

**THE CORRELATION BETWEEN STUDENTS' READING  
HABIT AND THEIR WRITING SKILL AT SECOND GRADE OF  
SMA NEGERI 1 NATAR**

**(An Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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## ABSTRACT

### THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING SKILL AT SECOND GRADE OF SMA NEGERI 1 NATAR

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This research was aimed to find out whether there was any significant correlation between students' reading habit and writing skill, and to investigate what aspect of writing has the highest correlation with students' reading habit. This research was quantitative, and the design was *ex-post facto* design; so, there was no treatment in this research. The population of this research was the second grade students of SMA Negeri 1 Natar. 28 students of XI Science 7 were taken as samples through the use of cluster random sampling. Reading habit questionnaire and writing test were used to obtain the data. Moreover, the data were analyzed by using Pearson Product Moment Correlation in SPSS 20.0. The result of analysis showed that there was a positive significant correlation between students' reading habit and their writing skill since the r-value (0.671) was higher than r-table (0.374). This indicated that the more students read, the higher writing score he or she gets. This research also found out that content was the aspect of writing which has the highest correlation with students' reading habit among the five aspects of writing, this happened because when students have good reading habit means they are likely to have a wider knowledge to construct ideas in writing.

**Keywords:** *correlation, reading habit, writing skill, aspects of writing.*

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SMA NEGERI 1 NATAR**

**By  
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**An Undergraduate Thesis  
Submitted in a Partial Fulfillment  
of The Requirement for S-1 Degree**

**In**

**The Language and Arts Education Department  
of The Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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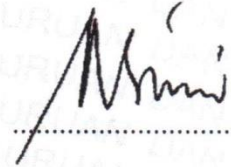
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan , saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Galih Aisha Oktiasti Isella was born on October 6<sup>th</sup> 1999 in Natar, South Lampung, as the first child of Ir. M. Ellas Rayhaanani and Ismalia Sari. She has one younger sister named Galuh Anandita Novtiasti Isella.

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## **MOTTO**

“And turn to your Lord for [your] intentions and hopes.”  
[Q.S. Al-Inshirah 94: 8]

“Don’t rely on someone else for your happiness and self-worth, because you are not living to fulfill others but you live for your own good.”



## **DEDICATION**

By offering my gratitude to Allah SWT for His abundant blessing to my life, this script is proudly dedicated to:

My beloved parents, sister, friends, my almatater and you.

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Bandar Lampung, August 2021

Galih Aisha Oktiasti Isella

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## **I. INTRODUCTION**

This chapter presented background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms that were used in this research.

### **1.1 Background of the Research**

One of the most essential skills that need to be mastered by language learners is writing skill. According to Jaramillo & Medina (2011), writing contributes a big impact in expressing someone's feelings, thoughts, judgements, and attitudes. Through writing, people are able to convey their ideas and feelings, also persuading and assuring others. Nunan (2003) stated that writing is a logical thinking process in someone's mind that intended to discover ideas and concepts, and later these ideas need to be organized into a precise statement, sentence and paragraph.

Writing skill considered as one of the high levels in communication skills, due to the fact that students should be capable enough to write a sentence precisely. When students carry out writing activity, they have additional amount of time to consider about what they want to say than when they carry out speaking activity. This is why they need to produce an appropriate statement or sentence. Oshima & Hogue (1997) stated that writing is a progressive activity. This means that when students write something down, they have already thought about what they are going to express and how they are going to express it.

However, many students or language learners experienced the writing problems that gave an impact on their writing performance (Iftanti, 2012). Even though students have studied how to write in English since elementary school, most of them still get problem in writing process. Furthermore, many factors may contribute to students' writing difficulties. These factors come from academic background and personal interest and attitudes of the students to various



psychological, linguistic and cognitive experiences (Dar & Khan, 2015). Students are incapable to express their ideas in written form in a clear, correct and comprehensible way.

Actually, there are many methods to enhance writing skill. One of the them is by reading. Reading is suggested to promote writing ability, because in the writing process, students' writing ability can be influenced by the text they have read and their reading activities. Reading variety of texts should be done on regular basis because it was the key component of early stages in writing. Williams (1984) stated that reading is a process to understand a text that has been written. Furthermore, Nuttall (1996) declared that reading is the act of looking at printed or written symbols and then converting it into person's meaningful interpretation. Khoirunnisa (2018) stated that reading is a source of gaining information and knowledge. Thus, not any single person can get information and knowledge without reading. Students can improve their vocabulary and learn new information from the text by reading. Perhaps it could be synthesized, evaluated, and used in their writing as the prior knowledge or supporting information.

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 performance. In relation with writing skill, reading habit is a necessary thing since students attain new words, ideas, fact, information, knowledge, and experience from reading activity. Students have been seen to get benefit from reading materials in terms of generating ideas and information for their written work. Developing reading habit as students' regular activity is very essential because students usually need various information and knowledge from many kinds of reading sources written in English, such as scientific books, novels, magazines, newspapers, and so forth (Erlangga, 2019). Harl (2013) asserted that reading is the process of acquiring meaning from a text, whereas writing is process of producing the meaning. Reading is a habitual activity that can help those who want to develop

writing skill. Reading habit is developed over time by repeating reading practices so that it becomes the second nature of the students' daily activities (Iftanti, 2012).

Unfortunately, according to Iftanti (2012), most of the EFL students' in Indonesia are indicated to have bad English reading habit. This is due to the fact that they do not understand the content of the English text and they are confronted with a large number of unfamiliar words, which make reading comprehension become more challenging. In addition, according to Badan Pusat Statistik (BPS 2015), 91,68% of Indonesian prefers to watched television rather than read the book. It seems contrast with American habit that read 20-50 book for a year. Therefore, the relationship between reading problems such as the difficulty in understand the text content which leads to lack of reading interest and habit, and writing problems such as a lack of reading material and inability to put words in organized way which are faced by the students bring the researcher to conduct this research.

The backgrounds above have motivated the researcher to investigate the correlation between students' reading habit and their writing skill. This research intends to fill in the gap by investigating students' reading habit and their writing skill as well as to find out the correlation between reading habit and writing skill, and also to find out which aspect of writing that has the highest correlation with reading habit at the second grade students in SMA Negeri 1 Natar.

## **1.2 Research Questions**

Based on the background of problem, the researcher formulates the problem as follows:

1. Is there any significant correlation between students' reading habit and their writing skill?
2. What aspect of writing has the highest correlation with students' reading habit?

## **1.3 Objectives of the Research**

In line with the problem above, the objectives of the research are as follow:

1. To know whether there is a significant correlation between students' reading habit and their writing skill.
2. To identify which aspect of writing has the highest correlation with students' reading habit.

#### **1.4 Uses of the Research**

In relating to the objectives, the uses of this research are:

1. Theoretically, this research is expected to give contribution and also to verify the theories dealing with theories about reading habit in the students' writing skill.
2. Practically
  - a) The result of this research hopefully can be used as reference for further research.
  - b) The result of this research can be used by English teacher to find out the students' reading habit. It is also beneficial as information for English teacher concerning on how to encourage the students to read more, especially in English.
  - c) The result of the research will motivate the students to improve their reading habit. It also encourages them to read more, especially in English in order to gain new vocabularies, information, knowledge, and ideas.

#### **1.5 Scope of the Research**

This research is quantitative approach which focuses only on one skill of four English skills that was writing skill. The population of the research is the second grade students of SMA Negeri 1 Natar. The researcher use cluster random sampling in determining the sample. This research was conducted to know the correlation between students' reading habit and their writing skill. So, the researcher used two tests to collect data in this research without any treatment. The first test was a questionnaire of reading habit, and the second test was writing task.

## **1.6 Definition of Terms**

In this research, there are some terms that are used in this research and to make it more understandable, some definitions of term are presented as follow:

1. Correlational Research

Correlational research is a type of non-experimental research in which the researcher examines the statistical relationship between two variables (Price et al, 2017).

2. English Reading Habit

Reading habit refers to behavior which expresses the desires of reading and tastes of reading. It is a way of how the reader organizes her or his reading, how often, how much and what the readers read (Sangkaeo, 1999). Thus, English reading habit considered as repetitive activity that expresses a person's desire to read English texts and the ultimate goal is gaining information by understanding the meaning of text.

3. Writing Skill

According to Byrne (1997) writing is the process of creating symbols by making marks on a flat surface and arranging them according to certain rule to form words which have to be arranged to form sentences. Furthermore, writing is a way to produce language that comes from someone's ideas on the written way. Thus, all knowledge and abilities associated to express thoughts in written form are included in the writing ability.

4. Analytical Exposition Text

According to Wahidi (2008) analytical exposition is a text that summarizes writers' idea about certain issues surrounding us to convince the reader that these issues were important matter.

## II. LITERATURE REVIEW

This chapter presented some theories related to this research, such as: review of the previous research, definition of reading, purposes of reading, definition of reading habit, the indicators of reading habit, the importance of reading habit, writing skill, analytical exposition text, theoretical assumption, and hypothesis.

