

# The Contribution of Interest in Reading and Vocabulary Mastery on Writing Skills of Observation Results Reports Text for Grade 10<sup>th</sup> Students SMA Negeri of Pasaman Regency

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## ABSTRACT

Abstract in this paper tries to see the contribution of interest in reading and vocabulary mastery on writing skills of observation results reports text from grade 10<sup>th</sup> students SMA Negeri of Pasaman regency. The type of this research is quantitative with descriptive methods by using correlational research designs. The population of the research is grade 10<sup>th</sup> students SMA Negeri of Pasaman Regency. Sampling totaling 108 students was done by simple random sampling technique. Data collection is done through questionnaires, objective tests and performance tests. Questionnaires are used to see students' interest in reading, objective tests to see vocabulary mastery and performance are carried out to determine the writing skills of observation reports text. Data analysis and discussion were done by descriptive-analysis *Pearson Product Moment* correlation test and multiple correlation test. Based on the research conducted, three things can be concluded as follows. First, the contribution of interest in reading to the writing skills of the observation results reports text is 4,80%. Second, the contribution of vocabulary mastery to the writing skills of the observation results reports text is 88,27%. Third, the contribution of interest in reading and mastery of vocabulary to the writing skills of the observation results reports text is 89,10%.

**Keywords:** *contribution, interest in reading, mastery of vocabulary, observation results report text.*

## 1. INTRODUCTION

Writing skill have an important role in learning Indonesian. It is because writing skill is one of the components that underlies the ability to speak Indonesian. Not only that, the importance of writing skills is also listed in the existing learning curriculum. Students are required to be able to produce writing in accordance with the text being studied. The curriculum uses a variety of texts because the 2013 curriculum implemented in learning Indonesian is text based. Especially in grade 10<sup>th</sup>, students are taught a variety of text, such as observation report text, exposition text, anecdotal text, negotiation text, biographical text, and short story text. The goal is to make students can think critically when they are faced by a context in life because in everyday life, we cannot be separated from the presence of the text.

Each text has a different structure and function. The text of the observation report which is applied in grade 10<sup>th</sup> of Indonesian language learning with the aim that students are able to contain classifications and descriptions of the types of things based on the criteria they have through the results of observations. To express an argument in order to

convince the reader or listener, students learn exposition text. To reach an agreement between parties who have different interests from a specific strategy, learning the negotiating text is needed. To make daily events that are passed into a story in the form of fiction, by understanding the short story text, it can produce a writing named a short story. Therefore, students must know and be able to write various kinds of texts, especially the observation report text.

Basic Competence (KD) producing text is one that is emphasized in the 2013 curriculum. One of them is listed in Basic Competence (KD) 4.2. *Construction the text of the observation results report by paying attention to the contents and linguistics aspects.* Based on the basic competency, students are required to be able to construct and compile observational results reports text properly and correctly. In line with this, the direction of learning writing skills in high schools based on the 2013 curriculum is more focused on the level of creativity and critical thinking power of students in developing ideas and thoughts based on context. Students are required to be more active and creative in finding information and can put it into writing.

There are for basic skills in language teaching, including listening, speaking, reading, and writing (Rojaki 2012; Nurfiryalianti, Jamiluddin, and Hastini, 2014; Mardiyah, 2016; Yogyantoro, 2016; Ranabumi, Rohmadi, and Subiyantoro, 2017). Not only in Indonesia, but also in other countries, such as America (Herrero, 2007); in Malaysia (Javed, Juan & Nazli, 2013; Togatorop, 2015), in Turkey (Babayigit, 2018; Uzun, Alici & Aktas, 2018), in India (Durga & Rao, 2018).

Cahyono (1997) argues that writing is difficult because it involves several components that must be considered when students write, for example content, rhetoric, vocabulary, grammar structures, and writing mechanisms, such as punctuation and capital letters. Meiranti (2012) also added that many students do not like writing. Students consider writing activities to be boring. However, even though writing is considered difficult by students, writing will feel more enjoyable if teaching writing uses the right method, the techniques used are interesting, and the writing material is easy. According to the Ganobscib survey, almost 90% of academic teachers feel the need to teach writing skills to students (Pawliczak, 2015). Writing skills have an important role in learning Indonesian. This is because writing skills are one of the components that underlie Indonesian language skills. Not only that, the importance of writing skills is also included in the existing learning curriculum. Students are required to be able to produce writing in accordance with the text being studied.

