



## THE RELATIONSHIP OF READING INTEREST AND CONFIDENCE IN ELEMENTARY SCHOOL STUDENTS' ENGLISH LITERACY ABILITIES

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Accepted :

10 December 2023

Published :

10 January 2024

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### ABSTRACT

This thesis discusses the relationship between interest in reading and self-confidence towards the literacy abilities of elementary school students. This research aims to determine the relationship between interest in reading and self-confidence on the English literacy skills of elementary school students. This type of research is correlational research using quantitative methodology, the subjects of this research are class IV students at SD Negeri 231 Palembang, the sample is class IV.C. The results of the research were multiple correlation regression tests to obtain how big the relationship between independence (interest reading and self-confidence) on the dependent variable (English literacy ability) elementary school students who are at a very strong level because they obtained a score of 0.882. Then the F test of the hypothesis shows that  $H_0$  is rejected and  $H_a$  is accepted because the calculated F hypothesis = 25.975 > F table = 3.385 and the significant value is  $0.000 < 0.05$ . The magnitude of the contribution between interest in reading and self-confidence on the English literacy skills of elementary school students using the determinant coefficient test obtained a result of 67.5%, while the rest was influenced by other factors.

**Keywords:** *Reading Interest, Confidence, English Literacy*

### 1. INTRODUCTION

So that students can develop potential religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society, education is a conscious and planned effort to create a learning environment and learning process (Rahman, et al, 2022, pp. 2-3). According to (Marleni, Jaya & Ferri 2022, p.304) education is an organized and developmental pattern completeness of all

human potential, moral, intellectual, physical (panca senses), and for his individual personality and the usefulness of his community, which is directed to collect all these activities for the purpose his life (final destination). Education is a tool or bridge that allows humans to achieve their maximum potential through the learning they receive. As is known, the first sentence of Article 31 of the 1945 Constitution reads, "Every citizen has the right to education." So it is clear that education is expected to give birth to the

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nation's next generation who are intelligent and qualified, so that generations can benefit from it progress as best as possible. And also created a generation that has a high level of nationalism. Without education, there is no such thing as progress (Fitri, 2021, p. 1617). When students are equipped with the abilities they have, namely literacy, students will be ready to overcome various problems in the world of education.

One of the six fundamental literacy skills is English literacy that children must have. The development of English literacy is adjusted to the child's developmental stage. Each stage of a child's development has unique characteristics that require different stimuli. Different stages of development in ultimately requires a different way of developing children's abilities. Good literacy development will have a good impact on children's social emotional and cognitive development, children whose literacy skills are well developed will be able to socialize well so that they can be accepted by their environment.

A person can learn information and use it to further their education through literacy skills, as well as as a reference in the future. This is in line with an article in the Kompas Daily dated 1 June 2016 which mentioned the literacy and strategic skills needed to become a developed country. In this case, literacy is one of the qualities that a trustworthy person must have. In other words, literacy skills—reading and writing—must take priority over oration skills—listening and speaking.

The desire to read and a person's sense of self-worth are two elements that can support literacy abilities. Students must have basic knowledge or insight into the problems they face in order to support literacy skills. Students who read a lot in elementary school can develop an interest in reading because they will learn new information and have the ability to read according to their train of thought. This can help students' reading habits to increase their knowledge, so that interest in reading can grow and develop (Elendiana, 2020, p. 2). To determine students' literacy abilities, it is not only seen from their interest in reading but also students' self-confidence to improve their skills.

The basic resource that a student needs to meet his various needs is self-confidence. Self-esteem building activities help students gain experiences and skills that ultimately help them develop into healthy, independent people. When students lack self-confidence, they have difficulty overcoming their weaknesses and are hesitant to show their skills to others. Students who lack trust may also experience difficulties in your academic endeavors. When there are still students who imitate and collaborate with their friends during the exam process, this is one of the problems that arises (Novita, 2021, pp. 92-93).

