





How do reading interest and diction mastering enhance students' scientific writing skills in the higher education school?

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ABSTRACT

In the context of higher education, reading is a support for other basic skills. In addition to reading, the demands of education in today's highly competitive era also require students to have excellent writing skills to solve various problems. This treatise results from a study that aims to explain and determine the level of interest in reading, mastery of diction, and the ability to write scientific papers in college students. This study aimed to assess the effect of reading interest and mastery of diction on students' scientific writing skills. This research used a quantitative approach and survey method. The research analysis used path analysis. The population of this study was students of STIAB Jinarakkhita, in total, 129 students, and the sample was taken from 97 students based on the Slovin calculation formula. This study used questionnaires and tests as a data collection tool. This study found a significant influence between reading interest and diction mastery on students' scientific writing skills. This research brought knowledge and insight to universities to develop students' abilities in writing scientific papers to produce quality outputs and publications according to their scientific fields.

KEYWORDS

reading interest; diction mastering; scientific writing skill; language education

Received: 1 November 2022

Accepted: 10 December 2022

Published: 30 January 2023

Introduction

There are four language skills: reading, listening, speaking, and writing. Of the four language skills, writing skill is one of the complicated and complex language skills because, in writing, all elements of language knowledge are involved in producing an excellent written work (Holid, 2010: 3). In writing activities, writers must be skilled in utilizing graphology, sentence structure, and vocabulary (Tarigan, 2008: 4). Writing skills will not come automatically, but must go through a lot of practice and practice. This follows Kuncoro's opinion (2009: 4), which says that everyone has a talent for writing and needs to practice and improve writing skills for various purposes.

Writing or composition lessons are always included in the Indonesian curriculum. These guidelines are intended to help students speak appropriately and accurately, especially in writing. Writing activities allow students to express ideas, thoughts, ideas, or feelings in writing. The report also includes the technical issues of composing and composing. The idea writer quickly became a high-ranking official in the world of discourse and screenwriting (Albert, 2002: xi). The development of science and technology cannot be separated from writing because the progress of the nation and state can be seen in the progress of the written communication of countries (Tarigan, 2008:19). It is no exaggeration to say that writing skills are the hallmark of an educated person and an educated nation (Tarigan, 2008: 4). Writing educated people to use skills to take notes, persuade, inform, and influence. Writing skills ease the transition to high school, sharpen your sensitivity to your environment, exercise your critical thinking, and serve as a prerequisite for your job search. According to Dalman (2018: 4), writing is the process of communicating thoughts, dreams, and feelings through symbols/meaningful writing. Thoughts conveyed to the other party must be expressed in words that appropriately support the meaning and follow the content to be shared. To capture what the Words want to convey, they must be placed regularly in phrases and sentences. The more regular the language used, the easier it is for others to understand the ideas expressed. Therefore, scientific writing skills are essential for students.

As one aspect of linguistic competence, writing is a complex and complex activity. But behind it all, writing skills have many benefits, including mental, intellectual, and social development. Writing skills can develop intelligence, spontaneity, and creativity. In addition, writing skills increase courage and stimulate the desire and

knowledge to gather information. Kuncoro (2009:6) states that there are two sources of inhibition of writing activities. First, there are internal factors, namely obstacles that come from oneself—extrinsic factors and barriers that come from outside each individual's personality. The first internal factor is that the individual is not used to reading books. The activity of reading books is closely related to the ability to write. Reading more books will increase knowledge and references for writing. Second, they do not have good language skills. Third, have no interest or desire to write.

External inhibiting factors are: First, the difficulty of getting references and references to write. Second is the difficulty of finding materials or themes for writing. People who have trouble finding topics are usually lazy or don't want to read. Reading habits are essential to find written material easily. In general, people who read well have many ideas for writing topics. The third difficulty is in making fixed phrases. It is essential to create effective boilerplate and sentences. Sentence writing is supported by good diction mastery. Keraf (2010:21) states that language is a vehicle for conveying ideas. The more words are understood, the more ideas can be expressed. Writers with a broad vocabulary are also better able to accurately choose the most harmonious words to describe the intentions and beliefs they want to convey.

This is following the opinion of Keraf (2015: 24): (1) diction includes understanding which words are used to convey an idea, how to form the correct phrases, and which words are best used, including the appropriate style in a situation, (2) diction is the ability to accurately distinguish nuances of meaning of the ideas to be conveyed, and the ability to find the proper form with the conditions and values of society's taste, (3) correct and appropriate diction is only possible by mastering a large number of vocabulary. This means that every word has a meaning that can express an idea or idea. Words are used as a channel for ideas to be conveyed. Arifin and Tasai (2017:28), diction means the accuracy and suitability of the choice of words to express something. Word choice is an essential factor in written and spoken language. The right words, both spoken and written, help you define exactly what you want to say.

