



## Correlation Between Reading Interest and News Text Writing Skills of Grade VII Students of SMP Negeri 24 Padang

Azzurra Azhari<sup>1\*</sup>, Dadi Satria<sup>2</sup>, Ayu Gustia Ningsih<sup>3</sup>, Mita Domi Fella Henanggil<sup>4</sup>

<sup>1234</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Padang, Sumatera Barat, Indonesia

\*E-mail: [azzurraazhari03@gmail.com](mailto:azzurraazhari03@gmail.com)

### ABSTRACT

Reading interest is a source of motivation that encourages individuals to carry out activities to obtain information from written sources while news text writing skills are activities to express ideas in writing using the structure of orientation, events, and information about 5W + H. This study aims to describe: 1) the reading interest of seventh grade students of SMP Negeri 24 Padang; 2) the news text writing skills of seventh grade students of SMP Negeri 24 Padang; 3) the correlation between reading interest and news text writing skills of seventh grade students of SMP Negeri 24 Padang. This type of research is quantitative with a correlational research design. This research took place in the 2025/2026 academic year. The population of this study was all seventh grade students of SMP Negeri 24 Padang in 2025/2026, totaling 255 people. Sampling in this study was determined using a cluster sampling technique set at 24%, namely 61 students. Reading interest data in this study were collected using a reading interest questionnaire containing statements related to reading interest. Data on news text writing skills were collected using a test instrument in the form of giving students assignments to create news texts with a predetermined theme. Data on reading interest were analyzed using descriptive statistics. Data on news text writing skills were also analyzed using descriptive statistics. The correlation between reading interest and news text writing skills was analyzed using Spearman's correlation. The results of the study: 1) the reading interest of seventh grade students of SMP Negeri 24 Padang is in good qualifications; 2) the news text writing skills of seventh grade students of SMP Negeri 24 Padang are in good qualifications; 3) the correlation between reading interest and news text writing skills only produces  $r = 0.699$ ; included in a high relationship; the coefficient of determination is 48.86 percent.

*Keywords: correlation, reading interest, news text, writing skills*

## Korelasi antara Minat Baca dan Keterampilan Menulis Teks Berita Siswa Kelas VII SMP Negeri 24 Padang

### ABSTRAK

Minat baca adalah sumber motivasi yang mendorong individu melakukan kegiatan memperoleh informasi dari sumber tertulis sedangkan keterampilan menulis teks berita adalah kegiatan mengekspresikan gagasan secara tertulis menggunakan struktur orientasi, peristiwa, dan informasi tentang 5W+H. Penelitian ini memiliki tujuan untuk mendeskripsikan: 1) minat baca siswa kelas VII SMP Negeri 24 Padang; 2) keterampilan menulis teks berita siswa kelas VII SMP Negeri 24 Padang; 3) korelasi antara minat baca dan keterampilan menulis teks berita siswa kelas VII SMP Negeri 24 Padang. Jenis penelitian ini adalah kuantitatif dengan desain penelitian korelasional. Penelitian ini berlangsung pada tahun ajaran 2025/2026. Populasi penelitian ini yaitu seluruh siswa kelas VII SMP Negeri 24 Padang tahun 2025/2026 sebanyak 255 orang. Penarikan sampel dalam penelitian ini ditentukan dengan menggunakan teknik *cluster sampling* dengan ditetapkan sebesar 24% yaitu sebanyak 61 siswa. Data minat baca dalam penelitian ini dikumpulkan menggunakan angket minat baca yang berisi pernyataan berkaitan dengan minat baca. Data keterampilan menulis teks berita dikumpulkan menggunakan instrumen tes dalam bentuk pemberian tugas kepada siswa untuk membuat teks berita dengan tema yang telah ditentukan. Data minat baca dianalisis menggunakan statistik deskriptif. Data keterampilan menulis teks berita juga dianalisis menggunakan statistik deskriptif. Korelasi antara minat baca dan keterampilan menulis teks berita dianalisis menggunakan korelasi jenjang dari Spearman. Hasil penelitian: 1) minat baca siswa kelas VII SMP Negeri 24 Padang berada pada kualifikasi baik; 2) keterampilan menulis teks berita siswa kelas VII SMP Negeri 24 Padang berada pada kualifikasi baik; 3) korelasi antara minat baca dengan keterampilan menulis teks berita hanya menghasilkan  $r = 0,699$ ; termasuk dalam hubungan tinggi; koefisien determinasi sebesar 48,86 persen.

