

THE INFLUENCE OF READING INTEREST ON THE ABILITY OF WRITING EXPOSITION TEXTS OF HIGH SCHOOL STUDENTS

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Submitted: 12/01/2023

Revised: 24/05/2023

Accepted: 22/07/2023

Published: 21/09/2023

Abstract

The purpose of this study was to determine the effect of interest in reading on the ability to write exposition texts of class X students of SMA Negeri 1 Tulung Selapan based on students' perceptions. The method used in this study is a quantitative method with a causality approach. Collecting data in this study using a questionnaire. The data in this research utilizes primary data, which is obtained directly from its source in the form of respondents' answers. The data source consists of students' perceptions regarding their reading interests and their impact on their ability to write expository texts. The population of this study was class X students of SMA Negeri 1 Tulung Selapan. Sampling was carried out using a purposive sampling technique. The sample for this research was 60 students of class X Science 1 and class X Science 2 of SMA Negeri 1 Tulung Selapan. The technique is to distribute a 1-5 Likert scale questionnaire. Data analysis in research includes validity testing, reliability testing, classical assumption testing, and hypothesis testing using a simple regression analysis model. The research findings show that there is an influence of interest in reading on the ability to write expository texts in class X Negeri 1 Tulung Selapan, South Sumatra. This is proven by the calculated t value of $4.460 > t$ table of 2.000 with a significance value of $0.00 < 0.05$.

Keywords

Expository text, interest, reading, SMA Negeri 1 Tulung Selapan, writing



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INTRODUCTION

Basically, each individual is born with their own abilities. These abilities will develop throughout the learning process. Writing skill is one of the abilities that must be developed through study because writing is a skill that requires the ability to think by expressing ideas or thoughts in writing. As (Mayrita, 2017) mentioned, writing is an activity involving organized thinking that will be expressed in writing. (Hatmo, 2021) states that writing is the effective ability to convey thoughts to the reader through well-structured, complete, and clear sentences. (Zahara & Afnita, 2020) Argue that writing skills are part of language skills and play an important role in life, both in educational and social contexts.

The skill of writing is closely related to other skills or abilities. The other skills are as follows: (1) listening skills, (2) speaking skills, (3) reading skills, and (4) writing skills. Among these four skills, there is a very close interrelation with each other. As expressed by (Tarigan, 2015), each skill is strongly interconnected with the others. (Afifah et al., 2020) state that writing is a complex skill, as writing proficiency is the final skill among the four skills or abilities.

Writing skill is the final skill among the others. In the process of expressing ideas or thoughts in a composition, one cannot simply write a composition haphazardly. (Toriyani et al., 2020) State that a person's writing ability can provide a perspective and thoughts to achieve their goals. An obstacle in writing is the lack of understanding of what to write or a deficiency in mastering terminology, whereas terminology determines how proficient one is in writing. A person's writing skills will further develop as their mastery of terminology and vocabulary increases. As expressed by (Tarigan, 2013), writing is a useful and expressive activity or action; in writing, one must be able to use language structure, graphology, and vocabulary.

There are several factors that influence writing expository texts, and one of them is reading interest. Reading interest is one of the intellectual aspects. (Kasiyun, 2015) states that reading interest is a key to a nation's progress. Someone with a high reading interest will gain better comprehension and vocabulary compared to those with less interest in reading. The library is often associated with students' reading interests; for students, the library is an important part of educational institutions' efforts to stimulate students' reading interests. The library is always linked to learning interests, as it provides reading materials related to students' learning interests. As expressed by (Riyanti et al., 2019), there are two factors influencing reading interest: internal factors and external factors. Internal factors include reading interest, vocabulary mastery, and academic achievement. External factors

consist of book availability and the environment. On the other hand, (Khoiruddin et al., 2016) state that there are two factors influencing reading interest: the reading material itself and environmental aspects. (Wulandari et al., 2022) Assert that reading is a skill that must be possessed to face future challenges.

