

# The Correlation between Students' Reading habit and Students' Writing Ability at Tenth Grade of SMK Bina Karya Kabupaten Tangerang in Academic Year 2019/2020

Furqon Nazali<sup>1</sup>, Agus Mulyana<sup>2</sup>

<sup>1</sup>English Language Education, FKIP, Universitas Islam Syekh – Yusuf  
email: fnazali2@gmail.com

<sup>2</sup>English Language Education, FKIP, Universitas Islam Syekh – Yusuf  
email: [amulyana@unis.ac.id](mailto:amulyana@unis.ac.id)

## Abstract

The purpose of this study is to know the correlation between students' reading habit (X) and their writing ability in narrative text (Y) at eleventh grade of SMK Bina Karya Kab. Tangerang in academic year 2019/2020. There were 30 students taken as the sample of this study who were determined by using random sampling technique. The collected data were analyzed by using Pearson Product Moment Correlation and the instruments used were students' writing test and questionnaire of students' reading habit. Subsequently, the research finding indicated that there is low correlation between students' reading habit and their writing ability in narrative text. It is considered that alternative hypothesis ( $H_a$ ) in this research is rejected and the null hypothesis ( $H_o$ ) which stated that there is correlation between students' reading habit and their writing is accepted. In conclusion, the result of hypothesis test between students' reading habit and writing ability in narrative text of the eleventh grade at SMK Bina Karya Kab. Tangerang shows a positive correlation. There is low correlation between students' reading habit and their writing ability in narrative text at SMK Bina Karya Kab. Tangerang with  $r_{\text{coef}}=0,213$ .

**Keywords:** *correlation study, narrative text, reading habit, writing ability*

## 1. Introduction

In real life communication, being able to speak English is not enough. Because not all communication activities can be done in spoken language, but also requires written forms. Langan (2011) stated that writing can be used as a norm of communication. Many aspects of life need writing skill as the important one. One example is in educational setting where students are expected to be able to write kinds of academic writing. The other example is when people send text in social media or electronic mail event in their business (Kamelia, Agustina, & Sudarmaji, 2019). Because of that, schools have to teach their students writing ability to face the real world.

Writing is not only requires the mastery of linguistic such as grammar, vocabulary but also it requires the conceptual judgment. According to J. B. Heaton (1988) writing are complex and sometimes difficult to teach. Requiring mastery is not only of grammatical and rhetorical devices but also conceptual and judgmental elements.

Zhang (2013) argues that learning a foreign language is necessary to master all of four skills above. It is incorrect when you are able to listen to others and read some English materials but not able to speak and write in it at all. To learn English as a foreign language, writing is one of the four language skills that should be mastered by students. Whatever they are, they have learn the language skill to master English well include writing.

Peter T. Daniels & William Bright (1996) said that writing is the representation of language in txt through using signs and symbols which is known as writing system. It means that writing is a process to deliver an idea or thought using text. Writing is an activity that can be useful in our daily life. According to Douna et al. (2015), we can study and get or share information by writing. Besides writing the other skills such as listening, speaking, and reading are also influential because sometime the researcher will be need the contribution with other skills to improve and for getting the good ideas and topic.

Writing is a way communicative effectively. According to Khalid et al. (2014) people must constantly adjust their speech to suit their purpose and audience. In another expert, according to Ruane & Chappell (2018), writing is one part important in communication especially in education, because ideally that will be activities and objective in the classroom for students to answer assessment.

According to Rusmajadi (2010) writing is the complex process when the writer explores some ideas and thoughts then merges them into the solid one. The writer is able to add or remove some idea and thought then organizes them into written form. From another expert, Harmer (2007) stated that writing requires planning what we will write from drafting to revision. From the definitions above, it can be concluded that writing is an act of somebody which is used to express ideas, thoughts, feeling, message, and information through written form.

Even though students have learned writing since elementary school, most of them still find problem in writing process. Writing becomes an important part of language teaching, and it has complicated problem for students in Indonesia. Therefore, English teachers should find a good strategy to make students be able to write an English letter and moreover enjoy writing English text. However, Fareed et. al. (2017) stated that it is considered a difficult skill, particularly in English as a second language (ESL) contexts where students face many challenges in writing.

