

THE RELATIONSHIP BETWEEN READING COMPREHENSION ABILITY AND READING HABITS TOWARDS STORY WRITING SKILLS

Roihatul Parida Maulidi^{1*}, Tatu Hilaliyah², Ujang Jamaludin³

^{1,2,3,4} Universitas Sultan Ageng Tirtayasa

¹7784220009@untirta.ac.id

Abstract

This research is motivated to find out the relationship between reading ability and writing skills. The objectives of this study are (1) to explain the relationship between students' reading comprehension ability and the skills of writing short stories of elementary school students (2) to explain the relationship between students' reading habits and the skills of writing short stories of elementary school students (3) to explain the relationship between reading comprehension ability and students' reading habits with the skills of writing stories based on pictures of grade IV elementary school students. Learners can write stories must have insight and abundant vocabulary. In realizing the activity of writing stories, it is related to reading comprehension skills and reading habits every day. Because when students have good reading comprehension, it will produce a story where each paragraph connects to one. In addition, the habit of reading will also generate vocabulary and sentences that can be a reference for writing stories. The method used in this research is correlation research. The types and sources of data used are quantitative data, this research was conducted on grade IV students of SDIT IQRA Serang City. Data collection techniques are using tests and questionnaires. The significant value (0.035) is smaller than α 0.05. Because the value of r count > the value of r table, namely $0.408 > 0.312$, H_0 is accepted, meaning that there is a positive and significant relationship between Reading Comprehension Ability and Reading Habits on Story Writing Skills.

Keywords: reading comprehension skills; reading habits; story writing skills

Abstrak

Penelitian ini dimotivasi untuk mengetahui hubungan antara kemampuan membaca dan kemampuan menulis. Tujuan penelitian ini adalah (1) untuk menjelaskan hubungan antara kemampuan membaca pemahaman siswa dengan keterampilan menulis cerpen siswa SD; (2) untuk menjelaskan hubungan antara kebiasaan membaca siswa dengan keterampilan menulis cerpen siswa SD; (3) untuk menjelaskan hubungan antara kemampuan membaca pemahaman dan kebiasaan membaca siswa dengan keterampilan menulis cerita berdasarkan gambar kelas IV SD Siswa. Peserta didik dapat menulis cerita harus memiliki wawasan dan kosakata yang melimpah. Dalam mewujudkan aktivitas menulis cerita berkaitan dengan keterampilan membaca pemahaman dan kebiasaan membaca setiap harinya. Karena ketika siswa memiliki pemahaman bacaan yang baik, itu akan menghasilkan cerita di mana setiap paragraf terhubung dengan satu. Selain itu, kebiasaan membaca juga akan menghasilkan kosakata dan kalimat yang dapat menjadi referensi untuk menulis cerita. Metode yang digunakan dalam penelitian ini adalah penelitian korelasi. Jenis dan sumber data yang digunakan adalah data kuantitatif, penelitian ini dilakukan pada siswa kelas IV SDIT IQRA Kota Serang. Teknik pengumpulan data menggunakan tes dan kuesioner. Nilai signifikan (0,035) lebih kecil dari α 0,05. Karena nilai r hitungan > nilai r tabel yaitu $0,408 > 0,312$, H_0 diterima, artinya terdapat hubungan positif dan signifikan antara Kemampuan Pemahaman Membaca dan Kebiasaan Membaca pada Keterampilan Menulis Cerita.

Kata kunci: keterampilan pemahaman bacaan; kebiasaan membaca; Keterampilan menulis cerita

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Introduction

Elementary School Education is an effort to educate and create a nation that is pious, loves and proud of the nation and state, skilled, creative, has good character, and is polite and is able to solve problems in its environment. Elementary school education is education for ages 7 to 13 as education at the basic level that is developed in accordance with educational units, regional potential, and socio-culture.

The purpose of elementary school education itself is to lay basic intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education. In addition, with this basic education, a child can form an individual who is able to live in groups. (Herawati et al., 2020) One of the compulsory subjects at all levels of education, including elementary education, is Indonesian. Indonesian in elementary school is one of the subjects that can be used to develop student activities. Language is a means of communication. Learning a language means learning to communicate. Learning Indonesian itself has goals that are no different from other learning goals, namely to gain knowledge, skills, creativity, and attitudes.

