

## THE CORELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY

Siska Oktawidya Wati

Program Studi Pendidikan Bahasa Inggris, STKIP YDB Lubuk Alung  
email: siskaoktawidyawati@gmail.com

### *Abstrak*

Penelitian ini merupakan penelitian korelasi yang bertujuan untuk mengetahui hubungan antara kebiasaan membaca dengan kemampuan menulis siswa dalam pembelajaran Bahasa Inggris. Ada dua variabel dalam penelitian ini yaitu kebiasaan membaca dan kemampuan menulis. Populasi penelitian ini adalah siswa kelas X SMAN 2 Batusangkar tahun ajaran 2020/2021. Sampel dalam penelitian ini menggunakan cluster random sampling sebanyak 356 siswa terpilih kelas X MIPA 2 dengan jumlah 36 siswa. Penelitian ini menggunakan rumus Product Moment untuk mengetahui koefisien korelasi dan uji-t untuk mengetahui korelasi signifikansi antara kebiasaan membaca siswa (X) dengan kemampuan menulis (Y) siswa. Hasil penelitian menunjukkan bahwa t-hitung (4.01) dan t-tabel (1.70) pada taraf signifikansi 5% (0,005), artinya t-hitung lebih besar dari t-tabel, maka  $H_a$  diterima dan  $H_o$  ditolak. Dengan demikian dapat disimpulkan bahwa terdapat hubungan antara kebiasaan membaca dengan kemampuan menulis teks deskriptif di kelas X SMAN 2 Batusangkar

**Kata kunci :** *Kebiasaan Membaca, kemampuan Menulis*

### *Abstract*

This research was a correlation study which aims to determine the correlation between students' reading habit and their writing ability in Teaching English Learning. There were two variables in this study, reading habit and writing ability. The population of the study were the X grade students of SMAN 2 Batusangkar in the academic year 2020/2021. The sample technique in this research used cluster random sampling from 356 students selected for class X MIPA 2 with 36 students. This study used the Product Moment formula to determine the coefficient correlation and t-test to found out the significance correlation between students' reading habit (X) and their writing ability (Y). The result showed that the t-observed was (4.01) and t-table was (1.70) in significance level of 5% (0,005), so t-observed was bigger than t-table then  $H_a$  was accepted and  $H_o$  was rejected. Thus, it can be concluded that there was a correlation between students' reading habit and their writing ability in descriptive text at the X grade of SMAN 2 Batusangkar.

**Key Word:** *Reading Habit, Writing ability*

## INTRODUCTION

Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob 2014). Hyland (2003) believes that performance in language development is subject to improvement in writing skills.

Writing is one of the language skill besides the other skills such as reading, listening and speaking. Writing include in productive skill because it can produce a

product which is writing. Through writing, people can express thoughts, ideas, or feelings. In the modern era like today, people can write using existing technology. The writing can later be read by other people we do not know and do not know where it came from. It is mean that through technology someone can convey information or personal feelings openly and can penetrate space and time. In the world of education, writing skill is really important for students to master because writing is a basic skill that is learned from kindergarten to higher levels.

Writing not only arranges word to word into a sentences but it also support students to master letters, enrich vocabulary, and improve students' ability in capturing the lessons. (Hyland, 2003) said that writing is a way to develop individual perspective on a topic where someone is pouring their point of view toward a content or a topic in a written form. It is supposed to produce language and communicate with other on a written way and to express their opinions, thoughts, feeling then organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Beside that, one of the factor that support students are good in writing which is with reading. Reading activity is directly proportional with writing ability. The more students read, the boarder their insight and knowledge. So that they have enough references and will never run out of ideas to write about. Readers do not mean they have to be writers but to become a writer, someone absolutely must have a habit of reading.

According to (Erlangga, 2017) stated that reading habit is considered to be very helpful for enhancing students' writing skill due to the fact that writing is basically a product of reading. It is even impossible for student or any person to write if he never reads. It gives us definite indication that students who develop good reading habit will have better skill at creating a written text than those who do not cultivate a reading habit as part of their daily activities. Based on the observation, some of students were difficult in speaking and writing because of poor vocabularies. The limit of vocabulary knowledge that the students had actually relate with their frequency in reading.