(Sudarsana & Bastiano, 2013) Declare that reading interest is the desire or act of engaging in something enjoyable without being bound or forced to understand the meaning of what is being read. Meanwhile, Mansyur (2019) believes that reading interest is one of the fields for an individual's pleasure in engaging in activities related to reading to obtain information. Based on the above descriptions, it can be concluded that reading interest is a desire or attraction due to a strong sense of enjoyment in engaging in reading-related activities or interpreting words with the aim of obtaining information.

(Tarigan, 2015) states that writing is an activity. A writer must skillfully use handwriting, language structure, and vocabulary, as writing is a productive and expressive activity. The ability to compose cannot emerge on its own but needs to be accompanied by consistent practice. (Nafi'ah & Hidayah, 2018) Contends that Writing is a process, specifically the process of expressing ideas or concepts in written language. In practice, this process involves several steps that come together to form a more comprehensive system.

Based on the above explanations, it can be concluded that writing is an activity that expresses imagination or thoughts that are comprehensively, completely, and meticulously structured to communicate ideas or concepts in written form, information, or notes, thereby creating a written work. Recognizing the importance of writing skills must be developed at the educational level. One of the writing skills at the educational level is writing Expository Texts. High school students (Grade X) should master the skill of writing expository texts. (Ramadania & Aswadi, 2020) State that an Expository Text is a text that contains information accompanied by facts or truths. On the other hand, (Rosmaya, 2018) states that an Expository Text is a piece of writing intended to inform readers about news by explaining in more detail. (Kristyanawati et al., 2019) Define Expository Text as a text that clearly explains events or occurrences and can convince the reader. (Riyan, 2021) Based on the learning objectives of expository texts, students should be able to think fundamentally, develop responsiveness or sharpness, address issues, and be imaginative in conveying thoughts, as written language should dominate writing ability.

Writing expository text is one of the fundamental skills in the Indonesian language that high school students (SMA) must master. One such school is SMA Negeri 1 Tulung Selapan, located in Tulung Selapan Ulu, Tulung Selapan Sub-district, Ogan Komering Ilir Regency, South Sumatra Province. Based on the initial observations conducted by the researcher at SMA Negeri 1 Tulung Selapan, it was found that the student's proficiency in writing expository texts is not yet satisfactory. This is attributed to the students' limited vocabulary in composing expository texts. Expository texts are those that present a situation or event based on the author's opinion. At times, students struggle to express or convey their opinions about an event due to their insufficient vocabulary mastery.

This issue should be addressed by the school, especially the Indonesian language teachers. The role of teachers in enhancing students' writing skills is crucial. Teachers should be able to adapt their methods to the student's specific issues. Efforts by the teachers to improve the vocabulary mastery of SMA Negeri 1 Tulung Selapan students, especially those in the 10th grade, can be achieved by increasing their interest in reading, whether from social media, textbooks, or storybooks. Indeed, it can be challenging to boost students' interest in reading and encourage them to enjoy reading activities. However, this approach can help minimize students' difficulties in expressing their opinions in written form with correct writing elements such as content, sentence structure, diction, and language correctness.

Several previous scientific studies, including the one conducted by (Widiyarto, 2017) titled 'The Influence of Reading Interest and Vocabulary Mastery on Expository Writing Skills', found that reading interest does not have a significant impact on individuals' ability to write expository texts. Writing ability is significantly influenced by vocabulary mastery. Similarly, (Juariah et al., 2020) conducted a similar study titled 'The Influence of Reading Interest and Vocabulary Mastery on Expository Text Writing Skills.' According to their research findings, both reading interest and vocabulary mastery have a significant influence on writing ability. (Yuliana, 2019) conducted a study on "The Influence of Reading Interest and Vocabulary Mastery on Narrative Writing Ability." According to the findings of the research, it was stated that reading interest has a significant influence. (Hartinah & Abdullah, 2018) conducted a study on "The Influence of Reading Interest and Perception of the School Library on Narrative Writing Skills." According to the results of the research, there is a significant influence of reading interest on the ability to write expository texts. (Febrina, 2017) conducted a study on "The Influence of Short Story Reading Interest on the Ability to Write Short Stories of 10th Grade Students at MAN 1 Padang." According to the results of the

research, there is an influence of short story reading interest on the ability to write short stories.

