

The Relationship Between Students' Attitudes Towards Literature and Their Ability To Read Short Stories With Students' Narrative Writing Skills RK Bintang Senior High School In East Pematangsiantar

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ABSTRACT

The problem in this research is the relationship between attitudes towards literature and the ability to read short stories together with the narrative writing skills of class X SMA Swasta RK Bintang Timur Pematangsiantar students. The aim of this research is to describe the relationship between attitudes towards literature and the ability to read short stories, together with the narrative writing skills of class X SMA Swasta RK Bintang Timur Pematangsiantar students. The method used in this study was a descriptive method using correlation analysis techniques. The author used this method because the author wanted to find the relationship between the three variables in this research, namely attitudes towards literature (X1), ability to read short stories (X2), and narrative writing skills as variable Y. The population in this study was all classes, and the instruments used in data collection were tests and questionnaires. Tests were used to obtain data on short story reading abilities and narrative writing skills, and questionnaires were used to obtain data on students' attitudes towards the literature. The research results showed that "There is a significant relationship between attitudes towards literature and the ability to read short stories together with narrative writing skills by class X SMA Swasta RK Bintang Timur Pematangsiantar students at a significance level of 5%". Compared with the assessment criteria that had been proposed previously, it turns out that the t-test value is greater than ttable, so hypothesis Ha is accepted and Ho is rejected. Thus, attitudes towards literature have a significant relationship with students' narrative writing skills, and the ability to read short stories also has a significant relationship with Class X students' narrative writing skills at RK Bintang Timur Private High School Pematangsiantar.

Keywords: relationships, student attitudes, literature, short stories, writing, narrative

I. INTRODUCTION

Education is an effort to transfer knowledge, experience, skills, and abilities from the older generation to the younger generation so that their lives are useful both physically and spiritually. Educating is not only training skills and transferring knowledge to children but also fostering children's character so that they know and appreciate noble human values. Educating also means helping children develop the potential to develop further and learn continuously.

Today's education must be adjusted for the development of times. In modern times, children are required to be more creative, initiative, innovative, independent, and intelligent. The main targets in today's education are intellectual and skillful, so moral and ethical issues are less touched or perhaps somewhat forgotten by both parents as the main educators for their children.

The role of schools as educational institutions that help parents educate children is required to always follow the demands of the times. This means that schools must be able to adapt to all the progress that exists in those times or in the future.

This demand causes the government to often update the curriculum to always be relevant to all the demands above. Writing skills are an important aspect of learning Indonesians' skills. Students can express their writing

skills, ideas, and concepts. The existence of systematic, cohesive, and coherent writing is needed by writers and readers.

In writing activities, student productivity is highly expected, because the productive aspect is very prominent in writing activities. In contrast to reading activities, receptive forms transfer information to a person's memory (Tarigan, 2002). Productivity in writing activities is divided into forms of writing such as narrative, description, exposition, argumentation, and persuasion. These forms refer to the style of the paragraph development. Of course, students of class X of SMA Swasta RK Bintang Timur Pematangsiantar in the 2024-2025 Academic Year also have a habit of writing since they were in junior high school. They are considered to have variations in writing, but these variations still need to be proven, particularly in terms of writing narratives. Narrative writing is a form of writing that attempts to create, tell, and connect human actions in an event chronologically or in a single time unit.

Narrative writing learning for class X students RK Bintang Timur Private High School Pematangsiantar Academic Year 2024-2025 at the beginning of semester I, the average class score was only 5.9, included in the sufficient category. This has not reached the completion limit because the completion limit in writing narratives reaches 7.0, which is not in accordance with the expected target, meaning: 1) the value of students' abilities in the cognitive domain is still below the completion standard, which is below 70. 2) Skills aspect: The role of teachers in learning is so dominant that students tend to be silent. 3) The effective aspect of students' enthusiasm for participating in learning is not that much. Students joke around and played more by themselves. Considering the reality of learning to write narratives as above, learning to write narratives needs to be changed to minimize the role of teachers and maximize the role of students in learning.

Based on the results of a pre-survey conducted in Class X of RK Bintang Timur Private High School, Pematangsiantar, 2024-2025 academic year, the author tried to identify the existing problems that the narrative writing learning that has been going on so far: (1) is still individual and has not utilized the potential for interaction and cooperation among students; (2) minimal feedback from teachers and peers or fellow students; (3) the narrative writing learning plan has not been properly prepared; (4) the provision of teaching materials for writing narratives is less relevant.