As the more they read the more vocabulary and new words they can encounter. But how could they encounter many vocabularies if they had not interest in reading. They read academic writing only if they are instructed by their teachers. When the teacher explained the

lesson in front of class, they did not listen well so when they were practice or exam they were distinguish the type of text, purpose of text and grammar of the text that they have learned

## RESEARCH METHOD

The design of this research was correlational research and it was a kind of quantitative research. According to (Gay et al., 2009) stated that the correlational model can be determine whether there is a relationship between two or more variables or also use these relationship as a predictions. It means that correlation is study to find out the degree of correlation between two or more variables. From the definitions above, this research has focused on determining the correlation between reading habits and writing abilities. In this research, there were two variables, students' reading habit, it is indicated by the students' score of questionnaires and student's writing ability, it is indicated by the students' score of writing test.

This research analyzed these variables by using pearson product moment. The population of this research were all of X grade students. There were eight classes (X MIPA 1-4 and X IPS 1-4) and the total number of student were 274 of SMAN 2 Batusangkar in academic year of 2020/2021. The researcher took a sample from the population of the research by using cluster random sampling technique. Before the instruments of this research was given to the students, the researcher have been looking for validitas and reliabilitas as first. The technique used in collecting data include non test in the form of reading habit questionnaires and writing test was an short essay test in the form of paragraph. Reading habit questionnaires was given for students in order to determine of their reading habit score. For rating these scores were used the likert scale. As (Sugiyono, 2012) stated that likert scale can be measure attitude,

opinion, people's or groups' perception about social phenomenon. The questionnaires consist of five indicator. It was taken from (Gaona & González, 2010) journal about reading habit aspect, there are attitude toward reading, reading frequency, books read, time spent on academic and non-academic reading, and motivation in the family environment and academic environment. Before testing the questionnaires to students, the researcher firstly provides instructions on how to fill out the questionnaires and the researcher ensure that students understand how to fill it out.

And then short essay or writing test is used to measure writing ability score of the students. The score used by the researcher to measure the students' writing ability on descriptive text based on the score rubric by (Weigle, 2002) which consist of five aspects of assessment. There were content (topic and detail), organization (identification and description), language use (simple present tense and agreement), vocabulary, and mechanic (spelling, punctuation, capitalization). And then to obtain the final score writing test, the researcher used the inter rater score technique. Reading habit questionnaire and writing test gave online method, it means these instruments has been given to students indirectly but instead using an electronic media as an intermediary.

Based on (Dr. Riduwan, 2017), the researcher used interpretation categories to determine the percentage range of students' reading habit and writing ability. In order to analyze the correlation between reading habit and writing ability, the researcher calculated a pearson's product moment correlation coefficient. In the research, normality tesing is analyzed by using liliefors testing. Homogeneity test is used to determine whether a data or sample taken come from a homogeneous variant or not. And then, to determine the significant or no significant correlation, t-table was used to compared. If t-observed

< t-table, there was not significant correlation, but if t- observed > t-table, there was significant correlation.

## RESULTS AND DISCUSSION

### 1. Students' reading habit

Students' reading habit consisted 36 sample of the X grade students of SMA Batusangkar were obtained using questionnaires totaling 33 statement. The distribution of the questionnaire is carried out by online method. It made in form of a google form. The respondents asked to open the link that has been shared in class group application. Then fill out the statements that was already available on the Google form honestly and in accordance with the personal experience. There were five indicator measured in the questionnaire. On the other hand, the categories of students' reading habit towards English reading The researcher used interpretation categories based on Riduwan and Kuncoro and the result are obtained as below:

**Table 1.**  
**The Interpretation of Student's Reading Habit**

Average score	N(36)	%	Interpretation
81-100	-	-	Very high
61-80	17	47.22	High
41-60	19	52.78	Enough
21-40	-	-	Low
0-20	-	-	Very low

there were 36 students consist of 2 categories. First, there were 17 students who had high in reading habit with a percentage of 47.22% and 19 students who had enough in reading habit with a percentage of 52.78%.

