Correlation of Reading Interest with Writing Ability of STIKOM Students Yos Sudarso Purwokerto

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Abstract. This study examines the correlation between reading interest and writing ability of STIKOM Yos Sudarso Purwokerto students as an effort to understand the relationship between two basic literacy skills in the context of higher education. Low interest in reading is often blamed as one of the causes of students' weak writing skills, which impacts their academic quality and critical thinking skills. This study aims to determine the extent to which reading interest affects students' writing skills, as well as provide an initial mapping of literacy conditions in the campus environment. The method used is quantitative with a correlational approach. Data was collected through questionnaires to measure reading interest levels and writing tests to assess students' writing ability. The analysis was carried out by Pearson correlation statistical test. The results of the study showed a significant positive correlation between students' reading interest and writing ability. The higher the students' interest in reading, the better their writing skills, especially in terms of writing structure, vocabulary use, and logical argumentation. These findings reinforce the assumption that active reading habits can promote significant improvements in writing skills. Therefore, a learning strategy is needed that is able to foster a literacy culture among students.

Keywords: Reading Interest; Writing Ability; Correlation; Student; Literacy; Higher Education; Reading habits; Writing Skills.

1. Introduction

The low interest in reading in Indonesia has become a critical problem, especially among students. Data from the World's Most Literate Nations Ranked (Central Connecticut State University, 2016) research places Indonesia in the 60th rank out of 61 countries, only ahead of Botswana. In fact, as an academic community, students are required to have a strong literacy culture to support their intellectual competence. At STIKOM Yos Sudarso Purwokerto, data on library visitors for the June-August 2024 period shows that on average only 14.3 students per month are actively reading, a very low figure compared to the total student population. This is worrying because reading skills are one of the language skills that are important for learners to master (Saptarina, Sartika, & Amelia, 2024).

Theoretically, reading interest and writing ability are two aspects of literacy that are interrelated in the framework of academic competency development. Reading is an important skill for language learners to achieve academic goals (Saptarina et al., 2024). The reading process is not only limited to importing words and information from the text, but also involves students' understanding (Riyani, Regina, & Wardah, 2023). Reading comprehension, as explained by Julianti, Regina, and Salam (2020), is a process of learning from texts that requires adaptation to the text and the purpose of reading it. It involves the ability to understand and interact with the text while integrating skills such as fluency, vocabulary, and sentence comprehension (Al-Rimawi & Al-Masri, 2022). In other words, reading

comprehension is a reading process that requires the reader to understand and interpret the ideas in the text. This is in line with the opinion of Sari & Mardhotillah (2023) that through language subjects, students are expected to be able to produce and use texts according to their social goals and functions, where text is understood as a unit of language that expresses meaning contextually.

Furthermore, reading also involves the ability to understand and interpret the content and meaning of the text. A person who has reading skills tends to be better able to understand reading, both explicit and implied meanings. The difference in reading activity levels, between students who are diligent and lazy to read, will be reflected in their understanding of the text (Sartika, Yusandra, & Satini, 2022). This shows that reading motivation is a determining factor for students' comprehension skills. However, problems in reading comprehension ability are often related to the lack of effectiveness of the learning process, which is not only influenced by the student, but also the method and quality of teaching (Asmara & Sartika, 2020).

Specifically, reading is the process of interpreting written symbols to obtain meaning (Daryani et al., 2024). Consistent reading activities require a high interest in reading, which is the tendency to fill free time with reading, so enriching vocabulary, text structure, and depth of argument are key factors for writing skills (Daryani et al., 2024). In line with that, Dianti and Huscin (2023) stated that a strong interest in reading encourages active reading efforts, which are the foundation for writing skills as an expression of ideas.

The ability to write scientific papers as an academic product is highly dependent on the quality of reading input (Daryani et al., 2024). Correlation theory explains that the relationship between reading interest and writing ability can be positive if it is supported by factors such as the frequency of library visits, reading duration, and comprehension of texts (Dianti & Huscin, 2023). However, the study's findings show a variation in the significance of this relationship. For example, reading interest does not have a direct impact without mastery of vocabulary or critical reading habits (Daryani et al., 2024).

