

# THE INFLUENCE OF A REVIEW TASK-BASED LITERACY LEARNING APPROACH ON STUDENTS' READING COMPREHENSION INTEREST AND LEARNING OUTCOMES

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### Abstract.

The aim of the research is to determine the effect of implementing review assignment-based literacy learning on reading comprehension learning outcomes for class V students at UPT SDN 1 Enrekang. This type of research is an equation experiment with a one-group pretest-posttest design. The data collection methods used are learning outcomes tests to measure learning outcomes in reading comprehension, questionnaires to measure students' reading interest, and documentation. The data analysis techniques used are descriptive statistical approaches and inferential analysis. The results of the research on the application of review assignment-based literacy learning with a significance value of reading interest of 0.000 is smaller than 0.05 with the decision that there is an influence of the application of review assignment-based literacy learning to increase reading interest in class V students and the significance value of reading comprehension learning outcomes is 0.000 smaller than 0.05 with the decision that there is an influence of implementing review assignment-based literacy learning to improve reading comprehension learning outcomes in fifth grade students.



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## A. INTRODUCTION

Reading as a skill has a very important role in the development of a nation (Dalman, 2013). Therefore, it is something that must be developed from an early age, including in the form of teaching at school.

Of course reading skills require high competency. Receptive reading skills require certain skills to understand ideas or information in reading material well and quickly (Setyaningrum, 2018).

Students are said to have reading skills if they are able to find ideas or re-express these ideas in writing (Ariawan et al., 2018). Reading activities require efforts to capture ideas and interpret them as well as logically restate what is put forward by the author. A good reader finds the meaning of the idea of a piece of writing in its entirety.

To be a good reader, you must at least have a good sensitivity to writing (Tarigan, 2008). Thus, reading

competency in schools, including elementary schools, is important for students to achieve as a basis for reading skills.

The importance of reading is because reading activities encourage a person's intellectual development so that learning to read and write is identified with learning to think critically (Sumarno, 2009).

It is very clear how important reading is in life. However, unfortunately, the Indonesian people's interest in reading to date has not been encouraging. Indonesian people's interest in reading has been very low throughout the ages. In fact, many experts state that the interest in reading among Indonesian people is very worrying. It is natural that there is a saying that Indonesian people are shortsighted in reading and dull in writing (Rahim, 2018).

Since several years ago, the government, especially the minister of education and culture, has realized that the literacy phenomenon of Indonesian children is still worrying, including reading and writing literacy, so the literacy development program has been reactivated nationally. It cannot be denied that Indonesian people's interest in reading is considered very weak. Stated by a leading Indonesian writer, who reflects the lack of reading and writing culture in Indonesia, thus stating that our society in general is a society that is

nearsighted in reading and crippled in writing. (Domini F. X. B. B. Hera, 2011).

In general, the reading competency expected in learning Indonesian at school is a determinant of showing one's identity as a person who is able to capture the author's ideas, feelings and opinions in the writing he reads.

The rise of the electronic world which is equipped with various modern facilities, with a very wide reach, takes up a lot of time that people usually use for reading (Donal et al., 2019; Primasari & Supena, 2021). The importance of reading is because reading activities encourage a person's intellectual development so that learning to read and write is identified with learning to think critically (Sumarno, 2009).

Reading is meant on a larger scale or broad dimension, namely reading social conditions and the surrounding environment, including reading what is written (Kamidjan, 2010). This was stated by a leading Indonesian writer, who reflected the lack of reading and writing culture in Indonesia, thus stating that our society in general is a society that is shortsighted in reading and crippled in writing.

Based on the description above, the author is interested in conducting research by testing a form of operational literacy activity related to increasing students' interest in reading by utilizing structured assignments outside of face-to-face lesson hours in elementary schools.

This literacy program requires students to carry out reading activities continuously while carrying out co-curricular writing activities in the form of reviews so as to improve reading habits and reading learning outcomes (Hidayat et al., 2018). This research is believed to be strategic because in efforts to develop students' reading interest and learning outcomes, it is not enough just to train them in class for a very short time, but they must be conditioned to be familiar with reading material to create a habit, love and learning outcomes for reading.

All of this will lead to demand for reading and the results of learning to read, especially reading comprehension, which will continue to be a culture that will grow even in a short period of time.

## **B. RESEARCH METHOD**

This experimental research is a Quasi Experimental with a nonequivalent Control Group Design (two pretest-posttest groups) which is carried out only on groups (Sukmawati, Salmia, 2023). Before being given the review assignment, the learning outcomes of reading comprehension and reading interest for the sample students were first tested. After that, the experimental class was given review assignment activities for several months. After being given the review activity assignment, the sample students were tested again regarding the learning

outcomes of reading comprehension and reading interest which were equivalent.

