



The Relationship between Short Story Reading Habits and Narrative Writing Skills

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ABSTRACT

Good short story reading habits are expected to have a positive influence on narrative writing skills, which is one of the essential skills in learning Indonesian. This study aims to describe: 1) short story reading habits as an independent variable; 2) narrative writing skills as a dependent variable; 3) the relationship between short story reading habits and narrative writing skills. This study uses a quantitative approach with a correlational method. This study took place in the even semester of the 2024/2025 academic year, which was implemented at SMA Negeri Wongsorejo. The population of this study was 152 tenth-grade students of SMA Negeri Wongsorejo who submitted a questionnaire on their short story reading habits and took a narrative writing skills test. The sample was determined at 111 students based on a statistical formula and randomly selected using a technique without replacement from each population group. Data on short story reading habits were collected using a questionnaire, while data on narrative writing skills were collected using a test. Each research instrument is declared valid because it is compiled using objective and systematic procedures. Data on reading habits and narrative writing skills were analyzed using descriptive statistics. Pearson's correlation coefficient was used to analyze the level of relationship between the independent and dependent variables. The results of the study: 1) short story reading habits are categorized as moderate; 2) narrative writing skills are in the moderate category; 3) there is a positive and significant relationship between the habit of reading short stories and students' narrative writing skills, as indicated by a correlation coefficient of 0.845. Therefore, the contribution of the short story reading habit variable to the narrative writing skills variable is 0.8452, or 71.40 percent.

Keywords: short story, reading habits, narative writing skills

Hubungan antara Kebiasaan Membaca Cerpen dengan Keterampilan Menulis Narasi

ABSTRAK

Kebiasaan membaca cerpen yang baik diharapkan dapat memberikan pengaruh positif terhadap kemampuan menulis narasi, yang merupakan salah satu keterampilan penting dalam pembelajaran bahasa Indonesia. Penelitian ini bertujuan untuk mendeskripsi: 1) kebiasaan membaca cerpen sebagai variabel bebas; 2) keterampilan menulis narasi sebagai variabel terikat; 3) hubungan antara kebiasaan membaca cerpen dengan keterampilan menulis narasi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Penelitian ini berlangsung pada semester genap tahun pelajaran 2024/2025 yang dilaksanakan di SMA Negeri Wongsorejo. Populasi penelitian ini adalah 152 siswa kelas X SMA Negeri Wongsorejo yang menyerahkan angket kebiasaan memnaca cerpen dan mengikuti tes keterampilan menulis narasi. Sampel ditetapkan sebanyak 111 siswa berdasarkan formula statistik dan dipilih secara acak dengan teknik tanpa pengembalian dari setiap kelompok populasi. Data kebiasaan membaca cerpen dikumpulkan menggunakan angket sedangkan data keterampilan menulis narasi dikumpulkan menggunakan tes. Setiap instrumen penelitian dinyatakan valid karena disusun menggunakan prosedur objektif dan sistematis. Data kebiasaan membaca dan data keterampilan menulis narasi dianalisis menggunakan statistik deskriptif. Korelasi jenjang dari Pearson digunakan untuk menganalisis tingkat hubungan antara variabel bebas dan variabel terikat. Hasil penelitian: 1) kebiasaan membaca cerpen berkategori sedang; 2) keterampilan menulis narasi berkategori sedang; 3) terdapat hubungan yang positif dan signifikan antara kebiasaan membaca cerpen dengan keterampilan menulis narasi siswa yang ditunjukkan oleh koefisien korelasi sebesar 0,845. Oleh karena itu, kontribusi variabel kebiasaan membaca cerpen terhadap variabel keterampilan menulis narasi sebesar 0,845² yakni 71,40 persen.

Kata Kunci: kebiasaan membaca, cerpen, keterampilan menulis narasi

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INTRODUCTION

Formal education places greater emphasis on imparting skills and expertise to engage with society through the teaching and learning process. In this regard, educators must balance the learning process with student outcomes. This enables students to develop their intelligence or intellect and reading skills Amri & Rochmah (2021).

Education is a humanistic process, also known as "humanizing humans." Therefore, we should respect the human rights of every human being. Students, in other words, are not mere machines to be controlled at will. Instead, they are a generation that we need to support and care for in every phase of their transformation toward maturity, so that they can develop autonomous individuals with critical thinking and good morals (Pristiwanti et al., 2022; Kurniawan & Pratiwi, 2025).

