THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' WRITING ABILITY IN NARRATIVE TEXT

(Undergraduate Thesis)

By:

Eka Apriyani

NPM : 1913042009

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ART EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2023

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' WRITING ABILITY IN NARRATIVE TEXT

BY

Eka Apriyani

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

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

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' WRITING ABILITY IN NARRATIVE TEXT

By:

EKA APRIYANI

Undergraduate Thesis

Submitted in A Partial Fulfillment of
The requirements for S1-Degree

In
The Language and Arts Department of
Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2023

Research Title : **THE CORRELATION BETWEEN STUDENTS'**
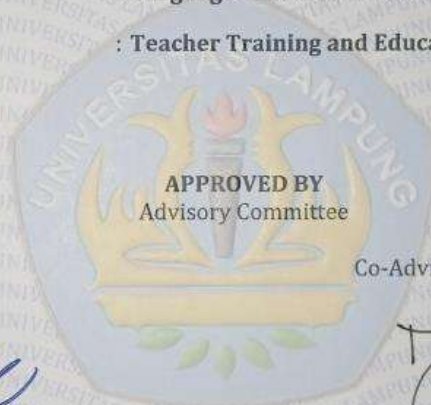**READING HABIT AND STUDENTS' WRITING**
ABILITY IN NARRATIVE TEXT

Student's Name : *Eka Apriyani*

Student's Number : **1913042009**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor   Co-Advisor

Lilis Sholihah, S.Pd., M.Pd.   **Khairun Nisa, S.Pd., M.Pd.**
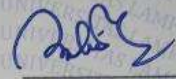NIP 19860505 2019032 022   NIK 231804921003201

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee
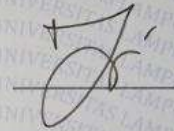
   Chairperson   : Lilis Sholihah, S.Pd., M.Pd.

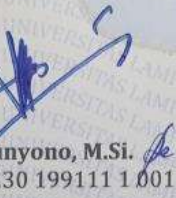   Examiner   : Dr. Feni Munifatullah, M.Hum.

   Secretary   : Khairun Nisa, S.Pd., M.Pd.

2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Sunyono, M.Si.
   NIP 19651230 199111 1 001

Graduated on : **November 15th, 2023**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama	: Eka Apriyani
NPM	: 1913042009
Program Studi	: pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: Keguruan dan Ilmu Pendidikan
Judul Skripsi	: The Correlation Between Students' Reading Habit and Students' Writing Ability in Narrative Text

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.

Bandar Lampung, 15 November 2023

Yang membuat pernyataan

METERAI TEMPEL
7FC2CAKX531493356

ni

NPM 1913042009

CURRICULUM VITAE

Eka Apriyani was born on April 9th 2001 in Bumi Jawa, East Lampung. She is the first child of Liman and Nur Aisah. She has one younger brother named Ahmad Asfarudin and one younger sister named Fateen Zia Almahyra.

She started her formal education at TK Ma'arif 9 Bumi Jawa, then continued at SDN 2 Bumi Jawa and graduated in 2013, then she continued her study at SMPN 2 Purbolinggo and graduated in 2016, after that, she enrolled into SMAN 1 Purbolingo and succesfully graduated in 2019. In the same year she registered as a freshman in English Education Study Program of Lampung University.

She completed her community service (KKN) at Maringgai, Labuhan Maringgai, East Lampung on July to August 2022. She also carried on Pre-Service Teacher Program (PLP) at SMA Swadhipa Natar from september to october 2022.

DEDICATION

This script is fully dedicated to:

My mother - Nur Aisah

My father - Liman

My lovely brother and sister - Ahmad and Alma

All lecturers of the English Education study program

My friends who always support me

My Almamater - University of Lampung

Myself

MOTTO

"Allah will not burden a person but according to his ability."
(Q.S. Al-Baqarah 2:286)

"And turn to your Lord for (your) intentions and hopes."
(Q.S. Al-Inshirah 94:8)

ACKNOWLEDGEMENTS

In the name of Allah SWT, the Most Beneficent and the Most Merciful, who has given the blessings, guidance, strengths, and opportunity so that the writer could finish this thesis. Sholawat for our Prophet Muhammad SAW., all his family, friends and all fellow muslim.

This script, entitled "The Correlation Between Students' Reading Habit and Students' Writing Ability in Narrative Text" is submitted to fulfill one of the requirements in accomplishing the S-1 Degree at the Language and Art Department of Teaching Training and Education Faculty, University of Lampung. The writer would like to acknowledge the gratitude to the people who had supported her throughout her life and especially in finishing this script. Thus, the writer would like to express the sincere respect and gratitude to:

1. Lilis Sholihah, S.Pd., M.Pd., as the first advisor, for her guidance, ideas, encouragement, and support that help me a lot to finish this script.
2. Khairun Nisa, S.Pd., M.Pd., as the second advisor, for her carefulness, guidence, ideas in supporting and help a lot to finish this script.
3. Dr. Feni Munifatullah, M.Hum., as the examiner and the Head of English Education study program, for the comments, suggestions, guidance and support in helping me to finish my script.
4. The principals, teachers, and staff of SMA Swadhipa Natar, who permitted me to conduct research there and offered help and support.
5. My beloved parents, Liman and Nur Aisah, who never tire of supporting me, praying for me, helping me in everything, thank you for all your love, affection and sacrifices. My luck is having you as my parents.
6. My lovely brother and sister, Ahmad Asfarudin and Fateen Zia Almahyra, thanks for all the experiences, support, prayers, motivation, happines and many things we share together.

7. All of my family i can't mention one by one, especially my grandparents, Sunardi, Kartinah, Sudiran (Alm), Sumiah, thank you for all the prayers, support, motivation, and for teaching me many good things.

8. My "Sisterhood" friends, Diana Yunita, Ersa Salsabilah, Novita Rahayu, Tanti Aprelia Wulandari, who has accompanied me throughout college. Thank you for the valuable times we have spent together, for random conversations, the best advices you have given to me, support for each other to always be better humans, it's always make my day.

9. Desi Emawati and Mia Tri Amara who never tire of giving me the best advice, who always there anytime i need, thank you for everything.

10. My KKN Marinnggai and PLP SMA Swadhipa Natar friends, thank you for the experiences, solidarity and togetherness.

11. All the Lecturers and staff of the English Education study program and University of Lampung, who have made many contributions to teaching and helping me in completing my education and thesis.

12. All of my friends in the English Education 2019, especially those in class A that i cannot mention one by one, thank you for the kindness and the memories we built together as batchmates.

Finally the writer realizes that this thesis is still far from being perfect and there are still errors or mistakes made. Therefore, the writer would really appreciate criticism, comments, and suggestions. In addition, the writer hope this research paper can provide benefits to readers and other researchers.