*Kata kunci: korelasi, minat baca, keterampilan menulis teks berita*

Submitted  
13/05/2026

Accepted  
20/05/2026

Published  
26/05/2026

Citation	Azhari, A., Satria, D., Ningsih, A. G., & Henanggil, M. D. F. (2026). Correlation Between Reading Interest and News Text Writing Skills of Grade VII Students of SMP Negeri 24 Padang. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 5, Nomor 3, Mei 2026, 2481-2490. DOI: <a href="https://doi.org/10.55909/jpbs.v4i3.1349">https://doi.org/10.55909/jpbs.v4i3.1349</a>
----------	--

Publisher  
Raja Zulkarnain Education Foundation

## INTRODUCTION

Indonesian language learning in the independent curriculum focuses on literacy skills. Language, literary, and thinking skills are the foundation of literacy skills. Literacy is used in various fields of study, life activities, and social goals, supporting work and lifelong learning. Therefore, Indonesian language learning serves as literacy learning aimed at developing communication skills.

These literacy skills are developed into language skills, encompassing receptive language skills such as listening (oral), reading (written), and viewing (visual), as well as productive language skills such as speaking (oral), presenting (visual), and writing (written) (Mulyadi & Wikanengsih, 2022). These six skills are interrelated. Certain language skills can be linked to other language skills. The intended linking of language skills does not necessarily involve all six language skills simultaneously; rather, it can combine only two language skills as long as the language activity is meaningful.

This interrelationship between language skills is particularly evident in the relationship between writing and reading skills. Reading skills can provide a strong foundation for developing writing skills. Through reading, a person can become familiar with the format of the text being read and increase vocabulary knowledge (Aqilah et al., 2024). To achieve optimal writing skills, reading skills must be planned in a focused and continuous manner (Yusniar et al., 2025). Therefore, good reading skills will significantly assist in improving their writing skills.

Although good reading skills are essential for improving writing skills, writing remains the most difficult language skill to master (Septin, Mulawarman, et al., 2018). Writing is challenging because the process requires a broad vocabulary, thinking skills, and knowledge and experience. Skilled writing requires more than just mastering the theory; it must also be accompanied by regular practice and consistent reading activities.

Writing skills are crucial for students to master. According to Permanasari (2017), writing can broaden students' horizons, foster creativity, and allow them to express things they cannot verbally. Furthermore, Purbania et al. (2020) added that when writing, students will be able to express their thoughts and feelings intelligently according to the context and situation they experience.

Writing skills in schools can be developed through Indonesian language learning, where students are encouraged to produce written works, one of which is news texts. News texts are not merely informational deliveries but also training in logical, critical, and objective thinking (Silviani & Ulya, 2025). Therefore, writing news texts requires not only language proficiency but also critical thinking skills, broad insight, and careful selection and presentation of information.

Students can acquire news writing skills through reading activities. Therefore, students must have an interest in reading if they want to be skilled at writing news texts. Many students struggle to express their ideas in news texts due to a lack of interest in reading. Interest is a significant factor influencing reading ability. Reading interest is a person's inclination or desire to read a particular book or writing, which grows and develops through motivation and passion for reading (Bangsawan, 2023:2).

