



THE INFLUENCE OF READING INTEREST ON STUDENT’S ARGUMENTATION ABILITY

Dyah Eka Wardani¹, Natasya Sal Sabilla², Nikmatu Soleha³, Rifqi Anjar Mustika⁴, Yuda Bekti Utama⁵, Yudi Primatama^{6*}, Aristiawan⁷

^{1,2,3,4,5,6,7}Science, Ponorogo State Islamic Institute, Siman, Ponorogo, East Java, Indonesia

* Corresponding Author. E-mail: yudiprimatama@gmail.com

Abstract

Interest in reading is closely related to argumentation skills and broader knowledge. Lack of interest in reading directly impacts students in expressing ideas and opinions to convince others. This research aimed to determine the correlation between reading interest and the argumentation ability of junior high school students. The method used quantitative with a simple linear regression analysis. The research sample was all students in class VIII of SMP Negeri 2 Wungu Madiun for the 2023 - 2024 academic year totaling 135 students. The instruments used a reading interest questionnaire and an argumentation ability test instrument. Reading interest and argumentation ability had a positive correlation with the weak category and contributed 7.1% and the remaining 92.9% was influenced by other variables not listed in this research. This proves that the higher the student’s interest in reading, the better the argumentation skill.

Keywords: reading interest, argumentation ability, student’s skill

INTRODUCTION

In language, there are four skills that every individual must have, namely listening, speaking, reading, and writing. These four skills are divided into receptive language skills and productive language skills. Receptive language skills include listening and reading, while productive language skills include speaking and writing.

These four skills are not immediately mastered by language speakers but are acquired gradually. This process begins when the baby is born (or even while still in the womb) with listening activities, then progresses to speaking, reading, and writing. These four stages of language skills are closely related to the quality and cultural level of a society.

Indonesian people, for example, can sit all night to listen to Wayang Kulit performances, but the same does not apply when it comes to reading. Based on reading activities in society, reading ability can be

divided into seven levels, namely: (1) people who cannot read at all; (2) people who have the highest ability in reading; (3) people who are learning to read; (4) people who are literate but only read limited literature in daily life; (5) people who are literate but not book readers; (6) people who are literate but not regular readers; and (7) people who are literate and are regular book readers (Basuki, 1991).

Interest in reading is an important key for the progress of a nation because mastery of science and technology can only be achieved with a high interest in reading. Farmers in rural areas can make their plants grow well and produce abundantly because they listen to directions from extension officers. However, they will not be able to produce superior seeds and create sophisticated agricultural technology without reading.

Reading interest is a high desire or inclination (passion) to read (Siregar, 2004). Interest in reading is a mental tendency that

Submitted	Accepted	Published
28-06-2024	08-11-2024	09-11-2024

encourages a person to do something about reading (Darmono, 2001). Interest in reading grows from each individual's personality, so increasing interest in reading requires awareness from each individual.

Argumentation comes from Latin which means conveying an opinion accompanied by scientific evidence. Evidence to support an opinion or claim can be in the form of objective facts or conditions whose truth can be accepted (Hasnunidah, 2014). Argumentation based on scientific evidence is an important component of everyday social communication (Defianti & Sinaga, 2016).

Mastering argumentation skills is very important for students. First, in the process of mastering argumentation skills, students learn to solve problems in stages. Second, argumentation skills enable students to build socio-cultural activities through presentation, interpretation, criticism, and revision of arguments. Third, students find it easier and more courageous to express their ideas because they are supported by strong evidence (Farida & Widia, 2014).

Fourth, it is easier for students to understand concepts and reason because they have to look for evidence that supports their claims independently (Handayani & Sardianto, 2015). Fifth, argumentation ability is the ability to think critically and logically about the relationship between concepts and situations, so that students can explain the relationship between interrelated facts, procedures, concepts, and solution methods. The hope is that the higher a person's mathematical argumentation skills, the better their ability to provide reasons for a solution or answer (Soekisno, 2015).

