A CORRELATIVE STUDY OF STUDENTS' READING INTEREST TOWARD EXPOSITION WRITING SKILL IN THE TENTH GRADE OF SMKN 3 KARAWANG

Tarmi[1], Emzir[2], and Miftahulkhairah Anwar[3]

Master Program of Language Education, State University of Jakarta

tarmi_7316167164@mhs.unj.ac.id[1], emzir.unj@unj.ac.id[2], miftahulkhairah@unj.ac.id[3]

ABSTRACT

This study aims at determining whether there is a positive relationship between reading interest and writing skill to make exposition text in the tenth grade of SMKN 3 Karawang. The study subjects are 85 respondents. A descriptive quantitative approach with correlation analysis used in this research. Data collecting techniques are tests and questionnaires. Technical analysis of prerequisite test data obtained from the normality test, homogeneity test, and linearity test by using SPSS 16. Hypothesis test obtained from simple correlation by using SPSS 16 with a significance level of 5% (α =0.05). The study result consists of (1) A normality test showed Asymp.Sig (2-tailed) = 0.875 > α = 0.05. So, the variables' data spread normally. (2) A homogeneity test showed Sig= 0.412 > α = 0.05. So, the variables' data are homogeneous. (3) Based on linearity test result, the equation is $\hat{Y}$= 50.045 + 0.369 X. (4) Based on correlation test result, T_{count} = 5.028 > T_{table} = 1.662. It means that there is a positive relationship between students' reading interest and exposition wiring skill in the tenth grade of SMKN 3 Karawang. It can be concluded that if reading interest is improved, students' exposition text writing skills will also increase.

Keywords: *Exposition Text, Reading Interest, Vocational High School, Writing Skill.*

INTRODUCTION

Indonesian language learning in the 2013 curriculum underwent a fundamental change, namely text-based learning. Text is a complete expression of human thought and in it has a situation and context (Kemendikbud, 2013). In other words, learning Indonesian is not only about using Indonesian as communication but also needs to know the meaning or how to choose the right words according to the cultural order and the community of those who use it. Therefore, text-based learning has the principle that language is seen as text. It means that the use of language is a process of selecting linguistic forms to express meaning. The goal makes students think critically and creatively. The news in the newspaper can be said to be an example of most exposition essays. The salient features of an exposition paragraph generally answer the question What, Who,

When, Where, Why, and How (Dawud, et al, 2004). However, writing skills especially exposition texts are considered the most difficult skills. According to Nurgiyantoro (2001), writing is a skill that is more difficult to master than the other three skills, namely listening, speaking, and reading. It causes that writing skills require mastery of various linguistic elements and outside the language itself which will become the content of an essay or writing.

Also, exposition text writing skills can be obtained from reading. The amount of reading that is read is influenced by reading interest. Darmono (2007) said that reading interest is a mental tendency that encourages someone to do something about reading. Rahim (2005) suggests that interest in reading is a strong desire accompanied by one's efforts to read. People who have a strong interest in reading will manifest it in their willingness to get reading material and then read it on their awareness or encouragement from outside. It can be concluded that reading interest is a high heart tendency towards reading.

Mujiati (2001) suggests that reading interest is influenced by two groups, namely the personal factor group and the institutional group. Personal factors are factors that come from within the child itself including: (1) age, (2) gender, (3) intelligence, (4) reading skills, (5) attitudes, (6) psychological needs. Institutional factors are factors that come from outside the individual itself which include: (1) availability of books, (2) socio-economic status, (3) influence of parents, peers, and teachers. Thus the interest in reading is not necessarily owned by a student but must be formed. It takes an effort, especially from educators, apart from their family environment as the closest environment, to train, cultivate, nurture and increase interest in reading. Interests play an important role in determining the steps we will take. Even though the motivation is very strong, if there is no interest, of course, we will not do something that is motivated for us. Likewise, the position of interest in reading occupies the top level, because without someone's interest it will be difficult to do reading activities.