However, reading interest in Indonesia in general is still relatively low. Based on data from UNESCO, the reading interest index in Indonesia is at 0.001 which means that out of 1000 people only 1 person has a high interest in reading (UNESCO, 2014). This phenomenon is certainly a big challenge for the world of education, including in improving the quality of students' writing skills. In this context, it is important to examine the extent to which reading interest affects students' writing skills, especially in technology-based higher education institutions such as STIKOM Yos Sudarso Purwokerto.

STIKOM Yos Sudarso Purwokerto is one of the universities in Central Java that focuses on the field of information systems and informatics engineering. Students on this campus are not only required to master technical skills and programming logic, but must also have good written communication skills, especially in compiling technical reports, project documentation, and scientific papers. However, based on initial observations and informal discussions with several lecturers, it was found that most students have minimal reading habits. This is shown by the low number of visits to the library, lack of participation in campus literacy forums, and the low quality of students' scientific writing, which tends to be less systematic and weak in the use of references.

Previous research has shown various findings related to the relationship between reading interest, vocabulary mastery, and writing ability. Evawati (2020) at SMPN 14 Bandar Lampung found a positive and significant correlation between vocabulary mastery (r = 0.662) and reading interest (r = 0.766) and the ability to write arguments, with a combined contribution of 64.6%. Similar findings were expressed by Susana (2022) in high school students who stated that vocabulary mastery and reading interest were strongly correlated (r = 0.810) with the ability to write expositions. However, the results of Rahayu (2021) research at Syiah Kuala University actually show that reading interest and reading habits separately do not significantly affect reading comprehension, even though together they have a weak relationship. Meanwhile, Rukayah (2021) at SDN 24 Macanang, Bone Regency, revealed that interest in reading had a significant effect on the ability to write exposition (r = 0.44), but vocabulary mastery did not (r = 0.12). On the other hand, Zulni (2022) at the UNP Laboratory Development High School proved that there is a significant relationship between reading interest and the ability to write anecdotal texts (tcal = 5.32 > ttable = 1.70), although students' reading interest is still in the sufficient category (65.36).

Previous studies have generally been conducted on school children, while studies on students in the field of information technology are still very limited. Therefore, this study aims to examine the correlation between reading interest and writing ability in students of

STIKOM Yos Sudarso Purwokerto, which is a technology-based institution. Thus, the results of this research are expected to contribute to the development of a more holistic curriculum and learning strategy.

The formulation of the problem from this study is "Is there a correlation between reading interest and writing ability of STIKOM Yos Sudarso Purwokerto students?" The main purpose of this study is to find out the level of students' reading interest, measure their writing ability, and analyze the relationship between the two. The benefits of this research can be felt by various parties. For institutions, the results of research can be used as a basis for designing programs to improve student literacy. For lecturers, this study provides an overview of the importance of integrating reading activities in the learning process. Meanwhile, for students, the results of this research can be a reflection on the importance of reading in improving writing skills.

This research is limited to STIKOM Yos Sudarso Purwokerto students in the class of 2021, 2022, 2023, and 2024 totaling 516 students. This limitation was chosen because in that semester students generally already have experience writing papers and project reports, so that the assessment of writing skills can be done more accurately. This study only covers two main variables, namely reading interest as an independent variable and writing ability as a dependent variable.

This study uses a descriptive quantitative approach. Data will be collected through two main instruments, namely reading interest questionnaires and writing ability tests. The reading interest questionnaire will measure reading frequency, reading duration, type of reading of interest, and library visitation habits. Meanwhile, the writing ability test will assess aspects of the structure of the writing, the clarity of arguments, the use of references, grammar, and the originality of ideas. Data analysis was carried out using the Pearson correlation technique to determine the relationship between reading interest and students' writing ability.