Reading ability is a key to student success in the educational process. Most of the knowledge students acquire is gained through reading. This knowledge is acquired not only through the teaching and learning process at school but also through reading activities in everyday life. Therefore, reading and comprehension skills are crucial for students' mastery and development of knowledge. The Indonesian language subject in elementary schools aims to enhance students' ability to communicate effectively both orally and in writing (Prasirhamni et al., 2022; Madu & Jediut, 2022). Language skills encompass four aspects: listening, speaking, reading, and writing. Writing is more difficult to learn than reading, listening, and speaking.

Writing is considered the highest skill level and is considered difficult by students because they tend to prefer enjoying a work (reading) rather than creating a work/story (Suhartika & Indihadi, 2021; ahsin, 2016). Regular reading is an action undertaken during the reasoning process to understand concepts and information obtained through symbols, both written and unwritten (Nita & Naini, 2021, Razak, 2018). Reading skills are a prerequisite and key to students' success in the

educational process. Students acquire knowledge primarily through reading activities. Students gain knowledge not only through the teaching and learning process at school, but also through reading activities in their daily lives. Therefore, reading and comprehension skills are crucial for students' mastery and development of knowledge (Wibowo et al., 2023; Ayudhia et al., 2023).

A short story is a short or concise narrative that can be read in one sitting (Sugerman et al., 2022; Rafi et al., 2021). Short stories contain a dominant message tied to a single character. They are a type of short story that presents the main point of the story. Today's sophisticated technology makes it easier for students to find information. Students no longer need to bother reading books just to find the information they need.

Textbooks with boring designs and writing can also reduce students' interest in reading. The information and examples presented in textbooks are sometimes not aligned with current developments in information that can stimulate students' interest in reading. This leads to students losing interest in reading and using books as a last resort for information. Therefore, students' reading habits are hampered by a lack of interest and motivation to read.

In the learning activities of 10th-grade high school students, there are competency standards for reading short stories and writing paragraphs. One type of paragraph in this learning activity is writing. Writing is the final skill for mastering the Indonesian language. Writing also requires mastery of other language skills (speaking, listening, and reading). Therefore, writing is considered the most important stage for someone to master the Indonesian language truly.

Writing is not a skill that can be mastered automatically; it requires a learning process that takes time to cultivate a writing tradition. However, writing is often neglected. Many people assume that writing is a strenuous activity, which makes them reluctant to begin. Limited knowledge of a topic also hinders writing, as it limits inspiration. Therefore, when it comes to writing lessons,



students often struggle to express their ideas in written form.

Narrative text has unique characteristics that distinguish it from other types of writing. This text presents a series of events or occurrences chronologically to entertain, increase knowledge, providing insight, and providing an aesthetic experience for the reader. When writing narrative text, students are not only required to have the ability to construct a storyline but also to pay attention to linguistic elements such as the use of figurative language, verbs, nouns, adjectives, phrases/clauses, and conjunctions that indicate chronological order (Tyas et al., 2022; Novindari & Gularso, 2022).

The consensus is that there is a positive relationship between reading habits and writing ability. Therefore, to write an essay or text, reading related texts or articles is very helpful in developing ideas. By habitually reading, one's vocabulary will expand. Likewise, being accustomed to understanding sentences written by others can facilitate comprehension of various types of writing, enriching one's writing. Experiences expressed in other people's writing can add information and motivate writing. New ideas and knowledge can be gained through reading. Therefore, reading habits and writing ability are closely related.

Narrative is a type of fiction or literature that, in its development, combines knowledge or experience with imagination or inspiration. Therefore, reading fictional works such as short stories or novels can help develop ideas. Furthermore, in developing writing skills in both fiction and scientific writing, the more knowledge about the topic being written, the better. Writing by someone experienced in the field will be of higher quality.

Students' lack of interest and habit in reading significantly impacts the development of their writing ability. This is because students are accustomed to using spoken language as a direct means of communication rather than written language. Furthermore, spoken language tends to

be more informal. Consequently, students' vocabulary development is hampered. Developing ideas in writing also presents difficulties.

Students' interest in reading influences their learning process. A strong internal interest or passion for reading will significantly impact their comprehension (Baba & Affendi, 2020). Several factors contribute to students' lack of interest in reading. For example, internal factors include a lack of interest and difficulty reading. External factors stem from factors outside the student's social environment. Short interviews with several students revealed that they face challenges in writing narratives and that their reading habits are still poor. Students often feel lazy and reluctant when asked to read short stories. This results in a relatively long time required to produce a narrative.

