

The Effects of Reading Test, Writing Skills and Learning Motivation Toward Learning Outcome of Bahasa Indonesia Subject in Students in Primary School

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Abstract

Literacy culture has not been applied significantly in *Bahasa Indonesia* subjects in primary school. The purpose of this study was to examine the effect of reading test with Progress in International Reading Literacy Study (*PIRLS*) standard, writing skill, learning motivation, and learning outcome of *Bahasa Indonesia* partially; and determine the magnitude of the effect of reading tests with *PIRLS* standards, writing skills, through mediation of learning motivation toward *Bahasa Indonesia* learning outcomes. This research was a quantitative research of correlational type. The study was conducted at *SD Gugus Sawojajar UPTD Pendidikan Banyumanik* Sub-District of Semarang, involving 125 students of grade IV. Data collections used were documentation, tests and questionnaires. Methods of data analysis used descriptive and inferential analysis. The result of the research shows that there is influence of reading test with *PIRLS* standard toward learning outcome of *Bahasa Indonesia* subjects is 0.505 (medium category); the effect of writing skill on learning outcome of *Bahasa Indonesia* subjects is 0.676 (high category); the influence of learning motivation on learning outcome of *Bahasa Indonesia* subjects is 0.450 (medium category); the effect of reading test with *PIRLS* standard on learning outcome of *Bahasa Indonesia* subjects is motivated by learning motivation of 0.597 (medium category); and the influence of writing skills on learning outcome of *Bahasa Indonesia* mediated learning motivation is 0.694 (high category). The results of the study are expected to make effective in learning *Bahasa Indonesia* and get satisfactory learning outcomes.

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INTRODUCTION

In an effort to improve the quality of education, the government established a research center based on Presidential Decree number 47 of 1979 and Education and Culture Ministerial Decree number 022F/10/1980 established Center for Research and Development of Testing System which is one of the centers on the Agency for Research and Development of Ministry of Education. In general, Education Research Centre mission is to develop and conduct an education assessment system in the context of supervision and quality control of education which is realized in one of its activities to monitor the quality of education through national and international surveys. The quality of education can be assessed one of them through early reading habits.

Reading activities in primary schools in general learners and teachers have not been able to apply effectively. The limited facilities such as textbooks and textbooks also influence the reading ability of students. Syafaah (2016) argues that reading skills will be well controlled if regularly rehearsed in a planned and targeted reading program.

PIRLS (Progress in Reading Literacy Study) is an international study of literacy in primary school students. The purpose of reading by PIRLS are: (1) reading to gain literary experience (50%); and (2) reading to obtain and use information (50%). The test form in PIRLS is a multiple choice with four choices, a short field, and a description. The test as an evaluation tool plays a role in measuring the level of understanding of learners.

According to PIRLS report in 2011, the highest reading ability of students in grade IV reached by Singapore students with perfect grade category reach 24%. The next sequence is Russia, Northern Ireland, Finland, England, Hong Kong, and Ireland with achievements between 15-19% is able to answer the perfect level. The sufficient levels are being achieved by French, Austrian, Spanish, Belgian and Norwegian learners with a percentage of 70%. Median level is perfect 8%, high 44%, moderate 80%, and weak 9%.

Meanwhile, Indonesian students were able to answer question point of perfect level (0.1%), able to answer high level question item (4%), able to answer the medium item of question level (28%), and able to answer weak level of question item (66%). It can be concluded that Indonesian learners are at perfect level, high, and under the median percentage achieved by international students, while in weak levels are above the median international students.

Analysis of students' learning outcomes in reading literacy through *PIRLS* 2011 studied by Suryaman (2015) also became an information material for researchers with reading tests. The result of the research is the average achievement of reading ability of *Bahasa Indonesia* is at a low level below the international median. Meanwhile, the ability to solve the problems of *Bahasa Indonesia* was developed from 2006 to 2011, especially in high, medium, and weak levels, but at a perfect level there has been no change.

Indriyanti (2016) in his research stated that, reading activity respondents are generally 4 grade students in primary school. They are still many who have not been able to read well and do not know clearly how to read quickly and how to measure the ability to read. It is necessary to conduct reading test based on *PIRLS* standard to know the reading ability of learners, because by knowing reading ability of learners can be known the extent to which learners can achieve the purpose of reading.