The text of the observation results report is a new type of text in Indonesian language learning. Therefore, this text is very important for students to understand. In writing the text of the observation results report, students are expected to understand the concept of the observation results report text with its structure consisting of a general definition, a description of the section, and a description of the use or benefits. In addition, in this material students are expected to be able to understand the language elements in the text of the observation results report. The text of the observation results report discussed in the 2013 curriculum requires students not only to be able to produce texts but to engage themselves in making observations.

The problems and problems faced by students in writing the observation results report text were also revealed by previous research, such as Sari, Ramadhan, and Rasyid (2018), based on this description it can be concluded that the obstacles of students in writing observation report text are assumed to originate from the lack of student interest in practice writing and reading. So far, students think that writing is a difficult and complicated thing. This is due to the lack of knowledge and insights possessed by students so that it has an impact on their vocabulary mastery. By reading, students will get information and knowledge from what they read. Extensive knowledge will lead students to be able to write good observation results report text.

In Malaysia, Khairuddin (2013) argues that students read not because they want to read, but because they have to read. Students perceive reading as a task they must undertake to excel academically. In addition, high school students are busy with extra-curricular activities. Muhamad, Azmi, and Hassan (2015) also added that many children

find it difficult to develop a love of reading. They think that reading is boring and irrelevant to their needs.

Based on the description above, it is clear that good reading interest and vocabulary mastery are assumed to be able to make a positive contribution to the writing skills of the observation results report text of students. Therefore, this research is important to do to reveal whether there is a contribution of interest in reading and vocabulary mastery to the writing skill of the observation results reports text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency.

Some of the reasons why are the above problems were chosen in this study are as follows. First, writing skills are one of the four language skills that students must possess, therefore students are required to be skilled in writing of the observation results report text. Second, the skill writing of the observation results reports text was chosen in this study because the students found it difficult to write the observation report text. In this case, the researcher is interested in uncovering the factors that are assumed to contribute to the writing skills of the observation results reports text students'. Third, to find out how much students are interested in reading. Fourth, to find out how much Indonesian vocabulary the students have.

## **2. METHOD**

The type of this is quantitative. This is in line with Arikunto's opinion (2010, p.27) that quantitative research is required to use numbers, startin from data collection, interpretation of data, and the appearance of the results. According to Sugiyono (2012, p.14), quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative/ statistical, with the aim of testing predetermined hypotheses.

The method used in this research is descriptive method with correlational research design. Descriptively, this research describes the data of all existing variables, namely interest in reading, vocabulary mastery, and writing skills of the observation reports text. It is using correlational design because this research tries to seek the contributions between interest in reading and vocabulary mastery on writing skill of the observation results reports text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency whose data comes from quantitative data, namely correlation coefficients.

## **3. FINDINGS AND DISCUSSION**

Based on the results of data analysis, the following research findings were obtained. First, interest in reading contributed significantly to the text writing skills of the observation report results text from grade 10<sup>th</sup> students SMA Negeri of Pasaman regency. Second, vocabulary mastery contributed significantly to the writing skills of the observation results reports text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency. Third, interest in reading and vocabulary mastery together significantly contributed to the writing skills of the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency.

In this discussion, the three research findings mentioned above are described. Then, the findings are linked to the relevant theory. The discussion of the three research results is as follows:

*3.1. Contribution of interest in reading (X1) towards writing skills on observation results report text (Y)*

From the research findings, it can be concluded that the interest in reading of grade 10<sup>th</sup> students SMA Negeri Pasaman regency should be further improved even though the students' interest in reading is already good. Furthermore, the results of the analysis of students' interest in reading per indicator, namely (1) expressions about reading activities obtained an average value of 80,54 with good qualifications. (2) The manifestation in reading activities obtained an average value of 80,72 with good qualifications. (3) The target achieved from reading activities obtained an average value of 88,38 with very good qualifications. The indicator with the lowest average score is the 1<sup>st</sup> indicator because the average on indicator 1 shows that the average value is the lowest value compared to other indicators. Therefore, teachers must always motivate themselves to do learning activities well and be able to increase students' interest in reading.