Bandar Lampung, November 15th, 2023
The Author,

Eka Apriyani

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

CHAPTER 1

INTRODUCTION

This chapter consists of background, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Research

English learning materials are subject matter that is taught from elementary school level to university level, this is because English is one of the most widely used languages in the world, as stated by Richards & Rodger (1986) many people live in various countries use English as a communication tool in various important international level meetings. So it can be said that in this day learning and mastering English has become important. There are 4 main aspects in learning English: Speaking, Reading, Writing and Listening.

Writing is an important aspect of mastering English for students because writing cannot be separated from their daily activities at school. Peter T. Daniels & William Bright (1996) said that writing is the representation of language in text through using signs and symbols which is known as writing system. Then Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be clear to a reader. Therefore the ability to write is important for a student, students can express their feelings well through writing and by writing also students can express ideas and creativity. Writing is a bridge to convey information and communicate between writers and their readers. By mastering the ability of writing, especially in English, a student will be able to communicate with all people in the world.

According to Iftanti (2012) that many students or language learners experienced the writing problems that give an impact on their writing performances. There are many factors that cause students to experience difficulties when writing. These factors can be from academic background and personal interest and attitudes of the students to various phsycological, linguistic and cognitive experiences (Dar & Khan, 2015). There are many ways to overcome difficulties in writing, one of them is by reading. According to Belkhir & Benyelles (2017) exposed the EFL learners' essay writing difficulties at Tlemcen University, their study found that one of the difficulties in English writing faced by the learners is due to lack of reading. By reading students will have more new words from the text that they have read to put into writing during writing activities. In this reading activity students would find many new words (vocabulary), and many ideas that help them to improve their writing ability.

Reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the medium of words/written language. A process which demands that groups of words constituting a whole be seen at a glance, and that the meanings of individiual words will be known. If this not fulfilled, the explicit and implicit messages will not be caught or understood, and the reading process will not be carried out properly (Hodgson in Tarigan, 2008:7). According to Harmer (2007:7) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. The activity of reading is directly proportional to the ability to write. The more people read, the wider their horizons and knowledge, so that they have enough references and will never run out of ideas to write. By reading, someone indirectly collects words for word in associating the intent and direction of reading so that in the end the reader can conclude something with his reasoning. Reading is an activity of observing written language that aims to acquire a knowledge or message conveyed by the eauthor.

The activity of reading will be more beneficial when it becomes a habit and hobby. Owusu-Achew & Larson (2014) reported that reading habit affects students' academic performance. The students with good reading habit likely to

have a good academic performances. Reading habit is developed over time by repeating reading practices so that it becomes the second nature of the students' daily activities (Iftanti, 2012). Unfortunately, UNESCO said that Indonesia rank second from the bottom in terms of word literacy, meaning that interest in reading is very low. According to UNESCO data, the reading interest of the indonesian people is very concerning, only 0.001%. That means, out of 1000 Indonesians, only one person is an avid reader. In different research entitled World's Most Literate Nations Ranked Conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries in terms of reading interest, just below Thailand (59) and above Botswana (61).

Then based on the results of a pre-survey conducted by researcher at SMA Swadhipa Natar, the results show that indeeed there are still many students who experience difficulties in writing activities, especially in writing english, and this is also caused by one of the many students who do not make reading activities as their habits and hobbies. So, Based on the backgrounds, the researcher are motivated to conduct further research to find out the correlation between students' reading habit and students'writing ability, especially in narrative text. This study intends to fill in the gap by investigating students' reading habit and student' writing ability and to find out the correlation between reading habit and writing ability at the first grade of SMA Swadhipa Natar.

1.2 Research Questions

Based on the background of the problem, the research question which are formulated by the researcher as follows:

1. Is there any positive correlation between students' reading habit and students' writing ability in Narrative Text?

1.3 Objectives of the Research

In line with the reseacrh questions which are already formulated, the objectives of this research are:

1. To find out whether there is any positive correlation between students' reading habit and students'writing ability in narrative text.

1.4 Uses of the Research

In line to the research question and objective, the finding of the study will be beneficial. The uses of this research are:

1. Theoretically, the results of this study are expected to contributed to improving the language of education, especially in writing activities.

2. Practically

   a) The results of this research hopefully can be used as reference for further researcher to improve existing results and be able to provide other results/innovations that will certainly be useful for the language of education in the future.

   b) For the students to increase their knowledge and understanding about correlation of students' reading habit and students' writing ability so they can be more active and able to write well.

   c) For the teachers to find out what are design learning materials that more interesting and able to motivate students to improve their reading habit, especially in english.

1.5 Scope of the Research

This research is quantitative design which focuses on writing ability. The population of the research is the first grade of SMA Swadhipa Natar academic year 2022/2023. The researcher used cluster random sampling in determining the sample. This research was conducted to know the correlation between students' reading habit and students' writing ability especially in Narrative Text. This research consist of two variables, there are independent and dependent variables. Students' reading habit was the independent variable and dependent variable was writing ability. The researcher used two tests to collect the data in this research without any treatment. There are questionnaire of reading habit and the second one is writing test. This questionnaire based on the indicators of reading habit by

Cesar, Gaona & Gonzales (2010), there are Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. Furthemore, to evaluated the students' writing test, the researcher used scoring system based on the theory of the five aspects of writing by Jacobs et al (1981), there are Content, Organization, Vocabulary, Language Use, Mechanics.

1.6 Definition of Terms

In this research, there are some terms used and to make it easier for readers to understand and also to avoid misunderstandings, definition of terms are presented as follow:

1. Correlation

   Correlation is a reciprocal or causal relationship between variables. According Jonathan Sarwono (2011) Correlation is an analitycal technique that is included in one of the association/relationship measurement techniques (measure of association).

2. Reading habit

   Reading habit refers to the behavior which expresses the likenes so freading of individual types of reading and tastes of reading (Sangkeo,1999). Reading habit does not only refer to the amount time of students in reading books, but it is also related to the frequency of reading, number of reading materials being read and the type of reading material that is preferred by the reader.

3. Writing

   Writing is an activity of pouring ideas or feelings into written language. According to White's statement (1986:10) that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn.

4. Narrative Text

   Narrative text is imaginative text which contains fictional stories, fairytaes, or true stories that have been exaggerated.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories that support the research. It consist of a review of the previous researchers; it describes related researches that had been conducted in the past, review of related theories, theoretical framework and hypothesis.

2.1 Previous Research

This section is going to present the previous studies related to "The correlation between students' reading habit and students' writing ability". There are some research that have been done by the researchers: Muhammad Taufik Ihsan (2019), Linuwih & Winardi (2020), and Nurul Khalisa (2018) they can be used as references for the researcher to finish this research.