There are differences between previous researchers and the researchers in terms of research location, dependent variables, samples, and data analysis techniques. The purpose of this study is to determine the influence of reading interest on the ability to write expository texts based on students' perceptions. Based on students' perceptions studied by researchers, there is an influence of students' reading interest on their writing abilities. This research is expected to increase students' awareness of the importance of reading and make it an evaluative tool for teachers to foster a strong interest in reading among students.

METHOD

This research employs a quantitative method with a causal approach. The study involves direct interaction with the targeted research subject, also known as field research. The research population consists of all 214 10th-grade students. The researcher selected a sample using the Purposive Sampling technique. The sample for this study comprises 60 students from Class X IPA 1 and Class X IPA 2 at SMA Negeri 1 Tulung Selapan who are currently studying Expository Texts, totaling 60 students.

The variables in this study are the independent variable, Reading Interest (X), and the dependent variable, Expository Text Writing Ability (Y). Research data was obtained through students' perceptions of their interest in reading and ability in writing.

Data analysis in this study involves validity testing, reliability testing, testing classical assumptions, and hypothesis testing using a simple regression analysis model.

1. Validity Test

The validity test is conducted to determine whether the statements or questions in the questionnaire are suitable for distribution or not and whether they are valid or not. A questionnaire is considered valid if the statements or questions in the questionnaire can express what needs to be assessed or measured.

2. Reliability Test

The Reliability Test is conducted to test the reliability of the questions in the reading interest (X) and expository text writing ability (Y) questionnaires. The researcher used Cronbach's Alpha Method to calculate reliability. If the respondents' responses are in the form of a scale like 1-3 or 1-5, or if the responses of the respondents are interpreted as attitude

assessments.

3. Classical Assumption Test

a) Normality Test

The purpose of the normality test is to understand whether the dependent and independent variables are normally distributed or not. The normality test in this research uses the Jarque Beta (JB) test, differentiating the JB measurement with the CS (Chi-Square) value or the X table with a significance level of 0.05.

b) Linearity Test

The purpose of the Linearity Test is to determine whether the independent variable to be tested is directly related to the dependent variable or not. The linearity test in this study involves the Test For Linearity strategy, also known as estimated eta values and linearity r^2 values.

c) Multicollinearity Test

The Multicollinearity Test involves a very close relationship between the independent variable (X). The multicollinearity test only occurs in multiple linear regression. There are several indications that multiple linear regression has multicollinearity issues, including a high R square and a small number of independent variables that are significant or even insignificant.

d) Heteroskedasticity Test

The heteroskedasticity test is a condition where there are differences in residuals for all perceptions in the regression model. The White test is used as the testing method in this study.

4. Hypothesis Testing

a) Simple Regression Analysis

Simple Regression Analysis is employed to examine the extent of the cause-and-effect relationship between independent variables and a dependent variable. This model is utilized to test the impact of independent variables on a dependent variable measured on an interval or ratio scale within a linear equation. The independent variable, in this case, consists of reading interest, while the dependent variable is the ability to write expository texts.

In this research, the researcher used primary data obtained directly from the source, which is the respondents' answers. The data collection technique in this study involved distributing questionnaires to 60 students from Class X IPA 1 and X IPA 2, with 30 students in each class who were currently studying expository texts. The hypothesis in this study was based

on previous researchers as follows:

Ho: Reading interest does not have an influence on the ability to write expository texts.