The importance of having self-confidence is to foster a positive attitude in children. To help children develop a positive

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sense of self-confidence, teachers are expected to be able to do this so that the child's personality and development goes well. The relevant studies that support the above problems are the results of research by (Lestari, Ibrahim, Ghufron, & Mariati, 2021). The science learning outcomes of class IV students are influenced by the implementation of literacy culture, and this is responded well by teachers. According to other findings, literacy can encourage active learning by utilizing interesting strategies that encourage children to learn new things and give them the opportunity to interact with other people their age (Nahdi & Yunitasari, 2020). This is reinforced by research results (Zulfahita, Husna, & Mulyani, 2020). Based on this research, it is proven that literacy can provide positive results on learning processes and outcomes, as well as increase children's self-confidence (Mutahidah & Nurhayati, 2021, p. 92).

Judging from the background above, it can be concluded that there is a relationship between interest in reading and self-confidence in English literacy skills; The greater the student's interest in reading, the more visible their literacy skills. To improve the literacy skills of students, they can carry out a reading skills test in front of the class. By carrying out a skills test, the teacher can see the student's self-confident attitude. Therefore, the aim of this research is to find out how students' English literacy skills relate to their reading interest and self-confidence.

Based on information that researchers got from the homeroom teacher. The problem at SD Negeri 231 Palembang, Palembang city, is that the importance of developing the concept of self-confidence is not understood by students who lack positive self-confidence. Some students describe themselves as different from their friends, they feel embarrassed and afraid of making mistakes, and they lack self-confidence when they are around their friends. The actions of students laughing at the theme and the large number of students cheering can also be interpreted as a sign of self-confidence. Feelings of uncertainty may be triggered by these negative things.

On the basis of the explanation above, researchers are interested in studying further about "The Relationship between Reading Interest and Self-Confidence on Elementary School Students' English Literacy Abilities".

## **2. LITERATURE REVIEW**

### **Understanding Interest**

The effort and ability to study (study) and search for something is described linguistically (etymologically) as interest. Interest is defined as a person's desire, liking and willingness for something. According to Higlar, "Interest is a process of continuing to pay attention and focusing on something that interests one with feelings of satisfaction and pleasure. (Matondang, 2018, p. 25). Interest is essentially an acceptance of a relationship between oneself and something outside oneself.

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This attraction increases with the strength or closeness of the relationship. Interest show a strong inclination towards something or a strong desire for that something. Interest is essentially an acceptance of a relationship between oneself and something outside oneself. This attraction increases with the strength or closeness of the relationship. Interest refers to strong tendencies and behavior or a strong desire for something (Maesaroh, 2013, p. 158). A unique concern is interest. Students who are interested in a subject will pay good attention, and their enthusiasm will be a strong motivator to actively participate in teaching and learning activities (Simbolon, 2013, p. 15)

Based on the description above, the researcher believes that this will encourage interest in that person. Self-desire is liking or being interested in something without it existing who orders; the stronger the impulse of interest in oneself, the greater the interest; the process of noticing and focusing on something of interest while experiencing feelings of satisfaction and pleasure. The process of paying attention and focusing on something of interest while feeling feelings of satisfaction and pleasure is thought to foster interest within the individual, according to researchers. Self-desire is defined as a feeling of liking or attraction without anyone telling you to; the stronger the urge to be interested in oneself, the greater the interest.

**Understanding Reading**

Reading involves the use of vision, eye movements, inner speech, memory, and other cognitive processes to understand, convey, and

interpret the meaning contained in written symbols. Understanding, retelling, and interpreting the meaning of written symbols using sight is part of the cognitive process of reading. eye movements, internal speech, and memory (Harianto, 2020, p. 2). Increasing knowledge and knowledge requires a lot of reading. In this day and age it can be said that humans cannot survive without the ability to read because their ability to live is very dependent on the knowledge they have, and reading is one way to gain knowledge (Sudarsana, 2014, p. 9). According to (Jaya, Fadilah, Uzer, 2023, p.125) reading is critical English ability for students to attain mastering to examine English, it is crucial to the destiny of students who want to development to be better degrees of studying.

Reading is a process used by readers to understand the meaning contained in written material or to capture the message the author wants to convey through words or written material (Harianto, 2020, p. 2). Reading is a process of understanding text, not just looking at the contents of the text in a book, but also understanding and interpreting meaningful symbols/signs/marks to obtain information, in accordance with the expert explanations given above.