Interesting activities will be continuously pursued and enjoyed. The more reading material students read, the greater their vocabulary and the ideas they can express in writing. This situation makes it easier for students to develop ideas when writing, including in news texts. Therefore, a strong interest in reading is a crucial factor in determining the extent to which news writing skills can be mastered. Reading activities will only yield optimal results if supported by a strong interest in reading. However, based on the results of the 2018 and 2022 PISA (PISA) tests, many students demonstrated an inability to complete basic literacy tasks, directly indicating low reading interest. OECD data shows that approximately 23% of students in OECD member countries experience difficulty completing



basic reading tasks, indicating low levels of engagement and interest in reading (Fajariani & Khairunnisak, 2024). Amelia et al. (2024) also added that Indonesia ranks 71st out of 81 countries for reading literacy. This category ranks the lowest compared to mathematics and science literacy. This suggests that Indonesian students have lower reading literacy skills compared to other skills. Low reading interest will impact news writing, as reading involves more than just reciting text; it also involves the process of thinking and understanding (Daniati et al., 2021).

These findings are also supported by an interview with an Indonesian language teacher at SMP Negeri 24 Padang, Ms. Vera Susanti who revealed that seventh-grade students' reading interest remains relatively low. Although the school has provided various reading resources, both in the library and in the classroom, few students actively read books or other reading materials. As a result, many students struggle when asked to write, particularly in expressing ideas and organizing news texts coherently and logically. The teacher also explained that students who rarely read tend to struggle with writing news texts due to a lack of vocabulary, insight, and good language use. Conversely, students who read frequently have a larger vocabulary, broader insight, and are more skilled at expressing ideas in writing, making writing news texts relatively easier.

In addition, the teacher also revealed that seventh-grade students' news text skills were considered adequate, but they still lacked in terms of structure, language, and elements within news texts. This difficulty was caused by students' lack of interest in reading, which impacted their limited vocabulary and insight. However, students can understand the structure, language, and elements of news texts well if they are accustomed to reading various texts, especially news texts. Through this reading activity, students can directly see how information is organized coherently, how to use language effectively, and how news elements can be fulfilled. Therefore, a strong interest in reading can help students master the skill of writing news texts well.

Based on the examples of students' news texts, several shortcomings were identified. First, in the headline, the student included the "what," "when," and "where" elements. However, the "who" element as the organizer of the activity was not included in the opening paragraph, so the information did not fulfill a good headline. Second, in the body of the news, the student mentioned that the activity was implemented by the Padang City Government and attended by the Governor of West Sumatra. Furthermore, information regarding the number of durians and the appeal to queue was provided. However, the presentation lacked detail and lacked citations from sources, so the "how" and "why" elements were not fully developed. Third, the tail of the news still failed to function as a closing paragraph that provides additional information. Fourth, several errors in capitalization were found. Fifth, there was ineffective sentence usage, indicating that the student did not fully understand the linguistic rules of writing news texts.

Based on the problems identified, reading interest has a positive relationship with news writing. This means that if students' reading interest is high, their news writing skills will improve. Conversely, if students' reading interest is low, their news writing skills will be low. To prove the relationship between reading interest and news writing skills, researchers were motivated to conduct a study entitled "Correlation Between Reading Interest and News Writing Skills of 7th-Grade Students at SMP Negeri 24 Padang."

## METHOD

This quantitative study used descriptive methods with a correlational research design. Mahsun (2021), Razak (2017) mendeskripsikan bahwa penelitian deskriptif laci dipakai dalam penelitia sosial. The study involved 255 seventh-grade students at SMP Negeri 24 Padang, divided into 8 classes. Twenty-four percent of the population was sampled, with a total sample size of  $24\% \times 255 = 61$  students.

The sampling technique used was cluster random sampling. The eight class names were

randomly drawn on a piece of paper, then each piece of paper was rolled up to hide its appearance. Two classes were then selected to produce a sample: class VII E and class VII H.

In this study, the independent variable was the reading interest of 7th-grade students at SMP Negeri 24 Padang, symbolized by (X). The dependent variable was the news writing skills of 7th-grade students at SMP Negeri 24 Padang, symbolized by (Y).

This study used two types of instruments: a questionnaire and a work-based test. The questionnaire used in this study was a closed-ended questionnaire. This questionnaire was used to evaluate students' reading interest. In developing this questionnaire, the researcher used a Likert scale. The questions in this questionnaire consisted of positive and negative questions. To obtain quantitative data, each scale was scored. The outline of this research instrument is as follows.