Learning Indonesian in Elementary Schools aims to improve students' ability to communicate effectively, both orally and in writing. The scope of learning Indonesian includes four aspects of language skills, namely listening, speaking, reading, and writing. The four aspects of language skills are interrelated, to obtain these four aspects must go through a sequential process, starting from listening activities, then speaking, continuing to learn to read and write. Short story writing skills are one of the things that must be taught to students. In the process of writing skills, it really needs attention from teachers and educators, because writing skills are one of the language learning that is quite complex.

The low skills of writing short stories of students are caused by several factors. First, students still have difficulty distinguishing between main ideas and supporting ideas so that the stories produced do not contain all the main ideas of the reading. Second, students do not understand the concept and techniques of writing short stories so that the stories produced do not match the theme of the story that has been determined. Third, there are still many students who do not understand the concept of using spelling and punctuation so that when writing stories, students often encounter errors in the use of spelling and punctuation.

Story writing skills are skills in expressing one's thoughts in written form, either in the form of real stories or fiction. Writing skills are one of the things that can help students develop their creativity and literacy. Writing skills are one of the four language skills that every student must master. One of the goals of writing is to learn the correct use of grammar and punctuation and to develop students' abilities in thinking dynamically, analyzing, and distinguishing things accurately and validly. In addition, writing skills can also facilitate students' academic performance.

Writing skills and reading comprehension are interrelated activities, reading skills affect writing skills, writing skills require knowledge and ideas that will be expressed through writing while knowledge and ideas are obtained from reading activities. Good writing skills cannot be obtained without good reading skills, because by having good reading skills someone will get broader information, the experience gained is also greater so that the vocabulary owned by the reader will be more diverse.

According to Rinawati (2020) reading and writing skills have a very close relationship, the more and better you read, the better your written work will be. This happens because the higher the reading skills possessed by students will have an influence on students' writing skills because by reading students can increase their insight, knowledge, vocabulary owned by students will increase, and students can train themselves to write well. One of them is reading

comprehension, which is a reading activity carried out to understand the contents of the reading in depth so that readers can find various knowledge and information contained in the reading. Reading comprehension activities are activities that aim to obtain in-depth information and understanding of what is read. Reading comprehension is understanding the meaning or intent of a reading through writing.

Reading comprehension learning in elementary school has an important role in learning Indonesian. The ability to read comprehension is always present in every learning theme. This shows the importance of mastering reading comprehension skills, because reading comprehension skills are one of the basic skills in Indonesian language and literature that must be achieved at all levels of education, including at the elementary school level. Not only for teaching Indonesian language itself, reading comprehension skills are also the basis for teaching other subjects. Students who have reading comprehension skills will find it easier to explore and search for various sciences and knowledge stored in books and other written media.

Reading comprehension is closely related to reading habits. Like other habits, forming a reading habit also takes a long time. Reading habits must be trained as early as possible so that children get used to reading. Good reading habits are expected to have an impact on students to continue to increase knowledge and science. Students' reading habits will affect the development of knowledge, skills and the formation of students' attitudes. The progress and civilization of a nation is also determined by how much its people read. To attract interest in reading, it is necessary to provide a physical school environment that is rich in literacy, such as a library, reading corner, a comfortable place to read, provision of printed, visual, and digital texts that are easily accessible to all school residents. This effort aims to foster students' love of reading and provide a fun literacy-based learning experience. This is in line with the statement of A. R. Kurniawan (2020) that reading corners have a very important role in fostering students' interest in reading in elementary schools, this is evident from the existence of several roles of reading corners that can foster students' interest in reading in elementary schools. The school literacy movement is a solution that can bridge students in life along with the increasingly complex developments of the era.

Individuals who are highly interested in reading will implement their interest in the form of willingness to obtain reading materials and read them consciously. Someone who has a high interest in a reading will be able to take the time to read so that they will eventually get used to the activity. Therefore, a person's reading habits must be developed, especially for students, so that children have good reading habits that will have an impact on writing skills. With good reading comprehension and reading habits, it is hoped that they will be able to form good story writing skills that will be useful for their learning success. The formulation of the problem in this study is "Is there a relationship between students' reading comprehension and reading habits with story writing skills based on pictures of grade IV Elementary School students?"

