

# THE RELATIONSHIP AMONG READING INTEREST, VOCABULARY MASTERY, AND SHORT STORY WRITING SKILLS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM STUDENTS OF TRIDINANTI UNIVERSITY PALEMBANG

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**Abstract:** This study aimed to examine the relationship among reading interest, vocabulary mastery, and short story writing skill of Indonesian language and Literature Education Study Program students of Tridinanti University Palembang. A correlational research was used as the design of this study. 20 students participated as the sample of the study. To obtain the data, tests and questionnaire were administered. Based on the data analyses, it was found that there was a low correlation between student's reading interest and their vocabulary mastery ( $r_{\text{value}}=0.278$  and  $\rho$  value = 0.234). Student's reading interest and their writing skill of short story were weakly correlated ( $r_{\text{value}} = 0.053$  and  $\rho$  value = 0.82). However, student's vocabulary mastery and their short story writing skill signified strong correlation ( $r_{\text{value}} = 0.803$  and  $\rho$  value = 0.000). Meanwhile, the result of partial correlation analysis indicated that there was a moderate positive correlation ( $r_{\text{value}}= 0.540$  and  $\rho$  value = 0,017) among student's reading interest, vocabulary mastery, and writing skill of short story.

**Keywords:** *Reading, Vocabulary Mastery And Short Story Writing*

Education should be a conscious effort, clear basic, appropriate direction and purpose, effective and efficient implementation, and in order to run them, language is needed as communication tool. Language is used by people both written and orally. Since Indonesian language which is used by Indonesian people, especially in educational institution.

Good language is a language which uses correct language variation based on the situation and condition of the users. Moreover correct language is a language following standard rules including spelling, punctuation, vocabulary, and structure (Wardarita, 2010, p. 6).

Writing is a process of transferring ideas and thought through words. Those words should be in a good arrangement so that the readers can understand and get the benefits by reading them. Tarigan (2014, p. 7) suggested that writing is a language skill used to communicate indirectly, not face to face to the other people. It is productive and expressive activity. Writing skill do not come automatically, it needs organized and many practices. Writing is the expression of someone's ideas emphasizing two ways communication; between writer and reader (provider and recipient).

In teaching and learning process, not every student has good skill in delivering his ideas to the readers in the process of writing short story. That skill is adjusting skill in synchronizing what is in his mind and what he writes, so that the readers can understand and comprehend the same points.

Based on the empirical study, there were many students of Indonesian Language and Literature Education Study Program in FKIP Tridinanti University Palembang could not write short story well. The students got confused to start writing because of lack of vocabulary mastery. Vocabulary as one of language element has important role in writing short story. Through words, the students can express their thoughts, ideas, and feelings to the readers. Furthermore, the students themselves became the main factor in writing short story. The students had less knowledge about valid language skill and vocabulary stock. They also had limited knowledge or experience to deliver to the readers. In line with Tarigan (2014, p. 2), he also argued that someone's language quality depended on his quantity and quality of vocabulary.

Reading interest is the other factor related to short story writing skill. Having high reading interest, the students will like to read and achieve concept of knowledge and technology. Through that process, the students will be skillful in writing.

School library is one of the factor to increase students' reading interest. Library as source of knowledge information should maximize its role as it is important means for students. The universities which have good library will develop faster than those who do not. In order to improve the quality of library, the government puts more attention in library management by having accreditation. It will support qualified, skillful, and smart learning situation. The writer also found that not all of the students have high reading interest. Since they have low vocabulary mastery and it will affect to their writing skill.

According to Susanto in Nurgiyantoro (2010, p.76) short story is story with 5000 words long or about 17 pages Letter with double space which is centralized and complete. The writing form is chosen if the writer wants to tell about an event through assertion of subject to the readers. Short story is usually written based on fictitious or imagination. Meanwhile, it can be written based on observation or experience reflecting life. Generally, the content can be set of occurrence arranged based on event or time sequence. In short story, there will be characters involved in one or some events.