Dewi, Tressyalina, and Hafrison (2018) discussed problems related to low writing skills which state that a student's writing ability is related to his reading interest. The higher reading interest, the higher student's writing skills. Students need a high reading interest to be able to write skillfully. Based on the results of independent observations conducted by researchers in the tenth grade of SMK Negeri 3 Karawang on Wednesday, July 15, 2020, there were several obstacles related to the ability of students of SMK Negeri 3 Karawang in writing exposition text. These problems are as follows. First, students have difficulty in developing the elements of the exposition text, so that the writing produced by the students does not match the elements of the exposition text as it should be. Second, students still have difficulty understanding the essence of the exposition text, so it is difficult to distinguish between the exposition text and other texts. Third, students find it difficult to distinguish the structure of the exposition text, especially between a thesis and an argument. Fourth, students do not understand the use of appropriate vocabulary to represent the topic in writing an exposition text. Fifth, students are less skilled in developing paragraphs. Sixth, students have

a low reading interest so they do not have mastery of many topics. Thus, the purpose of this study was to determine the relationship between reading interest and exposition text writing skills in the tenth grade of SMK Negeri 3 Karawang.

THEORETICAL FRAMEWORKS

Writing Skill

According to Dalman (2012), writing is an activity to produce writing based on the ideas that the author has in mind. In written communication, there are four elements involved, namely the writer as the messenger, the message or the content of the writing, the channel or media in the form of writing, and the reader as the recipient of the message. Writing activity is an activity of delivering messages (communication) using written language as a tool or medium. Meanwhile, Semi (2009) stated that several things must be considered in writing related to writing problems. The writing must be accurate, concise, and clear. Accurate writing means that everything that is stated gives confidence to the reader because the information conveyed makes sense or is believed to be true. Short writing simply means stating what should be said and then stopping. Finally, clear writing means writing that is easily understood by the reader as if it were directly facing the writer.

According to Suparno and Yunus (2008), the goals to be achieved by a writer are various, namely as follows: (1) To make readers think and reason. (2) Let the reader know about what is being reported. (3) Making the reader opinionated. (4) Make the reader understand. (5) Make the reader feel satisfied with the content of the essay. (6) Make the reader happy by living the values expressed such as truth values, religious values, educational values, social values, moral values, human values, and aesthetic values.

Exposition Text

The exposition aims to explain something to the reader. To explain, usually used illustrations examples, analogies, and so on. The exposition paragraph can contain concepts that the reader must follow with his thoughts. Therefore, to understand the exposition paragraph requires thought or intellectual process. The news in the newspaper can be said to be an example of most exposition essays. The salient features of an exposition paragraph generally answer the question What, Who, When, Where, Why, and How (Dawud, et al, 2004). Exposure writing stirs thoughts without intending to arouse feelings or influence the reader's attitude. The exposition paragraph tries to introduce something by giving information. Suratno and Wahono (2010) mention several characteristics of an exposition paragraph, namely: (1) It is informative to the reader. (2) Explains something well. (3) Have data, facts, and a brief description.

To write an exposition text, it must be based on the structure of the exposition text. According to Marahimin (2010), there are three structures for the exposition text, namely as follows. First, the thesis, explains that in the exposition text, something that is expressed is called a thesis. That is, the thesis is the essence of an exposition text. Second, argumentation, argumentation emphasizes arguments to classes. That is, an exposition text consists of a thesis, followed by a description that proves that the thesis is correct. Third, reaffirmation, arguing that before ending the exposition text, it must be concluded again what was said in the thesis. That is what is called a conclusion. Following the purpose of writing an exposition, the conclusion must be in line, even strengthen the thesis. So, the contents of the conclusion must be the same as the thesis. This is in line with the Ministry of Education and Culture (2013), the structure of the exposition text is divided into three, namely (1) thesis (statement of opinion), (2) argumentation (reasons used to defend opinions), and (3) reaffirmation of opinions. In the introductory section, it presents the background, reasons for choosing a topic, the importance of the topic, the extent of the scope, the definition of the topic, the problem and purpose of writing, the terms of reference used. Furthermore, the body part of the exposition includes organizational development or an essay framework, presenting a detailed description of each section. In the conclusion section regarding what is presented in the content of the exposition text. Due to the nature of the exposition, what is concluded does not lead to an attempt to influence the reader.