According to Akhadiah as quoted by Sukoyo (2013) language has a central role in the intellectual, social, and emotional development of learners and it is a determinant key of success in studying all areas of study. Sudiyati (2016) stated that the ability of every human being is the essence of *Bahasa Indonesia* at school. It means, *Bahasa Indonesia* plays a very strategic role in improving the quality of Bahasa Indonesia human resources. Therefore, it is possible for teachers to develop processes, strategies, models, techniques, and learning methods that are more interesting and fun for learners.

Sari (2016) suggests that the four language skills have a very close relationship, because one

of these skills cannot stand alone without being supported by other skills. Language skills can only be obtained and mastered by more practicing. Practicing language skills means practicing thinking skills. This is in line with Hartono's (2017) opinion, if one mastered the four language skills, it would be easy for them to express their ideas and feelings both orally and written, the more developed the initiative, and the more knowledge it possessed.

Meanwhile, according to Rahmawati (2017) by reading, a reader will increase knowledge, experience, and sensitive to any information. It means, by reading, a reader can broaden knowledge and experience, and as well as sensitive to information. Learning to read at school should be directed to achieve the main goal of reading learning.

In the writing skill field, Lestari (2016) through his research mentioned several factors causing the weakness of writing skill is the weakness of vocabulary mastery level as a result of the weakness of reading interest, the lack of mastery of micro-language skill, such as the inappropriate use of language marks and spelling, write appropriate to the condition and ability of learners. Writing skills is not something that can be taught through explanations (Ulfa, 2016). Learners will not acquire writing skills just by sitting, listening, and recording teacher explanations but by practicing the activity by writing. Writing skills can be enhanced by continuous writing activities by providing progress towards improvement so that it will affect the results and achievements of learners in writing.

Febrian (2016) adds about improving the ability to write a one-act drama script through silent film media of grade VIII A students of *SMP Negeri 5 Banjarharjo* of Brebes Regency. Some learners are happy and interested in learning using silent film media. After following the learning of writing drama script with silent film media, the behavior of learners has changed toward the positive. Learners become more active, enthusiastic in writing drama script. Febrian emphasizes the ability to write drama,

while research by researchers emphasizes on the skills of writing non-fiction text content.

Learning motivation is a process that encourages learning, direction, and persistence in behavior (Diner, 2014). In addition, the nature of motivation to learn can be interpreted internal and external encouragement to learners who are learning to make changes in behavior (Uno, 2013). Motivation and learning are two things that affect each other. Learning motivation is necessary because someone who has no motivation in learning will not be possible to do learning activities.

Pintrich (1990) quoted "*The motivational components were linked in important ways to student cognitive engagement and academic performance in the classroom.*" Pintrich defines learning motivation as an important way for cognitive engagement and student achievement in the classroom. The importance of efforts to optimize the achievement of learning outcomes of learners, educators and parents will certainly try to minimize the various factors that exist to optimize the achievement of learners learn. Factors that affect the achievement of learning outcomes of learners can be minimized through various ways, one of which is to motivate learners learn.

Astuti (2012) has conducted a study of motivation in his research on the influence of learning motivation and learning methods on the results of the study of integrated of social subject in grade VIII at SMP PGRI 16 Brangsong Kendal District with partial results motivation to study influence of 48% and partially influential learning method of 9.6 %. Simultaneously the learning motivation and the learning method contribute to the learning outcome of 63.8%. The purpose of research conducted by Astuti was to determine the magnitude of the influence of learning motivation on learning outcomes by using quantitative approach of correlational types and instruments used in the form of questionnaire learning motivation.

Based on the background description of the problems, the researchers describe related to reading tests, writing skills, learning motivation and learning outcomes of *Bahasa Indonesia* subject. Researchers choose the education unit in

Gugus Sawojajar UPTD Pendidikan in Banyumanik- Semarang, include: SDN Sronдол Kulon 01, SDN Sronдол Kulon 02, and SDN Sronдол Kulon 03 as the object of research, because the average school students have the ability and comes from the similar environment background. Through this research, it is expected to determine and analyze the magnitude of the influence of reading tests, writing skills, and learning motivation on learning outcomes of Bahasa Indonesia at primary school students.