Research Methods

The research method used in this research is the correlational method. Muhidin (2020) correlation taken from English is correlation which means reciprocal relationship. The term correlation is interpreted as the relationship between two or more variables. Based on the previous explanation regarding research methods, the researcher used a correlation method which intended to understand the relationship between variables X1 (reading comprehension ability) X2 (student reading habits) and variable Y (short story writing skills).

Data collection techniques and instruments in this research used questionnaires and tests
1) The type of test used in this research is a written test in the form of a description. This test

technique is used because the main data needed is data about students' reading comprehension abilities and story writing skills. This data was obtained using a measurement through a test 2) In this study, a questionnaire was given to each class IV student at SDIT IQRA Serang City to obtain fairly complete data on the relationship between reading comprehension skills and reading habits with students' story writing skills.

Results and Discussion

The description of the research data is the result of data analysis obtained from primary and secondary data. Primary data was obtained from the results of distributing questionnaires and questions to students of SDIT IQRA Serang City who were used as respondents. From the distribution of questionnaires and questions that have been distributed, in this section the researcher will present the results of research in the field as an effort to answer the problem formulation. The variables studied were Reading Comprehension (X1), Reading Habits (X2) and Story Writing Skills (Y1). The population of this research was 40 students in class IV of elementary schools in Serang City for the 2023/2024 academic year. To obtain an overview of the characteristics of each variable, descriptive statistical analysis is used. The following will present a description of the data for each variable.

**Table 1. Normality test results Reading comprehension ability (X1)
One-Sample Kolmogorov-Smirnov Test**

		X1
N		40
Normal Parameters ^{a,b}	Mean	83.50
	Std. Deviation	11.750
Most Extreme Differences	Absolute	.133
	Positive	.109
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.072 ^c

Based on the table of data normality test results on the Ability to read comprehension variable (X1), it can be seen that the Sign value in the Kolmogorov-Smirnov column (a) shows a figure of 0.72 for variable X1, based on the data in the table above, it can be concluded that from the Sign value = 0.72, it turns out Sig > 0.05 then Ho is accepted. So the decision is that the data for variable X1 is normally distributed.

**Table 2. Normality test results Reading habits (X2)
One-Sample Kolmogorov-Smirnov Test**

		X2
N		40
Normal Parameters ^{a,b}	Mean	50.88
	Std. Deviation	12.740
Most Extreme Differences	Absolute	.128
	Positive	.128
	Negative	-.080
Test Statistic		.128
Asymp. Sig. (2-tailed)		.096 ^c

The Sign value in the Kolmoorov-Smirnov column (a) shows a figure of 0.096 for variable X2. Based on the data in the table above, it can be concluded that from the value of Sign =

0.096, it turns out that Sig is > 0.05 , so H_0 is accepted. So the decision is that the data for variable X2 is normally distributed.

**Table 3. Normality Test for Story Writing Skills (Y)
One-Sample Kolmogorov-Smirnov Test**

		Y
N		40
Normal Parameters ^{a,b}	Mean	71.63
	Std. Deviation	12.322
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-.068
Test Statistic		.127
Asymp. Sig. (2-tailed)		.100 ^c

Meanwhile, the Sign value in the Kolmogorov -Smirnov column (a) shows a figure of 0.100 for variable Y. Based on the table above, it can be concluded that from the Sign value = 0.100 it turns out that Sig is > 0.05 , so H_0 is accepted. So the decision is that the data for variable Y is normally distributed.

The description of the research data is the result of data analysis obtained from primary data and secondary data. Primary data was obtained from the results of distributing questionnaires and questions to students of SDIT IQRA Kota Serang who were used as respondents. From the distribution of questionnaires and questions that have been distributed, in this section the researcher will present the results of research in the field as an effort to answer the formulation of the problem. The variables studied were Reading Comprehension (X1), Reading Habits (X2) and Story Writing Skills (Y1). The population of this study was 40 students in grade IV of Elementary Schools in Serang City in the 2023/2024 Academic Year.

Reading comprehension ability data was obtained from test questions distributed to 40 students involved in the study. There are 15 statement items that must be filled in by students, This question is used to measure students' reading comprehension abilities. Data on reading habits were processed and calculated using the SPSS application and obtained an average value of 55, the highest score of 98, the lowest score of 43 and a standard deviation of 11.750. The scores will be grouped into several categories, namely very high, high, medium, low and very low. Reading comprehension ability is in the very high category with the number of students being 20 out of 40 students.

