

THE ENGLISH LITERACY PRACTICE, WORLD KNOWLEDGE PROFICIENCY, AND TEXT SKIMMING OF TENTH GRADES

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Abstract: Literacy is vital in understanding pupils' knowledge of learning content. However, learners have encountered several learning challenges, including vocabulary mastering and reading comprehension. The purpose of this study was to see if there was a link between students' literacy practice, world knowledge proficiency, and text skimming in senior high school. This study's data was analyzed using quantitative methodologies and a correlation design. There were 141 tenth grade students from SMAN 4 Kota Kediri who took part. They completed the vocabulary and reading comprehension tests by multiple-choice questions and items for the reading habits questionnaire. The researcher utilized Pearson Product Moment Coefficient and using SPSS ver 26.0 for Windows to assess the correlation. Following data analysis, it was discovered that all variables have a significant (sig.) value of 0.00. while coefficient The correlation between reading literacy and vocabulary mastery was 0.504, whereas the correlation between reading literacy and text skimming was 0.257 and the correlation between vocabulary mastery and text skimming was 0.441. Based on the above results, there was a substantial connection between all variables, therefore H_0 is rejected but H_a should be approved. When pupils have a high degree of reading literacy, it can be argued that they have a greater skill in vocabulary mastery and text skimming. The higher the degree of students' reading literacy and vocabulary knowledge, the better the students' reading comprehension ability.

Keywords: *English, Literacy Practice, Tenth Grades, Text Skimming, World Knowledge Proficiency*

INTRODUCTION

Technology has become increasingly advanced over time, considerably influencing the nation's progress today. We must be able to generate a generation of quality graduates, just like we do in education. This is one of the criticisms that must be addressed because technology advancements not only lessen the positive influence but also the bad impact on the generation, including concerns about the poor interest in reading among today's young people (Hidayat, 2022).

Generation Z is the current generation; they are a generation that was born, grew up, and interacted with technology breakthroughs. Aside from that, parental parenting styles are inextricably linked to technology and the internet. Technology and the internet are unavoidable (Gruzd, 2012). The impact of the pandemic, which necessitates online learning, is more beneficial for Generation Z to be able to explore abilities in the field of technology

and obtain more teaching materials than those provided by teachers, but the reality is that most generations are easily bored and demotivated, so they are more interested in other things, such as: open WhatsApp or social media and view information that has nothing to do with the material (Nasution, 2020). As a result of the survey results thus far, student interest in reading has decreased, as evidenced by aspects of feelings when reading, aspects of reading materials, and aspects of efforts made to fulfill the desire and interest in reading, such as reading habits, duration of reading, reasons for reading, places to read, and obtaining reading materials (Prabowo, 2021).

Development of literacy exercises that have previously proven ineffective. As a result, in order to develop civilization and the existence of the nation in the 5.0 era, Generation Z must engage in digital literacy (Hidayat, 2022). Because Generation Z is very interested in technology, it is vital to do research by offering activities that encourage young people to think logically, enhance their creative abilities, and solve problems using technology (Hastini, 2020).

Literacy is a key aspect of classroom learning. Literacy skills are something that students must grasp in order to embrace a variety of future learning techniques. Literacy has become something that must be mastered not only by students but by all groups, as is happening in the current growth of the world of education, which is growing increasingly broad (Rastati, 2018). Learning literacy will also help people stay up with the world's increasingly rapid changes (Kayani, 2022;). Literacy is defined as the capacity to read and write using spoken language.

Literacy is a special package that starts from initial reading skills, namely spelling, to reading fluently. The next stage is reasoning which is related to the competence to think and process the information contained in the reading (Kayani, 2022; Kharizmi, 2015; Manguni, 2022). If a child is trained from an early age to improve his literacy and numeracy skills, he will have good reasoning and problem solving abilities (Kasih, 2020).

The existence of these literacy activities can make children familiar with reading and add new information. Apart from that, literacy habits can shape children's character (Nurhadi, 2010; Sudiana, 2007; Tarigan 2008). Through literacy, children not only gain knowledge but are also able to form character. For example, literacy taught through folklore has the potential to shape children's character (Ardhyantama, 2017). Through literacy, they can have a critical mindset and children can become academically intelligent.

Reading can serve as a source of inspiration and knowledge, ultimately leading to high criticality. Thus, reading materials are the key to comprehensive knowledge and freedom of expression. (Duffy, 2009). In reality, problems are currently emerging as the spearhead of education. The problem is that students' interest in reading is still found to be low. With the spirit of literacy, students can gain knowledge and apply this knowledge through reading activities (Sutrisna, 2018).

