(RESEARCH ARTICLE)

Correlation between reading interest and news text learning outcome of eighth graders SMP Negeri 4 Satu Atap Mananggu, Indonesia

Jimny Jein Y. Kontu * Muslimin and Salam

Department of Indonesian Education, Postgraduate, Universitas Negeri Gorontalo, Indonesia.

Abstract

What is the relationship between reading interest and learning outcomes of news texts in Class VIII students at SMP Negeri 4 Satu Atap Mananggu? is the issue with this study. In this study, eighth-grade students at SMP Negeri 4 Satu Atasp Mananggu were asked to describe the relationship between reading interest and news text learning outcomes. This study employed a descriptive methodology. This kind of study uses 133 student samples to determine a correlation. Random sampling is the method used for sampling. Techniques for gathering data include surveys, interviews, and documentation. Data normality checks, construct validity checks from a group of subject matter experts serving as question validators, content validity checks using the product moment correlation method, and reliability checks utilizing the alpha formula were all prerequisite tests in this study. The findings indicated a connection between class VIII students at SMP Negeri 4 Satu Atas Mananggu's reading interest and learning outcomes for news texts. Accordingly, the effective contribution of reading interest, which is very minor at 13.20%, has a positive correlation with learning outcomes for news texts in Class VIII students at SMP Negeri 4 Satu Atap Mananggu.

Keywords: Correlation; News text; Reading interest; Learning results; Gorontalo

1. Introduction

High reading interest and awareness of searching for the latest information is the keys to broadened knowledge. Interest results in a response to a certain situation or object, that is fun and satisfying.

Skinner (2004:337) defines interest as a special attention or consideration bringing on a significance from the mass of meeting someone. Interest refers to an attention or consideration that gives many meanings from individual experiences. The experiences are obtained through a correct movement because the object is indeed interesting.

Reading is all individuals, especially students' basic needs. And yet, several variables can be potential challenges leading to low reading interest in most students. The variables are disproportionality the number of students, books, and papers; unstable house, school and gathering climates, limited educational offices, and unavailable school and private libraries.

Reading, by its very nature, is complex. It encompasses many aspects, discusses constructed words, and covers visual training, thinking, psycholinguistics, and metacognition. Reading carefully as a visual cycle means interpreting a picture (letter) arranged into words to be expressed. Reading as an interpretation cycle includes introduction to word exercises, strict searching, translation, basic reading, and imaginative understanding (Rahim, 2007).

---

* Corresponding author: Jimny Jein

Nuriadi (2008) conveys many different implications for reading. From reader standpoints, reading is looking for important information in a reading. Meanwhile, from a broader perspective, reading is readers' basic, imaginative handling to gain understanding of reading and evaluating the condition, value, work, and impact of the activity.

Reading interest of students at SMP Negeri 4 Satu Atap Mananggu was identified low. The cause was inadequate access to information. To enhance reading interest, students should be customized to reading activities since childhood. This effort is impossible without assistance of all parties concerned. Sufficient, satisfying learning facilities and infrastructures are indispensable to quality and satisfying learning leading to development. Suryosubroto (2009:28) posits that teachers use learning activities to achieve instructive objectives set. Abilities to read and write materials accepted, sort and choose messages or meanings of the information received, and determining the value and information received were referred to as information literacy.

According to Ahmadi (2004:138), learning outcomes are the consequence of the entanglement of various variables affecting the individuals, either interior or exterior. The interior variables encompass physical and mental elements, e.g., learning interest.

Education focuses on learning outcomes. Students do their best to achieve excellent learning outcomes. However, only some of them understand how learning outcomes are important. As proposed by Sudjana (2013:22), learning outcomes refer to student competencies after receiving a learning experience. Learning outcomes are obtained after learning is complete. Rifa'i (2009:85) remarks changes in student behaviors after participating in learning activities. The changes depend on what is learned.

Thobroni (2015:22) defined learning outcomes as a total change in behaviors, including cognitive, emotional, and psychomotor components. It is in correspondence with Sudjana (2013:3) that learning outcomes indicate changes in behaviors involving cognitive, emotional, and psychomotor aspects.