This study proposes two hypotheses. The zero hypothesis (Ho) states that there is no correlation between reading interest and writing ability of STIKOM Yos Sudarso Purwokerto students. Meanwhile, the alternative hypothesis (Ha) states that there is a correlation between the two variables. With a systematic and quantitative data-based approach, this study is expected to provide empirical evidence on the importance of reading interest in developing writing skills, especially among information technology students. In addition, the results of this research can also be a foothold for the campus in developing literacy policies and strengthening students' *soft academic skills*.

2. Preliminaries or Related Work or Literature Review

2.1. Reading Interest

Reading activities can occur continuously well if a student has an interest in reading. Interest in reading is shown by a strong desire to do reading activities. People who have a high interest in reading always fill their free time with reading (Darmono, 2001). Interest is certainly a factor from within a person that influences the person to do something, one of which is doing reading activities.

Reading interest can be interpreted as a high inclination of the heart towards a certain reading. An interest in reading can be interpreted as a very strong desire in a person accompanied by a person's efforts to read (Rahim, 2008).

2.2. Writing Skills

Writing skills are productive language skills that require an understanding of language structure, vocabulary, logic thinking, and creativity. According to Tarigan (1944), writing is a language skill that is used to communicate indirectly, not face-to-face with others. Writing is also a productive and expressive activity. This ability does not only depend on grammar alone, but is also influenced by reading experience, imagination, and critical thinking habits.

In an academic context, writing skills include the ability to write essays, reports, scientific articles, and final projects. Students who have good writing skills are generally able to express their ideas clearly, systematically, and logically, with the right sentence and paragraph structure.

2.3. The Relationship between Reading Interest and Writing Ability

Reading interest is believed to have a close relationship with writing ability. The higher a person's interest in reading, the more vocabulary, sentence structure, and writing style can be absorbed and applied in the writing process (Krashen, 2004). Through reading activities, students get exposure to various types of texts, sentence patterns, and effective ways of conveying ideas. This will indirectly enrich insights and improve the quality of writing.

Cognitive linguistic theory also explains that linguistic input (in this case reading) strongly determines linguistic output (writing). In other words, a person will not be able to produce good writing without first receiving sufficient exposure to the language through reading activities.

2.4. Research Gap

Various previous studies have shown that reading interest has a positive and significant correlation with writing ability. Evawati (2020) found that students with high reading interest had better argumentation writing skills, with a correlation coefficient of 0.766. Similar findings were also reported by Rukayah (2021) and Zulni (2022), who each attributed reading interest to the ability to write exposition and anecdotal texts. Susana (2022) even emphasized that reading interest has a big role in the ability to write exposition for high school students. Meanwhile, Rahayu (2021) shows that reading interest as a single variable is not strong enough to explain reading comprehension skills, but it becomes significant when combined with reading habits.

From the review, it can be seen that most of the research was conducted at the primary to secondary education level and focused on specific types of texts such as exposition, argumentation, and anecdotes. Research on the relationship between reading interest and writing ability in general at the higher education level, especially private university students such as STIKOM Yos Sudarso Purwokerto, is still very limited. In addition, previous research generally combined reading interest with other variables, while this study only focused on two main variables, namely reading interest and writing ability in general. Therefore, this research aims to fill the gap in the study and make a real contribution to the development of language learning at the university level.

3. Proposed Method

This study uses a descriptive quantitative method to analyze the relationship between reading interest (independent variable) and writing ability (dependent variable) in STIKOM Yos Sudarso Purwokerto students. As according to (M. Firmansyah, et al., 2021), the quantitative method is a research approach that is numerically oriented, empirical measurement, and generalization of phenomena through structured variables with tested hypotheses, assumes objective and independent reality, and requires many respondents to produce findings that can be widely applied. This approach was chosen because it allows researchers to measure the relationships between variables statistically, resulting in more objective and generalizable conclusions.