First, the research entitled "The Correlation between Students Reading Habit and Their Writing Ability of Narrative Text" This research was written by Muhammad Taufik Ihsan (2019). The design of this research study was correlation research. The researcher used purposive sampling by taking only one class as sample. To analyze the data, the researcher used questionnaire and written test. Therefore, the writer concludes that there is a positive correlation between students reading habit (X) and their ability of writing narrative text (Y).

Second, the study was written by Linuwih & Winardi (2020) entitled "The Influence of Reading Habit on Students' Writing Skill". This research aims to investigate the reading habit quality of EFL learners at Widya Kartika University, Surabaya and to find out the influence of reading habit towards students' writing

skill. The instruments used in this study were (1) a reading habit questionnaire, to measure the quality of students' reading habit and (2) a writing test, to examine the students' writing skill and how it is influenced by reading habit. The results showed that the students' reading habit quality was fair. Meanwhile, the analysis of Simple Linear Regression concluded that reading habit influences students'writing skill.

Third, the research entitled "The Correlation between Students' Reading Habit and their Writing Ability" by Nurul Khalisa (2018). This research was quantitative research and to collected the data the researcher used questionnaire and test in order to find out students' English reading habit an their writing ability respectively. The data were analysed by using Likert Scale and the Correlation Coefficient by Pearson. The result of questionnaires show that students' have a high reading habit. Most of the sample of the research, also affirmed that reading English is purposed to improve their writing skill as they think that reading English is supported their intentions. This fact is highly correlated to result of correlation coefficient which shows that the correlation between students' reading habit and their writing ability is high correlation with the value 0.899.

Based on the previous research, the researcher found that the reading habit has a positive correlation with academic achievement of the English language, especially with writing ability. Unfortunately, the previous research that conducted about the correlation between students' reading habit and students'writing ability at the high school still limited. Since writing is one of the most important skills that language learners must be mastered, the researcher is interested in finding out the correlation between students' reading habit and students' writing ability. Therefore, this study is also conducted to add number of studies about reading habit, especially its correlation with writing ability.

2.2 Writing

Writing is an important aspect of mastering English for students because writing cannot be separated from their daily activities at school. By writing, students can

express their ideas and share them into useful information for others, this is inline with White's statement (1986:10) that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn.

In addition, the writing activity itself has several goals that the writer wants/should achieve, one of which according to Suparno and Mohamad Yunus (2008:3.7), the purpose of writing is:

    a. Make the reader think and reason.

    b. Let the reader know what is being reported.

    c. Making readers opinionated.

    d. Make the reader understand.

    e. Make the reader persuaded by the content of the essay.

Making readers happy by living up to the values put forward such as truth values, religious values, educational values, social values, moral values, human values and aesthetic values. Based on the purpose of writing, it can be said that the purpose of writing itself besides making readers understand and think about the writing they read is also expected to beable to entertain and make readers happy about what they read. Tierney and Leys (in Linuwih and Winardi, 2020) stated reading and writing are connected since certain components of reading acquisition are included in the writing process. The writer's style, the expressed idea, and the additional materials and the acquisition itself are the components. This mean that students had to go through a process of bringing their comprehension from reading, constructing the ideas, and putting it all together in a good piece of writing.

2.3 Writing Ability

According to White's statement (1986:10) that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Writing ability is one type of skill that must be mastered by students. In the opinion of

Saleh Abbas (2006: 125), writing ability is the ability to express ideas, opinions and feelings to other parties through written language. Meanwhile, Udiyani Ida Ayu (2017) states that writing is a productive language skill/ability because it will produce a product, namely writing. Through writing someone will be more creative and critical. Based on some of the opinions above, it can be argued that writing ability is capacity of someone in expressing ideas, feelings in the form of written language so that other people who read can understand the contents of the writing properly.

2.3.1 Aspects of Writing

In writing activities there are several aspects that must be considered. According to Jacobs et Al (1981) there are 5 aspects in writing:

1. Content, This aspect refers to the overall content of writing where all sentences must be based on the main idea and reflect all paragraphs.
2. Organization, Sentences are logically structured and coherent with ideas combined to work well in paragraphs.
3. Vocabulary, The choice of words used in writing must be in accordance with the content.According to Jacobs et al (1981), the selection of words that are appropriate for the content is referred as vocabulary.
4. Language use, Well-formed sentence constructions describe the language used. This aspect focuses on the use of grammatical patterns in written texts to separate, combine, and group ideas into words, phrases, clauses,and sentences to build coherent structures.
5. Mechanics, The conventions of print that do not exist in spoken language are known as Mechanics. Spelling, punctuation and capitalization are also examples of Mechanics.

2.3.2 The Importance of Writing

Writing is an activity that has an important role in learning English as stated by Walsh (2010) in (Klimova, 2012), Writing is an important skill for students to learn, as it is used in education in the work place extensively. If students know

how to write on their own, they can communicate and share information with others.

There are many benefits that students get when they are able to write well, including being able to express their feelings well and also helping students to express their creative ideas through writing, besides that according to Mohamad Yunus and Suparno (2009: 1.4) stated the benefits of writing are as follows: Increase intelligence, Develop initiative and creativity, Grow courage, and encourage willingness and ability to collect information.

2.3.3 Process of Writing

In writing activities there is a process that must be passed by students so that they are able to make good writing. The writing process is a very important part which will determine whether the writing they produce will be good writing or not. Therefore the writing process takes quite along time to complete. Nazali and Mulyana (2019) indicated that the text students read and the way they organize their reading activities would have an impact on their writing ability during the writing process. According to Oshima & Hague (2007: 16), there are four writing processes as follows:

1) Pre-writing

   The students must have a plan or idea beforewriting.Pre-writing isplanning what to write. Prewriting is a way for students to get some ideas.In this step, you choose a topic and gather ideas to explain that topic. Pre writing is useful for students to prepare before pouring their ideas into a paper, and this section is needed before writing.

2) Organizing

   That means organizing ideas into a simple outline. The writer writes a sentence that states the topic and tells the main idea.

3) Drafting

   This step is writing a rough draft.Writers should use the outline as a guide. Then, writer wrote a rough draft as fast as he could without stopping to

think about grammar, spelling, or punctuation. Getting more ideas down on paper, you'll probably see lots of mistakes in a rough draft. This is very common place and acceptable - after all. This is just a rough draft. It can fix errors later.

4) Revision and Polishing

a) Revision.

Revising your own writing is easy to understand and interesting to read. It is capable of cutting words, sentences, or even paragraphs. It can also add others. Sometimes, it is necessary to rearrange sentences and paragraphs. Sometimes, it is necessary to rewrite sentences and paragraphs.

b) Polishing.

Polishing gives a finish to the job. When polishing, writers should checkstyle, spelling, and punctuation. It is able to change every little thing that feels smooth in writing.