The research findings are in line with the opinion of Sadirman (2011, p.76) which states that interest is the tendency of one's soul (usually accompanied by feelings of pleasure). Interest is interpreted as a condition that occurs when someone sees is associated with their own desires or needs. Interest in reading is the desire to understand and master reading material to increase self-competence. Interest becomes a reference or basic concept when you want to master and understand reading.

The findings of this research are also supported by Tarigan (2008, p.98) which states that interest is a constant tendency to note and remember some activities. Interest in reading is one of the factors that contribute to the writing skills of observation results report text besides the various other factors. The higher interest in reading, the higher writing skills of observation result report text. If interest in reading is low, the writing skill of observation result report text is also low.

Based on the table above, it can be seen that the interest in reading variable (X1) correlates with the writing skills of the observation result report text (Y) of 0,219. Furthermore, the contribution of the interest in reading variable (X1) to the variable writing skills of the observation result report text (Y) was 4,80%. It shows that the writing skill of the observation results report text (Y) is influenced as much 4,80% by interest in reading (X1), while the rest is influenced by other factors. Thus, the higher the interest in reading, the higher the skill in writing the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency.

In the significant test, of the contribution of interest in reading (X1) to the writing skills of the observation result report text (Y), a significance test was carried out using the t test and comparing the value  $t_{count} \geq t_{table}$ , then the significance. If  $t_{count} \leq t_{table}$ , is not significant. Based on the significance test, the value was 2,312 while the value was 0,232. Significance test rule if  $t_{count} \geq t_{table}$  or  $2,312 \geq 0,232$ . Thus it is rejected and accepted, it means that the first hypothesis which reads that interest in reading contributes significantly to the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency can be accepted.

Furthermore, based on the regression equation test that has been carried out in the analysis requirements of the pairs of interest in reading data and writing skills of the observation results report text, the regression direction coefficient (b) is 0,244 and the constant (a) is 44,729. Thus, the contribution of interest in reading to the writing skills of the observation results report text stated the regression equation  $Y = 44,729 + 0,244X$ . This shows that, if there is no interest in reading in students or  $X1 = 0$ , then the value of writing skills in the observation results report text of students is 44,729. The regression equation can be used for prediction, that is, if the interest in reading of the students is improved by one value, then the writing skill of the students observation results report text (Y) is 0,244. For example, if the students interest in reading is improved by 100 score, then the next observation results report text writing skill can be predicted to be  $44,729 + (0,244 \times 100) = 135,457$ . Therefore, if they want to improve their skills in writing observation result report texts, their interest in reading must be increased.

Table of First Hypothesis Test

Correlation between Variables	Correlation Coefficient ( $r_{xy}$ )	Coefficient of Determination (KP)	$t_{hitung}$	$t_{table} \alpha = 0,05$
Interest in reading (X1) towards writing skills of observation results report text	0,219	4,80%	2,312	0,232

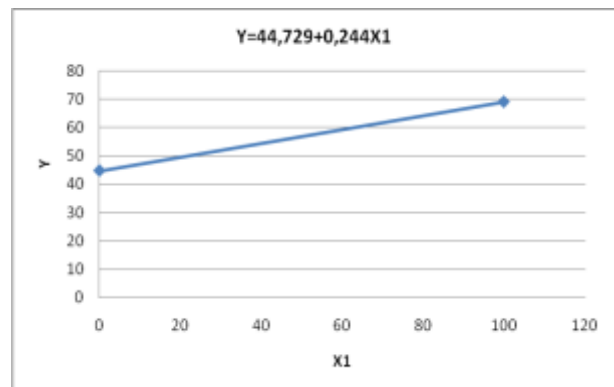


Figure of Linear Regression Line Interest in Reading against Writing Skills of the Observation Result Report Text

**3.2. The Contribution of Vocabulary Mastery (X2) towards Writing Skills of Observation Results Report Text.**

Based on the results of research at SMA Negeri 1 Lubuk Sikaping, SMA Negeri 1 Panti, and SMA Negeri 1 Rao, it was found that the correlation coefficient of vocabulary mastery with writing skills in writing on observation results reports text was classified as good. Furthermore, vocabulary mastery made a significant contribution to the writing skills of the observation result report text. This shows that the writing skills of students' observation result report text are influenced by their vocabulary mastery. Therefore, vocabulary mastery should get more attention from students and teachers at SMA Negeri of Pasaman regency.