Table 1. Population Table

Courses	Force				Total
	2021	2022	2023	2024	
Information Systems	40	70	87	75	272
Informatics Engineering	19	22	37	39	117
Multimedia and Network Engineering	17	25	25	22	89
Computerized Accounting	4	14	14	6	38
Total	80	131	163	142	516

The population of this study is STIKOM Yos Sudarso Purwokerto students of the 2021, 2022, 2023, and 2024 batches of 516 students. The characteristics of the respondents were selected based on gender, study program, and generation. The sample in this study amounted to 225 students who were determined using the Slovin formula with a margin of error of 5%. Sampling was carried out using a non-probability sampling technique in the form of purposive sampling, where respondents were selected based on certain criteria, namely students who had taken research methodology courses and had experience writing scientific papers.

Data collection is carried out through two main methods. First, the questionnaire was used as primary data with a 4-point Likert scale (Always – Never) based instrument to measure reading interest. Consisting of 15 questions, the questionnaire includes indicators such as reading frequency, reading duration, type of reading of interest, and library visiting habits. Second, documentation is used as secondary data by analyzing students' scientific papers, such as papers, research reports, and campus journal articles. The assessment of writing ability is based on 8 indicators, including the structure of the writing, the clarity of arguments, the use of references, grammar, and the originality of ideas.

Data analysis is carried out through several stages. Before use, the research instrument is tested for validity and reliability. The validity test is performed by item-total correlation analysis, where an item is declared valid if the r-value is calculated > r-table (0.361). The test results showed that all questionnaire items met the validity criteria. Meanwhile, a reliability test using Cronbach's Alpha yielded a value of 0.87 for the reading interest variable and 0.82 for writing ability. These values show good internal consistency, as they both exceed the required minimum limit of 0.7.

Data analysis is carried out through several stages. First, the Kolmogorov-Smirnov normality test showed a significance of > 0.05, which indicates that the data is normally distributed and can be analyzed parametrically. Furthermore, a simple linear regression analysis was used to test the influence of reading interest on writing ability, supported by the Pearson correlation test to measure the strength of relationships between variables. Followed by a correlation test based on demographics aimed to determine the relationship or relationship between two variables (reading interest and writing ability) by considering the division of groups based on demographic characteristics, such as gender, study program, and generation.

4. Results and Discussion

Based on data analysis conducted on STIKOM Yos Sudarso Purwokerto students, it was found that their level of reading interest and writing ability was still in the low category. The results of the frequency distribution showed that the reading interest score ranged from 15 to 56 with an average of 33.47, which falls into the Less (K) category based on the range of 0-55%. Meanwhile, writing ability has a lowest score of 9 and highest score of 32 with an average of 20.64, which is also included in the Less category. These findings indicate the need for serious efforts from educational institutions to improve student literacy, considering that these two aspects are important foundations in academic development.

The frequency distribution of reading interest (Table 2) shows that most students are concentrated on medium scores (24–40), with some outliers in low (15–23) and high (41–56) scores. This shows a fairly diverse variety of reading interests among students, but the majority are still below the expected standard. Meanwhile, the distribution of writing ability (Table 3) shows a similar pattern, where most students are in the 16–25 scoring range, with a few achieving high scores (26–32). This indicates that although there are some students who have good writing skills, most still need further guidance to improve the quality of their writing.

Table 2. Distribution of Frequency of Reading Interest

No	Shoes	Frequency	Total
1	15	4	60
2	16	2	32
3	17	3	51
4	18	2	36
5	19	2	38
6	20	3	60
7	21	3	63
8	22	4	88
9	23	9	207
10	24	10	240
11	25	3	75
12	26	9	234
13	27	6	162

14	28	11	308
15	29	4	116
16	30	9	270
17	31	9	279
18	32	10	320
19	33	6	198
20	34	10	340
21	35	8	280
22	36	12	432
23	37	10	370
24	38	7	266
25	39	8	312
26	40	12	480
27	41	7	287
28	42	5	210
29	43	7	301
30	44	6	264
31	45	6	270
32	46	3	138
33	47	1	47
34	48	6	288
35	49	3	147
36	50	1	50
37	51	1	51
38	52	2	104
39	56	1	56
Total		**225**	**7530**