### 2.1 Review of the Previous Research

There are some research that have been done by other researchers: Maula (2015), Motlaq & Egresh (2016), Anggeriyanti (2017), Khoirunnisa (2018), Schoonen (2018), and Linuwih & Winardi (2020) they can be used as references for the researcher to finish this research.

Motlaq & Egresh (2016) conducted a research entitled “*The Relationship between Reading Ability and Writing Quality among Iranian EFL Academic Writers*”. Participants were requested to execute IELTS reading and writing tests. Furthermore, significant relationship had been reported between reading ability and writing quality among Iranian EFL academic writers. Thus, they came to the conclusion that Iranian EFL students who are better readers and writers would write more qualified writings.

Schoonen (2018) investigated the relationship between reading and writing ability in L1 and EFL. The data was gathered as part of a research project on reading and writing skills in secondary education in Netherlands. According to the research, acquiring the sufficient linguistic and metacognitive competence provides a rich source from which both reading and writing processes result in a correlation between reading and writing skills. The researcher stated that fluency in both reading and writing processes may promote reading and writing performances, and thus create correlation between the two skills.

Maula (2015) conducted a research to find out the correlation between students' reading habit and their ability of writing narrative text. The sample was 34 students of SMAN 1 Kajen, Pekalongan. It was concluded that there was a positive correlation between students' reading habit and their ability of writing narrative text as the correlation coefficient between the two variables (reading habit and writing ability) was 0.629 and categorized into high correlation. Anggeriyanti (2017) has done a research in title "*The Correlation Between Students' Reading Habit and Their Writing Skill*". The aim of this research was to analyze the correlation between students' reading habit and their writing skill and the subject of this research is the second semester students of IKIP-PGRI Pontianak. The researcher discovered that there was correlation between students' reading habit and their writing skill. It was confirmed by the result of Pearson Product moment calculation in SPSS where the score was 0.470 ( $r_{\text{value}}$ ) > than 0.297 ( $r_{\text{table}}$ ). It means that the correlation between reading habit and writing skill is in positive effect.

Other researcher is Khoirunnisa (2018), she investigated the effect of reading habits on academic writing skills. The aim of this study was to investigate the reading habit of master degree students' and its effect on their academic writing skill. Twenty students from Sebelas Maret University's master degree program were chosen to give their contribution in this research. The finding of this research revealed that master degree students agreed that reading was essential. It was discovered that having a good reading habit was important for master degree students because they had to write journals to support their study. Linuwih & Winardi (2020) conducted a research to find out the influence of reading habit on students' writing skill. This research was aimed to explore the reading habit of EFL learners at Widya Kartika University Surabaya as well as to find out the impact of reading habit on students' writing skill. The findings revealed that the students' reading habit was fair. Meanwhile, the result of Simple Linear Regression concluded that students' reading habits have an impact on their writing skill.

Based on the related previous research, the researcher found that reading habit has positive correlation on English academic achievement, especially writing skill. Unfortunately, the previous research which investigates the correlation between students' reading habit and their writing skill at high school level is very limited. Because writing is one of the important skills that need to be mastered by language learners even since at early stage of language learning, the researcher feel interested to find out the correlation between students' reading habit and their writing skill at high school level. Therefore, this research is also conducted to add number of studies about reading habit, especially its correlation with writing skill.

## **2.2 Reading and Reading Comprehension**

Eskey and Dubin (1986) declared that reading is a receptive language process. It means that readers attempt to infer more information from what the author has encoded in the text in order to create meaning from the text they are reading. Then, it can be understood that there is an interaction between a reader and a text in that reading process. Similarly, according to Harmer (2001) reading is a receptive skill. This is the ways in which people extract meaning from the discourse they see or hear. In this aspect, reading involves cognitive processes that are identical to those used while listening. Though, in both activities, students are involved in decoding a message rather than encoding. Certainly, reading is more than just a way of acquiring meaning from a text. It is a communicative act in which text is used to create discourse.

Moreover, according to Silberstein (1994) reading is a complex cognitive skill in which the reader communicates with text in order to produce meaningful discourse. In order to reach the goal, the readers have to interact and be able to comprehend the text to obtain the information, and the goal of reading is to comprehend the meaning of the text. Reading involves interpreting the language of the text (at word, sentence, and whole text level), and linking the message of the text to prior knowledge. In line with this statement, Hoover & Gough (1990) stated that reading as one of the language skills that need to be taught, it is a process of constructing or developing meaning for printed text. Reading process includes an interaction

between the reader and writer. The reader attempts to comprehend the writer's thoughts presented in the text.

Every reader interprets a passage in their own way. This is due to the fact that they do not share the same concept and ability to create the meaning of the passage. Additionally, reading allows reader to gain knowledge depends on what one read. Nunan (2003) postulated that reading is the process of collecting information that has to be integrated with readers' knowledge in order to create meaning. The more one reads, the larger knowledge he/she could absorb. From those definition, reading may be defined as the act of receiving information from the printed page, as well as the act of receiving thoughts and impressions from an author through a printed page. In the same manner, reading is the process of understanding a text, which includes an interaction between the author and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

Reading and comprehension are two concepts that cannot be separated each other, they are strongly intertwined. Reading comprehension would be referred to as such if the readers are able to understand the meaning of the text. If the readers can read but do not fully comprehend what they are reading, they are not doing reading comprehension. Grellet (1999) defined reading comprehension as the ability to comprehend a written text in order to extract the necessary information more effectively. Reading comprehension has been identified as a mental processes: it requires thinking while reading. As a result, it is totally dependent on the learners' underlying cognitive and intellectual abilities, as well as their prior experience (vocabulary, knowledge, thoughts, and ideas) and linguistic abilities (knowledge of morphology, syntax, and grammar) (Dechant, 1982).

Reading comprehension are essential, and as a result, some prior knowledge related to the text's subject is required to comprehend a written text. Appreciating the contents of the text in the form of a mental process to digest the content or message and making an impression of the text would then result in mastering the reading. Once the reader has accomplished this appreciation, he or she is able to not only



translate, interpret, and conclude the text's contents, but also to create meaning and value into that meaning. The reader's attitude toward the content will also be determined by their understanding of the text. Furthermore, Reading is central to intellectual actions and also an essential skill for lifelong learning.

Based on the above explanation above, reading comprehension is an interactive process involving readers, text, and strategies. Understanding, optimizing, and analyzing the important message that the author is attempting to deliver are all part of this interactive process. Besides this, in order to extract meaning from the written material, readers connect all of this information with their prior knowledge.

### **2.2.1 Purpose of Reading**

The key to efficient reading is to always have a goal in mind. The readers have to understand why they are reading and what they expect to gain from it. The purpose of reading can be classified as reading for pleasure and reading for academic.

#### **1. Reading for Pleasure**

Reading for pleasure means reading for recreation or enjoyment. Furthermore, reading for pleasure can be described as reading that is decided freely or that is continued intensely after it has been assigned. It basically involves materials that represent a person's preferences, at a place and time that is suitable for him or her (Clark & Rumbold, 2006). According to International Reading Association (2014) Reading for pleasure is the self-selected, fully independent reading of a continuous text for a variety of personal and social reasons. It can occur at any time, both in and out of school. Narrative fiction, nonfiction, picture books, e-books, magazines, social media, blogs, websites, journals, comic books, and graphic novels are some of the texts available to readers.

Reading for pleasure is intrinsically or socially motivated and a pleasurable activity for the reader. Reading for pleasure is also seen to be positively correlated with positive attitudes to reading (Guthrie and Alvermann, 1999). Additionally, Schiefele (2009) claimed that high levels of reading proficiency and the use of deep-level reading strategies are linked to enjoyment or being engaged in reading.

According to a research, reading literature such as stories or novels outside of school is linked to higher reading performance (OECD, 2010). Moreover, in second language acquisition research field, Krashen (1982) has consistently argued that reading for pleasure is an important source of comprehensible input for language acquisition.

## 2. Reading for Academic

Reading for academic purposes is considered as a difficult task. Reading for academic purposes often causes boredom and irritation, unlike reading for pleasure, where many people might waste their time sticking with the same book. Academic reading, in general, necessarily involves intensive engagement with it and critical thought about the text's content. Nonetheless, reading for academic purposes is essential, whether as a main source of knowledge or as a supporting source for writing academic articles (Martiarini, 2018).

Without a question, the more effectively one reads, the more one comprehends the subject. Indeed, the more successfully he or she can present his or her ideas through writing. Reading an academic text requires more than just seeking for facts within the text. Rather, it's a form of interacting with the text. When reading an academic text, the reader, along with the author, reconstructs the context of the text. (Hermida, 2009).

Reading has two purposes, according to the explanation above: reading for pleasure and reading for academic purposes. Each purpose contributes to students' or readers' ability to develop their reading or language skills. In fact, every book that students read has the potential to help them improve their academic performance. If students are used to reading for pleasure, they are more likely to be able to obtain academic books—and they would not have any difficulty obtaining the content of academic books.