**Understanding Reading Interest**

The combination of desire, will and motivation forms an interest in reading. As stated by Sudarsana (2014), "reading motivation" refers to internal forces that can attract a person's focus in order to carry out tasks and understand information and

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meaning in written language. A strong desire is accompanied by an active reading effort is called reading interest. Because individuals who have a strong desire to read will show this desire by wanting to get books and read them themselves (Mirnawati, 2020, p.101).

A person's ability to communicate with themselves in order to understand the meaning contained in writing so as to produce emotional experiences due to deep concern for the meaning of reading is called reading interest (Elendiana, 2020, p.3 - 4). According to experts' assessment, a person's interest in reading is a desire for a desired activity, thus leading to independent reading activities.

**Factors that Influence Reading Interest**

According to (Hapsari, et al, 2019, p. 375) The following are several things that influence interest in reading: 1. Intelligence, interest and attention span, perseverance, attitude, reading habits, as well as physical and spiritual health are examples of internal factors that are generated from within oneself. the student himself. (2). External factors are factors that influence students from outside themselves. Quiet libraries, outdated books—some of them unfit for use—lack of encouragement from parents and teachers—are all these factors.

Family environmental factors can have an impact on interest in reading. The family environment has a significant influence on students' interest in reading. The second factor is also the poor curriculum and education at school. Infrastructure and facilities are the

third factor (Gea et al, 2023, p. 1138). According to (Sari, 2018, p. 130) the low interest in reading among students is caused by several factors such as both internal and external factors for students. Meanwhile, external factors come from sources outside the student, such as the family environment and school environment, while internal factors are factors that can be controlled by the student. Examples of external factors include peer pressure and academic pressure.

In the opinion of the experts above, factors within the students themselves and external environmental factors are the causes low interest in reading among students.

**Reading Interest Indicator**

The following indicators can be used as parameters to determine students' reading interest.

**Table 1.**Reading Interest Indicator

No	Source	Indicator
1	(Suniasih,2019, p.735)	1. Feelings of pleasure from reading books 2. of the benefits of reading 3. Frequency of reading 4. Quantity of reading sources.

Based on the indicators above, the researcher used indicators according to (Suniasih, 2019, p. 735), namely (1) Feelings of pleasure from reading books (2) Awareness of the benefits of reading (3) Frequency of reading (4) Quantity of reading sources.

**How to Grow Interest in Reading**

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The development of students' interest in reading is of course positively influenced by the role of the library as a learning resource center and information source. Actions that libraries can take to increase the interest of young readers are providing various reading materials that are really needed by students, providing various types of services that can access students' needs in finding the information they need, providing services that satisfy students' hearts, and providing adequate and enjoyable facilities and infrastructure (Artana, 2016, pp. 11-12).

By allowing students to visit the library and use various existing reading sources as primary and secondary sources, patterns in cultivating interest in reading can be put into practice. Apart from that, teachers can try to be creative by making their own series of picture books or can even collaborate with students to make books. series of pictures according to the theme to be studied (Sumaryanti, 2020, pp. 177-178). According to (Mantu, 2021, p. 877) to encourage students' interest in reading, in particular, (1). Encourage children to share what they have read, (2). With friends exchanging books, (3). Books that make students interested in reading must be provided. allocate time for reading and (5). Give gifts.

Based on the information presented in above, a child's interest in reading depends on the creativity of the parents in encouraging their child's interest in reading. Of course, there are various steps that must be taken to make this happen.

**Understanding Self-Confidence**

Without self-confidence, many problems will arise in human behavior. Self-confidence is a human personality characteristic that plays an important role in realizing his potential. Someone who has self-confidence will be easy to get along with, able to interact with people who are older, smarter, or richer, and will not be shy or awkward (Fahmi and Slamet, 2016, p. 76). According to Kumalasari (2017, p. 20) self-confidence is a state of competence in a number of areas of one's life. This includes feelings of capability and belief that one can complete developmental tasks and has a reasonable life expectancy. Feelings of self-confidence are feelings based on the belief that someone will succeed and consist of the strength, ability and skills to do or produce something (Mirhan & Jeane, 2016, p. 87).

Based on the knowledge above, it can be said that self-confidence is a very important personality characteristic, helps a person's development in learning to live in a social environment, and is also a person's main capital in achieving success.