Reading habit data was obtained from a questionnaire distributed to 40 students involved in the study. There are 20 statements that must be filled in by students. This statement was taken to measure students' reading habits. Data on reading habits were processed and calculated using the SPSS application and obtained an average value of 51, the highest score of 84, the lowest score of 33 and a standard deviation of 12,740. These scores will be grouped into several categories, namely very high, high, medium, low and very low. Reading habits are included in the very low category with 15 out of 40 students.

Data on story writing skills were obtained from story texts created by students involved in the study. Data on story writing skills were processed and calculated using the SPSS application and obtained an average value of 53, the highest score of 100, the lowest score of 47 and a standard deviation of 12,322. These scores will be grouped into several categories, namely very high, high, medium, low and very low. Story writing skills are included in the low category with 14 out of 40 students.

**Table 4. Uji korelasi X_1 dan X_2 terhadap Y
Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.408 ^a	.166	.121	11.552	.166	3.687	2	37	.035

a. Predictors: (Constant), K.M, M.P

It can be seen that in table 4.9 the significant value (0.035) is smaller than α 0.05. Because the calculated r value $>$ r table value, namely $0.408 > 0.312$, then H_0 is accepted, meaning that there is a positive and significant relationship between Reading Comprehension Ability and Reading Habits on Story Writing Skills. (Refiana Sari et al., 2021) Good and correct reading skills play a very important role in helping children learn various things. Through good and correct reading activities, children will be able to take the essence of their reading materials. Thus, children can get something from the reading activities they do. The more essence that can be understood from the reading material, the more knowledge is obtained. This amount of knowledge will certainly help children in living their lives later.

Reading ability is the main capital in the learning process. With the provision of reading ability, children will gain knowledge and facilitate their mindset to think more critically. Through reading learning, students are expected to be able to provide appropriate responses to the information that has been read. In addition, reading can also be the key to opening knowledge (Muhaimin et al., 2023).

In line with the characteristics of cognitive learning theory, namely cognitive learning is characterized by the acquisition and learning using forms of representation that represent objects that are expressed or presented to someone through impressions, ideas, symbols, and others, all of which are mental. For example, someone tells about their experience while traveling abroad, to return to their home country. The story can be told directly or in writing. Meanwhile, according to Cybernetic Theory, the theory views human memory like a computer. Human memory occurs through the process of obtaining, managing, changing, storing and displaying information again if needed.

This is in accordance with the cognitivist learning theory which explains that learning is the result of a person's ability to collect, process, store and retrieve information. Students already have very good reading habits, meaning that when asked to write a short story they can develop sentences well because they already have the previous knowledge. He also has a large vocabulary memory and can match word for word.

In line with research conducted (Oktafiani, Wiranti, and ... 2024) the more often students read, the more often they carry out reading activities and the more knowledge students have. The more knowledge they have, the easier it is for them to find and develop new ideas. In the end, this makes students more skilled at writing, especially writing stories.

In line with Dawson's opinion, Suparno and M. Yunus (2008) also argue that reading and writing have a very close relationship. By reading, our insight and knowledge are developed. Meanwhile, writing is pouring our insight and knowledge into written form. Reading is an initial process that cannot be left out in writing. To produce a good writing, a person must read a lot, one of which is reading comprehension. By reading comprehension, there are many benefits to be gained to improve writing skills, namely reading broadens insight and knowledge, improves and trains thinking power and reading can enrich vocabulary so that it is easy to express ideas and thoughts in a writing, especially in writing short story texts.

Conclusion

Based on the results of research entitled Relationship to Reading Ability Comprehension and Reading Habits on Story Making Skills Class IV students at SDIT IQRA Serang City for the 2023/2024 academic year, can be taken conclusion as follows: The ability to read well and correctly plays a very important role in helping children learn various things. Through effective reading activities, children will be able to absorb the essence of their reading material. In this way, children will gain significant benefits from the reading activities they do. The more essence that can be understood from the reading material, the broader the knowledge gained. This wealth of knowledge will certainly be very useful for children in living their lives in the future. The ability to read is the main asset in the learning process. By providing the ability to read, children will gain knowledge and make it easier for their mindset to think more critically.

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