A high reading interest is often associated with better argumentation skills. Students who have a high interest in reading tend to have broader knowledge. Reading lots of reading material helps students enrich their vocabulary. Through reading, students learn to analyze texts, understand argument structure, and identify evidence that supports claims. This skill is very important in building strong and convincing arguments. Reading different types of texts, such as essays, articles, and literary works, helps students understand various argumentative structures. They learn how to structure arguments coherently and logically.

Reading literature, especially fiction, can improve students' abilities to see the world from other people's perspectives.

Reading improves critical thinking abilities because it involves complex processes such as understanding, analysis, and judgment (Willingham, 2017). Students who read a lot will be better trained in processing information and constructing logical arguments. Voluntary reading expands students' knowledge and enriches their language, which directly improves their abilities to debate and argue effectively (Krashen, 2011). Students who read more tend to develop better literacy skills, including argumentation abilities, and enrich students' understanding of text structure and argument, thereby enhancing their ability to create coherent arguments (Stanovich, 1996).

However, the current condition of students' reading interest still requires serious attention. Although technology has provided easy access to various sources of information, many students are more likely to use their devices for entertainment than for reading academic materials or useful literature. We can see this all around us, children like short videos more than reading books.

Several factors that influence the low interest in reading among students include the influence of technology and social media, many students are more interested in multimedia content and social media than reading books. There is a lack of reading books in some areas and access to libraries and quality reading materials is still limited. An environment that does not support reading habits can affect students' reading interests. A teaching approach that is less interesting or monotonous can make students reluctant to read. Busy school schedules and pressure to achieve high grades can reduce students' time and desire to read outside class.

From the results of observations carried out at SMP Negeri 2 Wungu with grade 8 students, students' interests in reading were still in the low category based on the results of the written test which was based on indicators of argumentation ability. Many students answered carelessly, this proves that they think that reading is not important. They think that reading is unpleasant and very boring. Based on this, the aimed of this research was to determine the correlation between reading interest and the argumentation ability of junior high school student.

METHOD

This research was conducted at SMP Negeri 2 Wungu located Jl. DI Pandjaitan, Mojorayung, Madiun, East Java, Indonesia. This research used a quantitative approach with a correlational method to measure the correlation between students’ reading interest and argumentation ability. The respondents in this research were 135 students of class VII at SMP Negeri 2 Wungu.

The instruments used a questionnaire to determine students' reading interests and a test of students' argumentation abilities. The reading interest questionnaire consists of 12 statements which were developed based on indicators of reading interest by Sari (2018). There are four aspects including the pleasure of reading, awareness of the benefits of reading, frequency of reading, and quantity of reading sources. Students answer the reading interest questionnaire by ticking (✓) on one of the available answer choices.

The scoring of each answer was guided by a Likert scale that used alternative answers “Strongly Agree (SS)”, “Agree (S)”, “Neutral (N)”, “Disagree (TS)”, and “Strongly Disagree (STS)”. Meanwhile, the test in the form of an essay consists of 6 questions that were guided by the indicators of the Toulmin argument model including statements (claim), data (grounds), justification (warrant), support (backing), qualification (qualifier) and refutation (rebuttal) to measure ability. student arguments. There are several steps in data analysis in this research, namely normality test, linearity test, and simple linear regression test. The research design can be depicted as Figure 1.

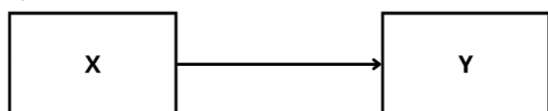


Figure 1. Relationship between Variables X and Y

Figure 1 showed the existence of a relationship between two variables, namely variable X and variable Y, where variable X is interest in reading and variable Y is argumentation ability. There is an influence of variable X or reading interest on variable Y or argumentation ability.

