**RELATIONSHIP BETWEEN EARLY READING OF ELEMENTARY SCHOOL STUDENTS AND LITERACY MASTERY**

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**Abstrak**

Literasi adalah kemampuan dasar yang harus dimiliki seseorang, untuk mempermudah proses belajar dalam hidupnya, karena berbekal dari kemampuan literasi yang baik maka siswa akan dapat mencapai tujuan dalam belajar yang diinginkan dengan baik. Namun sebelum seseorang menguasai kemampuan literasi dengan baik, terlebih dahulu seseorang harus menguasai membaca permulaan sebagai bekal bagi dirinya untuk menguasai kemampuan literasi lanjutan. Karena membaca permulaan merupakan dasar pembentukan kemampuan literasi bagi seseorang. Penelitian ini bertujuan untuk mengetahui apakah hubungan memmbaca permulaan memiliki pengaruh terhadap kemampuan literasi pada siswa kelas II SDN 01 Pungguk Lama kabupaten Lampung Utara Kotabumi. Pendekatan yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan desain quasi experimental. Sedangkan yang menjadi populasi dalam penelitian ini adalah merupakan seluruh siswa kelas II SDN 01 Pungguk Lama dengan jumlah 67 siswa yang terbagi dalam 3 kelas yaitu kelas IIa dengan 20 siswa, kelas IIb 27 siswa dan kelas IIIc sebanyak 20 siswa. Sampel dalam penilitian ini diambil dengan menggunakan Teknik random sampling. Teknik pengumpulan data dalam penelitian ini menggunakan Teknik pre test dan post test. Data yang telah didapatkan lalu dianalisis menggunakan uji normalitas, homogenitas dan uji T dengan tujuan untuk mendapatkan hasil pemgolahan data yang akurat mengenai hipotesa awal penelitian. Dari hasil pengujian yang telah dilakukan menunjukkan hasil bahwa terdapat pengaruh yang signifikan antara kemampuan membaca permulaan dengan kemampuan literasi siswa kelas II SDN 01 Pungguk Lama Kotabumi. Hal itu diperkuat dengan perolehan nilai t-hitung sebesar 13.220 dengan dk=n-2 (40-2=38) diperoleh t-tabel 2.024. Jika hasil perhitungan didapat hasil > t-tabel (13.220 > 2.024) maka itu berarti hipotesis diterima.

***Kata Kunci: Membaca Permulaan, Literasi, Pembelajaran Bahasa Indonesia*.**

***Abstract***

Literacy is a basic competence that a person must have, to facilitate the learning process in his life, for good literacy skills may enable learners to properly achieve the learning goals they desire. However, before someone can master literacy skills well, someone must first master early reading as a provision for himself to understand advanced literacy skills. This is because early reading is the basis for the formation of literacy skills for a person. This study aims to determine whether the early reading relationship has an influence on literacy skills in class II students at SDN 01 Pungguk Lama, Kotabumi North Lampung regency. The approach used in this study is descriptive quantitative with a quasi-experimental design. While the population in this study were all students of class II SDN 01 Pungguk Lama with a total of 67 students divided into 3 classes namely class IIa with 20 students, class IIb 27 students and class IIIc with 20 students. The sample in this research was taken using a random sampling technique. Data collection in this study employed a pre-test and post-test techniques. The obtained data was then analyzed using the normality test, homogeneity and T test with the aim of obtaining accurate data processing results regarding the initial research hypothesis. From the results of the tests that have been carried out, it shows that there is a significant influence between the ability of early reading with the literacy skills of class II students at SDN 01 Pungguk Lama Kotabumi. This was reinforced by the acquisition of a t-count value of 13,220 with dk = n-2 (40-2 = 38), being greater than the t-table, which is 2,024. If the calculation results > t-table (13,220 > 2,024), then the hypothesis is accepted.

***Keywords: Early Reading, Literacy, Indonesian Language, Learning.***

**INTRODUCTION**

Literacy is a basic ability in mastering aspects of language that must be owned by everyone, by mastering literacy, someone will easily be able to master the world, of course with good literacy skills. However, good literacy skills, of course, start from mastering basic literacy first, one of which is to master early reading at the elementary school level. Reading is an activity in which there is an understanding process with the aim that what is read can become a new source/reference for someone who does the reading activity as Cline (2006) states that reading is related to breaking down and understanding written materials. In similar vein, Day, et.al. (1998) postulates that reading means gaining meaning from a printed or written message. Whereas preliminary reading is the process of acquiring vocabulary at an early stage in the reading cycle whose focus is on introducing symbols, signs or symbols that connect with letter recognition so that they can be arranged into a word or sentence which can be continued at the advanced reading stage (Alberta, 2009).