METHODS

This research was a quantitative research with correlational approach. The process of analyzing data used statistical calculations with SPSS program. ex post facto research design is applied, it means that a study was conducted to examine the events that have occurred, then trace back to find out the factors that led to the occurrence of the incident (Sugiyono, 2015). The research was conducted at SD Gugus Sawojajar UPTD Pendidikan, Banyumanik Sub-District, Semarang, involving 125 grade four students using clustering random technique. The sample in this study had certain criteria; in this case the class had the same level of homogeneity.

Data collection techniques used documentation that is in the form of student identity, list of odd semester of grade four students' report especially in *Bahasa Indonesia* subject at Sawojajar Cluster UPTD Education Banyumanik District Semarang City and photographs.

The second instrument was a reading test consisting of multiple choices with point 1 for each question and a short essay with point 1. Multiple choice questions were aimed to assess one of the processes of understanding. Meanwhile, the writing skills test in the form of a description by writing responses to reading texts and writing information in the form of non-fiction texts is given to respondents.

Furthermore, the researcher distributed questionnaires to respondents to measure the learning motivation variables of students; likert scale was used in this study to measure attitudes,

opinions, and perceptions of a person or group of people about social phenomena. Score fulfilment is in form of favourable and unfavourable.

Data analysis method used descriptive and inferential analysis. This study has 2 independent variables, 1 intervening variable and 1 dependent variable. So, it has 4 variables. The reading test results with the *PIRLS* standard is as a free variable (X_1), writing skills is as an independent variable (X_2), motivation is as an intervening variable (X_3) and learning outcomes is as dependent variable (Y), as explained in Figure 1.

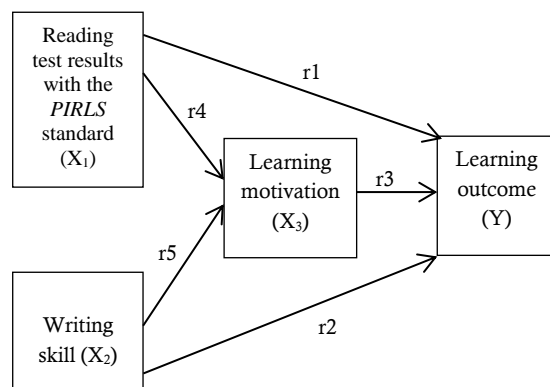


Figure 1. Research Design

Researchers used three types of analysis including: descriptive analysis, regression analysis, and path analysis. Descriptive analysis was used to discuss how to read tests, writing skills, learning motivation, and student learning outcomes.

Regression analysis was used to discuss the direct effect of reading tests and writing tests on the results of learning *Bahasa Indonesia* through learning motivation of students. Meanwhile, path analysis was used to discuss the indirect influence of students' learning motivation on reading tests and school writing tests on the results of learning *Bahasa Indonesia* through mediation.

RESULTS AND DISCUSSION

The analysis prerequisite test of this research was conducted to find out whether the data collected met the requirements to be analyzed with the planned technique. Before the data was tested the correlation and regression, they need to be tested for normality, homogeneity

and linearity test. The results of the normality test output is known the statistical test value of the four variables is 0.069, it means that the assumption of normality is fulfilled because the *sig value* is 0.200 greater than 0.05. The results of this prerequisite test prove that the data meets the requirements of normality, and then data processing can be continued into correlation measurements and hypothesis testing.

The second prerequisite test is that testing of heteroscedasticity. it can be done through observing scatter plot patterns generated through SPSS, the points scattered around the vertical axis and not forming a certain pattern that is clear or random, and the points spread above and in below the number 0 on the Y axis, it can be concluded that the regression model does not contain heteroscedasticity and it is homogeneous. This means that the data in the sample in this study have the same characteristics or in other words the data obtained from the sample that represents the population.

The third prerequisite test is multicollinearity which shows that the *VIF* value of each variable is less than 10 and the tolerance value exceeds 0.10. These results indicate that the independent variables do not contain multicollinearity.

From the statistical calculation of correlation on each variable (univariate) it can be concluded that there is a positive and significant effect of reading test with *PIRLS* standard on *Bahasa Indonesia* outcomes in primary school with a determination value of 50.5% or in the medium category, as explained in Table 1.