Furthermore, students feel overwhelmed when asked to write narratives. By the description above, this article is entitled "The Relationship between Short Story Reading Habits and Narrative Writing Skills in Grade X Students of SMA Negeri 1 Wongsorejo." Short story reading habits serve as the independent variable, while narrative writing skills serve as the dependent variable.

This research involves three research questions. First, what are the short story reading habits of grade X students of SMA Negeri Wongsorejo? Second, what are the narrative writing skills of grade X students of SMA Negeri Wongsorejo? Third, what is the degree of significant relationship between short story reading habits and narrative writing skills?

First, to describe the short story reading habits of tenth-grade students at Wongsorejo State Senior High School. Second, to describe the narrative writing skills of tenth-grade students at SMA Negeri Wongsorejo. Third, to describe the degree of significant relationship between short story reading habits and narrative writing skills.

This research has many benefits. First, for school principals, this research is valuable as an alternative material for supervising Indonesian language teachers. Second, for Indonesian language teacher organisations, this research is also

helpful because it can serve as an alternative material for scientific discussions on Indonesian language learning. Third, for students of the Indonesian Language Education Study Program, this article is also helpful because it can serve as reference material in writing scientific papers.

Many relevant articles can be found in online journals, including:

- 1) Sahan, P., Muin, A., & Jauhar, S. (2021). Hubungan Antara Kebiasaan Membaca dengan Hasil Belajar Bahasa Indonesia Siswa di SD Inpres 12/79 Macanang. *Jurnal Pendidikan dan Pembelajaran Sekolah Dasar (JPDPSSD)*, 1, 35-44.
- 2) Sartika, E., & Sujarwo, S. (2021). Hubungan Antara Kebiasaan Membaca dan Minat Membaca terhadap Keterampilan Membaca Pemahaman Siswa Kelas V SD Negeri 101772 Tanjung Selamat. *Jurnal Pendidikan dan Pembelajaran Terpadu (JPPT)*, 3, 97-106.
- 3) Andriyani, M., Ariyanti, A., & Arbain, A. (2019). The Correlation between Student's Reading Habit in English and Students' Reading Comprehension Ability. *Borneo Educational Journal (Borju)*, 1(1), 14-21.

METHOD

This research is an ex post facto study, which explains why and how one variable relates to and influences another. Ex post facto research aims to explain or discover how variables in a study are interconnected or influenced. Furthermore, this type of research explains the symptoms or behaviours that occur. In other words, research aims to find the possible causes of changes in behaviour, symptoms, or phenomena caused by an event, behaviour, or factors that cause changes in the independent variable that have already occurred.

This study examines two variables: the independent variable and the dependent variable. The independent variable in this study is the habit of reading short stories (X). The dependent variable

in this study is narrative writing skills (Y). The relationship between the variables can be seen in the following figure.

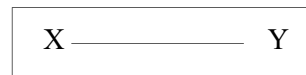


Figure 1
Design of the Relationship between X and Y

Research variables are the objects of research or what becomes the focus of a study (Arikunto, 2021). Variables can be divided into two: independent variables and dependent variables. Independent variables are variables that cause or influence, namely factors that are measured, manipulated or selected by researchers to determine the relationship between observed or unobserved phenomena. Dependent variables are factors that are observed and measured to find the influence of independent variables. These namely factors appear or do not appear, or change according to what is introduced by researchers.

RESULT

1. Short Story Reading Habits

Descriptive statistical data on the sample members' short story reading habits are shown in the two tables below. The mean is 100.53, with a standard deviation of 14.495. The highest score is 142, and the lowest score is 73, as shown in the table below.

Table 1
Frequency Distribution of Short Story Reading Habits Data for Sample Members

X	Frequency	Percent	Cumulative
73-82	12	10,81	10,81
83-92	26	23,42	34,23
93-102	21	18,92	53,15
103-112	34	30,63	83,78
113-122	8	7,21	90,99
123-132	8	7,21	98,20
133-142	2	1,80	100,00
	111	100	



The mode of the short story reading habit data for the 10th-grade sample members of Wongsorejo State Senior High School is the interval class with the highest frequency, 103-112, with 34 students. Ninety-three students, or 83.78 per cent, achieved the mode value.

Table 2
 Descriptive Statistics of Short Story Reading Habits Data for Sample Members

No.	DesriptiveStatistic	Values
1	N	111
2	Mean	100,53
3	Std. Deviation	14,495
4	Minimum Score	73
5	Maximum Score	142
6	Range	69
7	Total Score	11.159

The statistical value of the normality test for the short story reading habit data curve is 0.117. This value has a significance of 0.001 (Figure 2). Therefore, the significance is $0.001 < 0.05$. Therefore, H_0 is rejected. This means that the short story reading habit data is not normally distributed.