**Factors that Influence Self-Confidence**

According to (Wardani, et al, 2021, p. 228) Self-confidence is influenced by the following factors: (1). Self-concept, self-esteem, life experiences, and physical composition are examples of internal factors, or factors that originate from within the self. (2). Education, work and the environment are examples of external factors that originate

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from sources other than the individual. A child's level of self-confidence can be influenced by several variables, including: (1). The family environment and parents' appreciation of children's talents will increase children's self-confidence, while parents' distrust will increase on the child's abilities will have a negative effect on the child's self-confidence (2). The school environment, the school program that has been created and used for learning is a program that can motivate children to like learning and feel interested in carrying out school assignments (Khoerunnisa, 2015, pp. 80-81). According to (Nasution, 2015, p. 195) Self-confidence is influenced by five factors: 1) Determination, 2) Belief, 3) Experience, 4) Awareness, and 5) Mental.

Based on the views of the experts above, it can be concluded that internal and external factors, including family and school environmental factors, have an influence on self-confidence.

**Confidence Indicator**

The following indicators can be used as parameters to determine students' self-confidence.

**Table 2.** Indicators of self-confidence

No	Source	Indicator
1	(Budianti & Permata 2017, p.45)	1. Believe in one's own abilities 2. Take independent action 3. Believe in your abilities

		4. Dare to speak
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Researchers use indicators in accordance with (Budianti and Permata, 2017, p. 45), namely: (1) Believe in one's own abilities; (2) Make your own decisions; (3) Have a positive self-concept; and (4) Dare to voice your opinion.

**How to Increase Self Confidence**

According to (Huda, 2016, pp. 71-72) There are various ways that can be done to increase self-confidence, namely: (1). Evaluating parenting patterns, (2). Appropriate praise, 3). Socialization agenda, (4). Introduce children to various characters through stories, (5). Role Playing, (6). Allow mistakes to occur and provide the lightest risks, (7). Understand Their Personality.

One way for teachers to increase students' self-confident character is by approaching students first. Teachers must know the character of each student in class, of course the character of students in class varies, such as there are students who are active or passive, confident, shy, responsible, brave, disciplined (putri et al, 2020, p. 164). Factors that make children confident are making the learning process fun and comfortable. One way is by involving learning media to attract students to be more enthusiastic about learning (Siti Khoirunnisa et al, 2021, p. 458).

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Based on the expert opinion above, it can be concluded that the way to increase self-confidence is to approach students, know the students' character, make the learning process enjoyable and not push students into a corner.

**Understanding Language Literacy**

On at first literacy intended for educated people and writers. The ability to read and write was once considered a requirement for literacy in the late 19th century. The term literacy is rarely used as a term in schools, even though it actually has something to do with literacy. Over time, the definition of literacy has evolved to include more than just reading and writing. Literacy in general is a social interaction practice that involves knowledge, language and culture, including the way a person communicates in society (Barus et al, 2023, p. 272). Language literacy is one of the six basic literacies that children must have. The development of language literacy is adjusted to the child's developmental stage. Each stage of a child's development has unique characteristics that require different stimuli.

Development ultimately requires a different way of developing children's abilities. Good literacy development will have a good impact on children's social emotional and cognitive development, children whose literacy skills are well developed will be able to socialize well so that they can be accepted by their environment (Restia Yulia & Delfi Eliza, 2021, p. 56-57) . English literacy does not just mean being able to read and write letters or words or the like, but especially

being able to connect text and context and being able to critically reflect on that relationship both in listening, speaking, reading and writing activities (Arifian, 2018, p. 30).

Based on the opinions of the experts above, it can be concluded that language literacy is the basic literacy that children must have. Language literacy is not just reading and writing words or letters but connecting text and context.

**Principles of Language Literacy**

According to Arifian (2021, pp. 30-31), the principles of language literacy are as follows: First, language literacy is related to interpretative activities. Second, literacy means collaboration, and collaboration is a crucial stage in language learning. Third, literacy means using conventions. Fourth, literacy involves cultural knowledge. Fifth, literacy is the ability to solve problems. Sixth, literacy is a reflective activity. Seventh, literacy refers to the ability to generate discourse through oral and written language.