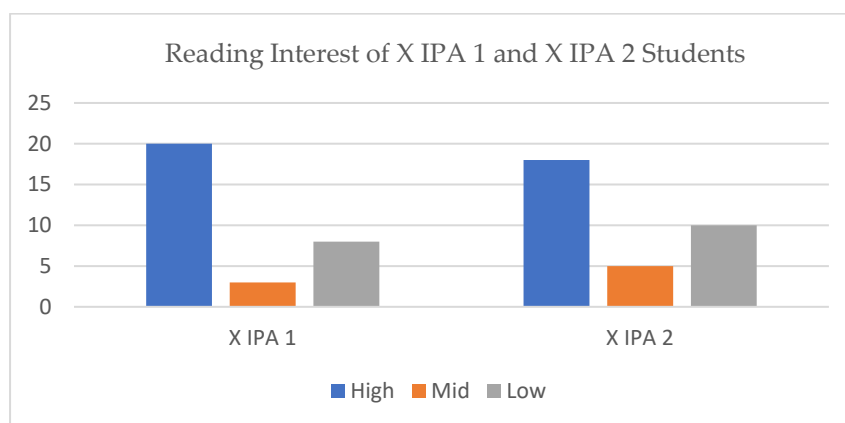
H1: Reading interest has an influence on the ability to write expository texts.

FINDINGS AND DISCUSSION

Findings

Descriptive data analysis aims to determine the extent of reading interest on students' exposition writing ability based on students' perceptions. The questionnaire was distributed to all research subjects. The score range for each questionnaire item is from 1 to 5, resulting in a range of total scores for the reading interest variable. The researcher used a questionnaire distributed to 60 students from Class X IPA 1 and Class X IPA 2. The data processed by the researcher with the assistance of SPSS is as follows.

Figure 1. Reading Interest Results



From the above diagram, it can be observed that the reading interest of the students from SMA Negeri 1 Tulung Selapan, Class X IPA 1, and X IPA 2 falls under the high category. Specifically, there are 34 students with a high level of reading interest, eight students with a moderate level, and 18 students who fall into the low reading interest category.

Table 1. Reliability Test Results

Variable		Cronbach Alpha	Alpha Value	
Reading Interest (X1)		0,717	0,60	Reliable
Writing Expository Text (Y)		0763	0,60	Reliable

From Table 1, it can be observed that each variable has a Cronbach's alpha value greater than 0.60, which can be symbolized as > 0.60 . With this value, it can be concluded that the Reading Interest variable towards expository text writing ability is considered reliable.

Table 2. Linearity Test Results

Variable	R square	Eta
Reading Interest (X1)	0,591	0,810

Based on the table above, the linearity test between the reading interest variable and expository text writing ability yields an Eta value of (0.810) $>$ R square value (0.591). This indicates that there is a linear relationship between reading interest and expository text writing ability.

Table 3. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-,050	1,829		-,027	,978		
Reading Interest	,317	,071	,305	4,460	,000	,470	2,127

a. Dependent Variable: Menulis_Teks_Eksposisi

The table above shows that the VIF value for the independent variable Reading Interest (X) is 2.127. This result indicates that the VIF value is < 10.00 , suggesting the absence of multicollinearity in the independent variable in the regression model.

Table 4. Heteroskedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	256	1,149		,223	,824
Reading Interest	,080	,045	,262	1,793	,076

From the table above, the p-value for the Reading Interest (X) variable is 0.076. As this value is greater than 0.05, it suggests that there is no heteroskedasticity in the regression model.

Table 5. Simple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-,050	1,829		-,027	,978
Reading Interest	,317	,071	,305	4,460	,000

a. Dependent Variable: Menulis_Teks_Eksposisi

Simple linear regression analysis is employed to determine whether an individual's reading interest has an impact on the ability to write expository texts in Grade X of State Senior High School 1 Tulung Selapan. From Table 5 above, with the assistance of SPSS, the results of the simple linear regression analysis can be explained as follows.

The constant value of -0.005 indicates that if the Reading Interest (X) variable has a value of 0, then the Expository Text Writing Ability variable experiences a decrease of -0.050. The coefficient value for the Reading Interest (X) variable is 0.317. This means that if reading interest increases by 1%, the ability to write expository texts increases by 0.317. The coefficient can have a positive value, indicating a positive relationship between Reading Interest and Expository Text Writing Ability.