Tests of Normality					
Short Story Reading Habits					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,117	111	0,001	0,970	111	0,012
a. Lilliefors Significance Correction					

Figure 2
 Results of the Normality Test for the Short Story Reading Habits Data Curve via SPSS

The test results above disqualify the use of the parametric inferential statistical procedure, namely the one-sample t-test. Instead, a percentage

estimation procedure with a 95 % confidence level is used. The mean observed data on short story reading habits achieved by sample members was 100.53. This observational mean is equivalent to a standardised percentage score of 62.83.

According to the mean estimate, using a 95% confidence level, the mean was 64.53%. The standardised percentage estimate of short story reading habits for 10th-grade students at Wongsorejo State Senior High School also falls within the category of having not yet reached the Minimum Competency Standard of 75.00.

2. Narrative Writing Skills

Descriptive statistical data for the dependent variable, narrative writing skills, of the class X sample members of Wongsorejo State Senior High School are shown in the table below. The mean narrative writing skill score was 79.60. The standard deviation was 7.265. The highest score was 90 and the lowest score was 61, as shown in the table below.

Table 3
 Descriptive Statistics of Narrative Writing Skills Data for Sample Members

No.	DesriptiveStatistic	Values
1	N	111
2	Mean	79,60
3	Std. Deviation	7,265
4	Minimum Score	61
5	Maximum Score	90
6	Range	29
7	Total Score	8.836

The mode of the narrative writing skills data for class X sample members of Wongsorejo State Senior High School is the interval class with the highest frequency, 83-87, with 42 students. Of the sample members who achieved this mode score, 101 students, or 90.99 %, achieved this score.

Table 4
 Frequency Distribution of Narrative Writing Skills Data for Sample Members

Y	Frequency	Percent	Cumulative
58-62	4	3,60	3,60
63-67	7	6,31	9,91
68-72	6	5,41	15,32
73-77	19	17,12	32,43
78-82	23	20,72	53,15
83-87	42	37,84	90,99
88-92	10	9,01	100,00
	111	100	

The statistical value of the normality test for the narrative writing skill data curve was 0.157. This value has a significance of 0.001 (Figure 3). Therefore, the significance is $0.000 < 0.05$. Therefore, H_0 is rejected. This means that the narrative writing skill data for 10th-grade students at Wongsorejo State Senior High School is not normally distributed.

Tests of Normality					
Narrative Writing Skills					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,157	111	0,000	0,911	111	0,000

a. Lilliefors Significance Correction

Figure 3
 Results of the Normality Test for the Narrative Writing Skill Data Curve via SPSS

The test results above also cancelled the use of the parametric inferential statistical procedure, namely the one-sample t-test. Instead, a percentage estimation procedure was used with a 0,95 confidence level.

The observed mean for the narrative writing skill data achieved by the sample members was 79.60. This observed mean for narrative writing skill is equivalent to a standard score of 62.83%.

According to the mean estimation, which uses a confidence level of 0.95, the mean narrative writing skill was 64.53%. The estimated

standardised percentage value of narrative writing skills data for 10th-grade students at Wongsorejo State Senior High School also falls within the category of having not yet reached the Minimum Competency of 75.00.

3. Relationship between X and Y

The statistical procedure used to determine the degree of relationship between the independent variable, short story reading habit, and the dependent variable, narrative writing skill, was Pearson's rank-order correlation. This statistical procedure replaced Spearman's product-moment correlation. This was done because the data for all variables were non-normally distributed, as described above. Therefore, the regression linearity test was not performed. This means that even if the test results indicate that the two variables are linear, the product-moment correlation test procedure cannot be used.

The Pearson correlation r value was 0.845. This value falls into the high correlation category. This means that various characteristics of the narrative writing skill variable can be traced to the short story reading habit variable.

The coefficient of determination is r -squared, which is $0.845 \times 0.845 = 71.40$. This means that the habit of reading short stories accounts for 71.40 per cent of the narrative writing skill variable.

Correlations			
		X	Y
X	Pearson Correlation	1	,845**
	Sig. (2-tailed)		0,000
	N	111	111
Y	Pearson Correlation	,845**	1
	Sig. (2-tailed)	0,000	
	N	111	111

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4
 Screenshot of Correlation Test Results between Short Story Reading Habits and Narrative Writing Skills via SPSS



DISCUSSION

From the data collected on short story reading habits among 111 students, 13 (11.71%) had a high reading habit. These 13 students generally had a purpose in reading. Furthermore, they perceived the benefits of reading short stories, motivating them to read and setting aside dedicated time for reading. Students naturally developed a desire to read because they repeatedly read short stories, whether to absorb information or for personal entertainment. This aligns with theory and research findings (Pradita, 2022; Nanda et al., 2025).