Reading Interest

A reading is the most useful and important skill for people. The reading is more important than speaking and writing. Reading is a source of joy. Good reading is that which keeps students regular in reading which provides them both pleasure and profit. The reading is the most important activity in any language class. Reading defines a source of information, pleasurable activity, a means of consolidating and extending one's knowledge of the language. Reading is essenial to widen the mind and gain an understanding of the foreign culture. Reading is useful activity for expanding knowledge of a language. Thus, reading and writing reinforce each other and consolidate the aural-oral learning. The teaching and speaking provide for a greater variety of classroom activity for both teacher and students than a purely aural-oral program (Patel & Jain, 2008).

The reading goals require specific reading techniques. There are several variations of reading purposes, namely: (1) reading for study purposes (scientific study): (2) reading to capture a reading outline; (3) reading to enjoy literature; (4) reading to fill spare time; (5) reading to find information about a term (Dalman, 2014). If the purpose of reading is set, the reader will think about obtaining accurate information. The way to formulate reading goals is to introduce the content of the reading that will be read, then formulate a reading strategy that is considered the most appropriate, so that the message can be understood properly (Asdam, 2016).

Reading interest is a mental tendency that encourages someone to do something about reading (Darmono, 2007). Reading interest is a strong desire accompanied by one's efforts to read. People who have a strong interest in reading will be manifested in their willingness to get reading material and then read it on their awareness or encouragement from outside (Rahim, 2005). Reading interest is strong and deep attention accompanied by a feeling of pleasure towards reading activities so that it can lead someone to read with their own volition or encouragement from outside. Reading interest is also a person's feeling of pleasure in reading because of the thought that reading can benefit him or her. So it can be concluded that reading interest is a high heart tendency towards reading.

Reading interest is an encouragement to understand word for word and the content contained in the reading text so that readers can understand the things that are stated in the reading. So, reading interest is an activity that is carried out with full diligence to build communication patterns with oneself to find meaning in writing and find information to develop intellectuality which is carried out with full awareness and feelings of pleasure that arise from within (Dalman, 2014). Reading interests is important in enhancing students' success in school and out of it. Hence, students need to have high reading interests (Khairuddin, 2013). Therefore, students need to have a high interest in reading. The objectives of developing reading interest are as follows: (1) Encouraging reading interest and habit to create a reading culture society; (2) Improve library services; (3) Creating an information society that is ready to participate in all aspects of development; (4) Having up-to-date knowledge, not "stale" ones; (5) Improve thinking skills; and (6) filling spare time (Kartika, 2004).

METHOD

The research method used quantitative research. This research design used correlation research. This study aimed to find out whether there is a relationship between reading interest and writing skills of exposition text in the tenth grade of SMKN 3 Karawang. The population in this study were students in the tenth grade of SMKN 3 Karawang. X OTKP 1 consists of 36 students. X OTKP 2 consists of 36 students. X OTKP 3 consists of 36 students. The total population in class X OTKP 1, 2, and 3 is 108 students. The number of samples was 85 students in the tenth grade of SMKN 3 Karawang. The sample collection technique used simple random sampling (simple random sampling) through Microsoft Excel.

The research instruments were questionnaires and tests with a list of questions as a means of knowing the respondent's data. The form of the questionnaire items is arranged in questions to be answered by the respondent with a choice of answers according to the condition of each student. This instrument, among others, is for measuring reading interest (X) using a Likert scale questionnaire. While the dependent variable is the ability to write exposition text (Y) which is measured by writing the exposition text test. Furthermore, the

compiled instruments were tested first to calculate their validity and reliability. The validity of this instrument is the validity of content or content validity. This is done to ensure the quality of the instrument. Data collection in this study is explained in detail in each variable used in this study. Data analysis was carried out to test the hypothesis to conclude.