2.4 Reading

Tarigan (2008:7) that reading is a process that is carried out and used by the readers to get the message that the writer wants to convey through the medium of words written language. Meyer et al. (2002), they stated that 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. Furthemore, Eskey and Dubin (1986) stated that reading is a receiptive language process. Reading involves the same cognitive processes used in listening. Indeed, in both activities, students were engaged in decoding messages rather than encoding them. Certainly, reading is more than just a way to deriving meaning from a text. It is the act of communication that uses text to create discourse. When reading students will get many positive benefits, including in addition to adding new vocabulary, students will also have extensive knowledge and insight, students will also always get the latest information from the reading they read. Of course this will be very useful for the daily life of the students.

2.5 Reading Habit

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkeo, 1999). In addition, Maximilian (2020) stated that the way someone organizes his or her reading in terms of intensity or time spent reading, the amount of reading text read, and the kind of text read is referred as a reading habit. Reading habit does not only refer to the amount time of students in reading books, but it is also related to the frequency of reading, number of reading materials being read and the type of reading material that is preferred by the reader. 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.

2.5.1 The Indicators of Reading Habit

Cesar, Gaona & Gonzales (2010) point out the seven indicators to asses students reading habit, there are Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment.

1. Attitude Towards Reading

   It describe about the attitude behavioral and cognitive-affective attitude towards reading, it's relates to a persons's feelings about reading, that feeling will affect how deeply a person lives reading.

2. Reading frequency

   The amount of time spent reading either in hours or otherwise is the reading frequency. The more time spent in reading, the more reading frequency. This can also be said as a habit in reading if a student spends a lot of time reading. When a students spent more time in reading, more knowledge will be obtained and vice versa. When they have high motivation to continue reading, they will become good readers, and good readers will certainly have good reading ability.

3. Books Read

It describes the concept of reading amount of books and the concept of how much the reader likes or dislikes reading. It describes ideas about reading amount of book as well as readers' preferences or reading dislike.

4. Time spent on academic reading

This is the time when a student has time to devote to reading books on their subject. Academic reading is described as reading for an academic or educational purpose. This is different with other type of reading. Not only in terms of the text, but also in terms of how it is read and what the writer expects from the reader. These text are difficult because they contain philosophy conveyed in complex language that includes difficult words orsentences. As a result, it takes longer to read and to understand the text. Example of academic reading are books, dictionaries, encyclopedia, and newspaper articles.

5. Time spent on non-academic reading

This is the amount of time when students devotes to reading book that are not directly related to their studies. The purpose of the majority of reading non-academic books is for pleasure. In addition, we are more likely to feelsome of the benefits of reading when reading at leisure. Mellon (1990) studied the reading habits of rural youth and found that they read for two reasons, entertainment and knowledge. Example of non-acaddemic reading are, magazines, novels, etc.

6. Motivation in the family environment

Children's interactions with family members form the core of their attitudes and actions toward other people, things, and life. Parents are the primary role models for their children, and their behavior and attitudes have a significant impact on children's learning motivation and reading behavior. Starting from the influence of parents is the greatest of all because students are usually closest to their parents.

7. Motivation in the academic environment

The teacher's or librarian's motivation than becomes an indicators of students reading habit. Park (2006), found that EFL students who developed a strong reading habit had a teachers who also enjoyed readingwell. This in line with Dornyei (2001) statement that "Motivation" are 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 habit will set the tone of developing reading as an enjoyable experience, not just the acquired taste. According to Anderson, Fielding & Wilson (1988), students who start reading books at school tend to continue reading outside of school than students who do not start reading books at school.

2.5.2 The Importance of Reading Habit

When students have implemented the reading habit in themself, students will get many benefits that will support their abilities especially in the world of education. Inline with the stated of Grabe and Stoller (1997), reading habit is important for aperson's academic development and plays an important rolein 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 emphatize with others (Marcelina, 2019).

2.6 Narrative Text

To determine students' writing ability, researcher conducted the research by giving students a writing test about narrative text. According to Abbott (2010:1) Narrative text is a story or in general it means telling a story. Furthemore, Shlomith Rimmon-Kenan (1983: 2) defines narrative as 'the narration of a

succesion of fictional events'. In general, Narrative text have events or several events that run according to the chronological time and these events are conveyed through several media. Narrative text is imaginative text which contains fictional stories, fairy tales, or true stories that have been exaggerated. Seymour Chatman (1990) defines narrative as a structure which is made up of narrative statements. Usually these texts are about stories from the past for entertainment. Narrative Text describes a series ofevents from the beginning, middle to the end, which means that the series of events are connected to one another. Even though Narrative Text is a type of imaginative Text, usually at the end of the story this narrative text contains moral values that can be learned by the reader. The social function of narrative text is to entertain the audience or readers.

1. **Generic Structure of Narrative Text**

According to Anderson (2003: 8) there are 5 generic structures of Narrative text, as follows:

1. Orientation

   This is the opening or introduction part.In this section, it is usually explained about the characters involved and also the setting where an event/storytakes place.

2. Complications

   In this section, the problems or conflicts experienced by the characters are usually explained.

3. Events

   In this section the characters react to the complication.

4. Resolution

   This section is the end of the story or the conclusion of the story.in thissection the writer usually explains whether the story will end sadly orhappily.

5. Re-orientation

   Is the end of the story that explains how the story of the character will end. Usually in this section there is also an explanation of the moral message conveyed to the reader.

Example of Narrative text:

Sangkuriang

Once upon a time, a happy family lived in a kingdom in Priangan Land. They were a father in the form of a dog, his name was Tumang, a mother who was called Dayang Sumbi, and a child who was called Sangkuriang. One day, Dayang Sumbi asked her son to hunt with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his dog. After that, he took the dog's liver and carried it home.

Soon, Dayang Sumbi found out that it was not deer lever but Tumang's dog. So, She was furious and hit Sangkuriang's head. In that incident, Sangkuriang got wounded, and a scar was cast away from their home.

Years passed, and Sangkuriang traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, the woman looked at the wound on Sangkuriang's head. It matched her son's wound, who had left several years earlier. Soon she realized that she had fallen in love with her son.

She couldn't marry him, but how to say it? Then, she found the way. She needed a lake and a boat to celebrate their wedding day. Sangkuriang had to make the mone night before sunrise. He built a lake. With dawn just a moment away, the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowded for a new day.

Sangkuriang failed to marry her. He was outraged and then kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

2.7 Theoretical Framework

As explained in the literature above, writing ability are ability in expressing ideas, and feelings in the form of written language so that other people who read can understand the contents of the writing properly. By writing students can express their feelings in written language. According to Saleh Abbas (2006: 125), writing ability is the ability to express ideas, opinions and feelings to other parties through written language. According to Iftanti (2012) that many students or language learners experienced the writing problems that gave an impact on their writing performances. There are many factors that cause students to experience difficulties when writing. These factors can from academic background and personal interest and attitudes of the students to various phsycological, linguistic and cognitive experiences (Dar &Khan, 2015).

