	0,462	0,499
Total	4750,623	78	60,905		
Residue	4778,750	79			

The results of the simple regression analysis show that the value of Fcount = 0.452, while the value of F table with degrees of freedom v1 = 1 and v2 = 78 for a significance level = 0.05 is 3.98. The calculated F value is greater than the F table (0.452 > 3.98). Thus, it can be said that there is no significant relationship between student learning activities at school and the learning outcomes of class II students at SMA Negeri 1 Kudus. The third hypothesis states that there is a significant relationship between reading ability and students' learning activities simultaneously with the learning outcomes of class II students at SMA Negeri 1 Kudus (Ha). The Null Hypothesis (Ho) states that there is no significant relationship between reading ability and students' learning activities simultaneously learning outcomes of class II SMA Negeri 1 Kudus. There is a regression analysis of two predictors with the help of a statistical program *SPSS for Windows v. 10.05* presented in the following table.

Table 3: Regression Analysis of Two Predictors

Source	Sum of Squares	Db	Square Mean	F	P
Regesi	752.978	2	376.489	7.201	0.001
Residu	4.025.772	77	52.283		
Total	4.778.750	79			

Regression line equation: Y = 57.018 + 0.336 X1 – 0.0835 X2

The calculation results obtained a multiple regression coefficient (Ry. 12) = 0.397, with a coefficient of determination (R2 y.12) = 0.158. This means that as much as 15.8% of the variance in student learning outcomes can be explained by the two predictors, reading ability (X1), and student learning activities (X2). The results of the multiple regression analysis show that the F value = 7.201, while the F table value with degrees of freedom vI = 2 and v2 = 77 for a significance level = 0.05 is 3.44. The calculated F value is greater than the F table (7.201 > 3.44). Thus, there is a significant relationship between reading ability and simultaneous learning activities with the learning outcomes of class II students at SMA Negeri 1 Kudus, its validity has been tested and accepted at the significance level = 0.05.

3. Results and Discussion

Based on the average score for each variable that has been described in the data description and using the ideal average score criteria (lowest score plus the highest possible score that the student can get divided by two), namely the ideal average score for learning outcomes is 66.5, reading ability is 63.00, and student learning activity is 57.50, so it can be concluded that in general SMA Negeri 1 Kudus students have a level of learning outcomes that tends to be high, a level of reading ability that tends to be high, and their level of learning activity can be said to be moderate. This can be seen because the average observation score is higher than the ideal average score (For X1 70.95 > 63.00 and Y 66.50). Meanwhile, X2 or learning activities are said to be moderate because the average observation score is almost the same as the ideal average score (56.49 to 57.50). If the criteria used are to divide the ideal score into three equal categories, namely low, medium and high, then it can be explained that in terms of learning outcomes there are 6.25% or five students are in the low category, 66.25% or 53 students are in the medium category, and 27.5% of the students or 22 students are in the low category 32.85% or 26 students, the medium category is 48.75% or 39 people, and the highest category is 18.75%. being in the high category is in the reading ability variable, namely 3.75% or only three students are in the low category, 57.5% or 46 students are in the medium category, and 38.78% or 31 students are in the tall. Therefore, it can be ranked that the highest category achieved by students is reading ability, followed by learning outcomes, then the lowest is student learning activities at school. The low level of student learning activities at school when compared with the Indonesian language learning outcomes for class II students at SMA Negeri 1 Kudus shows that student learning activities at school do not really contribute or have little influence on the Indonesian language learning outcomes. This is in accordance with the principle in learning that the important factor is direct involvement, not only physical but also mental, intellectual, emotional involvement. But the emotional intellectual mental involvement that is part of this learning activity is very difficult to observe and has not been revealed in this research. This is different from physical involvement which can be observed through visual, oral, listening and writing activities. So a student who is physically seen doing learning activities, for example reading, will not necessarily be involved mentally and emotionally. So what happens is that you just look at a series of letters or words without thinking about what they mean, or you just write and copy, and you hear without listening. From a simple correlation analysis, it was found that the correlation between reading ability and learning outcomes was positive. This supports the hypothesis which states that there is a positive relationship between reading ability and learning outcomes with a strength of relationship of 0.393. So it can be said that the higher the reading ability, the higher the results of learning Indonesian. Thus, to improve learning outcomes, apart from intensive learning, you can also improve your reading skills. Based on the results of regression calculations, the relationship between reading ability (X1) and Indonesian language learning outcomes (Y), can be expressed in the equation Y = 52.116 + 0.338 X1. This regression equation means that if reading ability is increased by one unit, the tendency to obtain learning outcomes will increase by 0.33 units at a constant of 52.116. Judging from the positive relationship between reading ability and learning outcomes, it can be concluded that the higher the reading ability, the higher the Indonesian language learning results. You must pay attention to and relate aspects of reading ability. With multiple linear regression analysis, it can be seen that the value of the multiple correlation index between the variables of reading ability and student learning activities at school and obtaining learning outcomes is positive. (RY.12 = 0.397) and R2 = 0.158. This means that simultaneously and together the variables of reading ability and learning activities can contribute to learning outcomes of 15.8%. Meanwhile, the remaining 84.2% were influenced by other factors that were not revealed in this research.

4. Conclusion

The conclusions of this research are 1) The ability to read contributes 15.4% to the Indonesian language learning outcomes of class II students at SMA Negeri 1 Kudus. This is proven based on data analyzed using simple regression showing that Fcount is greater than the Ftable value (14.212 > 3.98) at a significance level of 0.05. 2) Learning activities at school apparently do not contribute to the Indonesian language learning outcomes of class II students. Kudus 1st Public High School. Based on data analyzed using simple regression, it turns out that Fcount is smaller than the Ftable value (0.462 < 3.98) at a significance level of 0.05 and, 3) Reading ability and students' learning activities at school simultaneously contribute 15.8% to the results. learning Indonesian for class II students at SMA Negeri 1 Kudus. This is proven based on data analyzed using multiple regression showing that Fcount is greater than the Ftable value (7.201 > 3.44) at a significance level of 0.05.

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