The analysis method consisted of two parts, namely descriptive and inferential data analysis. Descriptive data analysis was carried out by presenting the data through a frequency distribution table which generally used a histogram, followed by the calculation of the mental values to see the distribution of data by calculating the mode, median, and mean. Furthermore, can be seen the variance of the data using the range, variance, standard deviation, and coefficient of variation. The data analysis technique used in this research is simple correlation technique and multiple regression. The main steps taken in data analysis were (1) the prerequisite analysis test consisting of normality test, homogeneity test, and linearity test, (2) hypothesis testing using simple correlation analysis techniques. All analyzes were performed with the help of the SPSS 16 application.

FINDINGS AND DISCUSSION

Exposition Writing Skill

Based on the descriptive statistics' result, it obtained that the exposition writing skill data had a total score of 6600, the average value (mean / M) of 77.65, standard deviation (standard deviation / SD) was 5.320, mode (Mo) was 77, the median was 77.62, and variance of 28.303. The results of descriptive statistical analysis can be seen in the following table presentation:

Table 1. Descriptive Statistic Result of Exposition Writing Skill.

	Valid	85
	Missing	0
Mean		77.65
Std. Error of Mean		.577
Median		77.62[a]
Mode		77[b]
Std. Deviation		5.320
Variance		28.303
Range		19
Minimum		68
Maximum		87
Sum		6600
a. Calculated from grouped data.		
b. Multiple modes exist. The smallest value is shown		

Data grouping can be seen in the following table presentation:

Table 2. Data Grouping of Exposition Writing Skill**.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	2.4	2.4	2.4
	69	1	1.2	1.2	3.5
	70	8	9.4	9.4	12.9
	71	1	1.2	1.2	14.1
	72	7	8.2	8.2	22.4
	73	5	5.9	5.9	28.2
	74	4	4.7	4.7	32.9
	75	4	4.7	4.7	37.6
	76	2	2.4	2.4	40.0
	77	9	10.6	10.6	50.6
	78	4	4.7	4.7	55.3
	79	6	7.1	7.1	62.4
	80	3	3.5	3.5	65.9
	81	3	3.5	3.5	69.4
	82	3	3.5	3.5	72.9
	83	9	10.6	10.6	83.5
	84	6	7.1	7.1	90.6
	85	3	3.5	3.5	94.1
	86	2	2.4	2.4	96.5
	87	3	3.5	3.5	100.0
	Total	85	100.0	100.0	

Based on table 2 above, information is obtained that as many as 34 people or 40% are at a score below the average, 9 people or 10,588% are on the average score, and 39 people or 45,882% are at a score above the average. The next step is to create a histogram. There is one axis needed in making a histogram, namely the vertical axis is the frequency axis, and the horizontal axis is the score axis for the exposition text writing skills. In this case, the limits of the class intervals are written on the horizontal axis, starting from 68 to 87. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit to the highest limit. The histogram graph of the data distribution score of the exposition text writing skill can be seen in the following figure:
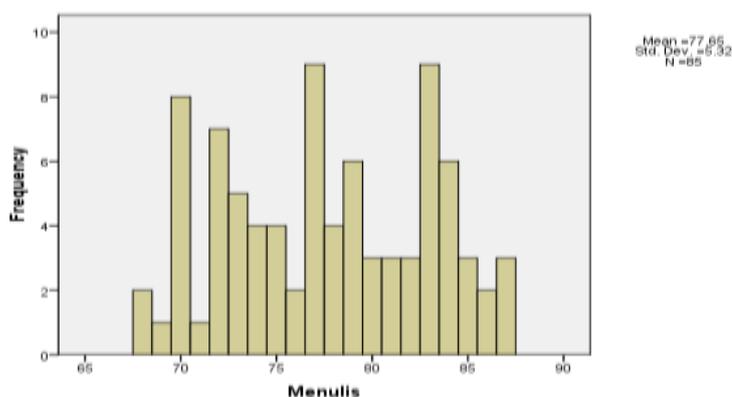
Figure 1. Histogram Frequency of Exposition Writing Skill.