Data collection techniques in this research used test and on test techniques (Sukmawati, Sudarmin, 2023). This technique is in the form of a reading comprehension test for reading learning outcomes and a reading interest non-test (questionnaire) to determine the effect of review assignment activities on improving reading comprehension and reading learning outcomes, of course it must be tried out in classroom application. The trial carried out on this strategy was to compare students' reading interest abilities before and after the review task was carried out. The results obtained before and after the activity were compared using inferential statistical calculations with the difference between two averages using 't' test analysis with the help of the SPSS version 25 application.

Fcount aims to determine the magnitude of the influence of each independent variable individually on the dependent. If the null hypothesis is true, then the statistics will follow the normal distribution F with n- 2 degrees of freedom.

### **Normality test**

Data normality was tested using the One-Sample Kolmogorov-Smirnov Test. If the Sig value. (2-tailed) > 0.05 then the data is not normal, conversely if the Sig. (2-tailed) < 0.05 then the data distribution is normal (Arikunto, 2002). The results of the data distribution normality test will be used

as a basis for further data analysis. If the data distribution is normal, then data analysis uses parametric static, whereas if the data distribution is not normal, then data analysis uses non-parametric static (Sugiyono, 2015).

### **Homogeneity Test**

The homogeneity test is used to determine the similarity of variations in the groups that form the sample taken from the same population (Lexi J Moleong, 2013). The homogeneity test used the Levene test technique assisted by the SPSS 20.0 for Windows program with a significance level greater than (0.05).

### **Research Hypothesis Testing**

Hypothesis testing uses the Manova test to measure the influence of independent variables on a categorical scale on several dependent variables as well as those on a quantitative data scale (Ghozali, 2011). This statistical analysis, assisted by the SPSS 20.0 for Windows program, was carried out at a significance level smaller than (0.05).

Basic requirements for carrying out the Manova Test (Gempur Santoso, 2005), that is:

- Dependent variables must be associated with each other or considered to be combined in the same construct.
- Assume that each cell has the same variance or covariance.
- The dependent variable is normally distributed.

- Independence of observations.
- Can specify partial models and complete models.

## **C. RESULTS AND DISCUSSION**

Data obtained from the field is presented in the form of data descriptions. This research was carried out over 4 meetings, in each class. At the first meeting, a pretest was given to determine the students' initial abilities, and then a review task-based literacy learning approach was given in the experimental class, while the control class was given conventional learning for two meetings. At the last meeting, a posttest was given to the control class and experimental class to determine students' interest abilities and reading comprehension learning outcomes. Reading interest questionnaire data and reading comprehension learning outcomes data from pretest and posttest results were analyzed using the SPSS 15 test.

The experimental class and the control class and the experimental class were given a questionnaire to measure reading interest in class V students, and an assessment test to measure learning outcomes in reading comprehension in class V students, by giving the same questionnaire and test to the experimental class and control class, as well as giving the posttest have the same questionnaire sheet and test sheet.

**Normality test**

The normality test is used to determine whether the data is normally distributed or not. Data normality was tested using the One-Sample Kolmogorov-Smirnov Test. If the Sig value. (2-tailed) > 0.05 then the data is not normal, conversely if the Sig. (2-tailed) < 0.05 then the data distribution is normal. The following are the results of normality data analysis in the groups used as samples

Table 1. Data normality test

		Unstandardized Residual
N		56
Normal Parameters(a,b)	Mean	,0000000
	Std. Deviation	,30746208
Most Extreme Differences	Absolute	,069
	Positive	,058
	Negative	-,069
Kolmogorov-Smirnov Z		,516
Asymp. Sig. (2-tailed)		,953

Based on the SPSS output of the One-Sample Kolmogorov-Smirnov Test, it is known that the Asiemp.Sig (2-tailed) significance value of 0.953 is greater than 0.05, so, in accordance with the basis for decision making in the normality test of the Sample Kolmogorov-Smirnov Test above, it can be concluded that the data is normally distributed. Thus, the assumption or requirement is that the data is normally distributed.

**Homogeneity Test**

The homogeneity test is used to determine the similarity of variations in the groups that form the sample taken from the same population. The homogeneity test used

the Levene test technique assisted by the SPSS 15.0 for Windows program with a significance level greater than (0.05). The results of homogeneity in increasing interest and ability to read and understand are as follows:

Table 2. Data homogeneity test

	Levene Statistic	df1	df2	Sig.
learning outcomes read	,450	1	54	,505
interest in reading	,056	1	54	,814

Based on the results of the homogeneity of variances test above, for the two groups in the reading learning outcome variable, 0.505 is greater than 0.05, which indicates that the two groups in the reading comprehension learning outcome variable are homogeneous with a statistical levance of 0.450. Meanwhile, in both groups the reading interest variable has a significance value of 0.814 which is greater than 0.05, which indicates that the two groups in the reading interest variable are homogeneous with a statistical levance value of 0.814. So the two variables in the experimental class and control class are homogeneous.