### **2.3 Reading Habit**

Habit is a pattern of behavior that people practice over and over again, often without even realizing it. It is a pattern of behaviour that develops a constant,

frequent, and sometimes unconscious inclination to perform an act by repeated repetition and can be extended to any action that has evolved over time as a part of an individual's personality (Good, et al., 2008). Additionally, Nilsen (2012) stated that habit is described as a pattern of action that has been repeated until it has become more or less routine, enacted without conscious thought and with no acknowledgement. Reading, for instance, is called a habit because it is performed on a daily basis. Since a reading habit is developed by repeating the desired reading activity every day before it becomes second nature to the students. Thus, repetition and continuity are absolutely vital (Iftanti, 2012). Reading habits can be described as how often, how long, and what readers' read. It is a way of organizing their reading (Shen, 2006).

Sangkaeo (1999) proposed that the reading habit leads to people's attitude toward reading, whether they like it or not. They have a negative reading attitude if they do not like reading. In the other hand, if they do have a deep desire to read, it indicates a positive attitude. Maximilian (2020) stated that the way someone organizes his or her reading in terms of intensity or time spent reading, the amount of reading texts read, and the kind of text read is referred as a reading habit. Reading habits, as all other habits, develop throughout time in a person (Thanuskodi, 2011).

In conclusion, in order to become a habit, reading must be done on a regular basis. The transformation from a reading practice to a habit is not simple. To make reading a habit, it takes a long time, some practice, and a lot of motivation from the reader. As a summary, it can be deduced that a reading habit is a pattern of reading practice that includes a person's amount of time spent reading and the type of text or book that is read. To cultivate a reading habit, one must fully commit to reading and do so often.

### **2.3.1 The Indicators of Reading Habit**

Gaona (2010) summarized the indicators to determine the presence of reading habit, there are: attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and academic environment.

## 1. Attitude toward reading

This is how the person reflects on their reading attitudes and behavioural cognitive-affective attitude. Individuals' feeling about reading are described as their attitudes toward reading. Desires and their ability to read are linked to their attitude and pleasure in reading. It has been proven that students' attitudes toward reading hinder the development of reading habits. It encourages students to put themselves in a reading situation. When students are deeply invested in what they are reading, they can frequently transcend their reading level. Karim and Hassan (2007) confirmed that students reading attitudes positively and significantly correlate with the amount of time they spent on reading and the frequency they read several reading genres (academic books, literature, fiction or novels). According to Stoffelsma and Spooren (2013), there was a positive correlation between Ghanaian students' attitude towards reading for school and their time spent reading for school. It seems that the more positive the reading attitudes students show, the more frequently they read.

Briggs (1987) argues that students' displeasure with reading limits their desire to learn. Many students are lazy and uninterested in reading academic literature (Owusu-Acheaw & Larson, 2014). Some students learnt to read at home, but when they get older and focus on other things, their attitudes change and they would avoid reading. When students avoid reading in primary or middle school, they become slow learners in high school (Akabuike, & Asika, 2012).

## 2. Reading frequency

The amount of time spent reading or the number of hours spent reading in a given unit of time is referred to as reading frequency. This means that the more often and for longer periods of time spent reading, the greater the level of skill and the easier it is to comprehend the contents of the reading. The frequency at which people read determines whether or not they develop a reading habit. As opposed to students who have poor reading habits, students with high level of reading habits would have more skills and knowledges. Furthermore, since they are more motivated to

read, they will become good readers, and good readers prefer to read more, which contributes to better comprehension abilities.

### 3. Time Spent on Academic Reading

It is the time that the person reports to devote to reading books about the subjects of his or her studies. Academic reading is described as reading with an academic or educational objective. It is different from other types of reading. Not only in terms of text, but also in terms of how we read it and what the author expects the reader to do. These texts are difficult because they include philosophies conveyed in a complicated language that include difficult words and sentences. As a result, reading and comprehending the texts takes much longer time. Books, dictionaries, encyclopedias, and journal articles are also examples of academic reading.

### 4. Time Spent on Non-Academic Reading

It is the amount of time a person reports allocating to reading books that are not directly related to his or her studies. Reading magazines, novels, and other non-academic materials are examples of non-academic reading. The majority purpose of reading non-academic books is for pleasure. Furthermore, some reading advantages are more likely to be felt while reading is done upon one's leisure. Mellon (1990) investigated into the reading habits of rural teenagers and discovered that they read for two reasons: entertainment and knowledge. Magazines and newspapers were discovered to be the most popular reading materials by teenagers.

### 5. Motivation in the Family Environment and Academic Environment

Children's interactions with their family members would form the core for their attitudes and actions toward other people, things, and life. It is often reported by the individual on book purchases, book recommendations, and family reading interest. Parents are key role-models for children, and their behaviour and attitudes have a significant influence on children's motivation to learn and their reading behaviours. Parents who read for pleasure were found to positively influence children to see reading as a worthwhile and valuable activity. Starting with parents' impact on

students' reading habits, it is undeniable that parents' impact is the greatest of all because students are typically the closest to their parents. In a survey conducted in Malaysia by Dollah et al. (2017), 42.9 percent of students confirmed that their parents had assigned reading content for learning purposes. This study shows that parents make some effort to instill reading habits in their children.

The motivation of teachers or teacher librarians is the next indicator of students' reading habits. In academic setting, it is frequency the student reports on the teacher using activities to promote contact with books or literature. Park (2006) found that the EFL students who develop a strong reading habit have a teacher who enjoys reading as well. This is in line with Dornyei (2001) statement that “motivation” is responsible for why people decide to do something; how long they are able to sustain the activity, and how much they are going to do it. In this way, teachers' and parents' reading habits will set the tone for cultivating reading as a pleasurable experience rather than just an acquired taste. According to Anderson, Fielding, & Wilson (1988), students who begin reading a book in school are more likely to continue to read outside of school than students who do not begin a book in school.

Similarly, other researcher named Iftanti (2012) proposed the factors that indicated English reading habit of EFL students. The factors are the amount of reading practice and the length of time of having reading habit, the number of books to be read which are related to reading frequency, the types of texts to read which are academic or non-academic, the purposes of reading English texts, motivation to read English (could be from family and academic environment), and belief about reading English. Moreover, she developed a questionnaire which is based on these factors of reading habit to conduct a survey of the English reading habits of EFL students in Indonesia.

From the explanation above, it can be inferred that reading habit can be determined through repetition in reading which involves attitude toward reading, reading frequency, the time spent for reading any kind of books which include academic and non-academic reading, motivation in the family environment and academic environment.

### **2.3.2 Factors Affecting Reading Habit**

Shen (2006) stated that reading habits are associated with several factors including:

#### **1. Gender**

In the respect of gender, boys and girls do read differently. Boys' reading interest increased for automobiles, occupations, music, and travel, but decreased for outer space (Stanchfield & Fraim, 1979). According to Özbay (2006), individual reading preferences differ in terms of interest, attention, aptitude and situation. Reading interest, curiosity or inclination seems to be different with boys and girls having different reading habits and reading aptitudes such that girls enjoy reading more than boys. Clark and Foster (2005) have a view that girls prove to be more positive than boys towards reading. Moreover, studies have shown that girls and boys differ in their reading attitudes and other measures of motivation, with girls typically having more positive attitudes toward reading, demonstrating more positive reading self-concept, and engaging more often in reading activities outside of school. Further, Patterson (in Shen, 2006) stated that girls tend to be moderate and heavy book readers, while boys tend to be either light readers or non-readers. Kendrick (1999) stated that the majority of middle school boys do not read and do not enjoy reading unless required by their teachers.

#### **2. Age Levels**

Reading interest or preferences seemed to be differed with different age levels. Mellon (1990) surveyed the leisure reading choices of rural teenagers, and found that their reasons for leisure reading were for entertainment. Magazines and newspapers and novels were found to be the most preferred reading materials of teenagers. Murphy (in Shen, 2006) showed that informational reading was the main purpose for adult reading and their most popular books are: adventure, crime, social problems, novels, politics, and sports in ranking sequence.

#### **3. Educational Background and Socio-Economic Status**

Different levels of school, also graduate and undergraduate students' reading behaviors are slightly varied. Hall (1989) examines 285 freshmen at a large southern urban university. Over 70% of all students favored reading magazines and newspapers most and novels least, and half of the students read the sports, entertainment, and front-page sections of the newspaper regularly. In addition, graduate ESL students spent more time reading academic materials than did their undergraduate counterparts (Mokhtari & Sheorey, 1994).

Moreover, parental education and reading habits have a significant influence on their kid's motivation towards reading. Cooley (in Sohawardi, 2020) conducted a study in American school children, it postulates that only 36% of parents from the lowest-income quintile read books daily, while the comparable figure from the highest-income quintile is 62% parents who read books every day. Cowen (in Sohawardi 2020) stated that parents with higher socio-economic status are in a better position to improve the academic activities of their children as compared to parents with low socio-economic status. Furthermore, Clark & Akerman (2017) stated that the children who received free school meals (used in their study as an indicator of low socio-economic status) held more negative attitudes towards reading, rated themselves as less confident readers, and gained less enjoyment from reading than their peers. Children also reported having fewer books at home, more limited access to educational materials (books, computers, magazines), and receiving low levels of encouragement from parents to read.