There are many ways to overcome difficulties in writing, one of them is by reading. According to Belkhir & Benyelles (2017) exposed the EFL learners'essay writing difficulties at Tlemcen University. Their study found that one of the difficulties in English writing faced by the learners is due to lack of reading. By reading students will have more new words from the text that they have read to put into writing during writing activities. The activity of reading will be more beneficial when it becomes a habit and hobby. Owusu-Achew & Larson (2014) reported that reading habit affects students' academic performance. The students with good reading habit likely to have a good academic performances. Reading habit is developed over time by repeating reading practices so that it becomes the second nature of the students' daily activities (Iftanti, 2012).

In conclusion, reading habit have an important role in improving students' writing ability. Students with good reading habit will find it easier to express their ideas and feelings in writing than students who do not make reading habit as part of their daily lives. The researcher believes that students' reading habit has a correlation with students' writing ability.

2.8 Hypothesis

According to Suharsini Arikunto (1998), a hypothesis is a temporary answer to a problem being studied by researchers. Until the research is complete, then the hypothesis can be proven through the data obtained and collected, whether it is appropriate or not. But in formulating a hypothesis, the writer must ensure that the hypothesis is real or in accordance with the facts. In this study, the researcher proposed a hypothesis to be tested.

1. Positive Correlation

   Positive Correlation between two variables is when an increase of one variable causes an increase of other variable, and if there a decrease in one variable it will cause a decrease of other variable.

2. Negative Correlation

   Negative Correlation is literally the opposite of Positive Correlation. If there is an increase in one variable, then the second variable will show a decrease and vice versa.

3. No Correlation

   In this type, there is no correlation between the two variables. Changes in one variable do not necessarily have an effect on other variables.

Based on the theoretical framework above, the researcher would like to make a hypothesis as follows:

H : There is a positive correlation between students' reading habit and students' writing ability.

CHAPTER III

RESEARCH METHODOLOGY

This Chapter discussed research design, variabel, population and sample, instruments, Validity and reliability, data collecting technique and data organization, normality testing and hypothesis testing.

3.1 Research Design

This research used quantitative approach and the design was *ex-post facto* design, so there was no treatment in this research. According to Setiyadi (2018), quantitative design aims to investigate a theory have been existed and researcher should look for the data to support or reject it. Furthemore, Creswell (2014) stated that quantitave research is an approach to test objective theory by examining the relationship between variables. These variables, in turn, can be measured using instruments, so data counts can be analyzed using statistical procedures. The design was presented as follows:

$$\boxed{\textbf{T1} \quad \textbf{T2}}$$

T1: Students' reading habit

T2: Students' writing ability

3.2 Variable

This research consisted of two variables, there are independent Variable and dependent variable. Independent variable was the students' reading habit (variable X) and the dependent variable was the students writing ability (variable Y).

3.2 Population and Sample

The population is the entire subject of the research, while the sample is part of the population. Sample is a representative or part of the population that has the same characteristic that describe and can represent the entire population studied.

3.3.1 Population

The population in this research was the first grade students of SMA Swadhipa Natar in academic year 2022/2023. There were 7 classes, 5 classes majoring in science and 2 classes for students majoring in social. Each classes consisted of 38-40 students and the number of population is 276 students.

3.3.2 Sample

In determining the research sample, the researcher used Cluster random sampling. Cluster random sampling is used when the population is large and has almost the same characteristic. In this study each cluster have the same opportunity to be selected, and all members in each selected cluster can participate. Researchers used lottery to select the sample. At the end, X Science 4 class was chosen as the sample in this research. The number of students as the sample in this research is 37 students.

3.4 Instruments

According to Ade Sanjaya (2011: 84), a research instrument is a tool that can be used to collect research data or information. In this research, the researcher used questionnaire and test as instrument to gather the data. The instruments in this research were Students' reading habit questionnaire and writing test. Students' reading habit questionnaire designed based seven indicators from Cesar, Gaona & Gonzales (2010), there are Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. Furthemore, to evaluated the students' writing score, the researcher used scoring system based on the theory of the five aspects of writing by Jacobs et al (1981).

3.4.1 Questionnaire

In this research the reading habit questionnaire designed based seven indicators from Cesar, Gaona & Gonzales (2010), there are Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. In terms of reducing students' misinterpretation, the questionnaire was written in Indonesian. The questionnaire consists of 25 questions which have been approved by expert judgment before being distributed to students.

The evaluation criteria for Likert-scale questionnaire components as follows:

Table 3.1 Scoring of Questionnaire for Reading Habit

No.	Optional Response	Score
1.	Very Often	4
2.	Often	3
3.	Rarely	2
4.	Never	1

Addition, the researcher have measured the students' reading habits from the questionnaire results. The researcher has also carried out several categorization of the classifications of students' reading habits by ranking their responses to a given questionnaire. The results of reading habit questionnaire (*See Table 4.1*) are 11 students have good reading habit and 26 students are categorized as fair readers. The classification can be seen as follows:

Table 3.2 Classification Table of Students' Reading Habits

No.	Category	Score
1.	Excellent Reader	86–100
2.	Good Reader	71–85
3.	Fair Reader	56–70

4.	Poor Reader	41–55
5.	Very Poor Reader	25-40

3.4.2 Writing Test

In this study, the researcher asked the students to make narrative text about famous legends in Indonesia. In this writing test students are asked to write a short composition of narrative text with the length of 100 words in 45 minutes. The written test of narrative text intended to find out students' writing ability of narrative text. In this research, to ensure the reliability of scores and to avoid the subjectivity the researcher used inter-rater reliability. There are two evaluators who independently check the test, the researcher and the English teacher in the school. Furthemore, to evaluate the students' writing score, the researcher used scoring system based onthe theory of the five aspects of writing by Jacobs et al (1981).

3.5 Validity and Reliability of the Instruments

According to Setiyadi (2018) that Validity and reliability are important points to be considered in developing an instrument. In conducting research, researcher must be sure whether the instrument used is valid and reliable. Validity and reliability cannot be separated because they are related to each other in measuring research instruments.Validity and reliability are used to determine whether the instrument used is right and appropriate.

3.5.1 Validity of the Questionnaire

The validity test is used to measure the legitimacy or validity of a questionnaire. A questionnaire can be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire.

1. **Content Validity**

   The content validity of the test content determines the content is sufficiently representative and comprehensive to measure what the test

measures. The questionnaire items were designed to measure students' reading habit, as the purpose of the questionnaire was to measure and learn about student' reading habit. The questionnaire created based on reading habit measurements by Cesar, Gaona & Gonzales (2010), there are: Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. Additionally, to ensure the validity of the questionnaire, the researcher consulted with expert judgement to review and validate the questionnaire.

