

The Role of Reading Interest in Improving Argumentative Sentence Writing Skills in Middle School Students

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ABSTRACT

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*Writing skills, especially in constructing argumentative sentences, are very important in education. This ability is not only useful in conveying opinions, but also in developing students' critical and analytical thinking. The aim of this research is to determine the role of reading interest in improving argumentative sentence writing skills. The method used is a qualitative method. Data collection was carried out by means of interviews and observations. The research results show that interest in reading has a very important role in improving the skills of writing argumentative sentences in junior high school students. Building a reading habit among students will not only improve their ability to write, but also develop critical thinking skills and a better understanding of the topics they study.*

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INTRODUCTION

The background to the role of reading interest in improving argumentative sentence writing skills in junior high school students is important to understand, because there is a close relationship between reading ability and writing ability. The factor of low interest in reading in children is the main reason for the need to socialize interest in reading (Mayang, 2023). Many junior high school students show low interest in reading. This can result in a lack of exposure to various types of texts and arguments that can enrich their vocabulary and understanding of writing structure (Oktrifianty, 2021). Apart from that, it looks at the importance of writing skills. Writing skills, especially in constructing argumentative sentences, are very important in education. This ability is not only useful in conveying opinions, but also in developing students' critical and analytical thinking.

There is a close relationship between reading and writing. Research shows that students who have a high interest in reading tend to have better writing skills. Reading a lot of texts can provide examples of how argumentation is carried out, as well as introduce various ideas and perspectives. The need for interactive learning is one of the efforts to increase students' reading interest. Interesting reading activities can create a more interactive and enjoyable learning atmosphere. This can encourage students to be more active in arguing and expressing their opinions through writing (Septhin. et al, 2018)

Reading can develop character and critical thinking (Widiyanto, S. 2023). By increasing interest in reading, students will not only be introduced to various information, but will also learn to evaluate, analyze, and construct logical and coherent arguments. Through reading activities, students not only get information, but can also learn how to compose effective argumentative sentences. The following are several ways in which reading activities can help students discover various forms of argumentative sentences (Satini, 2014)

By reading articles, essays, opinions, or other pieces of writing that are argumentative in nature, students can see how writers build their arguments. They can analyze sentence structure, use of logic, and the way a writer combines evidence to support an argument Widiyanto, S. (2022). The variety of texts read provides students with variations in language styles and rhetorical techniques that they can imitate. They can learn how to change ordinary sentences into argumentative sentences that are more persuasive and concise. (Zulni, et al, 2022)

Based on the description above, the researcher wants to know the role of reading interest in improving argumentative sentence writing skills. The research was conducted at one of the junior high schools in the city of Bogor, West Java. By knowing the role of interest in reading, it is hoped that students will be able to write well.

## **METHOD**

The method used is a qualitative method. Qualitative methods are research approaches used to understand social, cultural or human behavior phenomena in an in-depth and comprehensive way. In an educational context, this method is often used to explore the experiences, views and perspectives of students or teachers. The qualitative steps are,

- a. Subject Selection. Select participants or research subjects that are relevant to the research focus. The subjects were junior high school students, language teachers, and students' parents.
- b. Data Collection: Data collection methods include in-depth interviews, participant observation, or document analysis. For example, conducting interviews with students about their experiences in reading and writing.
- c. Data Analysis: Analyzing the data obtained to find emerging themes, patterns, or meanings. Analysis techniques include thematic analysis, narrative analysis, or phenomenological analysis.
- d. Interpretation of Results. Interpret the results of the analysis and relate them to existing theory or literature. Researchers can explain how interest in reading influences argumentative writing skills based on the findings obtained

## **RESULT AND DISCUSSION**

Interest in reading among students has a significant influence on writing skills, especially in constructing argumentative sentences. In accordance with the results of interviews and observations of researchers, there are several advantages of reading interest which have a direct influence on improving the writing of argumentative sentences, including:

- a. There is an increase in vocabulary and language understanding. Students who have a high interest in reading tend to have a wider vocabulary. When students read a variety of texts, they not only discover new vocabulary but also new ways to construct sentences. This will make it easier for them when writing, especially in constructing clear and effective argumentative sentences (Prabowo.et.al, 2022)

- b. Able to understand argumentative sentence structure. From reading argumentative texts, students can see directly how argumentative sentences are formed. They study general structures such as thesis statements, supporting arguments, and conclusions. Through examples in the reading, students can imitate this pattern in their own writing.
- c. Able to develop critical thinking. A high interest in reading helps students to develop critical thinking skills. When they read different views or arguments, students learn to analyze and critique information. This ability is very important when they are faced with constructing argumentative sentences, where they have to formulate their own point of view by paying attention to the opponent's arguments.
- d. Able to increase students' motivation and self-confidence. Students who actively read tend to be more confident in expressing their opinions. Interest in reading can increase motivation to write because students feel more prepared with the knowledge they gain through reading. This self-confidence is very important in writing good argumentative sentences.

Based on research that has been conducted, there are several results that show the positive impact of interest in reading on argumentative sentence writing skills among junior high school students. Students are able to improve the quality of argumentative sentences. Students who have a high interest in reading show better quality argumentative sentences. They are able to use more varied language, organize arguments better, and present more logical opinions. Apart from that, students are more skilled at writing. Research shows that students who engage in integrated reading and writing programs experience significant improvements in their writing skills. They are better able to compose argumentative sentences that are coherent and relevant to the topic. Students who often read are more active in discussions (Bakhtiar, et al, 2024).

Students with a high interest in reading are more active in class discussions regarding the topics discussed. They can present more substantial and informed arguments, and respond to their friends' arguments in a more constructive way. Students are also able to arouse curiosity and want to learn in the next session. Interest in reading often encourages students to continue learning and search for more information. This has a positive impact on their ability to write argumentative sentences, because they are constantly discovering new arguments and variations of opinion

## CONCLUSION

It can be concluded that interest in reading has a very important role in improving the skills of writing argumentative sentences in junior high school students. Building a reading habit among students will not only improve their ability to write, but also develop critical thinking skills and a better understanding of the topics they study. Therefore, efforts to increase students' interest in reading must be a priority in education to support the development of their writing skills.

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