Early reading can also be interpreted as a process of transferring initial information received through symbols, so that students can gain knowledge about new vocabulary in the reading process (Cunningham, 1997). Based on the previous explanation, it can be seen that early reading is very important to master in human life because early reading is the initial foundation for mastering literacy. Literacy is a very important need in the world of education, this is in accordance with what the government is currently echoing, namely to foster an interest in literacy which is considerably decreasing, especially at the elementary school level. Literacy itself is interpreted as a concept in which it has a very complex and very dynamic meaning depending on how one's point of view interprets literacy (Cupples, 2022).

The differences in this point of view in interpreting literacy is what makes literacy not only limited to reading activities but also interprets that literacy is also included in the writing process. Damayanti, V.S (2021) argues that literacy is an ability that exists within a person regarding reading and writing, in other words literacy is defined by a phrase that we are familiar with the term literacy. A person can be said to be literate if his literacy skills are qualified, this is indicated by the acquisition of one's understanding in digesting/understanding information from reading activities that are carried out properly and accurately. Later the information from the results of reading can be applied in his life both in the school environment and in the community environment (Dubeck, 2015) .

In the world of education the ability to master literacy skills in acquiring knowledge is very important, especially for students who in this case are still undergoing education. Literacy itself is interpreted as a process of activities carried out by students to interpret reading results which will later result in understanding in obtaining all knowledge which will produce human resources with broad views and knowledge (Dwinanda, 2017).

Early reading is an initial activity in compiling initial skills in the process of increasing the most basic literacy for elementary school students. Early reading is a basic skill that must be mastered by students, for this reason the teacher needs to master several techniques in teaching early reading, in addition to mastering techniques in teaching, the materials/tools used in teaching early reading are also very influential on students' acquisition of early reading results (Fauzia, A., & Kustiawan, 2017). The use of techniques and materials in early reading instruction will create an interesting and fun learning atmosphere for teachers and students in learning, so that the learning is carried out interactively and easy learning can be easily understood when carrying out preliminary reading activities. Based on the results of learning at Punnguk Lama 01 Public Elementary School, Kotabumi, North Lampung, the initial results of the literacy competence analysis (shortened as AKM) regarding reading did not meet the minimum completeness criteria (shortened as KKM) standard. Some students do not yet understand the importance of preliminary reading as a basis for mastering knowledge because from initial reading activities students will be able to master advanced reading learning to further master literacy as a whole.

Language skills in Indonesian subjects cover four aspects including reading, writing, listening and speaking skills, these four aspects must be mastered by students because they are interrelated and have a role in mastering knowledge in learning (García, J. R, Cain, K, 2014) . The movement to foster a culture of literacy in schools is one of the efforts to carry out a movement for change as a whole related to literacy activities aimed at schools as an organization that students use as a place to acquire knowledge in their lives. Schools have used various ways to foster a literacy culture, including building a reading corner in each class, cultivating a reading culture 15 minutes before learning begins. Providing learning materials which also include local and national wisdom as reading material for students based on their age and reading ability.

Mastery of early reading skills for elementary school students has a very important role even early reading is an important key in mastering literacy, which is very useful for students' lives both in the school environment and the community environment. From these literacy activities students gain new knowledge about the reading material they read, that information and knowledge is then used as a source of knowledge for their lives, but before students can master literacy properly, it is necessary to master the basic literacy, namely reading the beginning (Gee, J. P, 2019). Literacy is also a benchmark for the progress of a nation, if a country's literacy level is good then it is said to be a developed nation; if its literacy skills are low, then the country cannot be said to be a developed country (Ahmadi 2010).

Early reading also has its own role in one's life. Gove,Amber, et Al (2011) states that, “Early reading skill is more than a kinesthetic activity which is a more complex and higher level of cognitive activity that should be considered together with the reading skill.” From the statement above, it can be interpreted that early reading activities have the same level and function as writing activities, because if someone is able to master early reading skills well, it will indirectly affect their writing ability, for writing ability cannot be suddenly mastered, but through a process of training. That’s why early reading is also one way to develop early writing skills for elementary school students. Good initial reading skills can also help students to develop their writing potential. By mastering early reading and writing skills, students can master literacy considerably easily (Grabe & Stoller, 2013).