Table 3. Frequency Distribution of Writing Ability

No	Shoes	Frequency	Total
1	1	9	9
2	1	10	10
3	3	33	11
4	3	36	12
5	6	78	13
6	8	112	14
7	6	90	15
8	14	224	16
9	8	136	17
10	20	360	18
11	18	342	19
12	23	460	20
13	17	357	21
14	20	440	22
15	16	368	23
16	19	456	24
17	14	350	25
18	9	234	26
19	4	108	27
20	4	112	28
21	7	203	29

22	1	30	30
23	1	31	31
24	2	64	32
Total		**225**	**4643**

All research instruments, including 15 reading interest questionnaire items and 8 writing ability assessment indicators, have been tested for validity and reliability. The results of the validity test (Table 4) and (Table 5) showed that all items had r-count > r-table (0.130) and Sig. (2-tailed) < 0.05, so they were declared valid. In addition, a reliability test with Cronbach's Alpha yielded a score of 0.892 for reading interest and 0.916 for writing ability, which is well above the minimum limit of 0.60. This proves that the instruments used are consistent and trustworthy. The normality test also confirmed that the data was normally distributed, with the Kolmogorov-Smirnov values for reading interest (0.050) and writing ability (0.055) being smaller than the critical values (0.0907), as well as Asymp. Sig. (2-tailed) > 0.05.

Table 4. Testing the Validity of Reading Interest

Statement	r-Count	r-Table	P (Sig.)	Information
P1	0,604	0,130	0,000	Valid
P2	0,596	0,130	0,000	Valid
P3	0,610	0,130	0,000	Valid
P4	0,748	0,130	0,000	Valid
P5	0,64	0,130	0,000	Valid
P6	0,699	0,130	0,000	Valid
P7	0,767	0,130	0,000	Valid
P8	0,621	0,130	0,000	Valid
P9	0,309	0,130	0,000	Valid
P10	0,748	0,130	0,000	Valid
P11	0,640	0,130	0,000	Valid
P12	0,699	0,130	0,000	Valid
P13	0,767	0,130	0,000	Valid
P14	0,621	0,130	0,000	Valid
P15	0,309	0,130	0,000	Valid

Table 5. Writing Ability Validity Test

Statement	r-Count	r-Table	P (Sig.)	Information
K1	0,781	0,130	0,000	Valid
K2	0,813	0,130	0,000	Valid
K3	0,854	0,130	0,000	Valid
K4	0,761	0,130	0,000	Valid
K5	0,742	0,130	0,000	Valid
K6	0,845	0,130	0,000	Valid
K7	0,783	0,130	0,000	Valid
K8	0,787	0,130	0,000	Valid

Thus, parametric statistical analysis such as linear regression can be validly applied. Through simple linear regression analysis, it was found that reading interest (X) had a significant effect on writing ability (Y).

Table 6. Reading Interest Reliability Test

Number of Statements	Cronbach's Alpha	Condition	Information
15	0,892	0,6	Reliabel

Based on table 6, it can be seen that Cronbach's Alpha value is 0.892 > 0.60, so the questionnaire is declared reliable or consistent.

Table 7. Reading Interest Reliability Test

Number of Statements	Cronbach's Alpha	Condition	Information
8	0,916	0,6	Reliabel

Based on table 7, it can be seen that Cronbach's Alpha value is 0.916 > 0.60, so the questionnaire is declared reliable or consistent.

Table 8. Pearson Correlation

Correlations

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.656**
	Sig. (2-tailed)		.000
	N	225	225
Kemampuan_Menulis	Pearson Correlation	.656**	1
	Sig. (2-tailed)	.000	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed).