Apart from reading literacy, children in this scenario require a supportive attitude and suitable conditions, such as their surroundings or reading preferences; in order to build effective reading literacy. As a result, in order to reach particular goals in the educational process, students must enhance their reading literacy. (Ogeyik & Akyay, 2009). Therefore, reading literacy plays an important the development of student competency in the field of education. Lastly, learning outcomes can tell whether someone has strong or weak English reading literacy. This shows that students' high practice has helped them master English subjects (Foluke, 2012). Some kids struggle to read English books, articles, or paragraphs. This is due to a number of issues, one of which is a lack of vocabulary competence. The

importance of vocabulary in the development of four language abilities is widely acknowledged. As previously indicate, students' reading literacy can influence their English vocabulary and reading comprehension. (Helmanda & Meutia, 2018). Reading is one of the most effective methods for boosting vocabulary and reading performance because it allows you to examine how well students understand words and absorb text when they read extensively (Day, 2005).

Vocabulary is a necessary component of every conversation. Inadequate vocabulary knowledge can lead to misconceptions in their communication. He also has good reading skills; a language learner would have a wide vocabulary. Because kids will come across some terms they don't understand if they read a lot, mastering vocabulary will help them improve their reading skills. (Laili, 2018). Vocabulary is a crucial aspect of language competence since it impacts how well students talk, listen, read, and write. (Richards & Renandya, 2002). As a result, studying vocabulary before going on to other areas of the language is not an issue. Vocabulary mastery can assist students in completing assignments, because they have a big vocabulary they are more likely to master English vocabulary. Vocabulary is a significant issue that students confront when learning English. English is exclusively taught in schools and formal courses in Indonesia. Vocabulary is one of the obstacles that English language learners face. Reading ability is heavily reliant on vocabulary, and students' level of familiarity with words is directly tied to how well they grasp the text (Sedita, 2005).

Reading and understanding English is one of the most crucial parts of academic achievement. Reading literacy is also regarded as one of the factors influencing reading ability performance. As a result, boosting students' English reading aptitude necessitates improving their English reading literacy. Reading skills rely on text to decipher words and infer meaning rather than spoken language. (Hoover & Gough, 1990). Reading ability, in other terms, is the ability to comprehend the meaning of words when they are written.

Based on initial observations carried out by researchers at SMAN 4 Kediri for 1 month. Researchers discovered many issues based on the reason that the majority of students struggled with vocabulary and reading ability in English. Some students find it difficult to read English books or articles. This is due to a variety of factors, one of which is a lack of reading literacy and vocabulary competence. Students who do not have the literacy of reading and acquiring language will struggle to understand and retain information from reading materials. Reading in English assists students in expanding and improving their vocabulary. Reading literacy in English increases students' vocabulary knowledge and reading abilities automatically. As a result, researchers attempt to do research on these issues.

There are several studies related to literacy and vocabulary. The research aims to determine whether or if there is a substantial association between vocabulary mastery and reading comprehension in grade 11 students and how much vocabulary mastery helps them understand what they read. The results show a strong relationship between grade 11 students' ability to know their terms and their comprehension of what they read (Perdawati, 2020).

The second research aimed to determine how much students read in the second semester, how well they knew vocabulary, and how well they understood what they read. According to the findings of the study, the correlation coefficient score between how frequently students read and how well they grasp what they read is high. (Lestari, 2017).

According to the above explanation, it appears that there is still a need for in-depth exploration of how English literacy strategies have a significant relationship to world knowledge proficiency and text skimming in English. More specifically, this research will

look at whether world knowledge proficiency and text skimming in English are positively or negatively related. The context of this research is in class 10 of SMAN 4 Kediri, which according to initial observations shows that students have very diverse abilities and need to explore their vocabulary further.

METHOD

This research used Pearson Product moment correlation to find out how important a relationship is between two variables. Linear Regression is used to find out how important a relationship is between three variables (Multiple Correlation).

The sample was selected using stratified cluster sampling. The population of this research consisted of class X students at SMAN 4 Kediri. This class has eleven classes separated into two courses: a science class, and a social class. There are 393 classes X students at SMAN 4 Kota Kediri. The researchers chose class X from the science study program as the sample for this investigation. Meanwhile, to collect data from this population, researchers took 35% of the population of science class and social science class students, meaning around 141 students from four science classes as samples.