Based on the table above, for the reading interest variable (X), the t-value is 4.460. This means that $t\text{-value} > t\text{-table } 2.000$ and the significance value $0.000 < 0.05$, so it can be concluded that the hypothesis is accepted, H_1 : reading interest has an influence on the ability to write expository texts. The independent variable, reading interest, significantly affects the ability to write expository texts in regression.

Discussion

To determine the validity of the hypothesis or speculation, the researcher employed a hypothesis test using Simple linear regression analysis in the Table above with the assistance of SPSS. Based on the table above, the results of the multiple linear regression test are as follows: For the Reading Interest variable (X), the t-value is 4.460. This implies that the calculated t-value is greater than the tabulated t-value, where $t\text{-calculated} > t\text{-tabulated } (2.000)$ with a significance value of $0.000 < 0.05$. Based on the results of the Simple linear regression analysis, the Coefficient value for the Reading Interest variable (X) is 0.317. This means that if reading interest increases by 1%, the expository text writing ability will increase by 0.317. The positive coefficient indicates a positive relationship between Reading Interest and Expository Text Writing Ability. For the Reading Interest variable (X), the t-value is 4.460. This implies that the calculated t-value is greater than the tabulated

t-value (2.000) with a significance value of $0.000 < 0.05$. Therefore, it can be concluded that the speculation or hypothesis is accepted or acknowledged. The independent variable, Reading Interest, has a significant impact on expository text writing ability.

The reading interest of the students from SMA Negeri 1 Tulung Selapan, Class X IPA 1; X IPA 2 falls within the high category. There are 34 students with a high reading interest, eight students with moderate reading interest, and 18 students with low reading interest. Low reading interest can impact students' writing ability. This aligns with the findings of (Juariah et al., 2020), who stated that there is a significant influence of reading interest on writing ability.

Reading culture can have an impact on writing ability. Therefore, writing skills should be trained if reading is practiced frequently. Reading habits can help students gather information and knowledge from various sources. The more one reads, the more references there are for writing. This can positively influence students' interest in writing. They can actively express ideas through writing based on experiences, such as composing essays.

The results of this research are similar to the study conducted (Novrizta, 2018) on the relationship between reading interest and writing skills of fifth-grade students at SDN 012 Langgini Bangkinang Kota. The study showed a positive correlation between reading interest and writing skills of elementary school students, with a correlation coefficient of 0.638. This indicates that high reading interest enhances students' writing skills. These findings also support the research by (Nugraha et al., 2018) that revealed a strong positive relationship between reading interest and narrative writing skills of fifth-grade students at SD Negeri schools in Kecamatan Sukaraja with a correlation coefficient of 0.611. Therefore, it can be concluded that higher reading interest leads to higher writing skills, and conversely, lower reading interest corresponds to lower writing skills.

(Novrizta, 2018) stated that familiarizing oneself with reading can develop ideas and increase knowledge, thus enhancing writing skills. Based on the research results, it can be interpreted that the greater a student's reading interest, the more proficient they become in writing activities. Conversely, if reading interest is low, writing skills also tend to be low. In relation to this study, reading habits can indeed influence an individual's writing ability.

CONCLUSION

Based on the research findings and data analysis in this study, there is an influence of reading interest on the expository text writing ability of Class X students at SMA Negeri 1 Tulung Selapan, based on students' perceptions. For the Reading Interest variable (X), the calculated t-value is 4.460. This implies that the calculated t-value is greater than the tabulated t-value (2.000) with a significance value of $0.000 < 0.05$. Therefore, it can be concluded that the speculation or hypothesis is accepted or acknowledged. The independent variable, Reading Interest, significantly affects expository text writing ability.

The research results it is expected to enhance student's awareness of the importance of reading, as high reading interest can impact the quality of writing. Furthermore, teachers are encouraged to provide regular reading activities from various reading materials or texts to stimulate reading habits.

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