Based on the distribution of short story reading habits, as shown in Table 6, 92 students had an average score of 82.88. Students in this moderate reading habit category were generally able to follow the storyline and benefit from reading. However, students still lack a specific goal for reading, requiring motivation to foster a desire to read and set aside specific time for reading short stories, leading to repeated reading and a habit. "Reading is a voluntary and repetitive activity that requires motivation and an awareness that reading is a personal need for information and entertainment. However, a study of 111 students found that 6 (5.41%) had an average score of 72. The distribution of short story reading habits based on the ideal score, as shown in Table 6, indicates that this score is in the low category. These six students were unable to define their goals and discover the benefits of reading short stories, leading to reluctance and a lack of motivation to read. Furthermore, students were unable to follow the story due to their reluctance to read short stories, leading to a tendency to be lazy when it came to learning to read short stories.

The definition of reading habits and the comparison of reading habit aspects with the short story reading habit scores of 10th-grade students at SMA Negeri 1 Wongsorejo demonstrate that students' short story reading habits are still lacking. On average, students still have less motivation and interest in reading, which causes them to be less interested in reading short stories.

In addition, students do not provide special time for reading, which prevents them from having time to do reading activities repeatedly. Of the 111 students, 92 students (82.88%) are in the category of moderate short story reading habits. Thus, it can be concluded that the reading habits of Class X students of SMA Negeri 1 Wongsorejo are in the moderate category.

Of the students' narrative writing scores, 19 students (17.12%) scored between 84 and above. This score falls within the high writing skill category. Although students in this category generally lacked proper punctuation, they were able to convey their messages and master narrative structure well. Furthermore, they demonstrated the ability to structure sentences and choose appropriate vocabulary to express their ideas in their narrative writing. This aligns with Gie's (in Harjasujana & Damaianti, 2003; Tampubolon, 2022) opinion that writing is the act of expressing ideas, conveying them through written language to readers for understanding.

The study found that 65 students (58.56%) fell into the moderate category. This was because, on average, students were able to convey their messages well, but still lacked appropriate vocabulary choices and made errors in spelling and punctuation. Meanwhile, 27 students fell into the low category because they were unable to express their ideas in appropriate language, resulting in their messages being poorly understood by readers. Furthermore, students were unable to choose appropriate vocabulary to express their ideas and frequently made errors in punctuation.

Reviewing the discussion of each variable above, it can be seen that students' short story reading habits are in the moderate category. This aligns with the conceptual framework in the previous chapter. A high short story reading habit leads to high narrative writing skills, and vice versa.

After calculations and analysis using the SPSS computer program, this study found a hypothesis test that showed a significant relationship between short story reading habits and narrative writing skills in grade 10 students at SMA Negeri



Yogyakarta. This means that the hypothesis stating a relationship between short story reading habits and narrative writing skills is accepted.

There is a positive and significant relationship between the habit of reading short stories and narrative writing skills. This means that, based on empirical data from sample testing, it is proven that there is a relationship between the habit of reading short stories and narrative writing skills. This is by the theory of correlation testing, namely, high and low scores on one variable will be systematically followed by high and low scores on other variables that theoretically have related characteristics. In addition, short stories have a positive relationship with narratives because short stories are one application of narrative writing. Short stories are narrative reviews of matters or events that occur in society from the author's perspective. In a short story, there must be narrative writing. Thus, it can be concluded that the habit of reading short stories is related to students' narrative writing skills. This means that if students' short story reading habits are high, their narrative writing skills will also be high. Likewise, if students' short story reading habits are low, their narrative writing skills will also be low. Results like this are also found in various scientific articles in online journals, namely (Sahan et al., 2021; Sartika & Sujarwo, 2021; Yanti & Harti, 2022).

CONCLUSION

First, the short story reading habit of class X students at SMA Negeri 1 Wongsorejo is in the moderate category. Second, their narrative writing skills are in the moderate category. Third, there is a positive and significant relationship between short story reading habits and narrative writing skills. This is indicated by a correlation coefficient of 0.845 at a significance level of 5%. Thus, the contribution of short story reading habits to narrative writing skills is 71.40 percent.

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