### **2.3.3 The Importance of Reading Habit**

Based on the definition of reading and reading habit in the previous section, it is obvious that developing a reading habit is important, as students' academic performance is strongly influenced by their ability to read or comprehend the text. The ability to read is the foundation to gain intelligence. Reading in today's world is based on an individual's ability to completely and correctly read a written or electronic page (Cunningham & Stanovovich, 2001).

Students who love to read a variety of genres, including non-academic literature, have enhanced their emotional and academic intelligence (Okwilagwe, 1998). If



students possess high level of reading habit, they can increase their critical reasoning skills and definitely have better academic outcomes. Again, even reading non-academic books enhances students' language skills. According to Grabe and Stoller (1997), reading habit is important for a person's academic development and plays an important role in achieving language proficiency. The growth of students' intellectual capacity and capabilities requires them to become accustomed to reading and grow a reading habit.

Reading habit improves reading comprehension, background knowledge (which is helpful in all subject areas), vocabulary skills, and has been found to improve students' awareness of human behavior and help them empathize with others (Marcelina, 2019). Furthermore, even reading a work of fiction will help students to develop empathy and improve relationships with others. The students instinctively sympathize with the characters and become a part of the story. They gain a greater understanding of how people in various situations are affected. In addition, it increases one's ability to empathize with others. Reading habit is an essential aspect for creating literate society as it shapes the personality of an individual, helps to develop proper thinking methods, and create new ideas (Sadan, 2012).

As shown above, reading is an essential habit for students to develop in order to achieve academic and social success. Similarly, students' brains would be stimulated to remember certain items as a result of their reading habits. Students' brain has been trained to increase the ability to save many informations. As a result, smart students are those who have a strong reading habit, and the more they learn, the more knowledge they can acquire.

#### **2.4 Reading Habit and Reading Comprehension**

Reading comprehension is the activities of extracting and constructing meaning through written language. Moreover, reading comprehension is an interactive process between readers, text and strategies. In relation with reading habit, according to Marcelina (2019) in her research, reading habit and reading comprehension both are interrelated. Reading frequently as a habit is one condition

that will help students to improve reading comprehension. Reading habits are known to have a major impact on students' reading comprehension, given the fact that comprehension is the result of a reading habit process. Furthermore, students' reading performance will be influenced by reading as a daily activity (Issa., et al, 2012). Reading can boost a reader's metacognitive ability. Readers with better metacognitive abilities may search for misunderstanding or inconsistencies, and use a correction technique like re-reading, comparing various sections of the passage to one another, looking for subject sentences or overview paragraphs, and relating new details to prior knowledge.

Guillaume (2004) stated that reading habit is the most effective way for students to engage in reading lessons so that they can understand what has been read and achieve success in reading comprehension. This suggests that students will have a strong chance of improving in reading comprehension and they will have acquired a lot of knowledge from their reading habit. Likewise, by implementing reading habit as daily routine, the students' vocabulary knowledge and linguistic aspect would automatically improved. The students who cultivate reading as their habitual activity would force themselves to acquire a new material in English reading task without any obstacles. Furthermore, Annamalai and Muniandy (2013) indicated that most polytechnic students (from a northern state of Malaysia) find reading difficult and to cause reading anxiety. To explain students' reading anxiety, Bartlett et al. (2010) claimed that students who lack at reading comprehension skills tend to have a tendency to avoid reading, especially difficult texts.

Widdowson (1978) stated that comprehension is the main aim for reading and four most important components for successful reading comprehension are reader's linguistic competence, nature of the reading text, positive attitude toward reading and a good reading habit. In addition, engagement is defined as the motivated use of strategies for reading and it is also strongly connected with reading habits. When students are engaged, they are motivated to read for a variety of purposes, and they employ strategic behaviours to achieve their personal reading goals (Guthrie & Alao, 1997). A very good way to establish a good reading habit for learners is to

help them comprehend what they have read. Furthermore, Applegate et al (2014) stated that good readers are motivated to spend significantly more time reading than the average student, almost certainly because they experience more rewards from it. Also because reading improves with practice, they become steadily better at it, as reflected in higher grades in school, better test scores, and higher levels of text comprehension. Good readers think more deeply about what they read and this thoughtful response to text appears to be related to their overall motivation to engage in the activity of reading. To sum up, building reading habits is the ultimate goal for the reading lessons or reading classes while the ability to comprehend what has been read and enjoyment in reading are the means to that goal.

## **2.5 Writing Skill**

Many linguists have suggested various concepts of writing depending on their own perspectives. Byrne (1997) stated that writing is the process of creating graphic symbols by forming marks on a flat surface and arranging them according to such conventions to form words, which must be organized to form sentences. Writing is an important skill that involves producing language rather than receiving it. In a simple way, writing is the process of expressing a meaning by the use of symbols on a page. To write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic representation.

Writing is a form of communication that allows writers to synthesize their knowledge into a meaningful text. It is considered one of the productive skills, along with speaking, since they produce rather than receive words. In comparison with speaking, where the message of the conversation can be understood by non-verbal language such as gestures, body language, or facial expressions, writing conveys the message in the written form. Bachani (2003) stated that in terms of communication context, writing differs slightly from speaking. Speaking is often meant for face-to-face contact among the audience in presence, while writers use writing to convey and transmit their thoughts to readers who are separated by both time and space.

To put it another way, writing is about how writers convey information using appropriate words to express their ideas on a topic without missing or reducing the sense. Everything should be clear and writing is a way to connect with people through written form. The writer has to ‘speak’ with words and punctuation alone and they have to pay attention to the elements of writing such as: content, organization, vocabulary, and grammar.

The ability to write grammatically correct sentences and forming it into appropriate paragraphs or essays is required for writing skill. The use of structure, idiom, and vocabulary are all reinforced by writing. That is to say, writing is the ability to express the idea, feeling and thought which the writer uses the knowledge of the structure, idiom, and vocabulary to express the idea in written form. Furthermore, among the four language skills, writing is the most difficult skill for second or foreign learners to master (Richards & Renandya, 2002). It is because writing is regarded as a process of putting ideas on paper and converting them into sentences and these sentences need to be constructed into paragraph and then text (Brown, 2001). Writing, on the other hand, is a more complicated task and process that require consideration of many aspects of writing in addition to arrange words into sentences.

According to O’ Malley and Pierce (1996), writing is an individual act in which the writer transforms ideas into personal style. Indeed, writing is described as an activity that allows one to freely express oneself. Furthermore, Meyers (2005) states that discovering, arranging, and placing ideas on paper, as well as reshaping and revising it, is the process of writing. Writing is defined as a process of finding a solution or solving a problem in finding fascinating ideas, arranging them, and putting them on paper that is appropriate for the writing project. The writing product or composition should be reshaped and revised to make it more relevant and understandable to the readers.

Based on those definitions, it can be concluded that writing is an activity to convey one’s messages, ideas, opinions and feelings on the written form. While Byrne (1997) stated that writing skill is ability of conveying ideas and putting it together

using words, grammatical rules, and punctuation in written form. Writing is a mental process that involves inventing, arranging, analyzing, rewriting, and revising ideas into words and sentences in the writer's own style. Since it is a written form, the writing result should be easily understandable. The writer must deal with fluency, grammar consistency, and coherent and authentic ideas in order to create a good writing product.

### **2.5.1 Aspect of Writing**

In the act of writing, there are some aspect that should be considered to look at. Jacobs et al (1981) proposed the five aspects of writing:

#### 1. Content

This aspect refers to the content of the writing, the main idea's understanding (unity). The sentences in a passage should all be based on the same topic as the topic sentence.

#### 2. Organization

Sentences that are logically arranged (coherence) and flow smoothly are referred as organization. The order of the sentences and ideas is referred as logical arrangement.

#### 3. Vocabulary

According to Jacobs et al (1981), the selection of words that are appropriate for the content is referred as vocabulary. It is important to have a large vocabulary size. Synonyms and strong vocabularies provide readers with a consistent sense of context and detail, making the writing more convincing.

#### 4. Language Use

The construction of well-formed sentences illustrates the language used. This aspect focuses on the use of grammatical and synthetic patterns in texting writing to separate, merge, and group ideas in words, phrases, clauses, and sentences to establish coherent structures.

#### 5. Mechanics

The conventions of print that do not exist in oral language are known as mechanics. Spelling, punctuation, and capitalization are also examples of mechanics.

To make it clearer, the researcher provides the example of a text that reflects five aspects of writing:

### **Laptop as Students' Friend**

Students typically need a book, pen, eraser, drawing book, ruler, and other similar items. Furthermore, in this multimedia age, students need more equipments in order to fulfill their ultimate goals. Laptops are required for students to efficiently record all of the subjects presented. Of course, it would be more costly, but it will be considered acceptable by its purpose.

First, since the school needs to catch the curriculum's goal, modern schools prefer to use rapid knowledge transfer. Every subject will be presented in a comprehensive way. As a result, students may need additional media to cover the subject. Since every student has a laptop on their desk, this approach can assist students in gaining a deeper understanding.

Second, finding an appropriate laptop is no longer as challenging as it once was. There is also an online store that offers detailed information. The greatest part is that the store offers online shopping. Students simply need to browse the online store, select which device or laptop they require, and complete the purchase. The laptop would then be sent to the students' residences.

