

---

**Prijana Prijana**

Padjadjaran University (Bandung Indonesia)

**Yanto Andri**

Padjadjaran University (Bandung Indonesia)

## **THE ROLE OF TEACHERS AND LIBRARIANS IN IMPROVING STUDENT LITERACY PRIMARY SCHOOL**

Objective: to determine the relationship between reading ability as a representation of school literacy and students' academic achievement. Methodology: Solomon model experimental study, first experimental group (N=31) and second experimental group (N=31). The higher the students' reading ability, the higher their academic achievement.

*Keywords:* school literacy; reading ability; student academic achievement; solomon model experiment

**Prijana Prijana**

Університет Паджаджаран (Бандунг, Індонезія)

**Yanto Andri**

Університет Паджаджаран (Бандунг, Індонезія)

## **РОЛЬ ВЧИТЕЛІВ ТА БІБЛІОТЕКАРІВ У ПІДВИЩЕННІ ГРАМОТНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ**

Мета: визначити зв'язок між умінням читати як показником шкільної грамотності та академічною успішністю учнів. Методологія: Експериментальне дослідження за моделлю Соломона, перша експериментальна група (N=31) та друга експериментальна група (N=31). Чим вища читацька здатність учнів, тим вища їхня академічна успішність.

*Ключові слова:* шкільна грамотність; уміння читати; академічна успішність учнів; Соломонів експеримент

### **Introduction**

Reading is the most fundamental language skill for every individual. Reading is also seen as an activity of processing ideas. Reading does not only contain messages from the author, but also the process of processing messages through thinking activities. Reading skills are needed in finding and interpreting the contents of a text. The skills in question are reading, listening, speaking, and writing. Reading and listening are receptive skills or skills that require individuals to have the ability to understand information. While speaking and writing skills are productive language skills.

---

Salahud, et al. (2022) said that reading speed is one of the important skills. Reading skills are a stimulus that can ignite writing skills. Individuals can expand their vocabulary as well as broaden their perspective. So it is not surprising that someone who likes to read is able to make good writing and interpret and pour ideas into writing.

Rachmawati, S. and Subekti (2020) say speed reading is an activity that relies on the speed of eye movement with the aim of getting information quickly. Everyone has different reading speed abilities. To find out the level of reading speed, it is necessary to pay attention to the length of time when reading. The less time it takes to read, the more the reading speed increases. Reading speed refers to the number of words/second. Reading speed can help in the learning process more efficiently. Reading speed can vary depending on the individual and the level of reading skills.

### **Research objectives**

1. Establishing levels of student academic achievement categories and word/second reading speed.
2. To determine the relationship between reading ability and students' academic achievement.

### **Methodology**

Solomon model experimental study, with the first experimental group (N=31) and the second experimental group (N=31). Establishing reading ability and academic achievement categories using the Sturges method.

### **Research Results**

First experimental group (N=31). Students' academic achievement and reading speed were found to have 6 (six) levels of categories. The experimental group had the fastest *reading speed* of 5.612 words/second. The longest *reading speed* was 1.426 words/second. The average mode of *read faster* was 2.761 - 2.230 words/second. The experimental group had the fastest *read more* of 10.235 words/second. The longest *read more* was 2.023 words/second. The average *read more* mode was 4.243 - 3.346 words/second.

Second experimental group (N=31). Students' academic achievement and reading speed had six levels of categories. The experimental group had the fastest *reading speed* of 7.25

---

words/second. The longest reading speed was 1.094 words/second. The average mode of the first reading ability (*read faster*) was 2.485 - 1.891 words/second. The experimental group had the fastest read *more* of 7.909 words/second. The longest *read more* was 2.023 words/second. The average *read more* mode was 3.625 - 2.900 words/second.

### **Conclusion**

The first experimental group had a *read more* that was twice as fast as the *read faster*. The second experimental group read *more* one and a half times faster than the first (*read faster*). The higher the student's reading ability, the higher the academic achievement.