Table 1. Correlation and Determination Coefficients of Reading Tests with *PIRLS* Standards on *Bahasa Indonesia* Learning Outcomes

R	R square	Adjusted R square	Std. error of the estimate
.713 ^a	0.509	0.505	0.03262

On the variable of writing skills, correlation and regression analysis of 125 students was carried out; the data obtained was significant for 5%, because 0.000 was less than 0.05. This means that the influence of writing skills on the learning outcomes of Bahasa

Indonesia in the fourth grade students of *Gusus Sawojajar UPTD Pendidikan* in Banyumanik-Semarang is 67.6%. It is concluded that hypothesis 2 is accepted.

Table 2. Correlation and Determination Coefficients of Writing Skills on *Bahasa Indonesia* Learning Outcomes

R	R square	Adjusted R square	Std. error of the estimate
.824 ^a	0.679	0.676	0.02636

In learning motivation variables obtained the results of correlation and regression analysis conducted on 125 students, the data is significant for 5%, because 0.000 is less than 0.05. This means that the influence of learning motivation on the learning outcomes of *Bahasa Indonesia* is 45.0%. Then, the hypothesis 3 proposed by researcher is accepted.

Table 3. Correlation and Determination Coefficients of Learning Motivation towards *Bahasa Indonesia* Learning Outcomes

R	R square	Adjusted R square	Std. error of the estimate
.674 ^a	0.455	0.45	0.03436

Correlation coefficient between reading test result with *PIRLS* standard to learning outcome of Bahasa Indonesia mediated by learning motivation from result of data processing SPSS obtained 0.777 or it is equal with strong level. Meanwhile, the results of the coefficient of determination obtained a value of 0.597.

The result implies that the variable contribution of reading test result with *PIRLS* standard to the learning outcome of *Bahasa Indonesia* is 59.7%, while the rest 40.3% is influenced by other factors. Based on the correlation coefficient data and the coefficient of determination can be seen in Table 4.

The correlation coefficient between writing skills towards *Bahasa Indonesia* learning outcomes is mediated by learning motivation from the results of processing SPSS data obtained at 0.836 is quite strong. Meanwhile, the coefficient of determination obtained value of 0.694. These results mean that the contribution of the writing skill variable to *Bahasa Indonesia* learning

outcomes is 69.4%, while the remaining 30.6% is influenced by other factors. Based on the correlation coefficient data and the coefficient of determination can be seen in *Table 5*.

Table 4. Correlation Coefficient and Determination of Reading Test Results with *PIRLS* Standards on Learning Outcomes of *Bahasa Indonesia* mediated Learning Motivation

R	R square	Adjusted R square	Std. error of the estimate
.777 ^a	0.603	0.597	0.02943

Table 5. Correlation and Determination Coefficients of Writing Skills on *Bahasa Indonesia* Learning Outcomes are mediated by Learning Motivation

R	R square	Adjusted R square	Std. error of the estimate
.836 ^a	0.699	0.694	0.02564

Descriptive analysis of the test questions that disseminated results obtained that the level of reading test results with *PIRLS* standard in grade 4 students of elementary school in Gugus Sawojajar UPTD Pendidikan in Banyumanik District of Semarang is quite good with a percentage of 52.80%.

The result of the research also proves that the result of learning *Bahasa Indonesia* of students of grade IV of elementary school in Gugus Sawojajar UPTD Pendidikan in Banyumanik District of Semarang is good; the percentage level is 8%. The conclusion is that the better the reading test results with the *PIRLS* standard, so *Bahasa Indonesia* learning outcomes will increase.

The result of this study is related to the previous research conducted by Widaryanto (2012) the relevance is that the reading test with *PIRLS* standard of students of grade IV of elementary school has a positive and significant impact on the learning outcome of *Bahasa Indonesia*.

From the field of the influence of writing skills on learning outcomes of *Bahasa Indonesia*, the better the writing skills of students in learning *Bahasa Indonesia* subjects, the learning outcomes will also increase. Writing skills can be improved by carrying out writing activities continuously by giving progress towards improvement and betterment, so that it will affect the results and

achievements of students in writing according Ulfa (2016). Ulfa's opinion has relevance to the results of this study that there is a positive and significant influence on writing skills on *Bahasa Indonesia* learning outcomes. This is evidenced by the level of writing skills of fourth grade students in elementary school is quite good with a percentage level of 27.20%. The results of the study also prove that the learning outcomes of *Bahasa Indonesia* in grade IV elementary school in Gugus Sawojajar of UPTD Pendidikan in Banyumanik Semarang is good, the percentage rate is 8%.