From all of that, using a mobile computer, in consideration of all of this, is extremely beneficial for students who want to get the highest results in their studies. Purchasing a laptop online is recommended because it saves money. This method is recommended since the online store often offers a variety of laptop models. Students must simply decide which type they need.

*(Taken from: <https://ishlahseillariski22.wordpress.com/2013/05/11/laptop-as-students-friend/>)*

Referring to the example above, we can identify the five aspects of writing:

1. Content

Content contributes to the unity. The unity can be identified by looking at the topic sentence. Here, the topic sentence in the first paragraph is “Laptops are required for students to efficiently record all of the subjects presented.” The topic sentence reflects entire paragraph. In short, the paragraph is unified.

2. Organization

The term "organization" refers to a connection between ideas. Some transitional words such as: “additionally, first, secondly, after that, consequently” are found in the text. All of those words play an important role in filling in the spaces between paragraphs. Some of the sentences have already been mixed. The ideas and phrases are easier to understand when sentences are combined and transitions are added.

3. Vocabulary

The words choices used in the text above are conveyed effectively and leave a favorable impression on the reader for instance: the word “multimedia, ultimate, comprehensive, residences.”

4. Language Use

All the sentences that are used in the text above are grammatically correct and understandable. To point out, the sentence “Furthermore, in this multimedia age, students need more equipments in order to fulfill their ultimate goals.” is grammatically correct.

5. Mechanic

The text above is already using necessary and appropriate spelling, for instance: knowledge (k-n-o-w-l-e-d-g-e), punctuation (comma and full stop) and capitalization (the first letter at the beginning sentence and name of the place).

## **2.6 Reading Comprehension and Writing Skill**

The relationship between language that learned by eye (reading) and language that learned by hand (writing) has long been recognized and investigated (Berninger, 2002). Literacy skills, which include reading and writing, are closely linked. Reading and writing have the same goal: to communicate. When reading or writing requires such processes informing each other, this communication is considered successful (Shanahan, 2016). Reading and writing are so closely linked to communication that students must engage in both reading and writing in order to develop communication activities. For instance, a good reader would consider why an author used a specific word, expression, sentence, or rhetorical device to deliver an intended message, thus they may gain important insights through writing (Nelson & Calfee, 1998). The way the sentences are put together, the clauses are joined, and the way the sentences go to make up a paragraph are all things that readers can notice or pay attention to. These observations encourage the reader to use metacognitive skills to try to understand the writer's perspective.

When students develop their reading skills, they notice more than just the text's content. Commission on Reading of the National Council of Teachers of English (2012) stated that through reading, readers learn the power of a strong introduction and eventually use such knowledge and information, and later develop these ideas as they write their own pieces. Furthermore, reading is intended to improve students' knowledge of the functions and purposes of text, as well as to assist them in producing good quality of writing by providing them with knowledge they can use to construct their own writing and understand the reader's expectations (Meyer et al., 2002). Reading and analyzing what others write, as well as trying to follow written task directions, can help students to improve their writing skills, as these activities can increase their sensitivity to the aspects of successful writing and their audience's needs (MacArthur, 2016).

Laflamme (1997) describes the reading and writing processes as being analogous and complementary because each involves generating ideas, logically organizing them, revisiting them several times until they make sense, and then revising or rethinking them as needed. Smith (1994) made an excellent argument on how



reading improves writing. He saw reading as a collaborative learning process in which the reader is not reading alone but rather "reading like a writer." It means that the reader is consistently wandering through the text observing the writer's path of word, and phrase organization. (Rubin and Hansen, 1984) suggests that readers and writers share five kinds of knowledge when they compose :

1. Information knowledge, which includes world knowledge and concepts that a reader needs from the texts and from their own background of experience to comprehend the texts; and the information that the writer has and uses the text to convey it. The information gained in reading benefits writing and, at the same time, writing gives and clarifies this information.
2. Structural knowledge, which has been traditionally taught through writing programs and comprises knowledge of structure of discourse and writing formulas (problem-solution frames, cohesion and coherence devices, etc.). Writers usually produce texts with structure and readers use this structure when they convey meaning.
3. Transactional knowledge, which involves the conceptualization of a text as a medium of communication between author and reader and makes people consider the audience which also influences the writer's topic choice and revision. On the other hand, readers make use of it by investigating and questioning the author's purpose and style.
4. Aesthetic knowledge, which implies certain alliterate styles, interjections, length which echo in the readers and writers cars and affect their choices.
5. Process knowledge, which makes readers and writers aware of their writing/reading process which helps then to make conscious decisions about revising and the strategy to use in re-reading.

Similarly, Fitzgerald and Shanahan (2000) stated that reading and writing shared similar knowledge sources, they include:

1. Domain Knowledge

Readers utilize domain information to interpret what they're reading, and writers use the same source for ideas as they write.

## 2. Meta-Knowledge about Written Language

Readers and writers build on the similar understanding of written language's functions and purposes, as well as their knowledge of how writers and readers communicate. This assists them in interpreting an writer's message and creating their own for others to read. This involves learning how to collect information for a particular reason, set goals, ask questions, predict results, summarize, visualize, and analyze data.

## 3. Pragmatic Knowledge of Text Attributes

This involves knowledge of language features, sentences, grammar, and usage. Writers and readers decode/encode words and comprehend/construct sentences or greater units of text using this knowledge.

From the explanation above, it can be deduced that according to some viewpoints, reading and writing are connected because they depend on the same or related knowledge representations and contexts. Moreover, students' writing ability would almost certainly increase if they read effectively and try to observe a written text. These observations encourage the reader to practice their metacognitive skills while also gain their interest in the writer's mind. Readers can also examine sentence and paragraph forms as a result of these findings. A final thought—and perhaps the most concisely stated one about the reading comprehension and writing skill connection—comes from Vacca and Vacca (2005), who observe that when students write, they explore, clarify, and think deeply about the ideas they have read before.

### **2.7 Reading Habit and Writing Skill**

There are several points of view and research about how students' reading habits influence their writing ability. According to Parlette (2010), reading habit is the continuous process of learning letters, phrases, sentences, paragraphs, and full texts. In relation with writing skill, Lindsay and Knight (2006), define writing as the

process of putting letters together to form words, phrases, clauses, and sentences in order to produce a meaningful text. Therefore, we can see the relationship between the habit of reading and writing skills based on these statements. In the reader's perspective, there is a process understanding a text progressively and repeatedly until they are able to figure out the elements and structures in the text that will support them in producing a written text.

Nazali & Mulyana (2019) stated that in the writing process, the text that students have read and how they organize their reading activities may have an impact on their writing ability. Moreover, people who enjoy reading will have a bigger knowledge and understanding, which will help them develop their writing skills. The more information a person possesses, the easier it will be for him or her to write. To summarize, a variety of texts can help students develop a number of vocabularies, text structures, and skills that can be used to compose a text. In addition, Jacobs (2002) stated that students who engaged in reading-to-learn will also be prepared to write well.

At the primary, secondary, and/or tertiary stages of education, reading and writing skills are said to be so intertwined that it has been reported that good writers are good readers. The secret to be a good writer is to read a lot. Becoming a good writer and a good reader go hand in hand (Kessler, 2006). This statement is supported by Langer and Flihan (2000) who stated that good writers read their own work as well as other reading content rather than poor writers, and good readers produce more syntactically mature writing than poor readers. These statements demonstrate the connection between reading habit and writing.

According to Tsai (2006), there are two approaches of how reading can be employed in EFL writing courses:

#### 1. Mining

It is a strategic approach that digs out valuable language resources such as grammar, which supports student writing. While reading different types of texts frequently, students are encouraged to pay attention to and learn consciously

about new informations, grammatical and lexical features of the texts, organization of the articles, and expressions which are unfamiliar to the students. Through the practice, students will improve their reading skills, and, at the same time, build the foundation of future writing.

## 2. Free/Voluntary Reading

It encourages students to engage in reading activities outside the classroom and under less structured conditions than in extensive reading (Hirvela, 2004). The main purpose of this approach is to help students develop pleasurable reading experience and become more motivated readers. For example, after students have finished reading a novel or have obtained enough knowledge about learning English by taking advantage of online texts, other literary works and useful websites are introduced. Students can get extra points when they demonstrate their efforts on engaging in reading activities outside the classroom. In doing so, students will become acquainted with reading and writing about various texts depending on their interests and thus become more confident in their English literacy.

Again, to be a good reader and succeed in reading comprehension, the reader should perform reading activities repeatedly and gradually before they become a habit, and students who want to improve their writing skills should read and write often. Even the world's renowned and successful author, Stephen King said that if someone intends to be a good writer, they must read a lot and write a lot. He added that reading is the intellectual core of a writer's life.

### **2.8 Analytical Exposition Text**

Analytical exposition text is one of the text types that senior high school students should be able to master. It also has been included in the curriculum 2013, especially for second grade or eleventh grade of senior high school. An analytical exposition text is a piece of writing that introduces an issue or argument in order to convince the reader or listener that the issue is an important matter (Anderson & Kathy, 1997). Furthermore, according to Wahidi (2008) analytical exposition is a text that presents the writer's view on a phenomenon of our environment in order to

persuade the reader that it is need an attention. It means that this text has an influential effect on the readers, allowing them to do or not do anything related to the situation. By including any explanations based on reality, an analytical exposition text will encourage students to think objectively.