2. **Construct Validity**

Construct validity concerned wheter the items have been written based on the theory or not. To get the construct validity of the questionnaire, the researcher classified the items based on the theory of reading habit indicators by Cesar, Gaona & Gonzales (2010), there are: Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. The questionnaire consisted of 25 items. The students were asked to chose one option from four options by using Likert scale. The answer had to reflect students' real life personality regarding reading habit.

Furthemore, the researcher used SPSS 26 version to find out wheter 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. In taking decision, the researcher used as follows:

    a. If the calculated r_{value}> the r_{table}, the item is valid

b. If the calculated $r_{value}<$ the r_{table}, the item is invalid

3.5.2 Validity of Writing Test

There are two types of validity in writing test,

1. Content Validity

Content validity is fulfilled if the test is based on objective and it also have to be able to find out wheter the test-takers have been able to achieve the test goal (Nurweni, 2018). In this research, content validity synchronized with the 2013 curriculum syllabus used in schools was used to measure the validity of the written test. The student had to achieve the goal, they had to produce an narrative text. Moreover, the students were the first grade of Senior High School in which narrative text as the text that they should comprehend.

2. Construct Validity

Construct validity concerns how the test actually fits the theory being measured. According to Brown (2001), writing is considered as the process of puttting ideas down on paper and turning them into sentences and these sentences need to be built into paragraphs and then text. Thus, the test is in accordance with writing theory because students' must form words and arranged into sentence then these sentences need to be arranged into several paragraphs to make a composition of writing narrative text. In this validity, the researcher designed a test based on writing theory.Thistest uses the writing aspect suggested by Jacobs et al. (1981) to measure students' writing.The criteria for the writing aspect are:

a) Content

The first criterion is content which amounts to 30-27 points if the student's writing is relevant to the assigned topic, 26-22 points if the student's writing is mostly relevant to the topic but lacks detail, 21-17 points if the student's writing is less developed, and 16-13 points if the student's writing is irrelevant or insufficient to evaluate.

b) Organization

The second is organizations totaling 20-18 points if their ideas are clearly stated or supported (well organized), 17-14 points if their ideas are logical but in incomplete order or support is limited, 13-10 points if their ideas are lacking sequential and growing and 9-7 points if their idea lacks organization or is insufficient to evaluate.

c) Vocabulary

The third is vocabulary consisting of 20-18 points if their vocabulary has choices and effective use of words or idioms, 17-14 points if they sometimes use wrong words or idiom forms, 13-10 points if they often use wrong words or forms idioms, and 9-7 points if they have some knowledge of English vocabulary.

d) Use of Language

The fourth is the use of language which consists of 25-22 points if the writing has effective or complex constructions, 21-18 points if the writing is effective but the construction is simple, 17-11 points if the student's writing has big problems in simple or complex constructions, and 10-5 points if the student'swritingbarelymasters therulesof sentenceconstruction.

e) Mechanics

The last criterion is Mechanics totaling 5 if writing has few capitalization errors and paragraph arrangement shows spelling, 4 points if writing sometimes has spelling errors, punctuation, etc., 3 points if writing errors often occur, and 2 points if student writing is dominated by error.

3.5.3 Reliability of the Questionnaire

The reliability of the test depend on the consistencyof the result. To determine   or the unreliability of the test, the items in the questionnaire were analized using Cronbach's alpha to show that the survey was reliable and suitable for measuring

the level of students' reading habit. The analysis was performed after the subjects answered the questionnaire test. The questionnaire could be said reliable if the score of Cronbach alpha is 0.70 and above (Setiyadi, 2018). The higher the Cronbach alpha score, the better the questionnaire.

Table 3.3 Cronbach's Alpha Rules

Cronbach's Alpha	Internal Consistency
0.80-1.00	Very High Reliability
0.60-0.80	High Reliability
0.40-0.60	Average Reliability
0.20-0.40	Low Reliability
0.00-0.20	Very Low Reliability

3.5.4 Reliability of Writing Test

According to Nurweni (2018), reliability of the test can be examined by three methods, there are, test retest, split half and inter-rater. In this researh, to ensure the reliability of scores and to avoid the subjectivity the researcher used inter-rater reliability. That is, there are two evaluators who independently check the test. Thus, inter-rater reliability is used to examine the extent to which different observers give consistent estimates, evaluations, of the same phenomenon. To measure the extent of the agreement between two raters, the researcher calculated it used the Kappa coefficient. Cohen (1960) developed a coefficien to measure agreement between raters which then was known to the coefficien Kappa. Therefore, in this study, the researcher collaborated with English teachers of SMA Swadhipa Natar to assess students' writing based on the five writing aspects suggested by Jacobs etal. (1981). According to Fleiss (1981) the category of Kappa values are follows:

Table 3.4 Specification of Kappa Values

Value	Category
< 0.40	Poor Agreement

< 0.75	Good Agreement
> 0.75	Excellent Agreement

3.6 Research Procedures

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

1. Determining Research Questions

The research questions in this study were:

1. Is there any positive correlation between students' reading habit and students' writing ability in narrative text?

2. Determining the Instruments

In this research, there are two instruments that are used to gather the data, there are questionnaire of reading habit and writing test. This questionnaire based on the indicators of reading habit by Cesar, Gaona & Gonzales (2010), there are Attitude Towards Reading, Reading Frequency, Books Read, Time Spent to Academic Reading, Time Spent to Non-Academic Reading, Motivation of The Family Environment, Motivation of The Academic Environment. For the writing test, the researcher used Narrative text as the content, because the first grade of SMA Swadhipa Natar had to master this kind of text based on curriculum 2013.

3. Determining the Population and Sample of the Research

The population in this research is the first grade of SMA Swadhipa Natar in academic year 2022/2023, that are consisted of 7 classes, 5 classes majoring inscience and 2 classes for students majoring in social. Each classes consisted of 38-40 students. A sample is a smaller group example chosen from the population. For the sampling procedure, the researcher used a lottery by using paper and writing down each class that would be used as a sample, then drawn randomly. After that X IPA 4 was selected as the sample in this research.

4. Administering the Questionnaire

The researcher distribute reading habit questionnaire to the students of X IPA 4 in order to know their reading habit. This questionnaire consist of 25 questions and was written in indonesian. The students could choose answers between the 4 points listed, there are very often, often, rarely and never. Students are encouraged to answer honestly as their experience to each question.

5. Administering The Writing Test

In this study, the students made narrative text about famous legends in Indonesia. In this writing test students are asked to write a short composition of narrative text with the length of 100 words in 45 minutes. The written test of narrative text was intended to find out students' writing ability in narrative text.

6. Collecting the Data

After administering the test, the data from reading habit questionnaire and writing test were collected.

7. Scoring the Test

After collecting the data, the researcher assest the reading habit questionnaire. For writing test, the scoring based on the five aspects of writing by Jacobs et al (1981), there are content, organization, vocabulary, language use, and Mechanics. Two raters scored the students' writing, the researcher and the English teacher of SMA Swadhipa Natar.