Reading Interest

Based on the descriptive statistics' result, it obtained that the reading interest data had a total score of 6351, the average value (mean / M) of 74.72, standard deviation (standard deviation / SD) was 6.958 mode (Mo) was 80, the median was 75, and variance of 48.419. The results of descriptive statistical analysis can be seen in the following table presentation:

Table 3. Descriptive Statistic Result of Reading Interest.

N	Valid	85
	Missing	0
Mean		74.72
Std. Error of Mean		.755
Median		75.00
Mode		80
Std. Deviation		6.958
Variance		48.419
Range		35
Minimum		55
Maximum		90
Sum		6351

Data grouping can be seen in the following table presentation:

Table 4. Data Grouping of Reading Interest.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	1.2	1.2	1.2
	59	1	1.2	1.2	2.4
	60	1	1.2	1.2	3.5
	61	1	1.2	1.2	4.7
	63	1	1.2	1.2	5.9
	64	1	1.2	1.2	7.1

65	2	2.4	2.4	9.4
66	2	2.4	2.4	11.8
68	1	1.2	1.2	12.9
69	3	3.5	3.5	16.5
70	9	10.6	10.6	27.1
71	9	10.6	10.6	37.6
73	3	3.5	3.5	41.2
74	5	5.9	5.9	47.1
75	7	8.2	8.2	55.3
76	4	4.7	4.7	60.0
77	1	1.2	1.2	61.2
78	7	8.2	8.2	69.4
79	4	4.7	4.7	74.1
80	11	12.9	12.9	87.1
81	1	1.2	1.2	88.2
83	1	1.2	1.2	89.4
84	1	1.2	1.2	90.6
85	3	3.5	3.5	94.1
86	1	1.2	1.2	95.3
88	1	1.2	1.2	96.5
89	1	1.2	1.2	97.6
90	2	2.4	2.4	100.0
Total	85	100.0	100.0	

Based on table 4 above, information is obtained that as many as 35 people or 41.176% are at a score below the average, 5 people or 5.882% are on the average score, and 45 people or 52.941% are at a score above the average. The next step is to create a histogram. There is one axis needed in making a histogram, namely the vertical axis is the frequency axis, and the horizontal axis is the score axis for the reading interest. In this case, the limits of the class intervals are written on the horizontal axis, starting from 55 to 90. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class limit to the highest limit. The histogram graph of the data distribution score of the reading interest can be seen in the following figure:
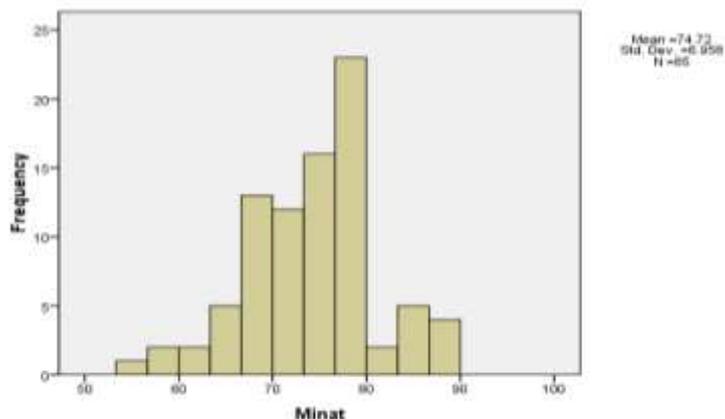
Figure 2. Histogram Frequency of Reading Interest.

Normality Test

The normality test used the Kolmogorov-Smirnov statistical technique (K-S test). Interpretation of normality test results by looking at the Asymp value. Sig. (2-tailed). The interpretation of the normality test is as follows:

a. If the value is Asymp. Sig. (2-tailed) is greater than the Alpha level of 5% (Asymp. Sig. (2-talited> 0.05), it can be concluded that the data comes from a normally distributed population.
b. If the value is Asymp. Sig. (2-tailed) is smaller than the 5% Alpha level (Asymp. Sig. (2-tailed <0.05), it can be concluded that the data comes from an abnormally distributed population.