It was also obtained data that narrative writing skills of class X students of SMA Swasta RK Bintang Timur Pematangsiantar in the 2024-2025 Academic Year are still very low. The results of interviews with teachers indicated, so far, children have been less interested in learning to write narratives. Teachers have tried various methods, but have not been able to overcome the problems faced. The teaching and learning process depends on three elements: (1) the level of participation and types of learning activities experienced by students; (2) the role of teachers in the teaching and learning process; and (3) the atmosphere of the learning process. The more intensive the participation in teaching and learning activities, the higher is the quality of the learning process.

A high level of student participation can be achieved if they have the opportunity to directly (1) undertake various forms of study to gain knowledge and understanding; (2) practice various cognitive, personal-social, and psychomotor skills, both in the form of the direct effects of teaching and the accompanying impacts of carrying out various learning activities; and (3) experience various value-laden events both passively in the form of observation and study and actively through direct involvement in various value-laden activities and events.

From the discussion above, it can be concluded that the lack of students' skills in writing narratives is due to the lack of students' attitudes towards literature. According to Alport in (Widayatun, 2004) attitude is a person's readiness to act; in this case, the readiness of students to act to appreciate Indonesian language and literature. With the attitude of appreciating the Indonesian language and literature, the students appreciate literary works, so that with the action of appreciating it can improve narrative writing skills.

Pateda (2002:162) states that attitude is a psychological phenomenon that usually manifests in the form of actions or behavior. Attitudes cannot be directly observed. To observe attitudes through behavior, various research results show that what appears in behavior does not always indicate attitudes. Likewise, a person's attitude is not always reflected in his behavior (Pateda, 2002).

From the explanation above, it can be concluded that attitude is a state of the human self that moves to act or do in social activities with certain feelings in response to objects, situations, or conditions in the surrounding environment. In addition, attitude provides readiness to respond positively or negatively to objects or situations. In addition, reading skills can support the achievement of students' learning outcomes in writing fairy tales. Reading stories is something that has quite a big benefit for the development of knowledge that someone has because, by reading, their insight will broaden and eventually they will be able to catch up with the Indonesian nation from other nations all over the world. According to Wiryodijoyo (2003:89) reading is one of the skills

that is closely related to the most important basic skills in humans, namely language (Wiryodijoyo, 2003). Humans can communicate with each other using language. If speaking people want to think calmly and use clear feelings, clear communication will be created so that misunderstandings between one and another can be avoided.

The ability to read stories plays an important role in encouraging students writing skills. This is because the more often students read stories, the easier it will be to write narratives, because students have understood the procedures or steps for writing stories through the process of the stories they read. In this study, short stories were chosen as the object of research. If a student has a high ability to read short stories, then their knowledge will increase, and it will be easier to carry out writing activities.

II. METHODS

A. Research Design

According to the problem that will be studied, we need to consider the method that will be used. This method plays an important role in achieving research objectives. Surakhmad (2004:581) in his book said that the method is a way that is needed to achieve a goal; for example, to test a series of hypotheses using the technique and tools, the main method is used fairly in terms of the purpose of the investigation and the situation of the investigation.

From the opinion above, it is clear that this method is the main method used in research to achieve the objectives. Based on these objectives, we used a descriptive method with correlation analysis techniques in this study. Ali (2001:188) states that correlation analysis is often used to examine the relationship between two variables.

The author uses this method because he wants to find the relationship between the two variables in this study: attitude towards literature (X1), ability to read short stories (X2), and narrative writing skills as variable Y. The research procedure is as follows:

B. Population and Sample

Putrauran (2003:5) states that population is all data that concerns us in the scope and time that we determine. Therefore, the population is related to the data, not humans. If each human provides one piece of data, then the number or size of the population will be the same as the number of humans (Putrauran, 2003).

A sample is a part of a population that represents the population; Surakhmad (2004:152) states "A sample can represent or reflect the population" (Surakhmad, 2004).

Arikunto's opinion (2006:107) states; "Just to give you an idea, if the subjects are less than 100 people, it is better to take all of them, the research is population research. Furthermore, if the subject is large, it can be taken between 10-15 or 20-25% or more.". The sample comprised 58 people who were taken randomly from the number of students in class X Private East Star Pematangsiantar (Arikunto, 2006).