According to Nurhikmah & Apriliaswati (2013) students should master the topic in order to support their arguments in an analytical exposition text. It means that the students should acquire some knowledge in which they can contribute to the topic's analysis. Kartini & Farikah (2015) stated that the social function of analytical exposition text is to persuade the reader that something is the case. In line with this statement, Dahler & Toruan (2017) stated that the purpose of analytical exposition text is to persuade the readers by presenting the arguments which tell the fundamental reasons why something is an important matter.

### **2.8.1 The Generic Structure of Analytical Exposition Text**

Gerot & Wignell (1995) stated that there are 3 generic structures of analytical exposition text. They are:

#### **1. Thesis**

Thesis is a preview argument or viewpoint. The writer introduces the topic or main topic that will be explored in this paragraph. The writer should illustrate that he or she is knowledgeable about the topic being discussed. The thesis is often the first paragraph of the analytical exposition text.

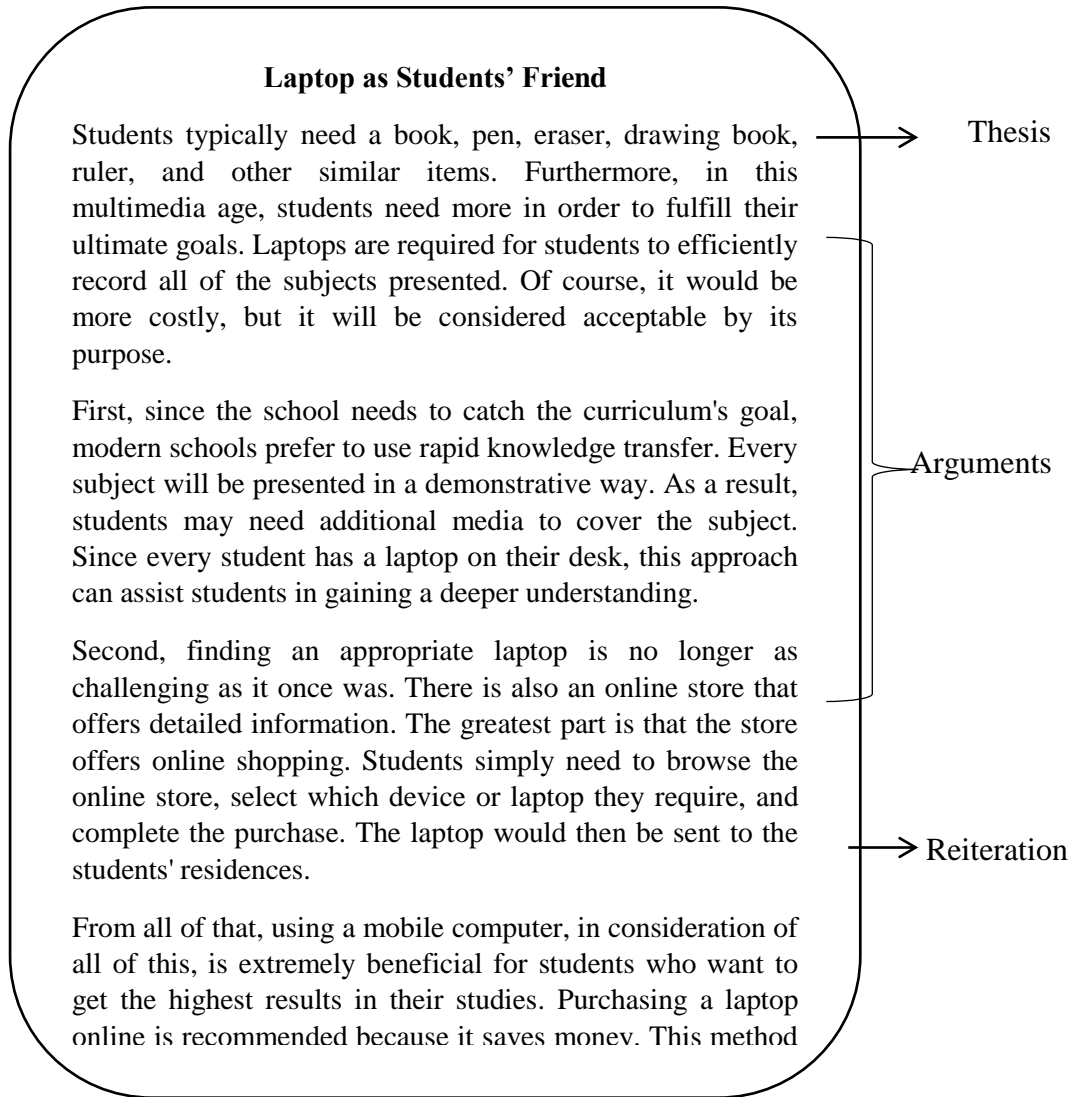
#### **2. Arguments**

Argument is comprised of a point and a detailed series. The writer presents arguments or views that support the writer's main argument in this paragraph. There are usually more than two arguments in an analytical exposition text. The sequence of arguments would support the previously mentioned thesis. The more arguments presented, the more the reader realizes that the subject is relevant and deserves to be discussed.

#### **3. Reiteration**

Reiteration re-states the position more forcefully. Reiteration is the last part of analytical exposition text. It is similar to the concluding paragraph from the

previous arguments. The main idea from the first paragraph is re-stated in reiteration.



The researcher concluded from the previous arguments that analytical exposition text presents thesis to bring readers to the topic. It's followed by arguments that cover up the thesis. Then it's finished with a reiteration.

### 2.8.2 Language Features of Analytical Exposition Text

Language features are the lexical level comprises morphemes, or whole words with attached definitions. Gerot and Wignell (1995) stated that significant language features of analytical exposition text are as follows:

1. Focus on Generic Human and Non-Human Participants

example: laptops, students, teachers.

2. The Use of Simple Present Tense

Students typically need a book, pen, eraser, drawing book, ruler, and other similar items.

3. The Use of Internal Conjunction to Stage Argument

This is important in elaborating and itemizing steps in an argument (First, secondly, next, finally)

## **2.9 Theoretical Assumption**

Reading and writing have similar characteristics, which allow them to complement and go hand in hand. Since writing is the act of transmitting information in written form, the writers should provide knowledge to share before they begin writing. As a result, reading is essential in writing. Reading resources can assist students in providing basic concepts and knowledge about their written work.

Since writing is basically a product of reading, it is considered to be very beneficial for improving students' writing skills. It is much more difficult for students to write if they never read. Since reading is the foundation of writing skills, reading habits and writing skill are strongly connected. Additionally, the students need the information or knowledge in order to transform their ideas into readable text. Reading is one way of acquiring information or knowledge, and it can be used as a foundation or source of material to promote students' ideas in writing (Sulistyaningrum, 2018).

In conclusion, reading habit play an important role in students' academic activities, especially writing. Students who have reading habit will find it easier to write because they will have a greater background knowledge of a subject as well as some detail required to write a text. The researcher believes that students' reading habit has a correlation with their writing skill. To be sure, if students develop high or good reading habit, they would have better skill at creating a written text than those who do not cultivate a reading habit as part of their daily activities.

## **2.10 Hypothesis**

Based on the theories and assumption above, the researcher formulates the hypothesis as follows:

H<sub>1</sub> : There is a significant correlation between students' reading habit and their writing skill.



### III. RESEARCH METHOD

This chapter discussed research methodology which included a brief explanation of research design, variables of the research, population and sample, research instruments, validity and reliability of the instruments, research procedures, scoring system, data analysis, and hypothesis testing.

#### 3.1 Research Design

The aim of this research was to find out the correlation between students' reading habit and their writing skill. In this research, the researcher used co-relation study. According to Setiyadi (2018) co-relation study is a kind of *ex-post facto* design. The word "co-relation study" refers to a study in which the researcher uses one group and gathers data at one time without administering any treatment. The data gathered by observing any possible correlation between cause and effect (after the fact) (Setiyadi, 2018). The researcher did not give the participants any treatment or experiment because the aim of this study was to find out the relationship between their reading habit and their writing skill. The researcher gained the data from the tests that measured each variable. The researcher used quantitative method to analyze the result of research. According to Setiyadi (2018), the design of the research as follows:

<b>T1 T2</b>
--------------

In which:

T1: Reading Habit

T2: Writing Skill

### **3.2 Variables of the Research**

The variables of this research were students' reading habit and their writing skill. The independent variable of this research was the students' reading habit in English (variable X) and the students' writing skill was the dependent variable (variable Y).

### **3.3 Population**

Population is the whole subject of the research. The population of this research was the second grade students of SMA Negeri 1 Natar. There were 10 classes, 7 classes were science class, and classes 3 were social class, and each class consisted of about 25-30 students.