The contribution of vocabulary mastery to the writing skills of the observation results report text has a simple regression equation  $Y = -5,061 + 0,960X$ . This shows that vocabulary mastery has not had an effect on the writing skills of the observation results report text, the value of the skills in writing the observation results report text has been -5,061. When vocabulary mastery gives one value, then the value of the skill in writing the observation results report text will change by  $Y = -5,061 + 0,960X$ . Therefore, the higher the vocabulary mastery of the students, the higher the students' observation results report text writing skills.

This is confirmed by Nurhadi's opinion (2004, p.3) that vocabulary is the main asset of reading. Therefore, good readers are always rich in vocabulary in various fields of science, as a reading capital for the next reading. According to Atmazaki (2006, p.54), limited vocabulary not only weakens one's expressive power, but also lowers the quality of the communication one does. Although the listener or reader can understand what is meant by the speaker or writer, the limited mastery of vocabulary will weaken one's literacy in actualizing of this study are also supported by Tarigan (2011, p.2) which states that the quality of a person's language skills depends on the quality and quantity of his vocabulary. The richer the vocabulary we have, the more likely we are to become skilled at language.

The result showed that vocabulary mastery gave a significant contribution to the writing skills of the observation results report text. Mastery of vocabulary is one of the many factors that contribute to the writing skills of the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency. The higher the students' vocabulary mastery, the higher the skill in writing the text of the student's observation result report. This is because vocabulary mastery can increase students' insight and knowledge. So, the low score of the writing skills of the

students' observation result reports could be improved by increasing their vocabulary mastery.

The result of the analysis of students' vocabulary mastery per indicator and the results of each indicator of vocabulary mastery are as follows. (1) Choosing words according to the given meaning, the average score is 72,55 with more than enough qualifications. (2) Determining words that have the same meaning (synonym), the average score is 73,91 with more than enough qualifications. (3) Determining words that have conflicting meanings (antonyms), the average score is 71,80 with more than enough qualifications.

**Table of Second Hypothesis Test**

Correlation between Variables	Correlation Coefficient ( $r_{x2y}$ )	Coefficient of Determination (KP)	$t_{hitung}$	$t_{table}$ $\alpha = 0,05$
Vocabulary mastery (X2) towards writing skills of observation results report text	0,940	88,27%	28,24 2	0,23 2

Based on the table above, it can be seen that the vocabulary mastery variable (X2) is correlated with the writing skills of the observation results report text (Y) of 0,940. Furthermore, the contribution of the vocabulary mastery variable (X2) to the variable writing skills of the observation results report text (Y) was 88,27%. It shows that the writing skills of the observation results report text (Y) is influence as much 88,27 by vocabulary mastery (X2), while the rest is influenced by other factors. Thus, the higher the vocabulary mastery, the higher the writing skills of the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency.

In the significant test of the contribution of vocabulary mastery (X2) to the writing skills of the observation results report test (Y), a significance test was carried out using the t test comparing the value  $t_{count} \geq t_{table}$ , then the significance. If  $t_{count} \leq t_{table}$ , is not significant. Based on the significance test, the value is 28,242 while the value is 0,232. Significance test rule, if  $t_{count} \geq t_{table}$  or  $28,242 \geq 0,232$ . Thus rejected and accepted, it means that the second hypothesis which states that vocabulary mastery contributes significantly to the writing skills of the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency can be accepted.