In the writing process students' writing ability can be affected by the text they have read and their reading activities because there are kinds of texts in every text of English, also many new vocabularies and structure that can be used as examples to write a text. By reading, they will find much knowledge, many vocabularies and so on. In another hand, the students have to realise why they have to grow reading interest to reach reading habit through the reasons why they have to read. For the student's future, reading could be the fundamental skill when they communicate to international people. Students are demanded to have abilities to understand many kinds of texts such as recounts, descriptive texts, narrative text etc. They are also expected to be able to get the message of those kinds of texts.

Deboer et al. (1966) stated that reading is an activity which involves comprehension and interpretation of ideas symbolized by printed or written language. According to Adulthood et al. (2011) reading is the cognitive process of understanding speech that is written down. Young children form basic concepts about the connections between spoken and written words, leading to word recognition and familiarity with the spelling of words. Williams (1984) also stated that reading is a process where someone to understand that has been written. While, Christine Nuttall (1982) said that reading is the meaningful interpretation of printed or written symbols. From both statements, reading can be viewed as interactive activity between the reader and the text or the medium of print where the reader interacts dynamically with the text to acquire the message or meaning. In analyze of reading habit, it is important to emphasize about understanding of habit because it can help to decide of students reading habit indicator. From the definitions above, it can be concluded that reading is an active process of interpreting, comprehending, understanding sign, and letter or symbols in written form.

According to Harmer (2007) reading is the most complex and difficult skill students should master at school. Students need to learn English to get more knowledge of vocabulary because it is helpful to speak English very well. Therefore, reading ability became very important because the success of students in studying depend on the greater part of their ability to read. The important of English related to the position of English in Indonesia as a foreign language. Then, Chettri (2013) stated that reading habit leads students' improvement in learning. It indicates that by having a reading habit, students are going to get information and knowledge through the texts they read. Reading can influence their learning because they will get new ideas, knowledge, information, and experience from their reading activity.

Based on the observation and interview with the teacher of SMK Bina Karya Kab. Tangerang, many of the students got difficulties in writing narrative text. They often make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Furthermore, when the students write a narrative text, they often get difficulties in finding a suitable word. Then, the students were poor in grammatical use in sentences. As the consequence, even for making a simple paragraph, the students spent much time looking up at their dictionary to find meaning of words. As a result, most of time of learning writing in the classroom spent to find the vocabulary items needed. The chart below will explain about the learning outcome of the students' scores in writing activity which still gets the low minimum criteria.

Several students find difficult to understand in writing skill is able to see with the chart above. From the chart above we be able to see from two classes in the first class X TKR score of the daily test shows that 67% students got The Low Minimum Mastery Criteria, and only 33% students got The Upper Minimum Mastery Criteria. In the other class the chart shows that the score is not much different. X MP got 60% students The Low Minimum Mastery Criteria, and only 40% students who got The Upper Minimum Mastery Criteria.

Based on some problems that have been discussed, the researcher intends to conduct a study as an effort to know wether there is correlation between reading habit and writing ability. For the reason, the researcher will focus in narrative text because it is learnt by students of SMK Bina Karya in this semester.

## 2. Research Methodology

The research was conducted in SMA Bina Karya Kab. Tangerang in academic year 2019/2020. It is located in Jl. Raya Pasar Kemis, Km. 6,5, Sukamantri, Kec. Pasar Kemis, Kab. Tangerang.

The population of this research is eleventh grade students of SMA Bina Karya, academic year of 2019/2020, and consisted of 60 students from 2 classes which are XI TKR and XI MP. From the population, 30 students were chosen as the participants of this study. The sample of this study were 30 students that had been selected from one class.

Then, the sample of this research is chosen by using random sampling technique while both classes have the same level of English competency. In this case, 30 students from XI TKR are chosen and being the subjects of this study while the error sampling is 0,01. In addition, those students were chosen because they have already learnt narrative writing.

There were two instruments that given to the students. The instruments were a questionnaire about reading habit and then a test of writing narrative text. Those instruments were given due to achieve the goal of the study. That is to find out the correlation between reading habit and writing ability.