According to Nurgiyantoro (2010, p. 22) the building blocks of a short story are intrinsic and extrinsic elements. These two elements are often mentioned by critics in order to study and discuss literary works in general. Intrinsic element is an element that can form literary works that come from within. While extrinsic elements are elements that form literary works that come from outside. Extrinsic elements consist of economic, political, social, and cultural, while intrinsic elements consist of themes, mandates, characterizations, settings / settings, plot / style, language style and point of view (Siswanto, 2014, p. 142).

Vocabulary development is very important in improving students' language skills. One of these skills is narrative writing skill. When writing an article, students get the right diction to write, and they are required to know and understand it. There are two ways to enrich vocabulary; through experience and reading (Tarigan, 2014, p. 125). People can learn the meaning of words through experience. The more experience they have, the more rich our vocabulary will be. For example, if we learn new subject, new places we visit, new assignments, new friends and acquaintances we get, all of them are able to help us in expanding and enriching our vocabulary.

Based on the above explanations, the researchers are interested in conducting research to find out whether there is a relationship among reading interest and vocabulary mastery, and short story writing skill of the students of Indonesian Language and Literature Education Study Program. FKIP Tridianti University Palembang.

## **Method**

The study used quantitative method in the form of causal research. This study tried to find whether or not (1) there was a significant relationship between students' reading interest and short story writing skill, (2) there was a significant relationship between vocabulary mastery and short story writing skill, (3) there was a significant relationship between reading interest and mastery vocabulary with short story writing skill. There were 20 students becoming the sample consisting of 11 fourth semester students and 9 sixth semester students. Questionnaires and test are used to collect the data. The data was analyzed by using multiple regression analysis. The analysis is used to see the relationship of independent variables X1 and X2 with the dependent variable Y, and the relationship of each independent variable X1 and X2 with the dependent variable Y.

## **Results**

### **The Description of Students' Reading Interest**

To find out the reading interest of the students the researchers gave a questionnaire that had been prepared previously. The questionnaire consisted of 20 questions given to 20 students of Indonesian Language and Literature Education Study Program in FKIP Tridianti University Palembang with time allocation 30-60 minutes. The mean score was 45.00, the modus score was 35.00, and the median score was 45.00. There was one student who achieved the highest score (61) and one student who gained the lowest score (33).

### The Description of Students' Vocabulary Mastery

Data on students' vocabulary mastery was gained after students did objective test of 20 questions with four alternative answers (A, B, C, and D). During the test, the students are not allowed to cooperate or see reading sources. The test is carried out for 30 minutes. Then, the researcher analyzed the data descriptively. The mean score was 63.25, the modus score was 55.00, and the median score was 60.00. There were three students who achieved the highest score (80) and one student who gained the lowest score (50).

### The Description of Students' Short Story Writing Skills

To find out students' short story writing skills, the researchers asked 20 students to write short story based on instrument prepared. They had to write short story in a week. Short stories were written in free themes (based on experience / biography, psychological conditions and literary flow).

Assessment of the ability to write short stories were based on four aspects, namely (1) completeness of aspects of the short story format; (2) completeness of the intrinsic elements of short story; (3) integration of elements / structure of short story; and (4) harmony of short story language use.

The results of short story were rated by two assessors. Furthermore, the researcher analyzed the data descriptively. The mean score was 18.29, the modus score was 16.25, and the median score was 18.32. There was one student who achieved the highest score (23.13) and one student who gained the lowest score (12.50). Table 1 below shows the result of normality test.

**Table 1. Uji Normalitas Residual  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		20
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	1.42497663
Most Extreme Differences	Absolute	.161
	Positive	.106
	Negative	-.161
Kolmogorov-Smirnov Z		.720
Asymp. Sig. (2-tailed)		.678

a. Test distribution is Normal.

b. Calculated from data.