The promotion of literacy interest in schools has also been well pursued. Teachers and all school members participate in fostering students' literacy interest at SDN 01 Pungguk Lama, including holding 15-minute reading activities before learning begins, implementing strategies and teaching materials in schools, providing interesting reading materials for students, for example by providing reading materials/ books that have many colors, as well as interesting and imaginative pictures, so that students' interest in reading is increasingly greater.

Based on the results of research conducted at SDN 01 Pungguk Lama on students' literacy skills, the results of the AKM test showed low student literacy results. When interviews related to the students' low literacy skills were conducted, the teacher at SDN 01 Pungguk Lama explained that the weak mastery of basic literacy was a very influential obstacle for students' literacy skills. One of them is the low ability of students’ early reading so that to continue on to reading further students experience difficulties because advanced reading requires complex comprehension while students' early reading is low. The application of good teaching methods and materials will not affect students' literacy skills if students do not master early reading (Halimah, 2014).

Therefore, mastery of literacy is very dependent on the results of students' mastery of early reading. The teacher as a leader in learning must be able to maximize the acquisition of early reading skills if the learning process is to be maximized. Teachers can instill reading habits from an early age to students, teachers must also be able to convey the importance of mastering early reading to parents, so that students can be trained in early reading in the environment where they live (Grabe & Stoller,2019).

The results of the research that has been done shows that there is a very significant relationship between the ability of early reading with literacy mastery at SDN 01 Pungguk Lama, Kotabumi North Lampung. The research was conducted at SDN 01 Pungguk Lama on the grounds that the AKM test had been carried out related to literacy/reading ability and the test results obtained for students in reading were still low/not optimal. This is partly influenced by students' early reading/early literacy mastery, which is still low.

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**RESEARCH METHOD**

 This research is experimental research using a quantitative approach while in this study a quasi-experimental design was used, namely the experimental and control classes. In experimental research, researchers cannot fully control external variables that may influence the implementation of experimental research (Sugiyono, 2017).

The population in this study totaled 67 students from three classes at SDN 01 Pungguk Lama. The sample used in the study was 20 students. The sampling technique in this study was a random sampling technique. The data collection technique in this study was by means of observation and interviews, as well as documentation in the form of photographs and students' AKM test results in literacy skills.

After the research data was obtained, it was analyzed using inferential analysis techniques. However, before testing the hypothesis, it is necessary to carry out an initial test or commonly referred to as a classical test which consists of Data Normality Test, Homogeneity Test and hypotesis Test. The test was carried out to ensure that the data obtained in the research is valid and reliable.

**RESULT AND DISCUSSION**

The normality test used in this study is a prerequisite. Before the T test is carried out, the data used in this study must be normally distributed. This is because if the data being analyzed is not normally distributed then the data obtained is automatically inappropriate, if the data acquisition is not appropriate then the T test cannot be continued because the calculation will be in error. Data distribution can be categorized as normal if the significance level is >0.05, if the significance is <0.05 then the distribution is not normal. To test the normality of the data, the Tests of Normality test is used. In this study, the data collected was in the form of AKM test scores for students at SDN 01 Pungguk Lama. The test data were analyzed by researchers using a normality test.

The calculation of the normality test for the AKM of students' early reading ability for n = 20 in the experimental class and the control class resulted 68.15 for mean value of the experimental class and 47.00 for the control class. While the standard deviation was 6.09 in the experiment class and 3.74 in the control class.

While the positive difference was 0.131 in the experimental class and 0.105 in the control class. The number of negative differences was -0.155 in the experimental class and 0.111 in the control class.

The result of the Kolmogorof-Smirnov calculation was 0.695 for the experimental class and 0.498 for the control class. From the results of the calculation of the data described above, it is found that the average data obtained can be said to be normally distributed, based on the Asymp Sig value, which is > 0.05. While the student learning outcomes in the experimental class were significant, which was equal to 0.719. In the control class the results obtained were 0.965. So from the acquisition of these values ​​it can be concluded that the data obtained were all normally distributed. Calculation results are presented in the following table.