RESULTS AND DISCUSSION

Based on the results of analysis, reading interest questionnaire and argumentation ability test which were tested on 135 students, the results were obtained in the form of numerical data, then a normality test was carried out to prove whether the variables had data distribution with a normal distribution or not. Figure 2 shows the results of the normality test for these two variables.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals	
N		135	
Normal Parameters, b	Mean	.0000000	
	Std. Deviation	2.70256589	
Most Extreme Differences	Absolute	.037	
	Positive	.037	
	Negative	-.030	
Statistical Tests		.037	
Asymp. Sig. (2-tailed) c		.200d	
Monte Carlo Sig. (2-tailed) e	Sig.	.926	
	99% Confidence Interval	Lower Bound	.919
		Upper Bound	.932

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 2. Normality Test

Based on Figure 2, a significance value of 0.200 > 0.05 was obtained, indicating that the data analyzed had a normal distribution. Next, a linearity test was carried out to determine whether there was a linear relationship or not between the independent and dependent variables in Figure 3.

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Argumentation Ability	Between Groups	292,009	29	10,069	1,388	.117
	Linearity	75,016	1	75,016	10,34	.002
Interest in Reading	Deviation from Linearity*	216,994	28	7,750	1,068	.390
	Within Groups	761,724	105	7,255		
Total		1053,733	134			

Figure 3. Linearity Test

Based on Figure 3, the Sig value. deviation from linearity of 0.390 > 0.05 means there was a linear relationship between reading interest and students’ argumentation abilities. The next step was to carry out a correlation test as in Figure 4. Based on Figure 4, it can be seen that the significance value is 0.002 < 0.05, indicating that there was a relationship between reading interest and students’ argumentation abilities. The

Pearson correlation value in the figure was 0.267 so it was positively correlated, but the relationship between reading interest and argumentation ability was in the weak correlation category.

		Interest in Reading	Argumentation Ability
Interest in Reading	Pearson Correlation	1	.267**
	Sig. (2-tailed)		,002
	N	135	135
Argumentation Ability	Pearson Correlation	.267**	1
	Sig. (2-tailed)	,002	
	N	135	135

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4. Correlation Test

The final analysis used simple linear regression with the coefficient of determination test in Figure 5.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.267a	.071	,064	2,713

a. Predictors: (Constant), Reading Interest

Figure 5. Coefficient of Determination Test

Based on Figure 5, the R square value obtained was 0.071, so it can be concluded that the independent variable (X) or reading interest has a contributing influence of 7.1% to the dependent variable (Y) or students’ argumentation abilities. In simple linear regression analysis there is also an F test as in Figure 6.

		Sum of Squares	Df	Mean Square	F	Sig.
Argumentation Ability	Between Groups	292,009	29	10,069	1,388	,117
	Within Groups	75,016	1	75,016	10,341	,002
Interest in Reading	Between Groups	216,994	28	7,750	1,068	,390
	Within Groups	761,724	105	7,255		
Total		1053,733	134			

Figure 6. F Test

$F_{table} = F(k;nk) = F(1;134) = 3.911$

The significance value was $0.002 < 0.05$ and the calculated F value was $10.194 > F_{table}$ (3.911) so that it can be concluded that the influence of X or reading interest on Y or argumentation ability simultaneously. Simple linear regression analysis also includes a t-test in Figure 7.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,677	1,422		3,992	,000
	Interest in Reading	.117	,037	,267	3,193	,002

a. Dependent Variable: Argumentation Ability

Figure 7. T-Test

$t\text{-table} = t(\alpha/2; nk-1) = t(0.025; 133) = 1.978$

Based on Figure 7, the significance value was $0.002 < 0.05$ and a calculated t-value was $3.193 > t\text{-table}$ 1.978, so it can be concluded that the hypothesis was accepted which means there was an influence of 0.117. This states that for every 1% increase in reading interest value, the argumentation ability value will also increase by 0.117.

Based on the output results, it can be concluded that the influence of reading interest on student’s argumentation ability was included in the weak category. This showed that reading interest had a weak influence on student’s argumentation ability. On the other hand, reading interest has a positive influence and relationship on argumentative writing skill. This statement is in line with previous research which showed there was a significant positive relationship between reading interest and argumentative writing skills (Setyowati, 2012).