Referring to the experts' statements, learning outcomes are changes in students' cognitive, emotional, psychomotor abilities. Learning outcomes are the breaking point of learning processes. If learning is a process of changing, learning consequences will change as well. Learning outcomes refer to students' behavioral changes of information, abilities, and attitudes as a result of their participation in a learning process.

Indicators of the competencies that students must achieve related to learning outcomes of news texts are effective to identify whether students experience changes. Students needs to demonstrate the following indicators: (1) competency of explaining news text meanings, (2) competency of identifying new text characteristics, (3) competency of identifying news text structures, (4) competency of stating the main issues of the news in sentences, and (5) competency of making sentences containing the main issues and building them into brief, compact, and clear news.

News texts are report-type and contain information of the latest event or incidents, that are factual, worth to pay attention, and human interest-containing. Kusumaningrat (2012:40) defines news as authentic information about an interesting fact and vantage point. In this new, evolving civilization, individuals require new information as social knowledge. Materials are typically presented as news. And yet, writing specification-based news is not a task everyone is good at. Sumadiria (2005:65) states news as the fastest report of the most updated thinking or fact, that is correct, attractive, and important for the majority of people and broadcasted through periodical media, such as newspaper, radios, televisions, or the internet.

Syahraini E., et al. (2014:89) suggest that news writing demands a mental process as the 5W+1H element is built on many paragraphs to become a narration of news. The element inquiries what (what happens/happened), who (who is involved), why (why the event happens/happened), where (where the event happens/happened), when (when the event happens/happened), and how (how the event happens/happened). In educational fields, students have no understanding of how write a news text complying with 5W+1H. Eriyanto (2002:102) argues that news constitutes the final deliverable of the complex processes of sorting and identifying a certain phenomenon or topic within a given category. Some phenomenon cannot be news. It leads to news being derived from an actual event or fact and, accordingly, able to be categorized by a particular topic.

In short, accordingly, news contains a message delivered to society. It tells the latest event with facts that have occurred once. Meanwhile, predate events can act as either examples or news. Besides, news can also affect how readers view the issue reported.

2. Material and methods

A descriptive method was used. According to Sukmadinata (2009:72), descriptive research highlighted the characterization of the most updated phenomena, either natural-based or human-made. Characteristics, changes, relationship, parallelism, and contrast between a phenomenon and another were phenomena. This research was also an ex-post facto one, using a descriptive analysis and a correlational model. The correlational model aimed to ensure whether there were relationships between two or more variables and between reading interest, information literacy, and text learning outcomes. And yet, ex-post facto research only used data provided. In other words, it did not require field actions regarding news on eighth graders SMP Negeri 4 Satu Atap Mananggu Boalemo.

This research employed two variables, namely an independent variable and a dependent one. The first variable impacted another variable, while the latter was the impacted. The independent variable was reading interest (X1), and the dependent was news text learning outcomes (Y). This research was carried out at SMP Negeri 4 Satu Atap Mananggu Boalemo for four months (August-December 2022).

Data collection techniques were observation, interview, and test. To gather information as regards the research variables, that were reading interest, information literacy, and news text learning outcomes, we prepared observation sheets, close interview instruments in the form of structured questions, and a learning outcome test.

Data analyzed were collected from respondents. Statistics leveraged in data analyses were descriptive statistics and inferential statistics. Descriptive statistics aimed to figure out the degree of the relationship between variables trough a correlation analysis, wheras inferential statistics was employed to analyze sample data, whose results were applied on the population (Sugiyono, 2008:209). We also conducted a quantitative analysis. We used a correlational research method to find the relationship between variables X and Y using SPSS 22 in data processing.

3. Results

3.1. Research Results

#### 3.1.1. Data on Reading Interest Variable (X1)

Data on the reading interest if eighth graders SMP Negeri 4 SATAP Mananggu were collected from respondent responses to the instrument using close questionnaires containing 36 items responded by 36 students. There were four options scored 4 and 1 in a Likert scale.

The data processing results demonstrated a mean of 76.74, modus of 76, median of 76.00, variance of 12.46, standard deviation of 3.53, maximum score of 88, and minimum score of 69. The SPSS calculation results are exhibited in Appendix 2. Table 1 indicates the frequency distribution explaining the data distribution.