Table 5. Normality Test Result by Using *One-Sample Kolmogorov-Smirnov Test.*

		Unstandardized Residual
N		85
Normal Parameters	Mean	.0000000
	Std. Deviation	4.65774004
Most Extreme Differences	Absolute	.064
	Positive	.064
	Negative	-.059
Kolmogorov-Smirnov Z		.592
Asymp. Sig. (2-tailed)		.875

    a.   Test distribution is Normal.

Based on the normality test table above, the two research variables are normally distributed. It can be seen from the Asymp.Sig (2-tailed) value greater than 0.05 at the 5% error level, so that all variables, both independent and dependent variables, are normally distributed. The Asymp.Sig (2-tailed) value for exposition text writing skills (Y) and reading interest (X) is 0.875> 0.050, so the distribution is normal.

Homogeneity Test

The homogeneity test used the Lavene test. The homogeneity test aims to determine whether the samples taken from the population have the same variants or do not show significant differences from one another. Interpretation of the homogeneity test results by looking at the Sig. (2-tailed). The interpretation is as follows:

a. If the significance is less than 0.05 (Sig. (2-tailed). <Alpha), the variants differ significantly (not homogeneous).
b. If the significance is greater than 0.05 (Sig. (2-tailed).> Alpha), the two variants are homogeneous

Table 6. Homogeneity Test Result by Using Lavene Test.

Levene Statistic	df1	df2	Sig.
1.059	13	57	.412

Based on the homogeneity test table above, the two research variables have a homogeneous distribution. This can be seen from the Sig value greater than 0.05 at the 5% error level, so that all variables, both independent and dependent, are distributed homogeneously. The Sig value for exposition text writing skills (Y) and reading interest (X) is 0.412> 0.050, so the distribution is homogeneous.

Linearity Test

The linearity test is intended to test each independent variable with the dependent variable. It is said to be linear if the correlation line between the independent variable and the dependent variable follows a linear line.

Table 7. Linearity Test Result of X-Y Variables.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	555.070	1	555.070	25.281	.000[a]
	Residual	1822.342	83	21.956		
	Total	2377.412	84			

a. Predictors: (Constant), Reading Interest

b. Dependent Variable: Exposition Writing Skill

Based on the significant value in table 7, it shows that the Sig. 0.000 <0.05, the independent variable (X) affects the dependent variable (Y). It can be concluded that the variable reading interest is tied to the variable of exposition text writing skills.

Hypothesis Test

There is a positive relationship between exposition text writing skills and reading interest.

$H_0: \rho_Y \leq 0$

$H_1: \rho_Y > 0$

H_0 rejected, if $t_{count} > t_{table}$

Data analysis using SPSS 16.00 shows that the error rate from the calculation of reading interest (X) with the exposition text writing skill (Y) is 0.000 at an error rate of 5%. These results indicate that the p-value of 0.000 is smaller than the error value of 0.05 (0.000 <0.05). The results of the product-moment analysis can be seen in the following table:

Table 8. Product Moment Analysis Result of X-Y Variables.

		Exposition Writing Skill	Reading Interest
Pearson Correlation	Exposition Writing Skill	1.000	.483
	Reading Interest	.483	1.000
Sig. (1-tailed)	Exposition Writing Skill	.	.000
	Reading Interest	.000	.
N	Exposition Writing Skill	85	85
	Reading Interest	85	85