Table 1. Normality Test

|  |  |
| --- | --- |
|  | **One-Sample Kolmogrov-Smirnov Test** |
|  | Experiment Class | Control Class |
| N |  | 20 | 20 |
| Normal Prameters\* | Mean | 68.1500 | 47.0000 |
|  | Std. Deviation | 6.09810 | 3.74166 |
| Most Extreme | Absolute | .155 | .111 |
| Differences | Positive | .131 | .105 |
|  | Negative | -.155 | -.111 |
| Kolmogorov-Smirnov ZAsymp. Sig. (2-tailed) | .695 | .498 |
| a.Test Distribution Normal | .719 | .965 |

As previously described, the test of homogeneity of variances is carried out as a prerequisite for conducting an independent analysis of the sample t test, the results of the test will be used as data. Data can be classified as homogeneous if the calculation results have a significance level of > 0.05, if the significance level is <0.05 then the data is said to be non-homogeneous. In this study the data collected was in the form of AKM test results for early reading skills of class II students at SDN 01 Pungguk Lama which were then analyzed. From the results of data processing, the significance value was 0.080. Based on the results of the processed values, it showed that 0.080 > 0.05 so that the AKM test results for class II students at SDN 01 Pungguk Lama can be said to be homogeneous.. The results of the considerations are presented in the following table.

Table 2. Homogeneity Test

|  |
| --- |
| **Test of Homogenity of Variences** |
| Result of Early Reading |
|  |  |  |  |
| LeveneStatistic | df1 | df2 | Sig. |
| 3.240 | 1 | 38 | .080 |

The t-test was used in this study with the aim of finding out whether the effect of mastery of early reading skills on the literacy skills of second grade elementary school students at SDN 01 Pungguk Lama. The calculation results showed that the t-count value was 13.220. With the value of dk = n-2 (40-2 = 38) the t-table value is 2.024. From the results of the data analysis, it was obvious that the value of t-count > t-table (13,220 > 2,024) with significance value of 5%. It proved that the hypothesis in this research was accepted. Thus, it can be concluded that there is relationship between students’ early reading mastery at Elementary School and their literacy mastery.

Table 3. Independent sample t test

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| **Indipendent Sample Test** |
|  | Levene’sTest for Equalitiy of Variences | t-test for Equality of Means |
| AKM test result of reading ability |  | F | Sig. | t | df | Sig(2-tailed) | MeanDifference | StdErrorDiference | 95% Confidence Interval of the Difference |
| Lower | Upper |
| EqualVariencesAssumed | 3.240 | .080 | 13.220 | 38 | .000 | 21.150 | 1.600 | 17.911 | 24.389 |
| EqualVariencesNotassumed |  |  | 13.220 | 31.530 | .000 | 21.150 | 1.600 | 17.889 | 24.411 |

 *The paired samples* test in this study was used to determine whether there was a difference in the mean of the two samples having similarities/pairs. The two samples in question are samples that come from the same data but have two data results. Meanwhile, the paired sample t test is part of parametric statistics which requires data to be normally distributed. The results of the paired test show that the sig (2-tailed) value obtained is 0.000 <0.05. Thus it can be concluded that there is a relationship between elementary school students' early reading and literacy mastery.

Table 4. Result of *paired test*

|  |
| --- |
| **Paired Sample test** |
|  | Paired Differences |  |  |  |
| Mean | StdDeviation | Std. ErrorMean | 95% Confidence Interval ofThe difference | t | df | Sig. (2-tailed) |
|  |  |  | Lower | Upper |  |  |  |
| Pair 1 | PreTest- post Test | -1.188500E1 | 5.25432 | 1.17490 | -21.30910 | -16.39090 | -16.044 | 19 | .000 |

From the results of the analysis that has been carried out as previously described, it can be concluded that there is a relationship between elementary school students' early reading and literacy mastery by students II of SDN 01 Pungguk Lama. Based on the data processing that was carried out using SPSS for the experimental and control classes of 40 people, the average/mean result of the experimental class was 68.15 and that of the control class was 47.00. The standard deviation of the experimental class is 6.09 and the control class is 3.74.

**CONCLUSION**

 It can be concluded that there is a relationship between elementary school students' early reading and literacy mastery by students II at SDN 01 Pungguk Lama. This can be proven by the results of research that has been done. The data analysis carried out resulted a t-count value of 13,220, being greater than the t-table of 2,024. Thus, the hypothesis in this study is accepted.

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