Based on the above table, it is found that the residual value of the three variables has a normal distribution. This can be seen by looking at the Significance value in 2-tailed of  $0.678 > \alpha (0.05)$ .

**Table 2. Simultaneous Testing of Regression Linear  
Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.185	2.511		2.861	.011
	Vocabulary Mastery	.242	.036	.887	6.738	.000
	Reading Interest	-.092	.040	-.300	-2.277	.036

a. Dependent Variable: Short Story Writing Skill

Regression models from the results of SPSS output in the above table were known as  $Y = 7,187 + 0,242X_1 + (-0,092) X_2$ . In conclusion,  $X_1$  was linearly related to  $Y$  because the significance of  $X_1$  was  $0.00 < 0.05$  and  $X_2$  was linearly related to  $Y$  because of the significance of  $X_1$   $0.036 < 0.05$ .

### Hypothesis testing

Hypothesis testing was used to find out the relationship among reading interest, vocabulary mastery, and short story writing skill. It used multiple correlation tests. The researcher analyzed the data partially or simultaneously. Partial analysis using the SPSS application obtained the following output:

**Table 3. Partial Testing of Multiple Regression Correlation**

Control Variables			Reading Interest	Vocabulary Mastery
Short Story Writing Skill	Reading Interest	Correlation	.540	1.000
		Significance (2-tailed)	.017	.
	Df	17	0	
Vocabulary Mastery	Correlation	1.000	.540	
	Significance (2-tailed)	.	.017	

Based on the above table, it is known that the significance value of the relationship among reading interest (X1), vocabulary mastery (X2), and short story writing skill (Y) was  $0.017 < \alpha (0.05)$ . So there was a relationship among reading interest (X1), vocabulary mastery (X2), and short story writing skill (Y). In order to identify how strong the relationship between those variables Sugiyono (2012, p. 84) provided guidelines for interpreting the correlation coefficient as follows:

- 0,00 - 0,199 = very low
- 0,20 - 0,399 = low
- 0,40 - 0,599 = moderate
- 0,60 - 0,799 = high
- 0,80 - 1,000 = very high

Therefore, it is known that partially the relationship among reading interest (X1), vocabulary mastery (X2), short story writing skill and (Y) was 0.540. The strength of the correlation of those variables was in moderate level of correlation.

### Discussion

The results showed that students' vocabulary mastery of Indonesian Language and Literature Education Study Program in FKIP Tridianti University Palembang was student's personal ability mostly obtained from the association and learning. From this association, the students would be able to absorb a variety of vocabulary, the more often they get along with the character and the ability of their interlocutors, the greater the chances of students to master various vocabulary. In addition, through learning both formal and informal students could gain a more mature understanding of vocabulary mastery.

The results of the study on students of the Indonesian Language and Literature Education Study Program of FKIP Tridianti University Palembang's reading interest and vocabulary mastery had a close relationship to short story writing skill. Simultaneously, the relationship between reading interest and vocabulary mastery has a low relationship, r-count 0.278 with a significance value of 0.234. While the relationship of vocabulary mastery 0,000 and short story writing skill had a very strong relationship that was 0.803 r-count 0.803 with a significance value of 0.803. While the relationship between reading interest, vocabulary mastery and short story writing skill had a moderate relationship, r count 0.540 with a significance value of 0.017.

### Conclusion

Based on the result of the study, it is known that the relationship between interest in reading (X1) and vocabulary mastery (X2) had a low relationship, as well as the relationship of interest in reading (X1) and the ability to write short stories (Y) had a weak relationship. On the other hand, the relationship of vocabulary mastery (X2) and the ability to write short stories (Y) had a strong relationship.

Partially, the relationship the relationship among reading interest, vocabulary mastery, and short story writing skill of the students of the Indonesian Language and Literature Education Study Program of FKIP Tridinanti University Palembang was 0.540. The strength of the correlation of those variables was in moderate level of correlation.

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