The results of Pearson's correlation showed a positive relationship between reading interest and writing ability with an r-value of 0.656, so an alternative hypothesis (Ha) was accepted.

Table 9. Correlation Test by Gender

Gender = Laki-laki

Correlations^a

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.696**
	Sig. (2-tailed)		.000
	N	105	105
Kemampuan_Menulis	Pearson Correlation	.696**	1
	Sig. (2-tailed)	.000	
	N	105	105

**. Correlation is significant at the 0.01 level (2-tailed).

Gender = Perempuan

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.599[**]
	Sig. (2-tailed)		.000
	N	120	120
Kemampuan_Menulis	Pearson Correlation	.599[**]	1
	Sig. (2-tailed)	.000	
	N	120	120

[**]. Correlation is significant at the 0.01 level (2-tailed).

The results of the analysis showed that there was a difference in the level of correlation between reading interest and writing ability based on gender. Male students showed a higher correlation value than female students, namely 0.696 for men and 0.599 for women. This indicates that in male students, reading interest has a stronger relationship with writing ability than in female students.

Table 10. Correlation Test Based on Study Program

Prodi = Teknik Informatika

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.775[**]
	Sig. (2-tailed)		.000
	N	59	59
Kemampuan_Menulis	Pearson Correlation	.775[**]	1
	Sig. (2-tailed)	.000	
	N	59	59

[**]. Correlation is significant at the 0.01 level (2-tailed).
a. Prodi = Teknik Informatika

Prodi = Teknik Multimedia dan Jaringan

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.622[**]
	Sig. (2-tailed)		.003
	N	21	21
Kemampuan_Menulis	Pearson Correlation	.622[**]	1
	Sig. (2-tailed)	.003	
	N	21	21

[**]. Correlation is significant at the 0.01 level (2-tailed).
a. Prodi = Teknik Multimedia dan Jaringan

Prodi = Komputerisasi Akuntansi

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.620[*]
	Sig. (2-tailed)		.014
	N	15	15
Kemampuan_Menulis	Pearson Correlation	.620[*]	1
	Sig. (2-tailed)	.014	
	N	15	15

[*]. Correlation is significant at the 0.05 level (2-tailed).
a. Prodi = Komputerisasi Akuntansi

Prodi = Sistem Informasi

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.588[**]
	Sig. (2-tailed)		.000
	N	130	130
Kemampuan_Menulis	Pearson Correlation	.588[**]	1
	Sig. (2-tailed)	.000	
	N	130	130

[**]. Correlation is significant at the 0.01 level (2-tailed).

a. Prodi = Sistem Informasi

In the analysis based on the study program, students from the Informatics Engineering study program showed the highest correlation between reading interest and writing ability, with a score of 0.775. Meanwhile, the Multimedia Engineering and networking and Computerized Accounting study programs have almost the same correlation values, namely 0.622 and 0.620. The Information Systems study program recorded the lowest correlation, which was 0.588. These findings show that reading interest has a greater influence on writing ability in students from the Informatics Engineering study program, which is caused by the need for technical literacy and the ability to compile high documentation in this field.

Table 11. Correlation Test by Force

Angkatan = 2022

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.815[**]
	Sig. (2-tailed)		.000
	N	22	22
Kemampuan_Menulis	Pearson Correlation	.815[**]	1
	Sig. (2-tailed)	.000	
	N	22	22

[**]. Correlation is significant at the 0.01 level (2-tailed).

a. Angkatan = 2022

Angkatan = 2023

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.699[**]
	Sig. (2-tailed)		.000
	N	122	122
Kemampuan_Menulis	Pearson Correlation	.699[**]	1
	Sig. (2-tailed)	.000	
	N	122	122

[**]. Correlation is significant at the 0.01 level (2-tailed).

a. Angkatan = 2023

Angkatan = 2024

Correlations[a]