The research design of the study was descriptive quantitative which used correlational design. It is applied to find out and assess the correlation between two variables covering an independent variable (reading habit) and dependent variable (writing ability) by using correlational analysis.

Creswell (2012), stated that a correlation is a statistical test to determine the tendency or pattern for two or more variables to vary invariably. In the case of two variables it means that two variables share common variance. This design uses to find out the relation between two variables or more and to see the influence of each other. In this case, this design employs to seek the relationship between students' reading habit and their writing ability at the eleventh grade of SMA Bina Karya Kab. Tangerang in academic year of 2019/ 2020.

## 3. Research Finding and Discussion

The researcher showed the result of the analysis in this research used SPSS 22 version. The result of the analyzing data can be seen in table 1.

**Table 1. Descriptive Statistic of Reading Habit Questionare**

	N	Min	Max	Mean	Sum
Reading Habit	30	32	55	42.83	1285
Valid N (list wise)	30				

The questionnaire contains 18 questions/statements. The findings showed the total score is 1285 points. The mean score is 42,83, the highest score is 55, and the lowest score is 24.

**Table 2. Descriptive Statistic of Writing Test**

	N	Min	Max	Mean	Sum
Writing Test	30	53	74	63.47	1904
Valid N (list wise)	30				

The highest score was 74 and the lowest score was 53 with mean score was 63,47.

### a. The Test of the Analysis Assumption

#### 1) Test of Normality

To analyze the data above, firstly the researcher used SPSS 22 to the test normality of the instruments in this research in order to know whether the students' reading habit and students' writing ability came from the distributed normal population with the significant 5%.

**Table 3. Test of Normality**

	Shapiro-Wilk		
	Statistic	df	Sig.
X	.953	30	.206
Y	.984	30	.928

#### a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk because the respondents in this research were under 50. It can be seen that students' reading habit and writing test were normally distributed because the values of significance are 0.206 and 0.928. They are bigger than the value of 5%.

#### 2) Test of Linierity

Linearity is used to know whether the data is linear or not. To test linearity the researcher used ANOVA test. In analyzing the ANOVA calculation which the criteria is if the value of  $F_{count} \leq F_{table}$  the data can be concluded that the data is linear.

From the table 4, it can be seen that students' reading habit and their writing test has linear regression because the value of  $F_{count}$  was found 1.634 and it is lower than  $F_{table}$  which is 4.20.

### b. Testing of Research Hypoteses

The researcher used the Pearson Product Moment Correlation in calculation the correlation between students' reading habit (X variable) and students' writing ability in narrative text (Y variable).

Since the data distribution was normal and linear, for the next step, the researcher used the formula of Product Moment Correlation to know the correlation coefficient.

**Table 5. Correlation Table**

		Reading Habit	Writing Ability
Reading	Pearson	1	.213
Habit	Correlation		
	Sig. (2-tailed)		.258
	N	30	30
Writing	Pearson	.213	1
Ability	Correlation		
	Sig. (2-tailed)	.258	
N		30	30

From the 30 respondents, the index value of correlation was found to be 0.213. The result of that calculation (SPSS calculation) is good. According to the table of correlation interpretations this number is classified into the low class of 0.200– 0.399, which means that there is a low correlation between two variables.

To know how far the contribution from the X variable (independent variable) to the Y variable (dependent variable), the researcher uses the formula of percentage correlation as follow:

$$\begin{aligned} \text{KD} &= r^2 \times 100\% \\ &= 0,213^2 \times 100\% \\ &= 4,5\% \end{aligned}$$

From the computation above, the researcher found that the contribution of X variable is 4,5 %. So from KD values, there is still another factor that can effect of the variable Y. For example, in addition to reading habit there are other factors that can be related to writing ability.

## Discussion

The purpose of the data analysis in this study was meant to measure the correlation between the students' reading habit and students' writing ability in narrative text of eleventh grade of SMK Bina Karya Kab. Tangerang in Academic Year 2019/2020. The data analysis above showed that the score of coefficient correlation ( $r_{xy}$ ) of 0.213 which is low.