C. Research Instruments

Research instruments are the tools used in the research. A good instrument is appropriate for collecting the data needed to prove the truth of the formulated hypothesis. The data needed in a study are obtained using research instruments in accordance with the need to prove the hypothesis. Therefore, the instruments or tools used must be appropriate to support the data needed to test the validity of the hypothesis. The instruments used to collect the research data were questionnaires, objective tests, and essay tests. Questionnaires were used to obtain data on attitudes towards literature and objective/multiple-choice tests were used to obtain story reading skills, while essay tests were used to obtain data on narrative writing skills. For more details, refer to the grid table below.

Table 1. Attitude Towards Literature

No	Rated aspect	Question Number	Amount
1	Affective Aspect	1,2,3,4,5,6,7,8,9,10	13
2	Cognitive Aspect	11,12,13,14,15,16,17,18,19,20	13
3	Conative Aspect	21,22,23,24,25,26,27,28,29,30	14
	Amount		30

III. RESULTS AND DISCUSSION

A. Research Results.

After the learning process was conducted, the researcher distributed tests to all the students who were sampled in this study. After the students answered the questions, the researcher collected their answer sheets for analysis. In processing the data, the results of the two tests were as follows: for data on attitudes towards literature, a questionnaire with a total of 30 items was used, and for the short-story reading ability test, an essay test with five questions was used. After being tested on 40 students, there were 10 invalid questionnaires, so only 20 questionnaires were used.

Table 2. Frequency Distribution of Attitude Scores Towards Literature

No	Class Interval	Frequency	Percentage
1	40 – 42	1	1.72%
2	43 – 45	1	1.72%
3	46 – 48	11	18.97%
4	49 – 51	9	15.52%
5	52 – 54	21	36.21%
6	55 – 57	13	22.41%
7	58 – 60	2	3.45%
Amount		58	100.00%

Based on the data in the frequency distribution table of scores for attitude towards student literature, it can be concluded that the highest score obtained by students is in the interval class 52-54, namely 21 students (36.21%), and in the interval class 55-57, namely 13 students (22.41%), in the interval class 46-48, namely 11 students (18.97%), in the interval class 49-51, namely 9 students (15.52%), in the interval class 58-60, namely two students (3.45%), while the smallest score is in the interval class 40-42 and 43-45, namely 1 student each (1.72%).

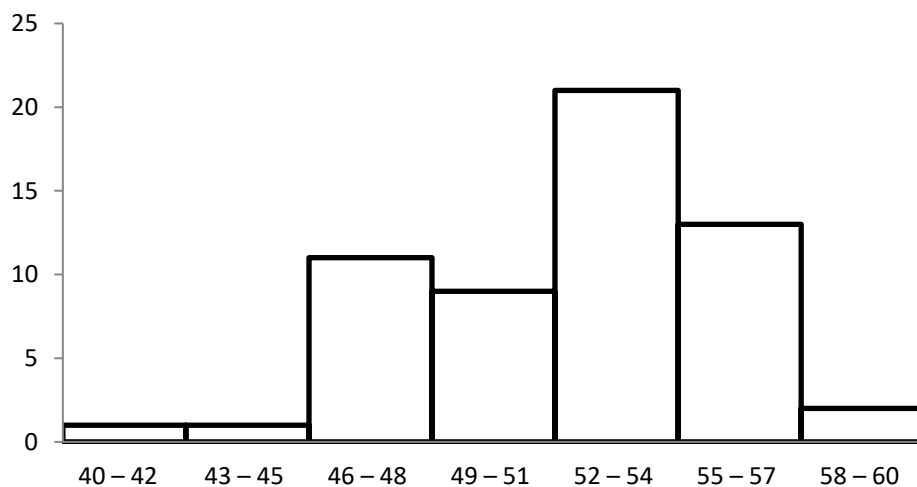


Figure 1: Histogram of Students' Attitudes towards Literature

Based on the data in the frequency distribution table of students' short story reading ability, it can be concluded that the highest score obtained by students is in the 70-75 interval class, which is 24 students (41.38%), and in the 80-85 interval class, which is 15 students (25.86%), in the 60-65 interval class, which is 12 students (20.69%), in the 90-95 interval class, which is 6 students (10.34%), while the smallest score is in the 50-55 interval class, which is 1 student (1.72%). The results of the respondents' answers are shown in the histogram below:

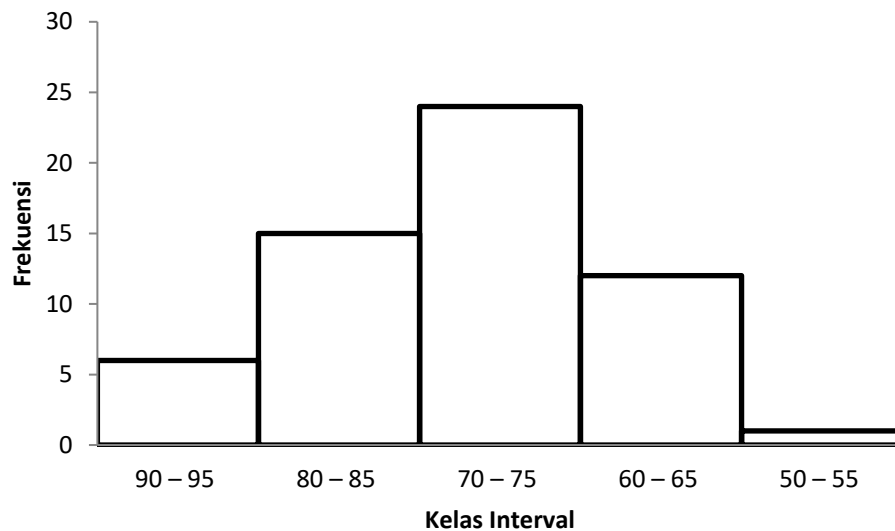


Figure 2: Histogram of Students' Short Story Reading Ability

Design

Based on the data in the frequency distribution table of scores on narrative writing skills, it can be concluded that the highest score obtained by students is in the 70-75 interval class, namely 26 students (44.83%), and in the 60-65 interval class, namely 17 students (29.31%), in the 80-85 interval class, namely 9 students (15.52%), while the smallest score is in the 90-95 interval class, namely six students (10.34%). The results of the respondents' answers are shown in the histogram below:

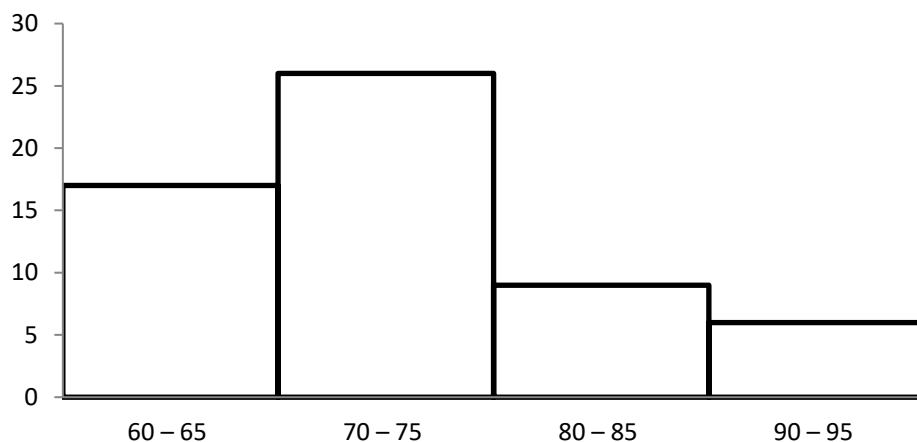


Figure 3: Histogram of Narrative Writing Skills

Normality Test (Estimation Error)

The data normality test for attitude towards student literature obtained an Lcount value of 0.1168 and an Ltable value with $df = 58$ of 0.140 at a significance level of 5%. Thus, these results show that the Lcount value is greater than the Ltable value, which is $0.1168 > 0.140$ at a significance level of 5%. Thus, it can be concluded that the variable data on students' attitudes towards literature were normally distributed at a significance level of 5%. The variable data on the ability to read short stories obtained an Lcount value of 0.1364, whereas the Ltable value with $df = 58$ was obtained at 0.140 at a significance level of 5%. Thus, the results of the analysis showed that the Lcount value was greater than the Ltable value ($0.1364 > 0.140$ at a significance level of 5%). Thus, it can be concluded that the variable data on students' ability to read short stories were normally distributed. The variable data for narrative writing skills obtained an Lcount value of 0.1288 and an Ltable value with $df = 58$ obtained of 0.140 at a significance level of 5%. Therefore, the Lcount value obtained was

greater than the t_{table} value, namely $0.1288 > 0.140$ at a significance level of 5%. Thus, it can be concluded that the variable data for narrative writing skills are also normally distributed.