Some guidelines for improving school literacy are as follows: 1. Adopt a reasonable attitude. 2. Verbal communication is crucial. 3. Occur during the curriculum period. 4. Value diversity (Rivai et al., 2023, p. 396). There are five fundamental principles governing literacy: (1) Content that is current and relevant to local wisdom and the times; (2) Meeting social, cultural, and national needs; and (3) Consistent quality standards of 21st-century learning. (4) Comprehensive integration with



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other forms of literacy. (5) Collaboration and engagement (Simatupang et al., 2023, p. 1132).

The principles of language literacy encompass learning activities and problem-solving abilities in the classroom, according to the opinions of the experts mentioned above.

**Literacy Ability Indicators**

The following indicators can be used as parameters to determine students' literacy abilities.

**Table 3.** Literacy Indicator

No	Source	Indicator
1	(Anggraini, 2019, p.11-12)	1. Fluency in reading text 2. Accuracy in pronouncing words in the text 3. Pronunciation in pronouncing words in the text 4. Intonation in reading text

Based on the indicators above, the researcher used indicators according to (Source: Anggraini, 2019, pp. 11-12) as follows: (1). Fluency in reading text, (2). Accuracy in pronouncing words in the text, (3). Pronunciation in pronouncing words in the text, (4). Intonation in reading text.

**The relationship between reading interest and self-confidence on English literacy skills**

The desire, commitment, and motivation of students are the driving forces behind their interest in reading. Another benefit of interest in reading is that it motivates us to engage in reading activities, whether it's reading books to understand written language (Elendiana, 2020, p. 3). To act without excessive anxiety, behave politely and interact with others, have achievement motivation, and be able to recognize one's strengths and weaknesses, a person must have confidence in their abilities (Amri, 2018, p. 159).

One of the six fundamental forms of literacy that children need is language literacy. The development of language literacy is tailored to the child's developmental stage. Each stage of a child's development has characteristics that require different stimuli. The differences in developmental stages ultimately require different ways of developing a child's abilities. Good literacy development will have a positive impact on the social-emotional and cognitive development of a child. A child with well-developed literacy skills will be able to socialize effectively and be accepted by their environment (Restia Yulia & Delfi Eliza, 2021, pp. 56-57).

Based on the opinions of the experts mentioned above, it is known that reading interest and self-confidence are related to students' language literacy skills. High reading interest will affect reading activities, and more frequent reading will broaden one's insights and serve as an asset to increase students' self-confidence. Students' literacy skills can be an

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effort to enhance both their reading interest and self-confidence.

According to further research findings, literacy can promote interactive learning processes using intelligent techniques that encourage children to discover new things and opportunities for interaction (Nahdi & Yunitasari, 2020). This is supported by the results of the research by Zulfahita, Husna, and Mulyani (2020).

Based on this research, it is evident that literacy can yield positive results in the interactive learning process and outcomes, as well as boost children's self-confidence (Mutahidah & Nurhayati, 2021, p. 92).

**3. METHODS**

A research method is a procedure that involves collecting, analyzing, and providing interpretation of data in relation to research objectives. In this case, the author argues that research methods are generally understood as a scientific approach to collecting data for certain purposes and applications. Scientific methods, data, objectives and specific uses are four keywords that require focus (Sugiyono, 2019, p. 2). Correlational research using quantitative methodology is this type of research. Based on the justification above, it can be concluded that the correlation research method is used to find out whether the theories and hypotheses put forward by experts regarding reading interest and students' self-confidence in their language literacy abilities are true or not.

This research will be conducted at SD Negeri 231 Palembang on Jl. D. I Panjaitan Rt. 17 Rw. 05 Ex. Good Yellow District. Plaju 30266 South Sumatra Province. And the research will be carried out in the even semester of the 2022/2023 academic year in June. All components that will be used to draw conclusions or make generalizations are populations. The entire subject to be measured, or the unit of study, is called the population element.

In this case, population is a broad category consisting of things or subjects that meet the criteria set by the researcher for the purpose research (Sugiyono, 2019, p. 145). According to this theory, the population of this study was all students in class IV C of SD Negeri 231 Palembang, totaling 28 people. A sample is part of the number and characteristics of a population. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limited funds, energy and time, then researchers can use samples taken from the population. this population (Sugiyono, 2019, p. 62). Total sampling is the methodology applied in this research. 28 class IV C students were selected as samples by the researchers. Because data acquisition is the main goal of research, data collection techniques are the most crucial stage of the process (Sugiyono, 2019, p. 228). In this research, the technique used is a technique consisting of questionnaires, tests and documentation.

