

The correlation between students' reading habit and students' writing ability in narrative text

Eka Apriyani¹, Lilis Sholihah², Khairun Nisa³

Universitas Lampung. Jl. Prof. Soemantri Brojonegoro No. 1, Bandar Lampung¹²³

¹Correspondence: apriyanieka91229@gmail.com

ABSTRACT

This research were aimed to find out whether there was any positive correlation between students' reading habit and students' writing ability. This research used quantitative approach and the design was *ex-post facto* design, so there was no treatment in this research. The population in this study was the first grade students of SMA Swadhipa Natar, 37 students of X IPA 4 were taken as the samples through the use of cluster random sampling. To obtain the data, researcher used reading habit questionnaire and writing test in narrative text as the instruments. Moreover, the data were analyzed by using Pearson Product Moment Correlation in SPSS 26 version. The result of the data analysis showed that there was a positive correlation between students' reading habit and students' writing ability since the r-value (0.554) was higher than r-table (0.316). This indicated that the more students read, the higher writing ability she or he gets.

Keywords: *correlation, reading habit, writing ability.*

I. INTRODUCTION

Writing is an important aspect of mastering English for students because writing cannot be separated from their daily activities at school. Then Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be clear to a reader. Therefore the ability to write is important for a student, students can express their feelings well through writing and by writing also students can express ideas and creativity.

Writing is a bridge to convey information and communicate between writers and their readers. By mastering the ability of writing, especially in English, a student will be able to communicate with all people in the world. According to Iftanti (2012) that many students or language learners experienced the writing problems that give an impact on their writing performances. There are many factors that cause students to experience difficulties when writing. These factors can be from academic background and personal interest and attitudes of the students to various psychological, linguistic and cognitive experiences (Dar & Khan, 2015). There are many ways to overcome difficulties in writing, one of them is by reading. According to Belkhir & Benyelles (2017) exposed the EFL learners' essay writing difficulties at

Tlemcen University. Their study found that one of the difficulties in English writing faced by the learners is due to lack of reading. By reading students will have more new words from the text that they have read to put into writing during writing activities. In this reading activity students would find many new words (vocabulary), and many ideas that help them to improve their writing ability.

Reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the medium of words/written language. A process which demands that groups of words constituting a whole be seen at a glance, and that the meanings of every word will be known. If this not fulfilled, the explicit and implicit messages will not be caught or understood, and the reading process will not be carried out properly (Hodgson in Tarigan, 2008:7). The activity of reading will be more beneficial when it becomes a habit and hobby. Owusu-Achew & Larson (2014) reported that reading habit affects students' academic performance. The students with good reading habit likely to have a good academic performances. Reading habit is developed over time by repeating reading practices so that it becomes the second nature of the students' daily activities (Iftanti, 2012).

Based on the backgrounds, the researcher are motivated to conduct further research to find out the correlation between students' reading habit and students' writing ability, especially in narrative text. This study intends to fill in the gap by investigating students' reading habit and student' writing ability and to find out the correlation between reading habit and writing ability at the first grade of SMA Swadhipa Natar.

II. METHODS

This research used quantitative approach and the design was *ex-post facto* design, so there was no treatment in this research (T1 T2). Creswell (2014) stated that quantitative research is an approach to test objective theory by examining the relationship between variables. These variables, in turn, can be measured using instruments, so data counts can be analyzed using statistical procedures. There are two variables in this research, Students' Reading Habit as independet variable and Students' Writing Ability as dependent Variable. The population in this research was the first grade students of SMA Swadhipa Natar in academic year 2022/2023. In determining the research sample, the researcher used Cluster random sampling. X Science 4 class was chosen as the sample in this research and the number of students as the sample in this research is 37 students. The researcher distribute reading habit questionnaire to the students of X IPA 4 in order to know their reading habit. This questionnaire consist of 25 questions and was written in indonesian. To know their writing ability, the researcher asked students made narrative text about famous legends in Indonesia. The score of writing test and reading habit questionnaire were analyzed by using Pearson Product-Moment Correlation analysis in SPSS 26 version in order to investigate whether students' reading habit has correlation with students' writing ability or not.

