

THE EFFECT OF THE ABILITY TO READ FICTION STORIES ON THE ABILITY TO WRITE FICTION STORY REVIEWS OF GRADE VIII STUDENTS OF MTS AL-HIDAYAH CAGAR ALAM

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ABSTRACT

This study aims to determine the effect of the ability to read fictional stories on the ability to write fictional story reviews of class VIII students of MTs Al-Hidayah Cagar Alam. The research is motivated by the low ability of students in understanding the elements of fictional stories and difficulties in compiling systematic and critical reviews . The research method used is a quantitative method with a Pre-Experimental Design in the form of One Group Pretest-Posttest Design. The research sample amounted to 53 students consisting of 28 students of class VIII.1 and 25 students of class VIII.3 . Data collection techniques were carried out through tests of ability to read fictional stories and tests of ability to write fictional story reviews . Data were analyzed using normality tests , homogeneity tests , and hypothesis tests Paired Sample t - Test with the help of SPSS. The results of the study showed an increase in the ability to write fictional story reviews after students received treatment in the form of fictional story reading activities . In class VIII.1 the average value increased from 63.75 to 83.75, while in class VIII.3 it increased from 63.00 to 74.00. The results of the hypothesis test show a significance value (Sig. 2-tailed) of $0.000 < 0.05$ so that H_0 is rejected and H_a is accepted . Thus , the ability to read fictional stories has a significant influence on the ability to write fictional story reviews of class VIII students at MTs Al-Hidayah Cagar Alam .

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INTRODUCTION

Reading and writing are two interrelated language skills that are inseparable in learning Indonesian. Reading serves as a means of acquiring information , knowledge , and experience that can be used as a basis for writing activities . According to Tarigan (2015) , reading is the process by which readers acquire the message conveyed by the author through written language.

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Through reading, a person can broaden their horizons, improve their thinking skills, and enrich their vocabulary, which will support their writing skills.

One type of reading material that is important to learn in Indonesian language learning is fiction

According to Nurgiyantoro (2018), fiction is a narrative work born from the author's imagination, but still contains life values that can be understood by the reader. In reading fiction, students are required to understand intrinsic elements such as theme, characters, characterization, plot, setting, and moral.

The ability to understand fictional stories is closely related to the ability to write fictional story reviews. According to Kosasih (2021), a review text is a text that contains an assessment, response, or evaluation of a work based on a deep understanding of its content. Therefore, students with good reading skills tend to find it easier to compose reviews that are systematic, objective, and in accordance with the review text's structure.

Based on the results of observations at MTs Al-Hidayah Cagar Alam, it was found that the ability of students in understanding fictional stories and writing reviews is still relatively low. Students experience difficulties in identifying the elements of the story, presenting opinions, and arranging reviews in sequence. The condition shows the need for efforts to improve the ability to read fictional stories as a basis for developing the ability to write reviews.

Previous research conducted by Rani Ardesi Pratiwi (2021) showed a significant relationship between fiction reading skills and students' short story writing skills. Furthermore, research by Amalia Sri, Sumiyani, and Erdhita Oktrifianty (2024) also found that reading ability has a positive relationship with writing ability. These findings support the hypothesis that the ability to read fiction stories influences the ability to write fiction story reviews. Based on this description, this study aims to determine the effect of fiction reading skills on the ability to write fiction story reviews of grade VIII students of MTs Al-Hidayah Cagar Alam in the 2025/2026 academic year.

RESEARCH METHODS

This research uses a quantitative approach with an experimental method. According to Sugiyono (2019), quantitative research methods are used to examine specific populations or samples with the aim of testing established hypotheses through statistical data analysis. The research design used was a Pre-Experimental Design with a One Group Pretest- Posttest Design. In this design, students were given an initial test (pretest), then given treatment in the form of reading fictional stories, and then given a final test (posttest) to determine changes in their ability to write fictional story reviews after the treatment was given.

The research population was all 131 students of class VIII MTs Al-Hidayah Cagar Alam. The research sample consisted of 53 students consisting of 28 students of class VIII.1 and 25 students of class VIII.3. The sampling technique used purposive sampling, which is a sampling determination technique based on certain considerations that are in accordance with the research objectives.

The research instrument was a test of fictional reading ability and a test of fictional writing review ability. The reading ability assessment included understanding of theme, characters and characterization, plot, setting, and moral. The review writing ability assessment included the identity of the work, the content of the review, evaluation, language, and the conclusion

of the review . The research data were analyzed using the SPSS program through several stages , namely descriptive statistical analysis , normality test , homogeneity test , and hypothesis testing using Paired Sample t-Test . The test was carried out at a significance level of 5% ($\alpha = 0.05$). If the significance value is less than 0.05 then the alternative hypothesis is accepted .

RESULTS AND DISCUSSION

The results of the study showed that students' ability to write fictional story reviews increased after being given treatment in the form of fictional story reading activities . In class VIII.1, the average score increased from 63.75 to 83.75. Meanwhile , in class VIII.3 the average score increased from 63.00 to 74.00. This increase indicates that fictional story reading activities have a positive impact on students' ability to write fictional story reviews .