The data analysis technique used is:

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- (1) Normality Test, Normality test is carried out to find out whether the research data is normally distributed or not. If data is normally distributed in curve form, it will produce a normal curve. Testing the normality of research data using the Shapiro-Wilk test (W test) with the help of SPSS software. The significant value of interest in reading was obtained, namely 0.104, the significant value of self-confidence was 0.078, and the significant value of literacy ability was 0.178, where this value exceeded the value of  $\alpha = 0.05$ . Thus the significant value of reading interest =  $0.104 > 0.05$ , the significant value of self-confidence =  $0.078 > 0.05$ , and the significant value is  $0.178 > 0.05$ . In accordance with the normality test requirements, it can be concluded that the data is normally distributed.
- (2) Multiple Linear Regression Correlation Test. Before carrying out the multiple linear regression correlation test, a simple linear regression correlation test was carried out to determine the relationship between each variable. sig value. The F change is 0.000 and the R value is 0.882 with  $\alpha = 0.05$ . Thus the sig value. F change =  $0.000 < 0.05$ , which means a simultaneous correlation between the variables of reading interest and taste self-confidence in the English literacy abilities of elementary school students and there is a simultaneous positive relationship between interest in reading and self-confidence in the English literacy abilities of elementary school students, namely  $R = 0.882$  which is in the very strong category.
- (3) F test, Hypothesis f test is used to determine the relationship between reading interest and self-confidence on elementary school students' literacy abilities. Based on the results of the F test calculations, the calculated F value is 25.975 and the F table value is 3.385 with df being 25 and a significant value of 0.000 with  $\alpha = 0.05$ . Thus, F count =  $25.975 > F \text{ table} = 3.385$  and the significant value is  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted or there is a significant relationship between interest in reading and self-confidence in the English literacy abilities of elementary school students.
- (4) Determinant Coefficient Test. After calculating the normality test, multiple linear correlation test, F test, and determinant coefficient test, to determine the size of the contribution between variables X1 and X2 and variable Y, a determinant test can be carried out. Based on the results of the determinant coefficient test calculation, the R Square value is 0.675 or it can be concluded that the contribution of the relationship between reading interest and self-confidence to the English literacy skills of elementary school students simultaneously is 67.5%.

**4. RESULTS AND DISCUSSION**

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Based on the results of research conducted by researchers by providing questionnaires and tests at the end of the meeting. The data obtained were obtained from primary data in the form of questionnaires, tests and documentation. In a study of 28 students as a research sample, the calculation results showed that interest in reading and self-confidence in the English literacy skills of elementary school students had good results. From the results of the normality test analysis using shapiro-wilk, the significant value of the reading interest questionnaire was obtained, namely 0.104, the significant value of self-confidence was 0.078, and the significant value of literacy ability was 0.178 with  $\alpha = 0.05$ , so the value was  $> 0.05$  or could be It was concluded that the data was normally distributed. After knowing that all the data is normally distributed, then the multiple correlation regression test, F test, and determinant coefficient test are carried out.

The results of the research are multiple correlation regression tests to obtain how big the relationship between the independent (interest in reading and self-confidence) and the dependent variable (English literacy ability) of elementary school students is at a very strong level because they obtained a score of 0.882. Then the F test of the hypothesis shows that  $H_0$  is rejected and  $H_a$  is accepted because the calculated F hypothesis = 25.975  $>$  F table = 3.385 and the significant value is 0.000  $<$  0.05. The magnitude of the contribution between interest in reading and self-confidence on the English literacy skills

of elementary school students using the determinant coefficient test obtained a result of 67.5%, while the rest was influenced by other factors.

**Instrument Validity Data**

To provide a set of questions or written statements to students, the validity of the questionnaire was tested with 20 reading interest questionnaires and 20 self-confidence questionnaires with experts.