Interest in reading which contributes to argumentation skills was divided into several indicators, namely statements (claims) at 5.2%, data (grounds) at 4.2%, justifications (warrants) at 3.3%, support (backing) at 1.5%, qualification (qualifier) of 0.8%, and rebuttal (rebuttal) of 1.3%. The highest contribution of reading interest in the indicator was the statement (claim) while the lowest indicator for contribution was the qualification (qualifier). The statement indicator (claim) had a higher relationship and contribution influence on reading interest compared to other indicators.

The factors that can influence students’ reading interests were very diverse, including internal and external factors. Based on the findings, it was known that the factors that cause student’s low interest in reading were the perception that reading is a boring activity, feeling lazy, and the influence of peers does not lead to encouraging aspects of reading interest so students still have obstacles in arguing. This is in

line with previous research which showed that high interest in reading can broaden horizons and knowledge so that students more easily express ideas, notions, and opinions about something and conversely low interest in reading affects student's argumentation ability (Setyowati, 2012).

Efforts made by teachers to increase student's reading interest in this research were through weekly literacy activities to foster reading motivation. Teachers have an important role as motivators, role models, and mobilizers in developing and fostering student's interest in reading (Efnawarty, 2017). The strategy that can be implemented is by holding different variations in reading activities to increase student's reading interest (Arifin, 2016).

CONCLUSION

Based on the results and discussion, it can be concluded that interest in reading and argumentation ability have a positive correlation with the weak category and contribute 7.1% and the remaining 92.8% was influenced by other variables not listed in this research. This proves that interest in reading has an important role in expanding knowledge and insight, both generating ideas and ideas, especially student's argumentation ability. The higher your interest in reading, the better your argumentation skills will be.

REFERENCES

- Arifin, L. O. (2016). Factors that influence junior high school students' interest in reading Negeri 10 Kendari. *UHO Communication Science Journal*, 1(3).
- Basuki, S. (1991). *Introduction to library science*. Jakarta: Gramedia Pustaka Main.
- Darmono. (2001). *School library management*. Jakarta: Grasindo.
- Defianti, A., & Sinaga P. (2016). Profile of arguing skills of middle school students: Comparison on two models learning. *Proceedings of the National Seminar on Biology*, 501-505.
- Efnawarty. (2017). Reading interest of class VII students of SMP Negeri 2 Curup Timur Regency Rejang Lebong. *Discourse: Journal of Language, Literature and Research*, 15(1), 25-38.
- Farida, I., & Widia, F. G. (2014). Profile of students' argumentation skills on concepts colloids developed through argumentative inquiry learning. *Educational Science*, 4(1), 32-40.
- Handayani, P., & Sardianto, M. S. (2015). Analysis of class X high school students' argumentations Muhammadiyah 1 Palembang using the Toulmin Argumentation model. *Journal of Physics Innovation and Learning*, 2(1).
- Hasnunidah, N. (2014). Biology learning using argument-driven inquiry strategy and students' argumentation ability. *Journal of Biology Education*, 5(1), 1-29.
- Krashen, S. D. (2011). *Free voluntary reading*. California: An Imprint of ABC -CLIO, LLC.
- Sari, A. (2018). The influence of reading interest and learning motivation on class XII IIS students subjects Economics at SMA Negeri 1 Mojosari. *JUPE*, 6(3), 362-366.
- Setyowati, P. (2012). *Relationship between interest and reading ability skills writing arguments for class IV elementary school students in the District Jumantono in 2012*. Sebelas Maret State University: Thesis.
- Siregar, A. R. (2004). *Nation building energy library*. Medan: USU Press.
- Soekisno, R. B. A. (2015). Problem based learning to improve students' mathematical argumentation ability. *Infinity: Program Scientific Journal Studies STKIP Siliwangi Mathematics Bandung*, 4(2), 120-139.
- Stanovich, K. (1996). Matthew effects in reading: some consequences of individuals differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-407.
- Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding*. San Francisco: Jossey-Bass.