A writer must master the correct expression. Then, getting the right words gives the writer the freedom to choose the right words and arrange them into systematic, simple, and engaging sentences. Broad insight about diction is the primary capital of writing. Vocabulary strongly supports writing skills, and it won't be easy to expect someone to be good at writing without an adequate vocabulary. In line with Keraf (2010:24), which states that people with rich language are better able to accurately select the most appropriate words to express intentions and ideas.

On the other hand, people with little vocabulary have difficulty finding the right words. Understanding diction, the more pictures and ideas he masters. In other words, each individual must increase vocabulary and know as much as possible about word choice because individuals with good vocabulary knowledge can write quickly.

Another factor that is thought to affect the ability to write is the ability to read. Reading activities must be carried out regularly to explore sources of knowledge (Pudiasuti, 2011: 6). Reading and Writing are closely related, and pronunciation, learning to understand the meaning of instructions, and sentence patterns used in writing come mainly from reading activities. People who can read will have the opportunity to write good texts. For writers, reading is soul food. Reading means getting a source of nutrients, energy, and a builder that can refresh the soul. Therefore, reading is a basic need for most writers (Pudiasuti, 2011: 34). Most of the knowledge used in writing comes from reading activities. The more books you read, the more experience and knowledge you have. Immensely few students enjoy reading textbooks or other reading materials.

Reading is fun. But on the other hand, reading activities are challenging for students because of the lack of interest and motivation to do reading activities. Frequent failures can be tedious. Reading is an activity that is as important as writing, which supports academic activities. Increased interest in reading provides students with much information and knowledge that cannot be obtained from everyday experience. As interest in reading grows, students receive many valuable suggestions for writing essays. Good writing provides the ability to the reader. Therefore, to write good sentences, you must develop an interest in reading. Good writers are generally highly interested in reading (Harsono et al., 2012). Interest is the key to the success of reading activities (Ikawati, 2013; Ahmadi, 2010; Sugiarti, 2012; Yetti, 2012).

Reading is an integrated activity that includes several activities, such as recognizing letters and words, connecting sounds with their meanings, and concluding about the purpose of reading (Nurdjan et al., 2016; Trisiantari dan Sumantri, 2016). Reading is a complex skill that requires the cooperation of several abilities. The purpose of reading a book is very dependent on the needs of each individual. Reading offers more opportunities than non-readers. Reading can build knowledge and skills to support themselves (Mirnawati, 2020). There are two main reasons why students need to read texts. First for entertainment and then for information. In general, the purpose of reading is to acquire new information (knowledge and insight). But in reality, there is a particular purpose for reading (Gustina, 2019), namely: (1) reading for pleasure; (2) reading to increase knowledge, such as reading textbooks; and (3) reading books to do a job, for example, mechanics reading manuals and mothers reading cookbooks.

The fourth issue concerns community literacy. According to a 2012 UNESCO survey, reading interest in Indonesia is the lowest in Southeast Asia. Indonesia's reading interest index is 0.001, meaning that only one person out of 1,000 Indonesians has an interest in reading. The Program for International Student Assessment (PISA), released by the Organization for Economic Cooperation and Development (OECD) in 2015, found that the reading ability of Indonesian students was ranked 62 out of 72 countries. Then UNESCO conducted a study entitled World's Most Literate Nations 2016 results from Central Connecticut State University (CCSU), confirming that Indonesia is ranked 60th out of 61 countries or only one level above Botswana. CCSU released a literacy ranking of countries in the world in March 2016 based on five indicators of country literacy health (libraries, newspapers, education, and computer availability). Even though Indonesia's infrastructure ranks 34th, it is still superior to Germany, Portugal, New Zealand, and South Korea (Kompas.com, 2016). Based on the abovementioned issues, this study intends to identify and describe the effect of reading interest and mastery of diction on scientific writing skills in college students.

Literature review

Scientific Writing Skills

Abbas (2006: 125) said writing skills are the ability to express ideas, opinions, and feelings to others through written words. According to Ahmad Rofi'uddin and Darmiyati Zuhdi (1999:159), Writing skill is the ability to express thoughts, ideas, and opinions about something, respond to desires, and express feelings through written language. Writing skill is one of the productive and expressive language skills used to communicate with readers (Tarigan, 2008: 3). Scientific work is the result of creating ideas in written form by adapting the skills to provide explanations of the ideas and ideas that are published. These ideas and ideas become topics to be described both inductively and deductively. This means that every word, phrase, clause, sentence, or anything still unclear and raises new questions for the reader needs to be explained so the reader can understand it. Thus, a scientific work functions to describe and describe a topic either in the form of an ideology of opinion or with an accurate description.