Based on the regression equation test that has been carried out in the analysis requirements of the data pair of vocabulary mastery and writing skills of the observation results report text, the regression direction coefficient (b) is 0,960 and the constant (a) is -5,061. Thus, the contribution of vocabulary mastery to the writing skills of observation results report text stated the regression equation  $Y = -5,061 + 0,960X_2$ . This shows that, if there is not vocabulary mastery in students or  $X_2 = 0$ , then the value of writing skills in the observation result report text is -5,061. The regression equation can be used for prediction, that is, if the students' vocabulary mastery is improved by one value, then the students' observation results report text writing skills (Y) is 0,970. For example, if the students' vocabulary mastery is improved by 100 points, then the next observation results report text writing skill can be predicted to be  $-5,061 + (0,970 \times 100) = 91,939$ . Therefore, if they want to improve their skills in writing text on observation results report text, their vocabulary must be improved.

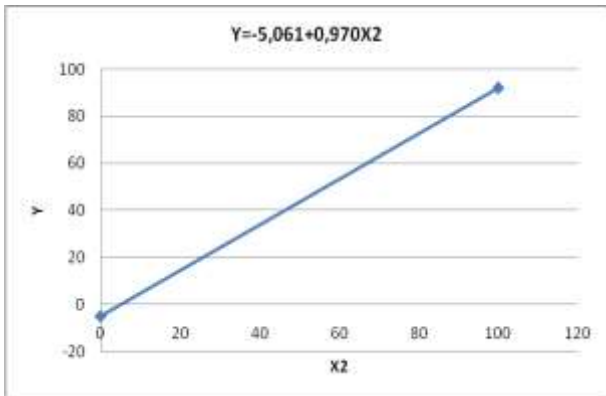


Figure of Linear Regression Lines for Vocabulary Mastery on Writing Skills of the Observation Results Report Text

3.3. The Contribution of Interests in Reading (X1) and Vocabulary Mastery (X2) towards Writing Skills of The Observation Results Report Text

Based on the results of research at SMA Negeri of Pasaman regency, it was found that the correlation coefficient of interest in reading and vocabulary mastery together with the writing skills of the observation results report text was classified as good. Furthermore, interest in reading and vocabulary mastery together contributed significantly to the writing skills of the observation results report text. This shows that the writing skills of the students' observation results report text are influence by their interest in reading and vocabulary mastery. Therefore, interest in reading and vocabulary mastery should get more attention from students and teachers of SMA Negeri of Pasaman regency. Based on the research findings, it can be concluded that the writing skills of observation results report text for grade

10<sup>th</sup> students' SMA Negeri of Pasaman regency must be improved evend though the achievement level of the students' observation results report text writing skills test is categorized as good. Furthermore, the results of the students' observation results report text writing skills per indicator were: (1) The structure of the obsevation results report text writing skills in terms of general statements or classification obtained an average value of 66,36 with more than adequate qualifications, section descriptions were obtained an average of 62,89 with more than enough qualifications, the description of the benefits obtained by an average of 67,21 with more than adequate qualifications. (2) The content of the observation results report text writing skills obtained an average value of 73,43 with more than adequate qualifications. (3) Language and mechanical elements (EBI) the skills to write a text report on the results of observations obtained an average value nearly enough qualifications.

Based on the results of the analysis of all indicators of skills in writing text reports on the results of students observations, the indicator that gets the lowest average score is the 3<sup>rd</sup> indicator because the average is in more than sufficient qualification. The low average value of this indicator indicates that the students have not maximally written the observation report text and are skilled at mastering the skill indicators of writing observation report text. Therefore, teachers must always train students to always carry out learning activities well and be able to train them in writing obervation report text. In addition, teachers must also pay attention to the suitability of teaching methods and techniques with the material being taught. The teacher's method will affect students' ability to understand the subject matter.

