

**A CORRELATION STUDY BETWEEN STUDENTS' READING
HABIT AND THEIR WRITING ABILITY IN
ARGUMENTATIVE TEXT**

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

DEPARTMENT OF LANGUAGE EDUCATION

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

2020



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UNDERGRADUATE THESIS

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for the degree of *Sarjana Pendidikan Bahasa Inggris*



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Dengan ini menyatakan bahwa skripsi Sarjana atas nama SISTALIA MUSTIKA
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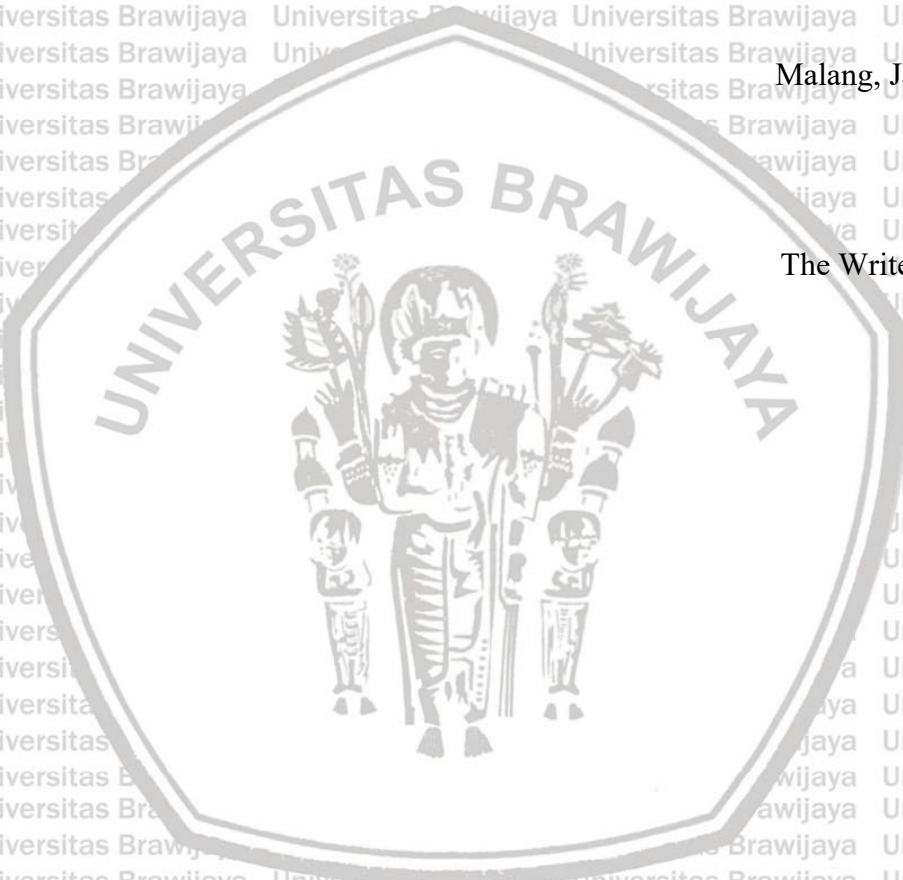
All praises be to Allah SWT, who has given mercy and blessing for the writer to complete the study in Universitas Brawijaya by conducting the undergraduate thesis entitled “A Correlation Study between Students’ Reading Habit and Their Writing Ability in Argumentative Text”.

The writer intends to thank and appreciate a lot of people who involved in this undergraduate thesis. First, for the supervisor, Ika Puspitasari, S.S., S.Pd., M.Pd., thank you for the time, supervision, assistance, and guidance during the writing process. Second, for Dian Inayati, S.Pd., M.Ed., as the examiner, thank you for the time and the beneficial input for the betterment of this undergraduate thesis. Then, for all the lecturers of English Language Education program, Faculty of Cultural Studies, Universitas Brawijaya, thank you for the knowledge given in these precious four years. Next, for family and friends, thank you for the prayers, helps, and supports. Finally, for everybody who was involved in the successful realization of this undergraduate thesis. May all the good things in life come to you and your beloved ones as the return for your kindness.