### 2. Students' writing ability

The data to measure writing ability of the X grade students of SMAN 2 Batusangkar, the researcher using a writing test in the form of an essay or paragraph. The result of the distribution of

students' score for writing test can be seen in the following table:

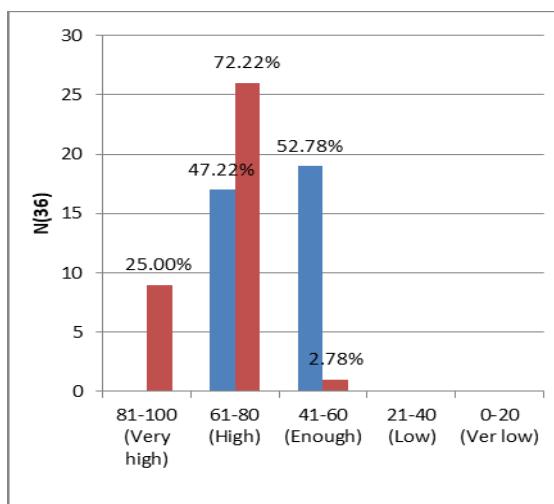
**Table 2**  
**The Interpretation of Student's Reading Habit**

Range of percentage	N(36)	%	Interpretation
81-100	9	25.00	Very high
61-80	26	72.22	High
41-60	1	2.78	Enough
21-40	-	-	Low
0-20	-	-	Very low

The results obtained data on writing test was showed that there were 9 students who had very high ability in writing with a percentage was 25.00%. Second, there were 26 students who had high ability in writing with a percentage was 72.22%. And 1 student who had enough ability in writing with a percentage was 2.78%.

Based on the data descriptions above, the percentages and categories result both of variables can be seen in the table and histogram table below:

Figure 1  
The Comparison Percentage Both of Variables



Based on figure above, the graphic showed the comparison percentage of reading habit (blue) and writing ability (red) based on the students' science two at X grade of SMAN 2 Batusangkar. To determine the significant or not significant correlation The analysis data can be seen in the following table below:

Table 3  
The Summary of Hypothesis

Variable	n	R	n-2	t-counted	t-table
Reading Habit	36	0.92	34	4.01	1.07
Writing Ability					

Based on the table above, the coefficient reliability of test 0.92. The degree of freedom ( $df=n-2$ ) from 36 students was 34. Therefore, it was showed that  $t$ -observed (4.01) <  $t$ -table (1.07) at level of significance  $\alpha = 0.05$ . Therefore, alternative hypothesis ( $H_a$ ) was accepted if  $t$ -observed was bigger than  $t$ -table and null hypothesis ( $H_o$ ) was rejected if  $t$ -observed was lower than  $t$ -table. It can be concluded that  $H_a$  accepted and  $H_o$  rejected and there was a significant correlation between students' reading habit and writing ability at the first grade of SMAN 2 Batusangkar.

Erlangga (2017:132) stated that reading habit is considered to be very helpful for enhancing students' writing skill due to the fact that writing is basically a product of reading. It is even impossible for student or any person to write if he never reads. It gives us definite indication that students who develop good reading habit will have better skill at creating a written text than those who do not cultivate a reading habit as part of their daily activities. This research proved that reading habit was a significant correlation with students' writing ability. This was also evidenced by the acquisition of a students' score who was ranked the highest in the writing test which supported by predicate of high scores in the reading habit questionnaires. This is accordance with the theoretical study that students who continue to cultivate reading habit will increasingly master writing techniques and their writing skill will also improve. Reading habits and writing abilities are closely related. A good writer is a reader who understands what they reads. This requires students' attention or

concentration on an ability that is closely related. Experience shows that the students who have good vocabulary, adequate vocabulary, and skills in summarizing do not have the root of having difficulty in writing.

## CONCLUSION

There was a significant correlation between reading habit and writing ability at first grade of SMAN 2 Batusangkar. The calculation showed that the coefficient of correlation ( $r_{xy}$ ) between both variables was (0.51) which was higher than  $r$ -table ( $0.51 > 0.329$ ). The results of data above calculated there was a positive correlation between students' reading habit and their writing ability. Based on data analysis, the coefficient reliability of test was (0.92). The degree of freedom ( $df=n-2$ ) from 36 students was 34. Therefore, it was showed that  $t$ -counted (1.04)  $<$   $t$ -table (1.70) at level of significance  $\alpha = 0.05$ . It means that  $H_a$  accepted and  $H_o$  rejected, there was a significant correlation between students' reading habit and writing ability at the first grade of SMAN 2 Batusangkar.

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