III. RESULT AND DISCUSSION

After the researcher distributed a questionnaire about reading habit and carried out a writing test about narrative text to determine students' writing ability, the researcher then carried out data organization and analysis to find out whether there is a positive correlation between students' reading habit and students' writing ability.

Result

The Result of Reading Habit Questionnaire

Table 1 Distribution of the Students' Reading Habit Scores

No.	Category	Frequency
1.	Excellent Reader	-
2.	Good Reader	3
3.	Fair Reader	17
4.	Poor Reader	16
5.	Very Poor Reader	-
Total		37

Table 2 Descriptive Statistic of Reading Habit

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading Habit	37	46.00	79.00	2105.00	56.8919	8.44848
Valid N (listwise)	37					

The questionnaire consists of 25 items which include several indicators to determine reading habits (Cesar, Gaona & Gonzales, 2010) there are Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. In addition, the questionnaire rate on Likert scale. According to the table 1 there was 3 students who had good reading habit, 17 students who had fair reading habit, and 16 students with poor reading habit. then from the descriptive statistic of reading habit in the table 2, it was found that the minimum score of reading habit was 46, the highest or the maximum score was 79, and for the mean score was 56,89.

The Result of Writing Test

The result of students' writing then analyzed and assessed by the researcher and English teacher at school. Assessment of students test result based on assessment adopted from Jacob et al (1981) which consists of five aspects, there are content, organization, vocabulary, language use, and Mechanics. Then the students' final

scores was calculated by summing up the two raters' scores and then dividing by two. Bellow is the table of students' writing test frequency,

Table 3 Distribution of the Students' writing Scores

No	Category	Frequency
1	Very Good	2
2	Good	15
3	Fair	13
4	Poor	7
Total		37

Table 4 Descriptive Statistic of Writing Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Writing Ability	37	47.5	80.5	66.865	7.8922
Valid N (listwise)	37				

According to the table 3 there was 2 students who had very good writing ability, 15 students who had good writing ability, 13 students who had fair writing ability and 7 students who had poor writing ability. And then from the descriptive statistic of writing ability in the table 4, it was found that the minimum score of writing was 47.50, the highest or the maximum score was 80.5, and for the mean score was 66.86.

The Correlation between Students' reading habit and students' writing ability

Table 5 The Correlation between Students' Reading Habit and Students' Writing Ability

		Students' Reading Habit	Students' Writing Ability
Students' Reading Habit	Pearson Correlation	1	.554**
	Sig. (2-tailed)		.000
	N	37	37
Students' Writing Ability	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	37	37

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

To find out wheter there is a positive correlation between students' reading habit and students' writing ability, the researcher used the correlation coefficient between the two variables which were analyzed using Pearson Product Moment Correlation Analysis in SPSS 26 version. From the table 5, the researcher found that the coefficient correlation between students' reading habit and students' writing ability was 0.554 at significant level 0.00. The result showed that there was a positif correlation between those variables.

Discussion

The goal of the research was to find out whether there was any positive correlation between students' reading habit and students' writing ability. This research used quantitative approach and the design was *ex-post facto* design, so there was no treatment in this research. Researcher distributed questionnaire about reading habit and writing test about narrative text to obtain the data related to the students' reading habit and students' writing ability. According to Tarigan (2008:7) that reading is a process that is carried out and used by the readers to get the message that the writer wants to convey through the medium of words written language. Certainly, reading is more than just a way to deriving meaning from a text. It is the act of communication that uses text to create discourse. When reading students will get many positive benefits, including in addition to adding new vocabulary, students will also have extensive knowledge and insight, students will also always get the latest information from the reading they read. According to Sangkeo (1999), Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading. Reading habit does not only refer to the amount time of students in reading books, but it is also related to the frequency of reading, number of reading materials being read and the type of reading material that is preferred by the reader. By writing, students can express their ideas and share them into useful information for others, this is inline with White's statement (1986:10) that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Saleh Abbas (2006: 125), writing ability is the ability to express ideas, opinions and feelings to other parties through written language. It can be argued that writing ability is capacity of someone in expressing ideas, feelings in the form of written language so that other people who read can understand the contents of the writing properly.