Simple correlation analysis of the data pair and the two variables (writing skill of exposition text as variable Y and reading interest as variable X) resulted in a product-moment correlation of $r_{count} = 0.483$. If the rcount value is greater than the r_{table} value (rcount value> r_{table} value), the correlation is significant. Conversely, if the rcount value is smaller than the r_{table} value (rcount value <rtabel value) then the correlation is not significant. Table 4:12 shows that the correlation coefficient between reading interest (X) and writing skills of exposition text (Y) is rcount = 0.483 accompanied by a significance of 0.000. To find out whether this influence is significant or not, the rcount value with r_{table} can be compared at N = 85 and an error rate of 5%. The rtabel value obtained was 0.213. The results of the correlation coefficient (rx1y) indicate that the rcount value is greater than the rtable value (rcount 0.483> rtable 0.213) with the coefficient of determination (rxy) ^{2} = 23.33%. It can be concluded that the correlation between the two variables is significant. Then the first hypothesis proposed is accepted. Ha accepted and Ho rejected. It can be seen in the following table.

Table 9. Summary of Simple and Determined Correlation Coefficients $(r_{xy})^2$

Simple Correlation Coefficient	Determined Coefficient	t_{count}	t_{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
$r_{x1y} = 0.483$	$(r_{x1y})^2 = 23.33\%$	5.028[**]	1.662	2.371

To find out the meaning or significance of the correlation coefficient, the t-test was conducted. From the calculation results, the t-count value is 5.028 at the significance level $\alpha = 0.05$. So it can be concluded that there is a very significant relationship between reading interest (X) and writing skills of exposition text (Y). Thus H0 which states that there is no significant relationship between reading interest (X) and exposition text writing skills (Y) is rejected. This means that H1 which states that there is a positive relationship between reading interest (X) and exposition text writing skills (Y) is accepted. The correlation that occurs is positive, meaning that if the independent variable (reading interest) increases, it will be accompanied by an increase in the dependent variable (exposition text writing skills).

The interpretation of the correlation coefficients according to Sugiyono (2007) is:

0 - 0.199	: very low
0.20 – 0.399	: low
0.40 – 0.599	: moderate
0.60 – 0.799	: strong
0.80 – 1.0	: very strong

Based on the correlation coefficient value obtained, namely 0.483, this value is included in the moderate correlation number category. Thus, the results of this study are that there is a positive and significant relationship between the independent variable X (reading interest) and the dependent variable Y (writing skills of exposition text) in class X OTKP at SMK Negeri 3 Karawang.

The findings of this study are in line with Rahim's (2005) opinion which states that interest is a strong desire accompanied by one's efforts to read. Reading interest is a mental tendency that encourages someone to do something about reading. According to Ratnasari (2011) interest in reading is a strong and deep concern accompanied by a feeling of pleasure in reading activities so that it can lead someone to read on their own accord or encouragement from outside. Reading interest is also a person's happy feeling towards reading because of the thought that by reading there is a strong interest in reading and accompanied by continuous efforts on one's own to reading activities that are carried out continuously and followed by a feeling of pleasure without coercion, of his own will or encouragement from the outside so that someone understands or understands what he is reading, it can be beneficial for him. Meanwhile, Slameto

(2010) argues that reading interest is interest in reading activities or activities of their own accord. Reading interest can be manifested through a statement that shows that students prefer reading activities. Furthermore, Slameto explained that to measure reading interest, namely: (1) expressions about reading activities, (2) manifestations in reading activities, and (3) goals achieved from reading activities.

CONCLUSION

Based on the data obtained and the results of the discussion and data analysis carried out, the following conclusions can be obtained. The result of simple correlation analysis shows that the hypothesis which states "there seems to be a significant correlation between students' reading interest and the ability to write exposition text in the tenth grade of SMKN 3 Karawang" has been proven. Reading interest is positively and significantly related to the ability to write exposition text. This positive and significant relationship is indicated by a correlation coefficient of 0.483 and the calculated r-value is greater than the value of r_{table} with N = 85 at a 5% error level (r_{count} 0.483> r_{table} 0.213). This shows that there is a relationship between reading interest and the ability to write exposition text. While the direction of the relationship is positive because the value of r is positive, meaning that the higher students' reading interest, the better students' ability to write exposition text in the tenth grade of SMKN 3 Karawang.

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