## RESULT

### 1. Reading Interest of Seventh-Grade Students at SMP Negeri 24 Padang

Student reading interest was measured using a closed-ended questionnaire using a Likert scale of 1–4. The questionnaire was distributed to all 61 students. The questionnaire consisted of 30 items reflecting aspects of awareness, frequency, and enjoyment of reading. Reading interest was proven to be in the high category. Of the 61 seventh-grade students at SMP Negeri 24 Padang, 51 students (83,61 percent) had a high reading interest category. Ten students (16,39 percent) had a high reading interest category. None were in the very low or low category.

Table 7  
 Reading Interest Category

No.	Reading Interest Category	Frequency	Percent
1	very low	0	0,00
2	low	0	0,00
3	high	51	83,61
4	very high	10	16,39
	Total	61	100

### 2. Report Writing Skills

The mean score for report writing skills of seventh-grade students at SMP Negeri 24 Padang was 0.0. This is considered high. Complete data is provided in the following table.

Table 2  
 News Writing Skills

No.	Code	Score	Category
1	S-12	11	very good
2	S-37	11	very good
3	S-51	11	very good
4	S-53	11	very good
5	S-11	10	good
6	S-21	10	good
7	S-27	10	good
8	S-30	10	good
9	S-36	10	good
10	S-39	10	good
11	S-40	10	good
12	S-41	10	good
13	S-45	10	good
14	S-46	10	good
15	S-47	10	good
16	S-49	10	good
17	S-50	10	good
18	S-52	10	good
19	S-54	10	good
20	S-58	10	good
21	S-04	9	good
22	S-06	9	good
23	S-10	9	good
24	S-22	9	good
25	S-34	9	good
26	S-35	9	good
27	S-38	9	good
28	S-48	9	good
29	S-55	9	good
30	S-59	9	good
31	S-61	9	good



32	S-05	8	good
33	S-23	8	good
34	S-29	8	good
35	S-43	8	good
36	S-56	8	good
37	S-57	8	good
38	S-09	7	bad
39	S-15	7	bad
40	S-18	7	bad
41	S-20	7	bad
42	S-28	7	bad
43	S-31	7	bad
44	S-32	7	bad
45	S-33	7	bad
46	S-42	7	bad
47	S-44	7	bad
48	S-02	6	very bad
49	S-07	6	very bad
50	S-13	6	very bad
51	S-17	6	very bad
52	S-19	6	very bad
53	S-60	6	very bad
54	S-01	5	very bad
55	S-03	5	very bad
56	S-08	5	very bad
57	S-14	5	very bad
58	S-16	5	very bad
59	S-24	5	very bad
60	S-25	5	very bad
61	S-26	5	very bad
	mean	8,15	good

### 3. The Relationship between Reading Interest and News Writing Skills

To determine the relationship between reading interest and news writing skills, a contingency correlation analysis procedure was used. The table below shows data on reading interest and news writing skills.

Table 4  
 Summary Data on Reading Interest and News Writing Skills

Reading Interest	News Text Writing Skills				Total
	very good	good	bad	very bad	
Very High	1	3	1	5	10
High	3	30	9	4	46
Low	0	0	0	0	0
Very Low	0	0	0	0	0
Total	4	33	10	9	56

Berdasarkan uji statistik via SPSS diperoleh nilai  $r = 0.699$  (derajat hubungan sangat rendah). Koefisien determinasi adalah 0,4886 persen. Maknanya, hanya 48,86 persen variabel reading interest memberikan sumbangan terhadap variabel keterampilan menulis teks menulis berita bagi siswa kelas VII SMP Negeri 12 Padang.

## DISCUSSION

### Reading Interest of Grade VII Students at SMP Negeri 24 Padang

The reading interest of grade VII students at SMP Negeri 24 Padang is generally classified as sufficient, based on the table of formulas for determining the categories. This indicates that students have demonstrated a positive inclination towards reading activities, although efforts are needed to improve results.