**Table 4.** Validity Test of Reading Interest

Question Number	r count	r table	Category
1	0.5741	0.5140	Valid
2	0.5327	0.5140	Valid
3	0.5638	0.5140	Valid
4	0.5583	0.5140	Valid
5	0.5286	0.5140	Valid
6	0.5669	0.5140	Valid
7	0.5567	0.5140	Valid
8	0.5210	0.5140	Valid
9	0.5925	0.5140	Valid
10	0.6264	0.5140	Valid
11	0.5669	0.5140	Valid
12	0.5633	0.5140	Valid
13	0.5453	0.5140	Valid
14	0.5998	0.5140	Valid
15	0.5626	0.5140	Valid
16	0.5341	0.5140	Valid
17	0.5746	0.5140	Valid
18	0.6034	0.5140	Valid
19	0.5235	0.5140	Valid
20	0.5396	0.5140	Valid

Based on the results of the reading interest validity test calculations presented in the table above, the 20 statements are declared valid because the calculated r value  $>$  r table means the statements are suitable for use in research.

**Table 5.** Validity Tests of Self-Confidence

Question Number	r count	r table	Category
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1	0.5691	0.5140	Valid
2	0.5614	0.5140	Valid
3	0.5756	0.5140	Valid
4	0.5623	0.5140	Valid
5	0.5735	0.5140	Valid
6	0.6000	0.5140	Valid
7	0.5996	0.5140	Valid
8	0.5785	0.5140	Valid
9	0.5173	0.5140	Valid
10	0.5723	0.5140	Valid
11	0.5495	0.5140	Valid
12	0.5149	0.5140	Valid
13	0.5405	0.5140	Valid
14	0.5528	0.5140	Valid
15	0.5585	0.5140	Valid
16	0.5686	0.5140	Valid
17	0.5420	0.5140	Valid
18	0.5567	0.5140	Valid
19	0.5237	0.5140	Valid
20	0.5375	0.5140	Valid

Based on the results of the self-confidence validity test calculations presented in the table above, the 20 statements are declared valid because the calculated  $r$  value  $>$   $r$  table means the statements are suitable for use in research.

**Table 6.** Reading Interest Reliability Test.

Amount Statement	ri	r table	Category
20	0.8836	0.5140	Reariable

Based on the results of the reading interest reliability test calculations presented in the table above, the 20 statements obtained an  $r_i$  value of 0.8836 and an  $r$  table of 0.5149, thus  $r_i = 0.8836 > r$  table = 0.5140, so the statement is declared reliable

**Table 7.** Confidence Reliability Test.

Amount Statement	ri	r table	Category
20	0.8823	0.5140	Reable

Based on the results of the self-confidence reliability test calculations presented in the table above. These 20 statements obtained an  $r_i$  value of 0.8823 and an  $r$  table of 0.5149, thus  $r_i = 0.8823 > r$  table

= 0.5140, so the statement was declared reliable. Questionnaire statement consisting of 20 statements. The scoring for answering questionnaire statements is based on a Likert scale consisting of strongly agree with a score of 4, agree with a score of 3, disagree with a score of 2, and strongly disagree with a score of 1. Next, the data on the results of the literacy skills of class IV C students is seen from the results obtained. Student scores in reading texts consist of four indicators with each indicator worth 1 – 4.

**Table 8.** Categories of Student Answer Results

N o	Score	Freque ncy (F)	Percent age (%)	Categ ory
1	85-100	7	25	Very good
2	70-84	15	53.57	Good
3	51-69	5	17.86	Mediu m
4	30-50	1	3.57	Low
Total		28	100	

Based on the table above, of the 28 students there are 7 students in the very good category with a percentage of 25%, 15 students in the good category with a percentage of 53.57%, 5 students in the medium with a percentage of 17.86%, and 1 students in the low category with percentage 3.57%.

Based on the explanation above, it can be concluded that there are 15 students in the high reading interest category with a total percentage of 53.57%, while there are 7 students in the very high reading interest category with a percentage of 25%.

**Vol 7, No 1 (2024): ESTEEM****Table 9.** Categories of Student Answer Results

N o	Score	Freque ncy (F)	Percent age (%)	Categ ory
1	85-100	6	21.43	Very High
2	70-84	14	50	High
3	51-69	6	21.43	Mediu m
4	30-50	2	7.14	Low
Total		28	100	

Based on the table above, of the 28 students there are 6 students in the very good category with a percentage of 21.43%, 14 students in the good category with a percentage of 50%, 6 students in the medium category with a percentage of 21.43%, and 2 students in the low category with percentage 7.14%.