Third of Hypothesis Test

Correlation between Variables	Correlation Coefficient ( $r_{x1.x2y}$ )	Coefficient of Determination (KP)	$t_{hitung}$	$t_{table}$ $\alpha = 0,05$
Interest in Reading (X1) and Vocabulary Mastery (X2) towards writing skills of observation results report text	0,944	89,10%	226,98	0,232

In the significant test of the contribution of interest in reading (X1) and mastery of vocabulary (X2) to writing skills of observation results report text (Y), a significance

test was carried out with the F test and comparing the value  $t_{count} \geq t_{table}$ , then the significance. If  $t_{count} \leq t_{table}$ , is not significant. Based on the significance test, the value was 226,98 while the value was 0,232 significance test rule, if  $t_{count} \geq t_{table}$  or  $226,98 \geq 0,232$ . Thus it is rejected and accepted, it means that the second hypothesis which reads reading interest and vocabulary mastery together significantly contributes to the writing skills of the observation results report text for grade 10<sup>th</sup> students SMA Negeri of Pasaman regency can be accepted.

Futhermore, based on the multiple regression equation test on the three variables that have been carried out in the analysis requirements of the interest in reading data pair and vocabulary mastery of the writing skills of the observation results report text, the regression direction coefficient ( $b_1$ ) is 0,103 and ( $b_2$ ) is 0,045 and the constant (a) is 66.19. Thus, the contribution of interest in reading and vocabulary mastery to the writing skills of the observation results report text stated that the regression equation  $Y = -12,185 + 0,097X_1 + 0,947X_2$ . For example, if students' interest in reading and vocabulary mastery is improved by 100 points, then the next observation results report text writing skill can be predicted to be  $-12,185 + (0,097 \times 100) = 92,215$ . This follows the form of a simple regression equation line.

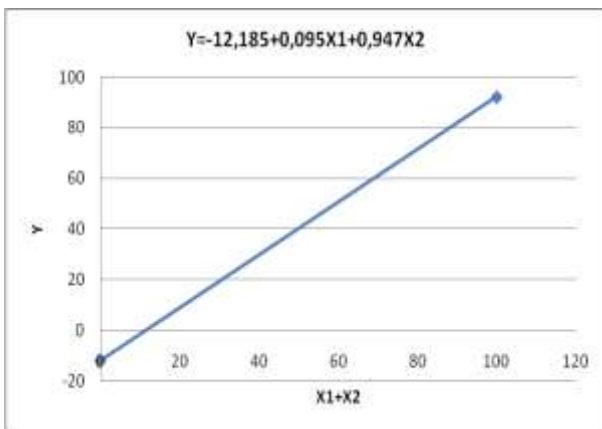


Figure of Linear Regression Line Interest Reading against The Writing Skills of Observation Results Report Text

Based on the large contribution of interest in reading and vocabulary mastery to the writing skills of observation results report text, it can be concluded that vocabulary mastery has a greater contribution to writing skills of observation result report text compared to interest in reading. Students who have a lot of vocabulary mastery will make it easier for them to write the text of the observation result report text. In addition, it can be concluded that interest in reading and vocabulary mastery, either individually or collectively, have contributed significantly

to the writing skills of the observation results report text. Therefore, if you want to improve the writing skills of students' observation results reports text their interest in reading and vocabulary mastery must be improved.

Table of Multikolinieritas Coefficients<sup>a</sup>

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Minat Baca	.980	1.021
Penguasaan Kosakata	.980	1.021

a. Dependent Variable: Y

Source: The output result IBM SPSS 17, 2020

#### 4. CONCLUSION

Based on the research results and discussion the following conclusion can be drawn. *First*, students' interest in reading must be further increased because the higher the interest in reading, the higher the skill of writing the observation results report text. Otherwise, the lower the interest in reading, the lower the writing skills of the student's observation result report text. *Second*, the contribution of vocabulary mastery is one of the factors that contribute to the writing skills of students' observation result report text besides various other factors. Based on the result obtained by students, vocabulary mastery must be increased again by fostering a interest in reading students' personal self in a way the teacher must be able to provide encouragement in order to foster higher vocabulary mastery of high school student. If the vocabulary mastery is high, the writing skill of the observation report text will also be high. Conversely, if the vocabulary mastery is low, the writing skills of the observation results report text will be the same. *Third*, the contribution of interest in reading and vocabulary mastery to the writing skills of observational results report text can be concluded that there is a significant contribution between interest in reading and mastery of vocabulary with writing skill of the observation results report text.

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