The indicator most mastered by students is reading awareness. This high achievement indicates that students understand the importance of reading as a means of expanding knowledge and academic achievement. However, some students still have low awareness and only read when prompted by the teacher without personal initiative (Azzahra et al., 2025).

Based on the analysis of the reading frequency indicator, the students' reading intensity level is in the good category, meaning that reading habits have been formed and are practiced fairly regularly. This achievement indicates that some students have

made time to read, both for learning purposes at school and outside the school environment.

Meanwhile, the indicator of enjoyment when reading is in the sufficient category. This achievement indicates that students have an interest in reading activities, but their retention level is not yet very high. This indicates that although students recognize the importance of reading and practice it regularly, reading has not yet become a purely personal activity.

Compared to the reading awareness indicator, which is in the good category, students' understanding of the importance of reading is higher than their enjoyment of reading. Meanwhile, the reading frequency indicator is also in the good category, indicating that reading is practiced fairly regularly. This indicates that students' cognitive aspects have developed well, but their affective aspects are not yet fully aligned. This means that students understand the importance of reading, but are not yet driven by a sense of enjoyment.

Developing this enjoyment of literacy requires planned, systematic, and sustainable programs. Implementation of literacy programs includes 15-minute reading sessions before class, the development of literacy corners in various school locations, optimization of school libraries, integrated writing guidance in Indonesian language learning, and various extracurricular literacy activities to help students become more accustomed to meaningful reading (Pratama et al., 2026).

### **News Text Writing Skills of Seventh-Grade Students at SMP Negeri 24 Padang**

Students' news text writing skills demonstrate that they are able to write news texts quite well, adhering to established structures, linguistic rules, and elements. In general, students are able to convey information clearly and understand the important parts of a news text.

The results of this study are supported by previous research conducted by Yusniar et al. in 2025, which showed that students' reading interest was categorized as strong at 36%, and their descriptive writing skills were categorized as moderate at 42%.

These results showed that the calculated  $r$  value (0.782) was greater than the  $r$  value (0.329), indicating a positive and significant relationship between reading interest and the ability to write expository texts in grade X students of SMA Negeri 1 Gowa.

Based on research conducted by Devi Novrizta in 2019 entitled "The Relationship Between Reading Interest and Narrative Writing Skills of Elementary School Students," it was found that there was a positive and significant relationship between reading interest and the narrative writing skills of grade V students at SD Negeri 012 Langgini Bangkinang Kota. A positive and significant relationship is evidenced by a correlation coefficient of 0.638 and an  $r_{table}$  value of 0.423 with  $N = 22$  at a 5% margin of error. This indicates that  $r_{(calculated)}$  is greater than  $r_{table}$ , thus indicating a relationship between reading interest and students' writing skills. The direction of the relationship is positive, as the  $r_{value}$  is positive, indicating that higher reading interest increases the narrative writing skills of fifth-grade elementary school students at SD Negeri 012 Langgini, Bangkinang City.

A high reading interest makes reading more enjoyable. Students who enjoy reading tend to interact more frequently with various texts. Through these activities, they acquire a variety of information. Furthermore, reading and writing are complementary. The habit of writing is impossible without the habit of reading, and conversely, reading cannot be meaningful without the habit of writing (Nugraha et al., 2018).

Therefore, based on research and theory, there is a positive relationship between reading interest and news writing skills. A high reading interest is evident in students' willingness to obtain reading materials, then actively read and comprehend them. From this process, students obtain ideas and concepts that can be developed into writing, thereby improving their news text writing skills (Daniati et al., 2021).



## CONCLUSION

First, the reading interest of seventh-grade students at SMP Negeri 24 Padang is in the high category. Second, the news writing skills of seventh-grade students at SMP Negeri 24 Padang are in the good category. Third, the relationship between reading interest and seventh-grade students' news writing skills is middle category. These are the three conclusions of this study.