At the level of learning motivation of the fourth grade students in elementary school is obtained from the basis of the results of the questionnaire that has been distributed is quite good with a percentage level of 24%. The results of the study on the variables of *Bahasa Indonesia* learning outcomes of grade IV elementary school in Gugus Sawojajar of UPTD Pendidikan in Banyumanik Semarang is good, the percentage rate is 8%. The conclusion is that the better the learning motivation of students, the better the results of learning *Bahasa Indonesia*. These results prove the relevance of the results conducted by Fathurrahman (2017) that learning motivation has a positive and significant effect on learning outcomes.

From the basic reading test results, questionnaires about learning motivation of students, and data of *Bahasa Indonesia* learning outcomes of fourth grade elementary school students in Gugus Sawojajar of UPTD Pendidikan in Banyumanik Semarang prove the results of the three variables are quite good, quite good, and good. Meanwhile, the percentage for each variable is 52.80% (reading test results with *PIRLS* standards), 24% (learning motivation), and 8% (*Bahasa Indonesia* learning outcomes).

The results of the study can be explained that each increase in the reading test results variable with *PIRLS* standards for fourth grade students at Sawojajar Elementary School in Banyumani - Semarang can improve their *Bahasa Indonesia* learning outcomes.

The influence prove that *PIRLS* standard play a very important role in the learning

outcomes of *Bahasa Indonesia* subjects, so that the application of reading tests with *PIRLS* standards in learning can improve the learning outcomes. The increased learning motivation variables also affect the learning outcomes in Bahasa Indonesia Subject, so that the learning outcome is increased. The criteria and indicators of these three variables are closely related. The reading test result with *PIRLS* standard is a way for students to have good learning motivation, so that with these abilities students get good outcome in *Bahasa Indonesia* subjects.

Based on the results of writing skills test, questionnaires about the learning motivation that was disseminated, and the results of learning outcome of *Bahasa Indonesia* in grade IV get the results of three variables; they are good enough, good enough, and good. Meanwhile, the percentage for each variable is 27.20% (writing skills), 24% (learning motivation), and 8% (the results of learning outcome of Bahasa Indonesia subjects).

The results of this study can be explained that any increase in writing skill variables can improve learning outcomes. This great influence shows that writing skills have a very important influence on learning outcomes, so that improving writing skills in learning *Bahasa Indonesia* can be increased.

The increasing learning motivation variables also affect the learning outcomes, for that by familiarizing and conditioning students to have good learning motivation, the learning outcomes of *Bahasa Indonesia* will also increase.

This is in line with the opinion of Fauziah (2017), a student who has high learning motivation in these subjects will study seriously, not easily give up and keep trying to achieve good learning outcomes. Meanwhile, learners who have low learning motivation will quickly give up if there is difficulty. In other words, the high and low learning motivation of a student also influences the achievement of learning outcomes and the achievement of better learning outcomes.

CONCLUSION

Based on the description of the data and hypotheses test that have been stated, there are five things that are the conclusions of this study are: there is a significant effect of reading test results with *PIRLS* standards on the results of learning outcome of Bahasa Indonesia in elementary school with a determination value of 0.505 (medium category); there is a significant influence on writing skills on the results of learning Bahasa Indonesia in elementary school with a determination value of 0.676 (high category); there is a significant influence of learning motivation on Bahasa Indonesia learning outcomes with a determination value of 0.450 (medium category); there is a significant effect of reading tests with *PIRLS* standards on learning outcomes in learning Bahasa Indonesia mediated learning motivation, proved by the determination value of 0.597 (medium category) and p value = $0.000 < 0.05$.

Thus, the conclusion of the researcher is through mediation of learning motivation, reading tests with *PIRLS* standards can improve learning outcomes in learning *Bahasa Indonesia* for elementary students; and there is a significant influence on writing skills to learning outcomes in learning Bahasa Indonesia mediated by learning motivation.

It is proved by the determination value of 0.694 (high category) and p value = $0.005 < 0.05$. Thus, the conclusion of the researcher is through mediating learning motivation, writing skills can improve learning outcomes in learning Bahasa Indonesia of elementary school students.

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