Tierney and Leys (in Linuwih and Winardi, 2020) stated reading and writing are connected since certain components of reading acquisition are included in the writing process. The writer's style, the expressed idea, and the additional materials and the acquisition itself are the components. This mean that students had to go through a process of bringing their comprehension from reading, constructing the ideas, and putting it all together in a good piece of writing. This is also in line by the finding of this research which showed that content has the highest correlation with reading habit.

There are similarities and differences between previous studies and the current study. The similarity in research finding since the finding of previous studies and present study showed that there was a positive correlation between reading habit and writing ability. The research entitled "The Correlation between Students Reading Habit and Their Writing Ability of Narrative Text" This research was written by Muhammad Taufik Ihsan (2019). The writer concludes that there is a positive correlation between students reading habit (X) and their ability of writing narrative text (Y). And then the differences between previous studies and this study are the educational level of the subjects and the kind of text that are being used in writing test. The previous studies were conducted in the university level or any higher level education while in

this study was conducted in high school level. The kind of texts used are also different. The previous studies used any complex form of writing test such as IELTS writing test, essay writing or free writing, this study used Narrative text that were in line with curriculum 2013, also the provided topics were suitable for high school students.

Finally, this research was successful investigating the correlation between students' reading habit and students' writing ability. Besides confirming the previous studies, hopefully this research can be used as reference for those who want to know the impact of reading habit in education, especially in writing skill and hopefully this research will motivate the students to engage in reading activity. Thus, from the explanation above, it concluded that the students' reading habit (Variable X) and the students' writing ability (Variable Y) in narrative text at the first grade of SMA Swadhipa Natar has positive correlation.

IV. CONCLUSION

Conclusion

Based on the result from the data analysis and discussions, researcher concluded that there is a positive correlation between students' reading habit and students' writing ability, $r^{\text{value}} (0.554) > r_{\text{table}} (0.316)$. From that result, the reasearch hypothesis (H) is accepted. The correlation between students' reading habit and students' writing ability have a positive correlation. Then, the positive correlation revealed in this study shows that good reading habit is an important factor in enhancing students' writing ability, this indicated that the more students read, the higher writing ability she or he gets.

Suggestion

1. Suggestions for English Teacher

- a. The researcher suggest English teacher to explore more information about the importance of reading habit. In addition, teachers should encourage or motivate the students to spend a lot of time reading english reading material.
- b. The results of this study indicated that students' reading habit are still low, so for English teacher should pay more attention to students' reading activity. This can be done by assigning reading to students in class as well as at home. Then, when teaching writing, English teacher should give an assignment for the students to read a specific topic that closely related to the material as possible. So, their writing ability will be more satisfying.
- c. English teachers should make learning activities in the classroom fun and enjoyable or far from stressful and boring. So students have a great desire to learn and read english. In addition, boredom can appear when students have to read in class. English teachers can invite them to occasionally study outside the classroom such as at the library or in the school garden, and then the students can be given popular english texts or reading materials in learning activity. It will encourage students to enjoy and be enthusiastic about reading english.

2. Suggestion for Further Research

- a. It is suggested for further researcher to explore another factors that can influence writing ability, such as psychological factor, linguistic ability or etc, since this study only focused in the correlation between students' reading habit and students' writing ability.
- b. Since the researcher used narrative text for the students' writing task in this research , the further research is advised to use a different form of text, such as recount or descriptive, analytical exposition, which the students in senior high school familiar with it.
- c. Future researchers are advised to measure the content and construct validity of the writing assignments. Future researcher may use inter-rater validity or other statistical formulas to validate writing task.
- d. To obtain wider generalization, it is also suggested for further researcher to conduct their research on larger population. When the research sample is significantly larger, the result may be different.

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