8. Analyzing the Data

The score of writing test and reading habit questionnaire were analyzed by using Pearson Product-Moment Correlation analysis in SPSS 26 version in order to investigate wheter students' reading habit has correlation with students' writing ability or not.

9. Making a Report and Discussion Findings

After analyzing the data, the researcher made a conclusion about the finding of the research. The researcher made a report and discussion about finding the correlation between students' reading habit and students' writing ability in narrative text.

3.7 Scoring System

Scoring is a method that provides ana evaluation of the eligibility of test subjects in the form of scores.

a. Questionnaire of reading habit

The questionnaire consisted of 25 questions that were answered by four point of Likert scale. The score of each item of the questionnaire were explained as follows:

1. Very often   : 4 points

2. Often   : 3 points

3. Rarely   : 2 points

4. Never   : 1 point

The students' reading habit scores were classified into several categories, there are:

1. Excellent Reader   : 81-100
2. Good Reader   : 61-80
3. Fair Reader   : 41-60
4. Poor Reader   : 21-40
5. Very Poor Reader   : 0-20

b. Writing Test

The scoring system of writing test based on Jacobs et al (1981), there are content, organization, vocabulary, language use, and Mechanics. The specification of scoring system clasified as follows:

Table 3.5 Specification of Writing Scoring System

Aspect of Writing	Score	Criteria
Content	**27-30**	**Excellent to very good:** Knowledgeable, substansive, through development of thesis, relevant to assigned topic.
	22-26	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	17-21	**Fair poor:** limited knowledge of subject, little substence, inadequate development of topic.
	13-16	**Very poor:** does not show knowledge of subject, non-substansive, irrelevant or insufficient to evaluate.
Organization	**18-20**	**Exellent to very good:** fluent expression, ideas clearly stated or support, succint, well-organized, logical sequence, cohesive.
	14-17	**Good to average:** somewhat choppy, looselyorganized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-13	**Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

	7-9	**Very poor:** does not communicate, no organization ornot enough to evaluate.
Vocabulary	18-20	**Excellent to very good:** sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate Register.
	14-17	**Good to average:** adequate range, sometimes errors of word or idiom form,choice, usage but meaning not obscured.
	10-13	**Fair to poor:** limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured.
	7-9	**Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate.
Language Use	22-25	**Excellent to very good:** effective, complex construction; few errors of agreement, tense, number,word order or function, articles, pronouns, prepositions.
	18-21	**Good to average:** effective but simple construction; minor problem in complex construction; several errors ofagreement, tense, number, word order or function.
	11-17	**Fair to poor:** major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns.

	5-10	**Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanics	5	**Excellent to very good:** conventions; few errors capitalization, paragraphing demonstrates of spelling,
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting: meaning confused or obscured.
	2	**Very poor:** 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 the content, organization, vocabulary, language use, and Mechanics. The range of the score is 0 to 100. Then the score is classified based on categories as follows:

Table 3.6 Categories for Writing Scores

Category	Score
Very Good	80-100
Good	70-<80
Fair	60-<70
Poor	50-<60
Very Poor	0->49

3.8 Data Organization

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

1. **Scoring and Tabulating Reading Habit Questionnaire and Writing Test**

    The students' answers to the questionnaire about reading habits and the writing test were evaluated and tabulated. Students' reading habits questionnaire was used to find out the students' reading habits. While, the writing test was used to know the students' writing ability. In the writing test, students' writing was assessed using the inter-rated method. The first rater was the researcher and the second rater was the English teacher at SMA Swadhipa Natar.

2. **Analyzing the Data**

    The researcher analyzed the reading habits questionnaire and the score of writing test to see the students' reading habit and students' writing ability. In addition, the researcher analyzes the data collected in SPSS (Statistical Package for Social Science) with Pearson Product-Moment Correlation analysis 26 version. The test result was in the form of point or interval data. After receiving the result, the researcher analyzes the correlation between students'reading habit and students' writing ability and also each aspect of writing to find out which aspect of writing has the highest correlation with reading habits.

3.9 Normality Testing

To find out whether the data used is normal or not, Normality testing was used. Normal means if the data was normally distributed. This test used one-sample Kolmogorov-Smirnov test with significance level 0.05. The hypothesis testing of the normality test was as follow:

H = the distribution of the data is normal

Where: H is accepted if the result is higher than 0.05.

3.10 Hypothesis Testing

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

H : $r_{value} > r_{table}$

Where:

H : There is a positif correlation between students' reading habit and students'writing ability.

The H can be accepted if r_{value} is higher than r_{table}

CHAPTER 5
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 divided into two parts, conclusions and suggestions.

5.1 Conclusions

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

5.2 Suggestions

The researcher proposes suggestions especially for English teacher and further researcher as follow,

1. **Suggestions for English Teacher**
    a. The researcher suggest English teacher to explore more information about the importance of reading habit. In addition, teachers should encourage or motivate the students to spend a lot of time reading english reading material.

b. The results of this study indicated that students' reading habit are still low, so for English teacher should pay more attention to students' reading activity. This can be done by assigning reading to students in class as well as at home. Then, when teaching writing, English teacher should give an assignment for the students to read a specific topic that closely related to the material as possible. So, their writing ability will be more satisfying.

c. English teachers should make learning activities in the classroom fun and enjoyable or far from stressful and boring. So students have a great desire to learn and read english. In addition, boredom can appear when students have to read in class. English teachers can invite them to occasionally study outside the classroom such as at the library or in the school garden, and then the students can be given popular english texts or reading materials in learning activity. It will encourage students to enjoy and be enthusiastic about reading english.

2. Suggestion for Further Research

a. It is suggested for further researcher to explore another factors that can influence writing ability, such as psychological factor, linguistic ability or etc, since this study only focused in the correlation between students' reading habit and students' writing abillity.

b. Since the researcher used narrative text for the students' writing task in this research , the further research is advised to use a different form of text, such as recount or descriptive, analytical exposition, which the students in senior high school familiar with it.

c. Future researchers are advised to measure the content and construct validity of the writing assignments. Future researcher may use inter-rater validity or other statistical formulas to validate writing task.

d. To obtain wider generalization, it is also suggested for further researcher to conduct their research on larger population. When the research sample is significantly larger, the result may be different.

REFERENCES

Abbas, Saleh. (2006). *Pembelajaran Bahasa Indonesia Yang Efektif Disekolah Dasar*. Jakarta: departemen pendidikan nasional direktorat jenderal pendidikan tinggi direktorat ketenagaan.

Abbott, H. P.(2002). *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.

Anderson, M. & Anderson, K. (2003). *Text Types in English 3*. Melbourne: Macmillan.

Anderson, R. C., Wilson, P., & Fielding, L (1988). *Growth in Reading and How Children Spend Their Time Outside of School*. Reading Research Quarterly, 23: 285-303. Retrieved from https://eric.ed.gov/?id=ED275992

Arikunto, S. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek (6th edition)*.