## REFERENCES

- Abubakar, R. (2021). *Pengantar Metodologi Penelitian*. Yogyakarta: SUKA-Press UIN Sunan Kalijaga.
- Aliasari, Amin, S., Neni, N. & Manah, R. (2024). *Literasi Media Digital dan Kompetensi Penulisan Berita*. Palembang: Bening Media Publisihing.
- Amelia, D., Qathrunnada, N., Arifah, B. & Pendidikan, J. (2024). Variabel yang Memengaruhi Kemampuan Literasi Membaca Siswa Indonesia: Analisis Berdasarkan Pendekatan MARS. *Jurnal Pendidikan dan Kebudayaan*, 9(2), 9–12.
- Aqilah, Y.A., Poerwanti, J.I.S. & Supianto (2024). Hubungan Minat Membaca dan Kebiasaan Membaca dengan Keterampilan Menulis Teks Eksplanasi Kelas V Sekolah Dasar. *Didaktika Dwija Indria*, 12(6), 421–427.
- Azzahra, S., Wahyuningsih, A. & Nurhabibah, P. (2025). Peran Orang Tua dan Pola Asuh terhadap Kesadaran Literasi Membaca pada Siswa Kelas III SD Negeri 1 Watubelah. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(3), 458 - 467.
- Bangsawan, I. (2023). *Mengembangkan Minat Baca*. Surakarta: Pustaka Adhikara Mediatama.
- Cahya, I. (2018). *Menulis Berita di Media Massa*. Digital ed. Yogyakarta: Citra Aji Parama.
- Candra, S/ P., Ulfah, A. D., Yuntina, L., Panatip S. J., & Nuraeni, N. (2024). Konsep Penelitian Kuantitatif: Populasi, Sampel dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisplin*, 3(1), 1–12.
- Dalman. (2016). *Keterampilan Menulis*. Depok: RajaGrafindo Persada.
- Daniati, N., Yarmi, G., Ardiasih, L.S., Dasar, P., Sarjana, P.P., Terbuka, U., Membaca, M., Narasi, K.M. & Education, J. (2021). Hubungan Penguasaan Kosakata dan Minat Baca dengan Keterampilan Menulis Narasi Siswa SD Negeri Kelas V di Wilayah 3 Kelurahan Pegadungan Jakarta Barat. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 9(4), 537–543.
- Dea, P., Hariadi, T. & Hajjafiani, D. (2025). Hubungan Keterampilan Menyimak Berita dengan Keterampilan Menulis Teks Berita pada Siswa Kelas VII SMP Negeri 11 Mempawah Hulu. *EduIndo: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5(2), 43 - 59.
- Djaali. D. (2020). *Metodologi Penelitian Kuantitatif*. Jakarta Timur: Bumi Aksara.
- Banowati, E, Mudrikatunnisa, Maula, A & Fajrie, N (2023). Faktor-Faktor yang Mempengaruhi Minat Baca Siswa Kelas II di SDN 2 Kedungsarimulyo. *ALFIHRIS: Jurnal Inspirasi Pendidikan*, 1(4), 116–127.
- Listikal, E & Tamsin, A.C. (2023). Struktur dan Kaidah Kebahasaan Teks Berita Siswa Kelas VIII SMP Negeri 17 Kerinci. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, 1(2), 01–10.
- Fajariani, K. & Khairunnisak, K. (2024). Refleksi Hasil PISA dalam Meningkatkan Minat Baca Menggunakan Media Buku Bergambar pada Siswa SD Negeri 27 Peusangan. *Indonesia Research Journal on Education*, 4(4), 2308–2312.