### **3.4 Sampling Technique and Sample**

A sample is a part of the population or the representative of the whole population. In this research, cluster random sampling was used to determine the sample. Cluster random sampling is a technique for selecting a random sample of clusters from a population, with all members of each selected cluster are being invited to participate, and each cluster is having the same chance to be selected. The researcher used lottery to choose the sample. At the end, XI Science 7 class was chosen for the sample of this research.

### **3.5 Research Instruments**

The main goal of this research was to find out the relationship between students' reading habits and their writing skills, as well as the students' reading habit and writing ability. So, the researcher used reading habit questionnaire and writing task to gather data.

#### **3.5.1 Questionnaire of Reading Habit**

In collecting the data of students' reading habit, the researcher used questionnaire. The questionnaire used to find out the level of students' reading habit that is correlated to writing skill. In terms of reducing students' misinterpretation, the questionnaire was written in Indonesian. There were 20 questions about students' reading habit and the students chose one of the five options based on their answer.

As the researcher already explained in previous chapter, there were five indicators of reading habit. The indicators taken from Gaona (2010) theory about reading habit indicators, they were: attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and academic environment. Furthermore, the researcher adapted a reading habit questionnaire from previous research by Iftanti (2012). The students gave their answers as accurate and relevant about themselves. The scale based on the Likert scale. Likert scale used to measure attitude, opinion, perception based on certain object or phenomenon.

### **3.5.2 Writing Task**

Writing task was the second instrument of this research. The researcher gave writing task to find out the students' writing ability. Writing is a productive skill, so that the researcher gave an assessment to measure students' writing ability by asking them to produce a text. The researcher chose analytical exposition text as the content of writing task because based on 2013 Curriculum, the second grade students of Senior High School have to master this kind of text. The researcher gave instruction to the students to finish the test in 60 minutes.

The researcher used inter-rater reliability. Inter-rater reliability was used because writing task is subjective assesment and it is important to make sure the consistency of rating of that subjective measurement. There were two raters in scoring the test; the researcher herself and the English teacher of the school. In evaluating the students' writing scores, the raters scored the result of students' writing by using scoring system. The criteria of scoring system based on the theory of the five aspects of writing by Jacob et al (1981).

### **3.6 Validity of the Instruments**

Generally, a good assessment has to be suitable with what has to be measured (Nurweni, 2018). To measure whether the test has a good validity, it has to be analyzed from content and construct validity. Content validity concerned with whether the test items or task being tested have represented what has to be measured

(Nurweni, 2018). While, Construct validity is concerned with whether the test is actually in line with the theory of what is being measured or not.

### **3.6.1 The Validity of the Questionnaire**

#### **a. Content Validity**

The content validity of a test determines whether the content is sufficiently representative and comprehensive for the test to be valid in measuring what it intends to measure. Since the purpose of the questionnaire was to measure as well as to know students' reading habit, so that the items of questionnaire were developed to measure the students' reading habit. Furthermore, the questionnaire was made based on the used of measuring reading habit which covered five indicators of reading habit by Gaona (2010), it consists of: attitude toward reading, reading frequency, time spent on academic reading and time spent on non-academic reading, also motivation in the family environment and academic environment. Furthermore, to ensure the validity of the questionnaire, the researcher consulted with the researcher's advisors to get the questionnaire examined and validated. So, based on the content that has covered all indicators of reading habit, the researcher assumed that the questionnaire is valid.

#### **b. Construct Validity**

Construct validity concerned whether the items have been written based on the theory or not. To get the construct validity of questionnaire, the items were classified based on the theory of indicators of reading habit by Gaona (2010), they were: attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and academic environment. The questionnaire consisted of 20 items. In this part, the researcher asked the students to chose one option from five options by using Likert scale. The answers had to reflect students' real life personality regarding reading habit.

***Table 3.1 Specification of the Questionnaire***

NO	Indicator	Total Number	Number of Items
1.	Attitude and beliefs toward	1, 2, 3, 4, 5, 10	6

	reading		
2.	Reading frequency	11, 12, 13, 14, 17, 19	6
3.	Time spent on academic and non-academic reading	15, 16, 18, 20	4
5.	Motivation in the family environment and academic environment	6, 7, 8, 9	4
Total		20	20

The table above showed that all of the indicators of reading habit had been included in the questionnaire. Thus, it was considered that the construct validity of the questionnaire had been standardized because each item questionnaire was in line with the indicators of reading habit theory proposed by Gaona (2010).

Furthermore, the researcher used SPSS to find out whether each item of the questionnaire is valid or not. According to Sugiyono (2018), validity test of each item can be done by seeing the correlation between the score of each item with the total test score. Then, the coefficient correlation between each item score with the total score is compared to the critical value at the significant level 0.05 or 0.01. If the coefficient correlation ( $r_{\text{value}} > r_{\text{table}}$ ), the item considered as valid. Otherwise, if the  $r_{\text{value}} < r_{\text{table}}$ , the item need to be dropped.

The researcher analyzed the questionnaire by using Pearson Product Moment Correlation in SPSS 20.0 to measure whether each item of the questionnaire is valid or not. The result of the calculation showed that coefficient correlation of all items in the questionnaire was higher than the critical value. So, all items were valid and there was no item need to be dropped. (See Appendix 4)

### 3.6.2 The Validity of Writing Task

#### a. Content Validity

Content validity is fulfilled if the test is based on objective and it also have to be able to find out whether the test-takers have been able to achieve the stated goal (Nurweni, 2018). Meanwhile, content validity related with how far the test based on the curriculum (Setiyadi, 2018). In this research, the students had to achieve the goal, they had to produce an analytical exposition text. Moreover, the students were the second grade of Senior High School in which analytical exposition text as the text that they should comprehend. The test was considered valid in content validity since the test of writing constituted a representative sample of language skill and also the material of the test or analytical exposition text is suitable based on curriculum 2013.

### **b. Construct Validity**

Construct validity concerns with how the test actually in line with the theory that is being measured. According to Brown (2001), writing is regarded as a process of putting ideas on paper and converting them into sentences and these sentences need to be constructed into paragraphs and then text. Thus, the test already in line with theory of writing because the students had to form words and it had to be arranged into sentences and then these sentence need to be constructed into several paragraphs to make a analytical exposition text writing composition. The researcher also refers to the theory of writing aspects which are proposed by Jacobs et al (1981). Those aspects are: content, organization, vocabulary, language used, and mechanics.

## **3.7 Reliability of the Instruments**

Hatch and Farhady (1982) stated that the reliability of a test can be defined as the extent to which a test produces consistent result when it administered under similar conditions.

### **3.7.1 Reliability of the Questionnaire**

Reliability of the test relates with the consistence of the results. To investigate whether the questionnaire is reliable or not, the items of the questionnaire were analyzed by using *Cronbach Alpha* to indicate that the questionnaire was reliable and applicable for measuring reading habit level of the students. The analysis was done after the subjects of the research answered the questionnaire. The questionnaire could

be said reliable if the score of Cronbach Alpha is 0.70 and above (Setiyadi, 2018). The higher score of *Cronbach Alpha* is, the better questionnaire is. Which means the higher the alpha, the more reliable the questionnaire is. The reliability scale can be described as follows:

0.80 – 1.00 very high reliability

0.60 – 0.79 high reliability

0.40 – 0.59 average reliability

0.20 – 0.39 low reliability

0.00 – 0.19 very low reliability

(Arikunto, 1998)

From the calculation of reliability analysis, the alpha was determined to be 0.904. The researcher believed that the questionnaire was reliable, with an alpha of 0.904, and that it could be used to collect data for this research. The following table is the description statistic of reliability analysis of the questionnaire.

**Table 3.2 Reliability of Questionnaire**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,904	20

The reliability analysis of reading habit showed that the Alpha of questionnaire was 0.904 which was classified into very high reliability. Since the score of reliability test was higher than 0.70, this questionnaire was reliable and applicable to obtain the data. The questionnaire consisted of 20 items which included several indicators to determine the presence of reading habit, there are: attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and academic environment.

### **3.7.2 Reliability of the Writing Task**

According to Nurweni (2018) reliability of a test can be examined by three methods, namely: test-retest, split half, and inter-rater. However, for writing task, to ensure the

reliability of scores and to avoid the subjectivity of the research, the writer used inter-rater reliability. Inter-rater is used when scores of the test are independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was English Teacher of SMA Negeri 1 Natar. The score of the two raters summed up and then divided by two to get the average score. Furthermore, the researcher provided the scoring system. The scoring system in writing task based on the theory of the five aspects of writing: content, organization, vocabulary, language use and mechanics that are suggested by Jacobs et al (1981).

### **3.8 Research Procedures**

In conducting the research, the researcher use the steps as follows :

#### **1. Determining Research Questions**

The researcher determined the problem of this research. Thus, the research questions were:

1. Is there any significant correlation between students' reading habit and students' writing skill?
2. What aspect of writing has the highest correlation with students' reading habit?

#### **3. Determining the instruments**

In this research, the researcher used two instruments which were questionnaire and writing task. For the questionnaire, the researcher considered the indicators of reading habit by Gaona (2010) which consisting of five indicators, they were: attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and academic environment. Moreover, the researcher adapted the reading habit questionnaire from previous research by Iftanti (2012). For the writing task, the researcher chose analytical exposition text as the content, because the second grade students of Senior High School had to master this kind of text based on Curriculum 2013.