To look the level correlation of the hypothesis, the researcher uses the table of the classification of correlation. It can be seen on the table below:

**Tabel 4. Test of Linierity**

			Sum of Squares	df	Mean Square	F	Sig.
Reading Habit Writing Ability	Between	(Combined)	390.933	13	30.072	1.540	.205
	Groups	Linearity	31.914	1	31.914	1.634	.219
		Deviation from Linearity	359.019	12	29.918	1.532	.210
Within Groups			312.533	16	19.533		
Total			703.467	29			

**Tabel 6. Correlation Classification**

No.	The "r"	
	Score	Interpretation
1	0.80–1.00	Very high
2	0.60–0.799	High
3	0.40–0.599	Moderate
4	0.20–0.399	Low
5	0.00–0.199	Very low

Based on the table above, this case can be interpreted that there is low correlation between students' reading habit and writing ability in narrative text because its numbers interval at the level 0,20 – 0,399. It is related to the result of the previous research that there is significance correlation between reading habit and writing ability.

#### 4. Conclusion

Based on the research finding in the previous chapter, it can be seen that there is low correlation between students' reading habit (X) and their writing ability in narrative text (Y) at eleventh grade of SMK Bina Karya Kab. Tangerang in Academic Year 2019/2020. From the 30 respondents, the index value of correlation was found to be 0.213. The result of calculation is good. According to the table of correlation interpretations this number is classified into the low class of 0.200– 0.399, which means that there is a low correlation between two variables.

The result of hypothesis test between students' reading habit and writing ability in narrative text of the eleventh grade at SMK Bina Karya Kab. Tangerang shows a positive correlation. There is low correlation between students' reading habit and their writing ability in narrative text at SMK Bina Karya Kab. Tangerang with  $r_{\text{coef}}=0,213$ .

#### 5. Reference

- Adulthood, E., Mol, S. E., & Bus, A. G. (2011). To Read or Not to Read : A Meta-Analysis of Print Exposure From Infancy to To Read or Not to Read : A Meta-Analysis of Print Exposure From Infancy to Early Adulthood, (March). <https://doi.org/10.1037/a0021890>
- Chettri, K. (2013). Reading Habits – An Overview. *IOSR Journal Of Humanities And Social Science*, 14(6), 13–17. <https://doi.org/10.9790/0837-01461317>
- Christine Nuttall. (1982). *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.
- Creswell, J. W. (2012). Grounded Theory Designs 13. *Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 422–500.
- Deboer, John J. & Dallman, M. (1966). *The Teaching of Reading*. Washington: Holt, Reinehart and Winston, Inc.
- Douna, P., Kyridis, A., Zagkos, C., Ziontaki, Z., & Pandis, P. (2015). The Ideal University Teacher according to the Views of Greek Students. *International Journal of Higher Education*, 4(2). <https://doi.org/10.5430/ijhe.v4n2p145>
- Fareed, M., Ashraf, A., & Bilal, M. (2017). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>
- Harmer, J. (2007). *How to Teach English. Education*. <https://doi.org/10356/15300>
- J. B. Heaton. (1988). *Writing English Language Test*. New York: Longman Inc.
- Jodih Rusmajadi. (2010). *Terampil Berbahasa Inggris*. Jakarta: PT Indeks.
- Kamelia, K., Agustina, H. N., & Sudarmaji, I. (2019). the Use of Mind Mapping on Improving Students' Writing Ability At Tenth Grade of Sman 7 Kota Tangerang in the Academic Year of 2018/2019. *Jurnal Penelitian Dan Karya Ilmiah*, 18(2), 112–120. [https://doi.org/DOI: https://doi.org/10.33592/pelita.v18i2.46](https://doi.org/DOI:https://doi.org/10.33592/pelita.v18i2.46)
- \
- Langan, J. (2011). *College Writing Skills with Readings-International Edition* (8th ed., Vol. 2005). New York: McGraw-Hill, Inc.
- Peter T. Daniels & William Bright (eds.). (1996). *The world's writing systems* (Vol. 3). New York: Oxford University Press.

Ruane, S. G., & Chappell, S. (2018). Developing Students' Writing Skills With the IDEAL Framework. *Management Teaching Review*, 3(2), 107–117.  
<https://doi.org/10.1177/2379298117715445>