Jakarta: PT. Rineka Cipta.

Belkhir, A., & Benyelles, R. (2017). *Identifying EFL learners essay writing difficulties and sources: A move towards solution the case of second year EFL learners at Tlemcen University*. International Journal of Learning, Teaching and Educational Research, 16(6), 80-88.

Central Connecticut State University.(2016). The World's Most Literate Nations Ranked, webcapp.ccsu.edu. Maret 2016.

Chatman, Seymour.(1990). Story and Discourse: Narrative Structured in Fiction and Film.Itacha & London: cornel University Press.

Creswell, John W.(2014). *Research Design, Qualitatives, Quantitative, and Mixed Methods Approcahes (Fourth Edition)*. United State of America: Sage Publications.

Dar, M. F., & Khan, I. (2015). *Writing Anxiety among Public and Private Sectors Pakistani Undergraduate University Students*. Pakistan Journal of Gender Studies, 10, 121-136.

Dornyei, Z. (2001). *Motivational Strategis in the Language Classroom* . New York:Cambridge University Press.

Dubin, Fraida, et.al (Ed).(1986). *Teaching Second Language Reading for Academic Purposes*. USA: Addison-Wesley Publishing Company.

Fleiss, J.L.(1981). *Statistical Method for Rates and Proportions*. 2nd ed. (New York: John Wiley). pp. 38-46.

Gaona, J. C. (2010). *Relationship between Reading Habits, Univerity Library and Academic Performance in a Sample of Psychology Students*. Revista De La Education Superior Journal, 55-73.

Grabe, W., & Stoller, F. L. (1997). *Reading and Vocabulary Development in a Second Language: A case study. In J. Coady & T. N. Huckin (Eds.), Second Language Vocabulary Acquisition: A Rationale for Pedagogy (pp. 98-122).* USA: Cambridge University Press. Retrieved from https://doi.org/10.1017/CBO9781139524643.00

Harmer, Jeremy.(2007). *How to Teach English*. Harlow: Pearson Education Limited.

Iftanti, E. (2012). *A Survey of the English Reading Habit of EFL Students in Indonesia. TEFLIN Journal.* Retrieved from http://teflin.org/journal/index.php/journal/article/download/144/136

Ihsan, M.T. (2019). *The Correlation between Students Reading Habit and Their Writing Ability of Narrative Text*. IJIELT (Indonesian Journal of Integrated English Language Teaching) Vol 5, No 2 (2019). Retrieved from http://dx.doi.org/10.24014/ijielt.v5i2.12621

Jacobs, H. ., Zingraf, S. ., Wormouth, D. ., Hartfiel, V. ., & Hughes, J. . (1981). *Testing ESL Composition: a practical approach.* Rowley, Massachusetts:Newbury House.

Kenan, Shlomith Rimmon. (1983). *Narrative Fiction: Contemporary Poetics (p.2)*. New York: Metheun & Co.

Khalisa, Nurul. (2018). *The Correlation between Students' Reading Habit and their Writing Ability.* Retrieved from https://repository.ar-raniry.ac.id/id/eprint/6565

Linuwih, E.R. & Winardi, Y.K. (2020). *The Influence of Reading Habit on Students' Writing*. Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris. Vol .11 (1), 37-47, 2020.

Marcelina, N. (2019). *The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Seventh Grade of SMP Surya Dharma 2 Bandar Lampung*. A Thesis: State Islamic University Raden Intan Lampung.

Maximilian, A. (2020). *Translation Ability, Reading Habit, and Reading Skill in Vocational School Students in Indonesia: A Correlation*. JETA: Journal of English Teaching and Applied Linguistic.

Mellon, C.A. (1990). *Leisure Reading Choices of Rudal Teens*. School Library Media Quarterly, 18, pp. 223-228.

Meyer, B. J., Middlemiss, W., Theodorou, E., Brezinsky, K.L., McDougall, J., & Bartlett, B. J. (2002). *Effects of structure strategy instruction delivered to fifth-grade children using the internet with and without the aid of older adult tutors*. Journal of Educational Psychology, 94, 486-519.

Nazali, F., & Mulyana, A. (2020). *The Correlation between Students' Reading Habit and Students' Writing Ability at Tenth Grade of SMK Bina Karya Kabupaten Tangerang in Academic Year 2019/2020*. Foremost Journal. Vol

1 No 1 (2020): FEBRUARY 2020. Retrieved from https://doi.org/10.33592/foremost.v1i1.478

Nunan, D. (2003). *Practical English Language Teaching*. New York : Me Graw Hill

Nurweni, A. (2018). *English Teaching Assessment; Artificial and Authentic assessment*. Yogyakarta:Graha Ilmu.

Oshima, A., & Hogue, A. (1997). *Introduction to Academic Writing*. second Edition. New York:Addison Wesley Longman.

Oshima, A., & Hague, A.(2007). *Introduction for Academic Writing_* (3rd Ed.).Longman Pearson Education, Inc.

Owusu-Acheaw, M., & Larson, A. G. (2014). *Reading Habits among Students and Its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic*. Library Philosophy and Practice (e-journal). Retrieved from http://digitalcommons.unl.edu/libphilprac/1130.

Park, H. (2006). *Home Literacy Environment and Children's Reading Performance: A Comparative Study of 25 Countries*. Retrieved from http://www.rv.nl./contents/pages/380214/park.pdf.

Peter T. Daniels & William Bright (eds.). (1996). *The world's writing systems (Vol. 3)*. New York: Oxford University Press.

Richards, J.C., Rodgers, T.S.(1986). *Approaches and methods in language teaching : a description and analysis*. Cambridge: Cambridge University.

Sangkaeo, S. (1999). *Reading Habit Promotion in Asian Libraries*. 65th IFLA Council and General Conference (p. 3). Bangkok: IFLA Works Press.

Sanjaya, Ade (2011). *Model-model Pembelajaran*. Jakarta: Bumi Aksara.

Sarwono, Jonathan (2010). *Pintar Menulis Karya Ilmiah-Kunci Sukses dalam Menulis Ilmiah*. Andi:Yogyakarta.

Setiyadi, A. B.(2018). *Metode Penelitian untuk Bahasa Asing*. (2nd ed). Yogyakarta:Graha Ilmu.

Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.

Suparno dan Muhammad Yunus. (2008). *Keterampilan Dasar Menulis*. Jakarta: Universitas Terbuka.

Tarigan, H.G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung*. Angkasa

Walsh, K. (2010). *The importance of writing skills: Online tools to encourage success*. Retrieved December 27, 2012, from http://www.emergingedtech.com/2010/11/the-importance-of-writing-

White, F.D. (1986). *The Writer's Art: A Practical Retoric and Handbook*. New York: Wadsworth Publishing Company.