Linearity Test

Linearity was tested between the independent and dependent variables in the regression equation. In this study, the variables were attitudes towards literature with narrative writing skills variables and short story reading skills variables with narrative writing skills variables. The results of the analysis are as follows.

Calculation results for variable attitudes towards literature (X_1) with the narrative writing skills variable (Y) obtained $F_{count} = 3.69$. The F_{count} value was consulted with F_{table} , obtained F_{table} (16:58) at a significance level of 95% ($\alpha = 0.05$) is 1.83. This result shows that $3.69 > 1.83$ or $F_{count} > F_{table}$. Thus it can be concluded that the regression equation $\hat{Y} = 86.32 - 0.25 X_1$ is linear at a significance level of 95% ($\alpha = 0.05$).

Calculation results for short story reading ability (X_2) with narrative writing skill variable (Y) obtained $F_{count} = 3.72$. The F_{count} value was consulted with F_{table} , obtained F_{table} (16:58) at a significance level of 95% ($\alpha = 0.05$) is 1.83. This result shows that $3.72 > 1.83$ or $F_{count} > F_{table}$. Thus it can be concluded that the regression equation $\hat{Y} = 77.84 - 0.27 X_2$ is linear at a significance level of 95% ($\alpha = 0.05$).

Hypothesis Testing

The analysis requirement test showed that the score for each research variable met the requirements for further statistical testing. Before testing the hypothesis, a correlation analysis was conducted between a single independent variable and a dependent variable. The correlation analysis was calculated based on the Product Moment ramos and then continued with the t-test to prove the significance of the relationship between the independent and dependent variables in this study.

From the table above, it can be seen that there is a correlation coefficient of 0.562 between attitude towards literature and narrative writing skills. The correlation coefficient between short story reading ability and narrative writing skills was 0.778.

Based on the calculation of the correlation between the variable attitudes towards literature and the variable of students' narrative writing skills. a correlation coefficient of $r = 0.562$ was obtained. Furthermore, a t-test was performed and the t-count value was obtained as $= 5.07$. Then, looking at the table based on $db = 58$, $t_{table} = 1.671$ was obtained at a significance level of 5%. Because the t-count value $> t_{table}$, namely $5.07 > 1.671$, the null hypothesis is rejected or the alternative hypothesis is accepted. This means that there is a significant relationship between attitudes towards literature and narrative writing skills by class students XRK Bintang Timur Private High School Pematangsiantar2024-2025 academic year at a significance level of 5%.

The coefficient of determination is the square of the correlation coefficient between independent and dependent variables. In this case, the coefficient of determination between the independent variables' attitude towards literature and narrative writing skills was $r = 0.3158$. This means that 31.58% of the students' narrative writing skill variables can be explained by their attitudes towards literature variables. The equation of the regression line between the attitude towards literature variable and the students' narrative writing skills variable is obtained $\hat{Y} = 86.32 - 0.25 X_1$.

There is a significant relationship between the ability to read short stories and the narrative writing skills of grade 1 students.XRK Bintang Timur Private High School Pematangsiantar2024-2025 academic year

Based on the calculation of the correlation between the variable short story reading ability and students' narrative writing skills, a correlation coefficient of $r = 0.778$ was obtained. Furthermore, a t-test was conducted and the t-count value was 9.26. By looking at the t-table based on $db = 58$, the t-table value was obtained as $= 1.671$ at a significance level of 5%. Because the t-count value $> t_{table}$, namely $9.26 > 1.671$, the null hypothesis is rejected, or the alternative hypothesis is accepted. This means that the research hypothesis which reads "There is a significant relationship between the ability to read short stories and narrative writing skills of grade 1 students.XRK Bintang Timur Private High School Pematangsiantar2024-2025 academic year"accepted at a significance level of 5%.

The coefficient of determination is the square of the correlation coefficient between independent and dependent variables. In this case, the coefficient of determination between the independent variable short-story reading ability and the narrative writing skill variable was $r = 0.6052$. This means that 60.52% of the students' narrative writing skill variable can be explained by the short-story reading ability variable. The regression line equation between short story reading ability variable and students' narrative writing skill variable obtained $\hat{Y} = 77.84 - 0.27 X_2$.