Table 1 Frequency Distribution of Data on Reading Interest Variable

Interval Class	Frequency	Percentage (%)
85-88	8	6.02%
81-84	6	4.51%
77-80	49	36.34%
73-76	59	44.36%
69-72	11	8.27%
Total	133	100.00%

Figure 1 Points out the reading interest variable presented in a histogram chart
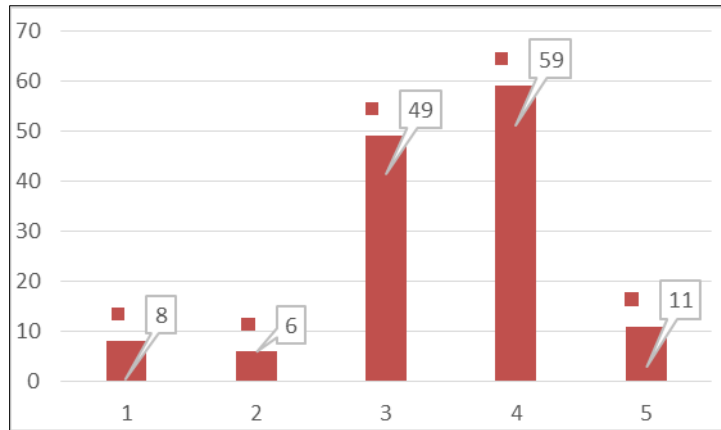
Figure 1 Interest Reading Variable in a Histogram Chart

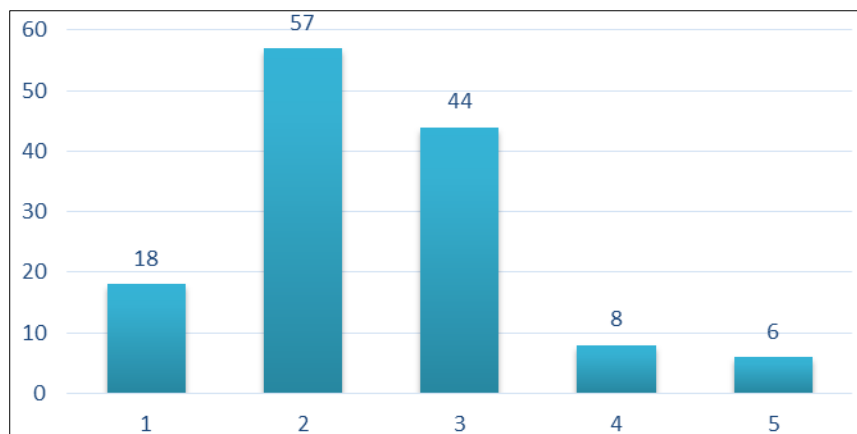*3.1.2. Data on News Text Learning Outcome Variable (Y)*

The news text learning outcomes indicated a mean of 94.17, modus of 95, median of 95.00, variance of 30.75, standard deviation of 5.55, maximum score of 103, and minimum score of 76. The results of the test using SPSS 22 are pointed out in Appendix 5.

Table 2 presents a detail explanation of data distribution.

Table 2 Frequency Distribution of Data on News Text Learning Outcomes

Interval Class	Frequency	Percentage (%)
100-103	18	13.53%
95-99	57	42.86%
88-94	44	33.08%
82-87	8	6.02%
76-81	6	4.51%
Total	133	100.00%

Figure 2 presents the news text learning outcome variable shown in a histogram chart.

Figure 2 News Text Learning Outcome Variable in a Histogram Chart

3.1.3. Test for Research Variable Tendency

The test for research variable tendency used the mean score and standard deviation of each variable and classified them into three categories, i.e., high, medium, and low. According to Hadi (1993:135), scores could be classified into: (1) High: from M (the mean) + 1 SD (standard deviation) or higher, (2) Medium: from M – 1 SD to M + 1 SD, and (3) Low: from M – 1 SD or lower.

Test for Interest Reading Variable Tendency

Table 3 presented the test results for interest reading variable (X1) tendency.