In this research, the researchers must use several tools to assist with data collection. An instrument is any piece of data collection equipment (Kaswan, 2013). Questionnaires and tests are used by researchers to obtain data. The exams will be used by the researchers to measure world knowledge and text skimming. A questionnaire to test students' reading literacy was distributed concurrently.

The researchers conducted the reading literacy questionnaire in the first stage. The researcher then assists with the vocabulary mastery exam in the second step. This exam consists of multiple-choice questions. The researcher then gives a text skimming test. It is made up of multiple-choice questions too. Based on that, the researcher uses SPSS software version 26.00 for the window to assess the correlation of all the data in this investigation to process the data.

After the data is collected, researchers analyzed it using assessment procedures and Pearson product-moment calculations using SPSS software. The Pearson Moment product is used by researchers to determine the level of correlation that exists between two variables and to ensure whether the data is normal or not. In analyzing the correlation of all data, researchers used SPSS software ver.26.00 for Windows, and researchers used the Pearson Product Moment Coefficient. The Pearson Product Moment coefficient can range from -1 to 1. If two variables have a value close to +1.00, it means that the two variables have a very positive relationship. If the correlation value is close to -1.00, it means that the variables are negatively related. Meanwhile, if the value is close to 0, it means there is little relationship between these variables.

RESULT AND DISCUSSION

Result

Data Description

The description data were described used statistic computation.

A. Literacy Practice

The results showed that literacy practice score the mean score was 61.25. The median score was 61.00 and the mode was 60. Maximum score was 86 and minimum score 31. The last was standard deviation showed 10.851. The percentage form used to rate the

students' literacy practice, most of the samples with 71 students (50.35%) have a high Level on literacy practice. 3 students (2.13%) had a very high level on literacy practice, 61 students (43.26%) have high enough level on literacy practice, and 6 students (4.26%) have low level literacy practice.

B. World Knowledge Proficiency

The results showed that world knowledge proficiency score the mean score was 82.70. The median score was 85 and the mode was 90. Maximum score was 100 and minimum score 35. The last was standard deviation showed 12.079. The percentage to rate the students' world knowledge proficiency there are four kinds of vocabulary score level, from poor to excellent. Based on 141 students as the sample of this study, there were 103 students (73.05%) have a good to Excellent Level on world knowledge proficiency, 32 students (22.70%) have Average to good level, 3 students (2.13%) have on poor to Good level and 3 students (2.13%) have poor level in world knowledge proficiency.

C. Text Skimming

The results showed that text skimming score the mean score was 71.38. The median and mode scores were also 70. Maximum score was 100 and minimum score 20. The last was standard deviation showed 13.914. The percentage form used to rate the students' text skimming. Based on the above statistics, it can be concluded that the majority of students with 50 students (35.5%) have a good to Excellent Level on text skimming. Then 72 students (51.1%) have average to good level, 14 students (9.9%) on poor to good level and also 5 students (3.5%) have poor level on text skimming.

D. Normality Test

Before calculating the data, the author examined their normalcy. The author utilized SPSS to determine whether or not the data was normal. Based on SPSS, the significant (2-tailed) sebesar $0,935 < 0.05$ which the value is greater than 0.05, it means that the three variables from literacy practice, world knowledge proficiency and text skimming are normally distributed.

The Correlation Test

A. The Correlation between Students' Literacy Practice and World Knowledge

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between students' Literacy Practice and World Knowledge.

Table1. Correlation between Students' Literacy Practice and World Knowledge

Correlations

		Literacy Practice	World Knowledge
Literacy Practice	Pearson Correlation	1	.504**
	Sig. (2-tailed)		.000
	N	141	141
World Knowledge	Pearson Correlation	.504**	1
	Sig. (2-tailed)	.000	
	N	141	141

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

The correlation coefficient shown in the table above was 0.504, or ($r=0.504$), which indicates a strong association. According to the correlation coefficient in the preceding table, there is a positive association between students' Literacy Practice and World Knowledge. This indicates that the greater the Literacy Practice of students, the greater their World Knowledge.

B. The Correlation between Students' Literacy Practice and Text Skimming

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between students' literacy practice and text skimming.

Table 2. Correlation between Literacy Practice and Text Skimming

		Literacy Practice	Text Skimming
Literacy Practice	Pearson Correlation	1	.257**
	Sig. (2-tailed)		.002
	N	141	141
Text Skimming	Pearson Correlation	.257**	1
	Sig. (2-tailed)	.002	
	N	141	141

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

The correlation coefficient indicated in the table above was 0.257, or ($r=0.257$), which indicates a significant association. According to the results, the correlation coefficient in the table above demonstrates a positive association between the literacy practice and text skimming of students. This indicates that the amount of literacy practice correlates positively with text skimming.