		Minat_Baca	Kemampuan_Menulis
Minat_Baca	Pearson Correlation	1	.538[**]
	Sig. (2-tailed)		.000
	N	68	68
Kemampuan_Menulis	Pearson Correlation	.538[**]	1
	Sig. (2-tailed)	.000	
	N	68	68

[**]. Correlation is significant at the 0.01 level (2-tailed).

a. Angkatan = 2024

Angkatan = 2021

Correlations[a]

		Minat_Baca	Kemampuan _Menulis
Minat_Baca	Pearson Correlation	1	.168
	Sig. (2-tailed)		.583
	N	13	13
Kemampuan_Menulis	Pearson Correlation	.168	1
	Sig. (2-tailed)	.583	
	N	13	13

a. Angkatan = 2021

Analysis based on the year of the batch shows fluctuations in the correlation value. The class of 2022 recorded the highest correlation value of 0.815, which means that the relationship between reading interest and writing ability is very strong in this class. Followed by the class of 2023 with a value of 0.699 and the class of 2024 with a value of 0.538. Meanwhile, the class of 2021 had the lowest correlation, at only 0.168, which indicates a very weak relationship between the two variables. This difference can be caused by factors such as changes in curriculum, academic load, or the development of digital literacy between generations.

This study confirms that reading interest has a significant influence on students' writing skills, although both are still in the low category. The low interest in reading and writing ability is caused by several factors, including a lack of reading habits among students, a lack of structured academic writing training, and the influence of digital media that reduces the intensity of reading long texts.

Although the influence of reading interest is significant on writing ability, there are still other factors that also influence. These factors can include individual motivation, academic environment, and language skills. This shows that improving writing skills does not only depend on reading interest, but also requires a more comprehensive and multidimensional approach.

The results of this study provide important implications for various related parties. For lecturers and educational institutions, the findings that show a significant influence of reading interest on writing ability, confirm the need for a comprehensive approach in improving student literacy. Institutions are advised to develop structured literacy programs that not only focus on increasing reading interest, but also strengthen scientific writing training with reference to the 8 assessment indicators used in the research. For college students, these findings are a reflection on the importance of building a consistent reading habit, given its significant contribution to scientific paper writing skills. For future researchers, the results of this study open up opportunities to explore other factors that affect writing skills, such as intrinsic motivation, academic environment, or teaching style, by using a mixed-methods approach to gain a more holistic understanding.

5. Comparison

This study found a positive correlation between reading interest and writing ability of STIKOM Yos Sudarso Purwokerto students. These findings are in line with the results of previous research by Evawati (2020), Rukayah (2021), and Zulni (2022) which showed a similar relationship in primary and secondary school students. However, previous research has generally only focused on specific types of texts such as exposition, argument, or anecdotes. This study differs in that it highlights relationships in general among college students. Thus, this study fills in the existing research gap and expands the understanding of the importance of reading interest in improving writing skills.

6. Conclusions

This study aims to find out the correlation between reading interest and the writing ability of STIKOM Yos Sudarso Purwokerto students. The results of the analysis showed a significant positive relationship between the two variables. Students with high reading interests tend to have better writing skills, especially in terms of idea development, writing structure, and language accuracy. Conversely, low interest in reading has an impact on the limitations in building coherent and expressive narratives. These findings support the

hypothesis that reading interest has an important role in supporting writing skills. Consistent reading activities not only broaden insight and vocabulary, but also affect critical thinking skills and the drafting of arguments in writing. Thus, increasing reading interest directly contributes to improving the quality of students' academic writing. Practically, the results of this study provide implications for educational institutions to integrate literacy improvement programs in academic activities, both through the provision of relevant reading resources, writing training, and critical reading habits. This step is expected to improve students' literacy competencies as a whole. The limitations of this study lie in the scope of the sample which is limited to one university and the use of a quantitative approach alone. Therefore, it is recommended in future studies to use a mixed approach and involve other institutions to obtain a more comprehensive picture. In addition, follow-up studies can also consider other variables such as the type of reading, reading intensity, as well as motivational factors and learning environment.

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