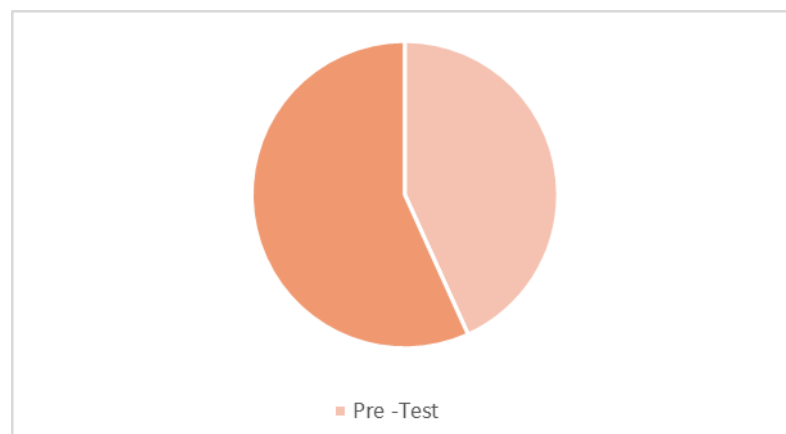


Figure 1. Percentage of Pre-test and Post-test Scores for Class VIII.1

Based on Figure 1, the posttest score was 56.78 %, higher than the pretest score of 43.22 %. This indicates an increase in the ability to write fictional story reviews after students received treatment in the form of fictional story reading activities .

The results of hypothesis testing using Paired Sample t-Test showed a significance value (Sig. 2-tailed) of 0.000. This value is smaller than the significance level of 0.05 ($0.000 < 0.05$), so H_0 is rejected and H_a is accepted . Thus , there is a significant influence between the ability to read fictional stories on the ability to write fictional story reviews of class VIII students of MTs Al-Hidayah Cagar Alam.

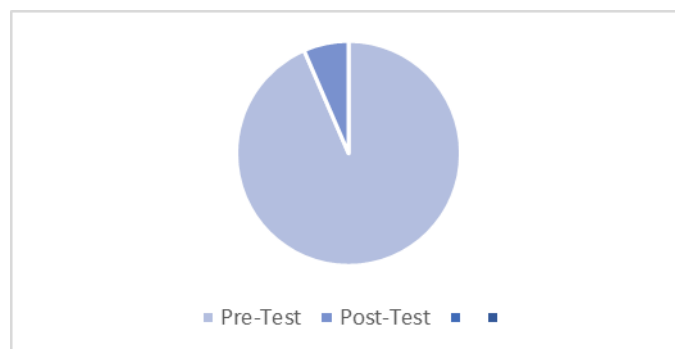


Figure 1. Percentage of Pre-test and Post-test Scores for Class VIII.1

Based on Figure 2, the percentage of the posttest value of 54.01% is higher than the pretest value of 45.99%. The results show that students' ability to write reviews of fictional stories has improved after being treated. The results of this research are in line with the opinion of Tarigan (2015) who states that reading and writing are two language skills that are interrelated. A person who has good reading ability will acquire information, knowledge, and a wider vocabulary so that he can support writing activities.

The findings of this study also support Dalman's (2021) opinion, which states that reading is the process of acquiring information and knowledge from a text. Information gained through reading can be a source of ideas and material for producing quality writing. In this study, students who read fictional stories gained an understanding of story elements, which they then used to develop a more systematic review.

Furthermore, the results of this study align with Kosasih's (2021) theory, which explains that a review text is a form of assessment of a work. To be able to provide an accurate assessment, one must understand the content of the work being reviewed. Therefore, the ability to read fictional stories is an important factor supporting students' ability to write fictional story reviews. The findings of this study also reinforce the results of research by Rani Ardesi Pratiwi (2021) and Amalia Sri et al. (2024), which show that reading ability has a positive relationship with writing ability. Thus, the better students' ability to read fictional stories, the better their ability to write fictional story reviews.

CONCLUSION

Based on the results of the research and discussion that have been conducted, it can be concluded that the ability to read fictional stories has a significant effect on the ability to write fictional story reviews of class VIII students of MTs Al-Hidayah Cagar Alam. The results of hypothesis testing using Paired Sample t-Test show a significance value (Sig. 2-tailed) of 0.000 < 0.05 so that H_0 is rejected and H_a is accepted. These findings prove that reading fictional stories can improve students' ability to write fictional story reviews. The increase in review writing skills can be seen from the increase in students' ability to understand the content of the story, identify intrinsic elements, provide assessments of works, and compile reviews more systematically and in accordance with linguistic rules. This shows that reading skills not only function as a means of obtaining information, but also become an important basis in developing writing skills.

This research reinforces the view that reading and writing are two interrelated and mutually supportive language skills. The better students' comprehension of the fictional stories they read, the better their ability to express ideas, responses, and assessments in written reviews. Therefore, reading fictional stories needs to be integrated continuously into Indonesian language learning as an effort to improve students' literacy skills, particularly in writing fictional story reviews. In addition to contributing to the development of writing skills, reading fictional stories also has the potential to improve critical thinking skills, the ability to analyze literary works, and the ability to express opinions objectively. Thus, learning that integrates reading and writing activities can be an effective alternative to improve the quality of Indonesian language learning and support the strengthening of a culture of literacy in the school environment.

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