Table 3 Reading Interest Variable (X1) Tendency Level

Score Interval	Frequency	$F_{relative}$ (%)	Category
≥ 81	14	10.53%	High
73-80	108	81.20%	Medium
≤ 72	11	8.27%	Low
Total	133	100.00%	

From Table 3, the reading interest variable had a high category of 10.53%, medium of 81.2%, and low of 8.27%. Reading interest suggested by respondents of this research was medium at 81.20%.

Test for News Text Learning Outcome Variable Tendency

Table 4 demonstrates the test results for news text learning outcome (Y) tendency.

Table 4 News Text Learning Variable (Y) Tendency Level

Score Interval	Frequency	$F_{relative}$ (%)	Category
≥ 100	18	13.53%	High
88-99	101	75.94%	Medium
≤ 87	14	10.53%	Low
Total	133	100.00%	

From Table 4, the percentages for the categories "high", "medium", and "low" were 13.53%, 75.94%, and10.53%, respectively. The percentages exhibited that writing skills of eighth graders SMP Negeri 4 SATAP Mananggu were considered good. 75.94% of respondents were categorized as medium.

3.1.4. Analysis Requirement Test

Normality Test

A normality test was conducted to examine if data were normally distributed. The Kolmogorov-Smirnov statistics was used. The normality test for reading interest and text learning outcome is indicated in Table 5.

Table 5 Normality Test for Data on Reading Interest, Information Literacy, and News Text Learning Outcome Variables

No.	Variable	Factor	Score
1	Reading interest	Kolmogorov-Smirnov Z score	1.996
		Probability	0.06
2	News text learning outcome	Kolmogorov-Smirnov Z score	1.628
		Probability	0.10

In Table 5, the Kolmogorov-Smirnov score = 1.996 at 0.06 probability (Asymp. Sig. (2-tailed). Data were normal with probability p > 0.05 at the Kolmogorov-Smirnov test. In Table 5, p-value > 0.05 showed that data on the reading interest variable were normally distributed or fulfilled normality test requirements.

Associated with data on the news text learning outcome variable, the Kolmogorov-Smirnov score = 1.628 at 0.10 probability (Asymp. Sig. (2-tailed)). As data were normal if probability p > 0.05, data on the news text learning outcome variable were normally distributed or met normality test requirements. The reading interest and news text learning outcomes were normalized.

3.1.5. Variance Homogeneity Test

A homogeneity test was performed to identify whether data were collected from a population with the same variance homogeneity (whether or not the standard value error estimates were homogeneous). The normalized gain variance homogeneity test resulted sig. 0.98 > α 0.05. As such, H0 was accepted, suggesting that data on news text learning outcome and reading interest variables had homogeneous variance, or data were collected from populations with the same variance. For the data on variance homogeneity statistical description, the gain was normalized.

Hypothesis Test

The statistical hypotheses tested were:

- Ho: $\rho y1 \leq 0$
- H1: $\rho y1 > 0$

The relationship between reading interest (X1) and news text learning outcomes (Y) of eighth graders SMP Negeri 4 Satu Atap Mananggu was tested using a simple correlation analysis. A t-test was used to investigate the significance. The tests are demonstrated in Table 6.

Table 6 Results of Correlation Analysis between X1 and Y and Significance Test

Correlation	Coefficient of Correlation (r)	Coefficient of Determination (r^2)	t-count	t-table (a = 0.05)
rX1Y	0.363	0.132	4.457	1.645

According to Table 6, the coefficient of correlation between reading interest (X1) and news text learning outcome (Y) of eighth graders SMP Negeri 4 SATAP Mananggu was 0.363 with the coefficient of determination (r^2) was 0.132. The t-count = 4.457, and the t-table = 1.645. The t-count (4.457) > the t-table (1.645). It exhibited a positive and significance correlation between reading interest and news text learning outcome of eighth graders SMP Negeri 4 SATAP Mananggu. The correlation was linear and predictive through the regression line Y = 50.431 + 0.570 X1.

The results of the double regression analysis of the simultaneous effect of reading interest and information literacy on news text learning outcomes of eighth graders SMP Negeri 4 SATAP Mananggu are indicated in Table 7.