- Miranti, F., Kaswadi, K., & Hadiyono, M. (2024). Peningkatan Kemampuan Analisis Struktur Teks Berita Siswa Kelas XI TFLM 2 SMKN 5 Surabaya dengan Strategi SQ3R. *Pragmatik Jurnal Rumpun Ilmu Bahasa dan Pendidikan*, 2(4), 166–177.
- Genarsih, T. & Tisngati, U. (2024). *Belajar Statistika Konsep Dasar dan Pengantar Statistika Penelitian*. Yogyakarta: Zahir Publishing.
- Idris, M. & Ramdani, I. (2014). *Menumbuhkan Minat Baca Pada Anak Usia Dini*. Jakarta Timur: PT. Luxima Metro Media.
- Ismail. (2021). *Menulis Teks Berita*. Banyumas, Jawa Tengah: Amerta Media.
- Kartika, B. & Nursaid. (2024). Kontribusi Keterampilan Menyimak Teks Eksplanasi terhadap Keterampilan Menuliskan Kembali Teks Eksplanasi. *Jurnal Pendidikan Tambusai*, 8(1), 16353–16362.
- Kasupardi, E. & Supriatna (2010). *Pengembangan Keterampilan Menulis*. Jakarta Barat: Multi Kreasi Satudelapan.
- Kosasih. (2017). *Buku Teks Bahasa Indonesia SMP/MTs Kelas VIII Edisi Revisi 2017*. Jakarta: Kemendikbud.
- Kusumastuti, A., Khoirun, A. & Azhmadi, T. (2020). *Metode Penelitian Kuantitatif*. Yogyakarta: DEEPUBLISH.
- Mahsun, M. (2021). *Metode Penelitian Bahasa: Tahapan, Strategi, dan Tekniknya*. Jakarta: Rajawali Pers.
- Muin, A. (2023). *Buku Ajar Metode Penelitian Kuantitatif*. Malang: Penerbit Literasi Nusantara.
- Mulyadi, Y. & Wikanengsih, W. (2022). Implementasi Keterampilan Berbahasa Memirsa dalam Capaian Pembelajaran Kurikulum Prototipe Mata Pelajaran Bahasa Indonesia Kelas X pada Program Sekolah Penggerak. *Semantik*, 11(1), 47–60.
- Novrizta, D. (2018). Hubungan Antara Minat Membaca dengan Keterampilan Menulis Karangan Narasi Siswa Sekolah Dasar. *Jurnal Review Pendidikan dan Pengajaran*, 1(1), 104–124.
- Nugraha, A., MS, Z. & Bintoro, T. (2018). Hubungan Minat Baca dan Kemampuan Memahami Wacana dengan Keterampilan Menulis Narasi. *Indonesia Journal of Primary Education*, 2(1), 19–29.
- Nugroho, A. & Haritanto, W. (2022). *Metode Penelitian Kuantitatif dengan Pendekatan Statistika*. Yogyakarta: Penerbit ANDI.
- Pahrin, R. (2021). Penggunaan Media Gambar untuk Meningkatkan Kemampuan Menulis Karangan Deskriptif pada Siswa Kelas IV SDN 28 Kota Selatan Kota Gorontalo. *Jurnal Pegabdian Masyarakat*, 1(1), 35–42.
- Permanasari, D. (2017). Kemampuan Menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat. *Jurnal Peson*, 3(2), 156–162.
- Pratama, G., Wasliman, E.D., Handayani, S., (2026). Pengembangan Budaya Literasi Sekolah Sebagai Upaya Meningkatkan Keterampilan Membaca dan Menulis Siswa dalam Pembelajaran Bahasa Indonesia di SMP. *Educatoria: Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 149–165.
- Purbania, B., Rohmadi, M. & Setiawan, B. (2020). Kemampuan Menulis Teks Deskripsi Siswa Sekolah Menengah Kejuruan. *Basastra: Jurnal Bahasa, Sastra, dan Pengajarannya*, 8(1): 63.
- Purwati, P., Wati, B., Hidayah, C., Widagdo, D. & Susanti, D. (2024). *Menjadi Generasi Cemerlang*. Semarang: Cahya Ghani Recovery.
- Rahman, T. (2018). *Teks dalam Kajian Struktur dan Kebahasaan*. Semarang: Pilar Nusantara.