Based on the explanation above, it can be concluded that there are 14 students in the high self-confidence category with a total percentage of 50%, while there are 6 students in the very high self-confidence category with a percentage of 21,43%.

**Table 10.** Categories of Student Answer Results

N o	Score	Freque ncy (F)	Percent age (%)	Categ ory
1	85-100	7	25	Very High
2	70-84	13	46.43	High
3	51-69	8	28.57	Mediu m
4	30-50	0	0	Low
Total		28	100	

Based on the table above, of the 28 students there are 7 students in the very good category with a percentage of 25%, 13

students in the good category with a percentage of 46.43%, and 8 students in the medium category with a percentage of 28.57%.

Based on the explanation above, it can be concluded that there are 13 students in the good literacy ability category with a total percentage of 46.43%, while there are 7 students in the very good literacy ability category with a percentage of 25%.

Based on the results of research conducted by researchers by providing questionnaires and tests at the end of the meeting. The data obtained were obtained from primary data in the form of questionnaires, tests and documentation. In research from 28 students as a research sample showed that the results of reading interest and self-confidence in the English literacy skills of elementary school students were good. From the results of the normality test analysis using Shapiro-Wilk, the significant value of the reading interest questionnaire was obtained, namely 0.104, the significant value of self-confidence was 0.078, and the significant value of literacy ability was 0.178 with  $\alpha = 0.05$ , thus the value was  $> 0.05$  or could be It was concluded that the data was normally distributed. After knowing that all the data is normally distributed, then the multiple correlation regression test, F test, and determinant coefficient test are carried out.

The results of the research were multiple correlation regression tests to obtain how big the relationship was between the independent (reading interest and self-confidence) and the dependent variable (English literacy ability) for

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elementary school students who were at a very strong level because they obtained a score of 0.882. Then the F test of the hypothesis shows that  $H_0$  is rejected and  $H_a$  is accepted because the hypothesis results are  $F_{\text{calculated}} = 25.975 > F_{\text{table}} = 3.385$  and the significant value is  $0.000 < 0.05$ . The contribution of the relationship between reading interest and self-confidence to English language literacy skills in elementary school students, as determined by the coefficient of determination, is 67.5%. This means that 67.5% of the variability in English language literacy skills can be explained by the combined influence of reading interest and self-confidence, while the remaining percentage is influenced by other factors not included in the study.

These research findings align with a study conducted by Amri and Rochmah in 2021, titled "The Influence of Reading Literacy Skills on the Academic Achievement of Elementary School Students." In their research, they found a significant influence of 5.4% between reading literacy skills and students' academic achievement. Similarly, a study by Meilindya et al. in 2022, titled "The Relationship between Independence and Creativity of Students on the Learning Outcomes of Visual Arts in Grade IV at SD Negeri 35 Palembang," showed a significant relationship between students' independence and creativity and their learning outcomes in visual arts. Additionally, a study by Sari, P, A, in 2020, titled "The Relationship between Literacy in Reading and Writing and Reading Interest with the Learning Outcomes of

Indonesian Language," found a positive and significant relationship between literacy in reading and writing and the learning outcomes of Indonesian language in fifth-grade elementary school students.

Based on the explanations above, it is evident that the research has addressed the formulated problem, demonstrating the truth that there is a relationship between reading interest and self-confidence with the literacy skills of elementary school students.

**5. CONCLUSION**

Based on the results of research on the relationship between reading interest and self-confidence on elementary school students' language literacy abilities in class IV C students at SD Negeri 231 Palembang, there is a significant relationship between reading interest and self-confidence on elementary school students' English literacy abilities. Because the results of the multiple correlation calculation are at a strong correlation level. Then calculations using the f test of the hypothesis show that  $H_0$  is rejected and  $H_a$  is accepted. The magnitude of the contribution between reading interest and self-confidence on school students' English literacy skills using the determinant coefficient test obtained a result of 67.5%.

**6. ACKNOWLEDGEMENT**

All gratitude is due to Allah SWT, as with His blessings and favor, the researcher successfully finished this thesis. The completion of this thesis was undertaken to satisfy a prerequisite for undergoing the

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examination required for obtaining a bachelor's degree.

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