C. The Correlation between Students' World Knowledge and Text Skimming

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between students' World Knowledge and Text Skimming.

Table 3. Correlation between World Knowledge and Text Skimming

		World Knowledge	Text Skimming
World Knowledge	Pearson Correlation	1	.441**
	Sig. (2-tailed)		.000
	N	141	141
Text Skimming	Pearson Correlation	.441**	1
	Sig. (2-tailed)	.000	
	N	141	141

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

The correlation coefficient shown in the table above was 0.441, or ($r=0.441$), which indicates a strong correlation. The correlation coefficient in the above table indicates a favorable relationship between world knowledge and text skimming.

D. The Correlation between Students' Literacy Practice, World Knowledge Proficiency, and Text Skimming

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between the English literacy practice, world knowledge proficiency and text skimming.

Table4. Correlation among the English Literacy Practice, World Knowledge Proficiency, and Text Skimming

Model Summary

Model		R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
1	R Square	Square	Square	Estimate	Change	Change	df1	df2	Sig. Change
1	.471 ^a	.222	.211	12.360	.222	19.718	2	138	.000

a. Predictors: (Constant), World Knowledge Proficiency, Text Skimming

The association between The English literacy practice, world knowledge proficiency and text skimming is high ($r= 0.471$), as shown in the table above. The value of the correlation coefficient between the other term and the correlation coefficient is $r = 0.471$. It concludes that the variables have a significant association simultaneously.

Discussion

1. Correlation between Students' Literacy Practice and World Knowledge

The result of correlation computation using the Pearson Product Moment technique reveals a correlation coefficient of $r = 0.445$ and the r table for 141 samples is 0.159. This indicates that the hypothesis $r = 0.445 > r - \text{table} = 0.159$ is valid (H_a). There is a correlation between students' literacy practice and their vocabulary knowledge. This is in accordance with the argument which states that someone can be said to have reading literacy if they do it often, or it can be measured by the number of books read, how often they read, and the average length of time spent reading (Chettri, 2013). Without literacy, students will have no effort to achieve their learning goals.

2. Correlation between Students' Literacy Practice and Text Skimming

The result of correlation computation using the Pearson Product Moment technique reveals a correlation coefficient of $r = 0.257$ and the r table for 141 samples is 0.159. This indicates that the hypothesis $r = 0.257 > r - \text{table} = 0.159$ is valid (H_a). It can be stated that there is a correlation between students' literacy practice and their text skimming. This is in accordance with the argument which states that reading literacy is a planned and systematic way of learning that causes students to consistently study academic topics and pass exams. Consequently, reading literacy has been proven to increase academic achievement. (Bashir, 2012). Students' reading literacy has a big influence on their academic achievement.

3. Correlation between Students' World Knowledge Proficiency and Text Skimming

The analysis of correlation using the Pearson Product Moment formula reveals that the correlation coefficient is $r = 0.441$ and the r table for 141 samples is 0.159. This indicates that the hypothesis $r = 0.257 > r - \text{table} = 0.159$ is valid (H_a). The relationship between students' world knowledge proficiency and text skimming can be concluded in accordance with argument which states that people cannot master English without having a strong vocabulary. Learning vocabulary makes it easier for people to communicate and understand written language (Faliyanti, 2015).

4. Correlation between Students' Literacy Practice, World Knowledge Proficiency, and Text Skimming

The results of correlation calculations using multiple correlation in IBM SPSS 26.00 show that the correlation coefficient is $r = 0.471$ and the sample table r is 0.159 based on these findings. This shows that the hypothesis $r = 0.471 > r - \text{table} = 0.159$ is valid (H_a). In addition, researchers observed that Sig. F Change is 0.000 0.05. These variables have a relationship the English literacy practice, world knowledge proficiency and text skimming.

CONCLUSION

By conducting this research, several important points were found related to the English literacy practice, world knowledge proficiency and text skimming, especially in grade 10, all of which have strong significance values. This means that reading literacy ability and vocabulary mastery show a high positive relationship. When grade 10 students have strong reading literacy and mastery of the language, their reading abilities will also be strong.

Because this research involves class 10 of SMAN 4 Kediri, the research results may not be directly applicable to a wider or different population, such as vocational classes or Madrasah Aliyah or others. Furthermore, this research only involves aspects of reading literacy, vocabulary level and reading ability. There are still opportunities for follow-up research to explore other variables that could be determining factors, such as reading topic, type of reading, level of text difficulty and others.

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