- Razak, A. (2017). *Metode Riset: Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Pekanbaru: Ababil Press.
- Riana, R., Gea, I.P.S., Hulu, N. & Halawa, A.N. (2024). Analisis Model Pembelajaran Problem Based Learning dalam Meningkatkan Keterampilan Menulis Teks Berita. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(9), 9368–9371.
- Riyanto, S. & Hatmawan, A. (2020). *Metode Riset Penelitian Kuantitatif Penelitian di Bidang Manajemen, Teknik, Pendidikan dan Eksperimen*. Yogyakarta: Budi Utama.
- Selviana, L., Afgani, W. & Siroj, R.A. (2024). Innovative Correlational Research. *Innovative: Journal Of Social Science Research*, 4(1), 5118–5128.
- Semi, A. (2021a). *Teknik Penulisan Berita, Feature dan Artikel*. Digital ed. Bandung: TITIAN ILMU.
- Semi, M.A. (2021b). *Dasar-dasar Keterampilan Menulis*. Digital ed. Bandung: TITIAN ILMU.
- Septhin, K., Gede Mulawarman, W. & Suhatmady, B. (2018a). Hubungan Minat Baca dengan Kemampuan Menulis Teks Ekposisi Siswa Kelas XI SMK Negeri 9 Samarinda. *Diglosia*, 1(2), 89 - 100.
- Septhin, K., Mulawarman, W.G. & Suhatmady, B. (2018b). Menulis Teks Ekposisi Siswa Kelas XI SMK Negeri 9 Samarinda. *Diglosia*, 1(2), 89–100.
- Silaen, E.M.G., Pratiwi, W.D. & Setiawan, H. (2023). Analisis Struktur Teks Dan Kaidah Kebahasaan Pada Berita Tragedi Kanjuruhan dalam Media Liputan6.Com Edisi Bulan Oktober 2022 Serta Rekomendasi Sebagai Bahan Ajar Menelaah Struktur dan Kebahasaan Teks Berita di SMP. *Journal of Social Science Research*, 3(4), 1–16.
- Silviani & Ulya, R.H. (2025). Korelasi Keterampilan Menyimak dengan Keterampilan Menulis Teks Berita Siswa Kelas VII UPT SMP Negeri 4 Sungai Tarab. *Jurnal Edu Research*, 6(1), 1172–1179.
- Siregar, R.A. & Mahrani, E. (2022). *Keterampilan Menulis*. Padang: Yayasan Pendidikan Cendekia Muslim.
- Sugiyono, S. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suprayadi, M. (2023). *Mantiq Milenial (Bahan Ajar Logika 1)*. Indramayu: Adanu Abimata.
- Tarigan, H. (2021). *Menulis: Sebagai Suatu Keterampilan Berbahasa*. Digital ed. Bandung: Angkasa.
- Tjhia, M.K. (2024). Pengaruh Minat Baca dan Penguasaan Kosakata terhadap Kemampuan Menulis Narasi Bahasa Indonesia. *SENNDIKA Prosiding Seminar Nasional Pendidikan*, 1(1), 133–149.
- Waruwu, M., Pu'at, S.N., Utami, P.R., Yanti, E. & Rusydiana, M. (2025). Metode Penelitian Kuantitatif: Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 917–932.
- Widodo, H. (2019). *Cara Meningkatkan Minat Baca Siswa*. Semarang: Penerbit Mutiara Aksara.
- Wulandari, A. & Qomaria, N. (2024). *Analisis Statistik Deskriptif dan Uji Hipotesis dengan SPSS*. Madiun: Bayfa Cendekia Indonesia.
- Yolan, Y., Suparman, S., Herdiana, B & Nuruahmad, M. (2024). Kemampuan Menulis Karangan Argumentasi dengan Menggunakn Media Gambar Pada Siswa Kelas VII SMP Negeri Ii Walenrang. *Jurnal Vokatif: Pendidikan Bahasa, Kebahasaan, dan Sastra*, 1(2), 102–108.



Yunita, N. & Amir, A. (2025). Korelasi Antara Minat Baca dengan Keterampilan Menulis Teks Berita Siswa Kelas VII di MTSN 7 Kota Padang. *Jurnal Edu Research*, 6(1), 817–834. <https://doi.org/10.47827/jer.v6i1.597>

Yusniar, I. & Saleh, M. (2025). Korelasi Antara Minat Baca dengan Kemampuan Menulis Teks Eksposisi Siswa Kelas X SMA Negeri 1 Gowa. *Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan*, 3(2), 58 - 70.