Table 7 Double Regression Analysis

Variance Source	JK	DK	RJK	F-count	F-table (a = 0,05)
Regression	0.413	2	346.161	13.369	3.84
Residue	3366.040	130	25.893		
Total sum	4058.361	132			

As shown in Table 7, the results of the double regression analysis were significant at an F-count = 13.369 > F-table = 3.84 to be used as a predictor of news text learning outcomes of eighth graders SMP Negeri 4 SATAP Mananggu.

In so doing, reading interest was significantly correlated with news text learning outcomes of eighth graders SMP Negeri 4 SATAP Mananggu at a regression line equation of Ŷ = 38.320 + 0.438X1 + 0.243X2. That being so, the research hypotheses were empirically tested.

We also observed the relative and effective contributions of predictor variables. The results are suggested below.

4. Discussion

Data on the reading interest variable had a mean of 76.74, modus (the frequently appearing) of 76, median (the middle value) of 76.00; variance of 12.46, standard deviation of 3.53, maximum score of 88, and minimum score of 69. The variable was tested using 24 questionnaire items responded by 133 respondents. If the total score (10207) was divided by the number of respondents (133) and the number of questionnaire items (24), the result was 3.197. The score range of 1-4 demonstrated that the variable was scored between 3-4, i.e., 3.2. Therefore, reading interest in this research was considered medium, as exhibited by the modus and median of 76.00 close to the mean of 76.74. And yet, the score excessiveness of 0.2 was considered statistically significant indicating the tendency to the medium category. It was in accordance with the tendency test that 81.20% was categorized as medium.

News text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu could be considered high at 13.53%, medium at 75.94%, and low at 10.53%. thus, the learning outcomes tended to be medium. 75.95% of respondents were considered belonging to a medium category.

Building on data collected and statistical analysis results, the two research hypotheses were accepted partially or simultaneously.

- There was a positive and significant correlation between reading interest and news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu at a coefficient of correlation of 0.363.
- There was a positive and significant correlation between reading interest and news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu at a coefficient of correlation of 0.413.

The results showed a positive and significant relationship between reading interest and news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu at a coefficient of correlation of 0.363. The coefficient suggested that the relationship was categorized as medium.

5. Conclusion

Grounded on data description, hypothesis analysis, and discussion attributed to the simultaneous impact of reading interest and information literacy on news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu, we could draw the following conclusions.

- Reading interest of eighth graders SMP Negeri 4 Satu Atap Mananggu was related to their news text learning outcomes. Accordingly, the higher and the more positive the reading interest, the higher and the more positive the news text learning outcomes at an effective contribution of 13.20, that was categorized as small. It demonstrated that variation of 13.20% in the reading interest variable could be predicted to augment news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu. We also found linearity and regression significance of the impact of reading interest on news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu, attested to by the significant regression line equation $\hat{Y} = 50.431 + 0.570X_1$, exhibiting that 1-score increase in reading interest would increase news text learning outcomes of eighth graders SMP Negeri 4 Satu Atap Mananggu by 0.57 scores.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

[1]   Ahmadi, A. (2004). Learning Psychology. Jakarta: Rineka Cipta

[2]   Nuriadi. (2008). The Right Technique to Become a Skilled Reader. Yogyakarta: Student Libraries

[3]   Rahim, F. (2007). Teaching Reading in Elementary Schools. Jakarta: Earth Script

[4]   Rifa'i, A. & Arini, C. T. (2012). Educational Psychology. Semarang: UPT MKU Semarang State University

[5]   Sanjaya, W. (2010). Educational Process Standards Oriented Learning Strategies. Jakarta: Kencana Prenada Media Group

[6]   Sardiman, A.M. (2011). Teaching and Learning Interaction and Motivation. Jakarta: PT Rajagrafindo

[7]   Skinner, C. E. (2004). Educational psychology. New Delhi: Prentice-Hall of India Private Limited

[8]   Sudjana, N. (2013). Assessment of Teaching and Learning Process Results. Bandung: PT Juvenile Rosdakarya

[9]   Sukmadinata, N. S. (2009). Educational Research Methods. Bandung: Rosdakarya Youth

[10]   Suryosubroto. (2009). Teaching and Learning Process in Schools. Jakarta: Rhineka Cipta

[11]   Thobroni, M. (2015). Learning and Learning Theory and Practice. Yogyakarta: ArRuzz Media