There is a significant relationship between attitudes towards literature and the ability to read short stories together with the narrative writing skills of class students.XRK Bintang Timur Private High School Pematangsiantar2024-2025 academic year

Based on the calculation of the correlation between the variables' attitudes towards literature and the ability to read short stories together with the variable of students' narrative writing skills. a correlation coefficient of $r = 0.474$ was obtained. Furthermore, a t-test was performed and the t-count value was obtained as $= 8$. Then, by looking at the table based on $db = 58$ and $t\text{-table} = 3.17$ was obtained at a significance level of 5%. Because the t-count value $> t\text{-table}$, namely, $8 > 3.17$, the null hypothesis is rejected or the alternative hypothesis is accepted. This means that the research hypothesis which reads "There is a significant relationship between attitudes towards literature and the ability to read short stories together with narrative writing skills by grade students.XRK Bintang Timur Private High School Pematangsiantar2024-2025 academic year"accepted at a significance level of 5%.

The coefficient of determination is the square of the correlation coefficient between the independent and dependent variables. In this case, the coefficient of determination between the variable attitude towards literature and short-story reading ability, together with students' narrative writing skills, obtained $r^2 = 0.2246$. This means that 22.46% of students' narrative writing skill variables can be explained by the variables of attitude towards literature and students' short-story reading ability. The equation of the linear regression line between the variable of narrative writing skill with the variables of attitude towards literature and short story reading ability together obtained is $\hat{Y} = 87.42 - 0.25 X_1 - 0.27 X_2$

B. Discussion

The research results show that there is a relationship between attitudes towards literature and students' narrative writing skills. These results prove that attitudes towards literature are good enough to improve students' narrative writing skills, especially in class students XRK Bintang Timur Private High School Pematangsiantar academic year 2024-2025. Furthermore, students' short story reading ability has a significant relationship with narrative writing skills by class X students.RK Bintang Timur Private High School Pematangsiantar 2024-2025 academic year.

Based on the description of the data and the level of data tendency in this study, it was generally found that the students' short story reading ability was classified as quite good. From these results, it is expected that students' short-story reading ability can still be improved, at least maintained, so that their narrative writing skills can be maintained and even improved. From the results of the analysis of data on attitudes towards literature class students X RK Bintang Timur Private High School Pematangsiantar the 2024-2025 academic year is still classified as sufficient. From these data, students' attitudes towards literature still need to be improved. Improving attitudes towards literature will result in improving students' narrative writing skills.

The results found that, in general, there is a positive and meaningful relationship between the independent and dependent variables. The independent variables in this study were attitudes towards literature and short-story reading skills, while the dependent variable was students' narrative writing skills. The findings are presented in detail below:

Attitudes towards literature have a significant relationship with students' narrative writing skills. This conclusion was obtained, and the calculation result was $r = 0.562$ at an alpha level of 5%.

The ability to read short stories has a significant relationship with narrative writing skills. This conclusion was obtained from the calculation results, namely, the rcount value $= 0.778$ at an alpha level of 5%.

Attitudes towards literature and the ability to read short stories have a significant relationship with narrative writing skills. This conclusion was obtained from the calculation results, namely, the rcount value $= 0.474$ at an alpha level of 5%.

From the results of the analysis of the relationship between the variables' attitudes towards literature and short story reading skills with narrative writing skill variables, it can be seen that the relationship between short story reading skills is greater than attitudes towards literature with students' narrative writing skills. This may be because the ability to read short stories has a greater role in improving students' speech skills than their attitude towards the students' literature. However, in principle, attitudes towards literature and short-story reading skills that are combined (together) in themselvesclass studentsX RK Bintang Timur Private High School Pematangsiantar will result in better narrative writing skills than just one of these variables.

IV. CONCLUSIONS

Based on the results of data processing, analysis, and hypothesis testing, the following conclusions were drawn; There is a significant relationship between attitudes towards literature and narrative writing skills by class

students X RK Bintang Timur Private High School Pematangsiantar2024-2025 academic year at a significance level of 5%. There is a significant relationship between short-story reading skills and narrative writing skills in the X RK Bintang Timur Private High School Pematangsiantar2024-2025 academic year at a significance level of 5%. There is a significant relationship between attitudes towards literature and the ability to read short stories together with narrative writing skills by class students X RK Bintang Timur Private High School Pematangsiantar2024-2025 academic year at a significance level of 5%.

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