Alika A. & H. Achmad (2010:166) argue that scientific work is a work that presents opinions, ideas, answers, or research results related to scientific activities. Suhardjono also stated that scientific work is "a written report on (results) of scientific activities, which aims to solve problems through a scientific approach (Barnawi & Arifin, 2015:20). The variable of this research is scientific writing skills. The common purpose of writing skills is that students can complete scientific works based on superficial observations/research results. To achieve these targets, students are directed to be able to master the indicators set. The indicators are (1) systematic writing of scientific papers, (2) critical in analyzing problems, (3) content of scientific papers, (4) ability to use EBI, (5) use of effective diction and sentences, (6) ability to write citation sources, (7) the ability to write a bibliography, (8) and the neatness of writing scientific papers.

Diction Mastery

Keraf (2015) states mastery of diction, namely 1) understanding of words, the ability to group words or use appropriate expressions and use them appropriately in a situation, 2) the ability to correctly understand the nuances of the meaning of the ideas conveyed, and the ability to find meanings that are appropriate to the situation. and sense values that exist in society, and 3) mastery of a large number of vocabulary (vocabulary) of the language in question (i.e., Indonesian). Based on these three things, mastery of diction is understanding and mastering vocabulary and being able to use it appropriately and appropriately.

Measurement of diction mastery is done by giving a test (test). The test is in the form of multiple choice with 50 questions with alternative answers a, b, c, and d. Each correct answer will have a score of 2, while the wrong one will get a score of 0. Diction mastery is measured in terms of accuracy and suitability in word choice. The diction mastery indicators tested are 1) being able to distinguish denotation and connotation, 2) being able to determine synonymous words, 3) being able to distinguish homophones, homographs, and homonyms, 4) being able to correctly understand/distinguish the meaning of abstract and concrete words, 5) can distinguish general and unique words, 6) can distinguish standard and non-standard language, 7) can distinguish scientific and famous words.

Reading Interest

Individuals with a strong interest in reading can be recognized by their willingness to obtain reading material and read consciously. In addition to reading interest, this activity is usually done in free time. This interest may develop and be helpful in the future. Interests can be an essential foundation for professional success because interest makes individuals motivated and interested in doing what they like.

Interest in reading is the enthusiastic nature of a person who, influenced by internal and external factors, seeks to transmit activity through codes translated into words. Indicators of reading interest include reading needs, reading actions, reading pleasure, reading interest, reading desire consistently, and follow-up from reading. Darmono (2007: 214) Interest in reading is a mental tendency that encourages individuals to do something reading activities. This means that reading interest is a high heart tendency towards reading.

Methods

Research Approach

This study uses a quantitative-causal approach with a survey method. This approach was used to measure and analyze the influence model between variables to obtain and know the direct effect of a set of independent variables on the dependent variable. In this study, DM is an exogenous variable, RI is an endogenous intervening variable, and SWS is a final endogenous variable.

Participants

This study was conducted at the Jinarakkhita Buddhist Higher Education School in Lampung. The unit of analysis in this study is the students. The population in this study were all Jinarakkhita Buddhist Higher Education School students, with a total of 129 students regardless of gender and education level. The sample of this study was conducted using random sampling by randomly selecting members of the population. The sample used was 95 students using the slovin formula.

Instruments

This study uses data collection methods in the form of questionnaires and tests. The instrument in the form of a questionnaire is used to measure interest in reading. Making instruments for reading interest, diction mastery, and scientific writing skills in this study is based on assessment categories based on Nurgiyantoro (2013), as follows.

In obtaining the data, this study used a questionnaire with three variables, including DM (X1), RI (X2), and SWS (Y). All questionnaires were filled out by students from Jinarakkhita Buddhist Higher Education School. The research instrument has been tested and analyzed through validity tests; instruments that are considered to meet the requirements include SWS with 30 positive statements, DM with 32 positive statements, and RI with 32 positive comments. The reliability test of the SWS instrument shows the reliability value of Cronbach's alpha $r_{11} = 0.867$. At the same time, the DM instrument with Cronbach's alpha reliability value $r_{11} = 0.926$.

Furthermore, the RI instrument with Cronbach's alpha reliability value $r_{11} = 0.920$. Thus, it was found that in testing the WSW, DM, and RI instruments, it was found that the total of the instruments had high reliability. For this reason, all instruments in this study can be used to obtain data.

Data analysis

This study used a path analysis technique, using the SPSS dan MS Excel

Results

The result section shows objectively the presentation of the research key result without any interpretation using text, tables and figures. The result section must present how the author ensure the data validity and reliability. The results should be clear and concise.