#### **4. Determining the Population and Sample of the Research**



A sample is a smaller group example chosen from the population. The sample consists of part of the population. The sample of this research was determined by using cluster random sampling. There were 10 classes of the second grade of SMA Negeri 1 Natar. The researcher chose 1 of 10 classes, and the data was collected by seeing the correlation data from questionnaire and writing task.

### **5. Administering the Questionnaire**

The researcher distributed reading habit questionnaire to the students in order to know their reading habit.

### **6. Administering the Writing Task**

For the writing task, the researcher asked the students to compose an analytical exposition text. Moreover, the researcher provided 6 topics and the students are divided into 6 groups which consist of 5 students with 1 topic in each group. The researcher gave instruction to the students to finish the test in 60 minutes.

### **7. Collecting the Data**

After administering the tests, the data from both tests were collected.

### **8. Scoring the Test**

After collecting the data, the researcher scored the reading habit questionnaire. For writing, the scoring based on the five aspects of writing. They are content, organization, vocabulary, language use, and mechanics. Two raters scored the students' writing. The first rater is the researcher and the second rater is the English teacher of the school. (See Appendix 2 & 6)

### **9. Analyzing the Data**

The score of writing task and reading habit questionnaire were analyzed by using Pearson Product-Moment Correlation analysis in SPSS (Statistical Package for Social Science) 20.0 version in order to investigate whether reading habit has correlation with students' writing skill or not and to determine which aspect of writing has the highest correlation with reading habit.

## 10. Making a Report and Discussion of Findings

After analyzing the data, the researcher made a conclusion about the finding of the research. The researcher made a report and discussion on finding the correlation between students' reading habit and their writing skill.

### 3.9 Scoring System

#### a. Questionnaire of Reading Habit

The questionnaire consisted of 20 items that were answered by five point likert scale.

The score of each item of the questionnaire were explained as follows:

1. A (Strongly Disagree/Never) = 1 point
2. B (Disagree/Seldom) = 2 points
3. C (Neutral/Sometimes) = 3 points
4. D (Agree/Often) = 4 points
5. E (Strongly Agree/Always) = 5 Points

(Likert, 1932)

The students' reading habit scores were classified into several categories. The categories are listed as follows:

**Table 3.3 Categories for Reading Habit Scores**

Category	Score
Very Good	80-100
Good	70-<80
Fair	60-<70
Poor	50-<60

#### b. Writing Task

The scoring system in writing task was based on the theory of the five aspects of writing: content, organization, vocabulary, language use and mechanics that are

suggested by Jacobs et al (1981). The specification of scoring system clarified as follows:

**Table 3.4 Specification of Writing Scoring system**

Aspects of Writing	Score	Criteria
<b>Content</b>	30-27	<b>Excellent to very good:</b> knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	<b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	<b>Fair to poor:</b> limited knowledge of subject, little substance, inadequate development of topic
	16-13	<b>Very poor:</b> does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate
<b>Organization</b>	20-18	<b>Excellent to very good:</b> fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	<b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<b>Fair to poor:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	<b>Very poor:</b> does not communicate, no

		organization or not enough to evaluate
<b>Vocabulary</b>	20-18	<b>Excellent to very good:</b> sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<b>Good to average:</b> adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	<b>Fair to poor:</b> limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
<b>Language Use</b>	25-22	<b>Excellent to very good:</b> effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions
	21-18	<b>Good to average:</b> effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	<b>Fair to poor:</b> major problem in simple or complex constructions; frequent

		errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments runons, deletions; meaning confused or obscured
	10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
<b>Mechanic</b>	5	<b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	<b>Very poor:</b> no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate

Based on the scoring system above, the researcher evaluated the aspects of writing based on content, organization, vocabulary, language use, and mechanic. The range of the score is 0 to 100. Then the score is classified based on categories as follows:

**Table 3.5 Categories for Writing Scores**

Category	Score
Very Good	80-100
Good	70-<80
Fair	60-<70
Poor	50-<60

### **3.10 Data Analysis**

In order to find out the correlation between the students' reading habit and their writing skill, the researcher analyzes the data as follows:

#### **1. Scoring and Tabulating Reading Habit Questionnaire and Writing Task**

The students' answer of the reading habit questionnaire and writing task were scored and tabulated. Questionnaire of reading habit was used to know the students' reading habit and was scored by the researcher. While, writing task was used know the students' writing skill. For the writing task, the students' writing was scored using inter-rater method. The first rater was the researcher and the second rater was the English teacher of SMA Negeri 1 Natar. (See Appendix 2 & 6)

#### **2. Analyzing the data**

The researcher analyzed the score of reading habit questionnaire and writing task to see the students' reading habit and writing ability. Furthermore, The researcher analyzed the data that had been collected by using Pearson Product-Moment correlation analysis in SPSS (Statistical Package for Social Science). The result of the test was in form of score or interval data. After getting the result, the researcher analyzed the correlation between students' reading habit and their writing skill and also each aspect of writing in order to investigate which aspect of writing has the highest correlation with reading habit.

### 3.11 Normality Testing

Normality test was used to know the distribution of the data analysis. This test used One-Sample Kolmogorov-Smirnov test with significance level 0.05. The hypothesis testing of the normality test was as follow:

$H_1$  = the distribution of the data is normal

Where:

$H_1$  is accepted if the result is higher than 0.05.

The result of normality test showed that the value of normality of reading habit questionnaire and writing task was 0.674. So,  $H_1$  was accepted, because  $0.674 > 0.05$ . It means that the distribution of the data was distributed normally. (See **Appendix 10**)

### 3.12 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research is accepted or not. To determine whether the hypothesis is accepted or rejected, the following criteria for acceptance as follows:

$H_1$  :  $r_{\text{value}} > r_{\text{table}}$

Where:

$H_1$  : There is a significant correlation between students' reading habit and their writing skill. The  $H_1$  can be accepted if  $r_{\text{value}}$  is higher than  $r_{\text{table}}$ .

## V. CONCLUSIONS AND SUGGESTIONS

This final chapter dealt with the conclusions of the research and suggestions based on the data analysis from previous chapter. This chapter is divided into two parts: conclusions and suggestions.

### 5.1 Conclusions

Based on result of the data analysis and discussions in the previous chapter, the researcher concluded that:

1. There is a significant positive correlation between students' reading habit and their writing skill which was shown by the result of  $r_{\text{value}} (0.671) > r_{\text{table}} (0.374)$ . From that result, the research hypothesis ( $H_1$ ) is accepted. The correlation between students' reading habit and their writing skill is significantly high. Thus, the positive correlation revealed in this study shows that good reading habit is an important factor in enhancing students' writing skill, because the better reading habit, the better their writing skill.
2. Content is the writing aspect that has the highest correlation with reading habit as the computation shows that the value is 0.514, which makes it the highest among other aspects of writing such as organization, vocabulary, language use and mechanic. When students have good reading habit means they are likely to have a wider knowledge and they also have better ability to construct ideas which is essential in making a good content for their writing. Furthermore, the researcher assumes that there is a process which students bring their understanding from reading material, figuring out the ideas for the content, and compose it into their writing.

### 5.2 Suggestions

In reference to the conclusion above, the researcher proposes some suggestions as follow:

#### 1. Suggestions for English Teachers



- a. The researcher suggests English teachers to explore more information and knowledge about the importance of reading habit. In addition, teachers are supposed to give encouragement or motivation to spend much time to read English reading material.
- b. English teachers should pay more attention to the students' reading activity. This can be done by giving assignment to the students to read at class and home as well. Furthermore, when teaching writing, English teacher should give an assignment for the students to read a certain topic that is related to the material as much as possible. So, their writing performance will be more satisfying.
- c. English teachers should make the learning activity in class become fun and enjoyable or far from causing stress and boredom. So, the students will have a strong desire to learn and read English. In addition, boredom may occur when students are required to read in class. English teachers should provide popular English texts or reading materials in learning activity. This will encourage students to enjoy and be excited in reading English.

## **2. Suggestions for Further Research**

- a. It is suggested for further research to administer more than one method or instrument to find out students' reading habit. Interview, open-ended questionnaire, observation, and students' journals are examples of other methods or instruments that can be used. So, the obtained data will be more precise.
- b. This research is only focused in the correlation between students' reading habit in English and students' writing skill. Therefore, it is strongly suggested for further research to explore another factors that influence writing skill, such as psychological factor, linguistic ability, etc.
- c. Since the researcher used analytical exposition text for the students' writing task in this research, the further research is advised to use a different form of text, such as narrative, recount or descriptive, which the students in senior high school are familiar with.

- d. It is advised for the further researcher to find out the reliability of writing test, because it is important to ensure whether the test is reliable or applicable to obtain the data.
- e. It is suggested for further researcher to measure both content and construct validity of the writing task. Further researcher may use inter-rater validity or other statistical formula to get the writing task validated.
- f. This research was limited by the sample size. Thus, in order to gain wider generalization, it is also suggested for further researcher to conduct their research in a larger population. When the research sample is significantly larger, the result may be different.

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