**Hypothesis testing**

Comparison of the application of review assignment-based literacy learning on reading interest and reading comprehension learning outcomes for class V UPT SDN 1 Enrekang students

Table 3 MANOVA hypothesis test

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	reading learning outcomes	4554,018(a)	1	4554,018	83,589	,000
	interest in reading learning outcomes	2346,540(b)	1	2346,540	73,315	,000
Intercept	reading learning outcomes	292179,018	1	292179,018	5362,970	,000
	interest in reading learning outcomes	325968,862	1	325968,862	10184,475	,000
Kelas	reading learning outcomes	4554,018	1	4554,018	83,589	,000
	interest in reading learning outcomes	2346,540	1	2346,540	73,315	,000
Error	reading learning outcomes	2941,964	54	54,481		
	interest in reading learning outcomes	1728,348	54	32,006		
Total	reading learning outcomes	299675,000	56			
	interest in reading learning outcomes	330043,750	56			
Corrected Total	reading learning outcomes	7495,982	55			
	interest in reading learning outcomes	4074,888	55			

The Test of Between-Subjects Effects test above was carried out with the help of SPSS 15 to test the second hypothesis. The significance value of reading interest is 0.000, which is less than 0.05, with the decision being made that there is an influence of implementing review assignment-based literacy learning to increase reading interest in class students. V UPT SDN 1 Enrekang.

The third hypothesis test is that the significance value of reading comprehension learning outcomes is 0.000, which is smaller than 0.05, with the decision that there is an influence of implementing review assignment-based literacy learning to improve reading comprehension learning outcomes in class V students at UPT SDN 1 Enrekang.

The research was conducted over four meetings in the control class and four meetings in the experimental class to determine the effect of the review task-based literacy learning approach on students' interest and learning outcomes in reading comprehension.

After the descriptive test, a normality test was then carried out to find out whether this research had a normal distribution or not. Data normality was tested using the One-Sample Kolmogorov-Smirnov Test. With a significance value of Asymp.Sig (2-tailed) of 0.953 which is greater than 0.05, then, in accordance with the basis for decision making in the Kolmogorov-Smirnov Sample normality test above, it can be concluded that the data is normally distributed. Thus, the assumption or requirement is that the data is normally distributed.

Next, the homogeneity test used the Levene test technique assisted by the SPSS 15 program, with a significant value of 0.505, greater than 0.05, which shows that the two groups in the reading comprehension learning outcome variable

were homogeneous with a leverage statistic of 0.450. Meanwhile, in both groups the reading interest variable has a significance value of 0.814 which is greater than 0.05, which indicates that the two groups in the reading interest variable are homogeneous with a statistical leverage value of 0.814. So the two variables in the experimental class and control class are homogeneous.

Hypothesis testing was carried out using the Manova test with the reading learning outcome score in the control class being 63.21 and in the experimental class increasing to 81.25, so it can be concluded that the application of review assignment-based literacy learning can improve reading comprehension learning outcomes in class V students. Likewise, with students' interest in reading, the score obtained in the control class was 69.82 and in the experimental class it increased to 82.77, so it can be concluded that the application of review assignment-based literacy learning can increase reading interest in class V students at UPT SDN 1 Enrekang..

This research is in line with research conducted by (Hermawan et al., 2020) with the title the influence of literacy on reading skills in fourth grade students at SD Inpres 12, Sorong Regency, with research results. The data collection techniques used were pre-test and post-test. The data analysis techniques used are normality test, homogeneity test and t test. The results of this research show that there

is an influence of literacy on reading skills in class IV students at SD Inpres 12, Sorong Regency. This is shown by the t-count value of 13,220 with  $dk=n-2$  ( $40-2=38$ ) resulting in a t-table of 2,024. Based on the results of the value data analysis, namely  $t_{count} > t_{table}$  ( $13,220 > 2,024$ ), the hypothesis is accepted.

#### **D. CONCLUSION**

The effect of implementing review assignment-based literacy learning on reading comprehension learning outcomes for class V students at UPT SDN 1 Enrekang. The significance value of reading comprehension learning outcomes is 0.000, smaller than 0.05, with the decision that there is an influence of implementing review assignment-based literacy learning to improve reading comprehension learning outcomes in class V students at UPT SDN 1 Enrekang.

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