Table 1. Students Grades Frequency

No	Interval	Category	RI	DM	SWS
1	85 - 100	Very Good/Very High	43	0	4
2	75 - 84	Good/High	47	13	64
3	60 - 74	Enough/Moderate	7	79	29
4	40 - 59	Poor/Low	0	5	0
5	0 - 39	Very less/Very Low	0	0	0
	total		97	97	97

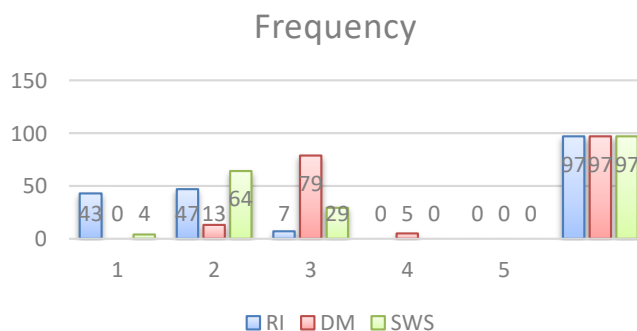


Figure 1. Students Grades Frequency

Table 2. Path Coefficient of X₁ Influence towards Y

Direct Influence	Path Coefficient	t _{count}	t _{table}	
			α = 0,05	α = 0,01
X1 towards Y	0,6379	5,44	1.66071	2.36541

** The path coefficient is very significant (5,44 > 2,36 for α = 0,01)

Table 3. Path Coefficient of X_2 Influence on Y

Direct Influence	Path Coefficient	t_{count}	t_{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X_2 towards Y	8,9098	10,45**	1.66071	2.36541

** Path coefficient is very significant ($10,45 > 2,36$ for $\alpha = 0,01$)

Table 4. Path Coefficient of X_1 Influence towards X_2

Direct Influence	Path Coefficient	t_{count}	t_{table}	
			$\alpha = 0,05$	$\alpha = 0,01$
X_1 towards X_2	0,0033	9,0143**	1.66071	2.36541

** Path coefficient is very significant ($9,01 > 2,36$ for $\alpha = 0,01$)

Table 5. Path Coefficient of X_1 and X_2 Influence towards Y

Direct Influence	Path Coefficient	f_{count}	f_{table}
X_1, X_2 towards Y	0,4081	32,0614**	3,092

** Path coefficient is very significant ($32,06 > 3,09$ for $\alpha = 0,01$)

Discussion

This illustrates that DM has a direct influence on SWS; RI has a direct influence on SWS, and RI has a direct influence on DM. The findings of previous studies indicate that there is a significant positive effect of RI and DM on SWS. DM is able to positively influence SWS and improve scientific writing skills. In addition, increasing DM in students makes research skills more systematic, motivating, and productive (Nurdiansah, Ngaruaka, & Habeahan, 2019).

RI also strengthens the SWS of researchers through training and development to improve scientific writing skills and knowledge in research to actually use their knowledge and skills. Furthermore, previous research also states that RI also affects DM. Thus, DM and RI significantly affect SWS by increasing diction mastery and reading interest in SWS in the campus environment (Hasanah, & Wahyudi, 2020). This involves diction mastery simultaneously in giving students interest in reading interest for students to take personal responsibility for their will in mastering diction. A perfect DM will help students' self-efficacy in the field of scientific writing. The increase in DM will increase the mastery of various dictions and, in turn, increase the overall research ability (Sahrang & Amir, 2021). This is an effort to take advantage of the diction mastery and interest in reading from human resources on campus. DM and RI are mastery of literacy skills in scientific writing so that they are interrelated with one another (Noortyani, 2018).

If students increase their DM and RI, the culture of scientific writing will increase, it will be beneficial for the functioning of academics in educational organizations effectively and individually (Sajid, 2016). Students with high DM and RI are successful in improving the quality of the campus in various ways by developing writing skills with mastery of language, diction, and scientific writing management. This study concludes that DM and RI have a direct and positive relationship to SWS. This means that by increasing the optimal DM and RI, it can increase student SWS.

Conclusion

According to the findings, this study can conclude that there is a positive influence between diction mastery and scientific writing skills, meaning that every increase in diction mastery will follow the rise in scientific writing skills. Writing skills are aspects of productive language that need to be mastered by students. Writing activities focus on written communication, requiring writers to express thoughts and ideas using appropriate and appropriate language. This study has limitations regarding the method; it would be complete and beneficial if it did with a mixed method, so a qualitative research approach with a case study will help to give detailed information. This survey result was brought to the students and campus to make a program that can develop scientific writing skills by enhancing diction mastery and reading interest.

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