The writer realizes that the final result of this undergraduate thesis may not be perfect. Therefore, the further researchers are expected to develop and enrich the study by conducting the similar topic to this thesis. Moreover, this undergraduate thesis hopefully can be beneficial for any readers in ELT fields.

Malang, January 8th 2020

The Writer



ABSTRACT

Danissa, Sistalia Mustika Putri. 2020. **A Correlation Study between Students' Reading Habit and Their Writing Ability in Argumentative Text.** English Language Education Program, Department of Language Education, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ika Puspitasari S.S., S.Pd., M.Pd.

Keywords: Correlation, Reading Habit, Writing Ability

According to Wallace and Larsen (1987), reading is a multifaceted process, which can be described at various time and developmental stages as a thinking process. Reading is one of important skills to be learned when learning English. In learning English, reading habit becomes one of the factors that influences someone's writing ability. Koons (2008) stated that reading habit can improve components of writing, for example is grammar. When people have a good reading habit, they will have a good writing. Thus, reading habit influences writing ability of someone. It is in line with Ifanti (2012) that reading as one of the indicators of being literate is an art of interpreting a written discourse. In Indonesia, most people have a low interest in reading, especially teenagers. This study aims at finding out correlation between reading habit and writing ability in general. The subjects of this study were 100 fourth-semester students of English Language Education Program.

The method used in this study was quantitative with correlational design. This study used questionnaires as the instrument to collect the data adapted from Paramitha (2019) which was adapted from Gaona and Gonzales questionnaire. Then, the collected data were analyzed using regression analysis in SPSS.

The study revealed that the extent of correlation between reading habit and writing ability was 87.7%, while the rest was caused by other variables. It means when students have a high level of reading habit, they have a great score on writing ability. Ifanti (2012) also mentioned that people who have good reading habit, they will have a good score in writing too. Therefore, the writer suggests future researcher to conduct similar research using different variables or qualitative approach.



ABSTRAK

Danissa, Sistalia Mustika Putri. 2020. **Korelasi antara Kebiasaan Membaca Siswa terhadap Kemampuan Menulis Mereka di Teks Argumentasi**. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Ika Puspitasari S.S., S.Pd., M.Pd.
Kata kunci: Korelasi, Kebiasaan Membaca, Kemampuan Menulis.

Menurut Wallace dan Larsen (1987), membaca adalah proses yang memiliki banyak segi, yang dapat digambarkan pada berbagai tahap waktu dan perkembangan sebagai proses berpikir. Membaca merupakan salah satu keterampilan penting yang harus dipelajari saat belajar bahasa Inggris. Dalam pembelajaran bahasa Inggris, kebiasaan membaca menjadi salah satu faktor yang mempengaruhi kemampuan menulis seseorang. Koons (2008) menyatakan bahwa kebiasaan membaca dapat meningkatkan komponen menulis, salah satunya adalah tata bahasa. Ketika orang memiliki kebiasaan membaca yang baik, mereka akan memiliki tulisan yang bagus. Itu senada dengan Iftanti (2012) bahwa membaca sebagai salah satu indikator literasi adalah seni menafsirkan wacana tertulis. Dengan demikian, kebiasaan membaca mempengaruhi kemampuan menulis seseorang. Di Indonesia sebagian besar masyarakat memiliki minat baca yang rendah, terutama para remaja. Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan membaca dan kemampuan menulis secara umum. Subjek penelitian ini adalah 100 mahasiswa semester empat Program Pendidikan Bahasa Inggris Universitas Brawijaya.

Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain korelasional. Penelitian ini menggunakan kuesioner sebagai instrumen untuk mengumpulkan data yang diadaptasi dari Paramitha (2019) yang diadaptasi dari kuesioner Gaona dan Gonzales. Kemudian, data yang terkumpul dianalisis menggunakan analisis regresi di SPSS.

Hasil penelitian menunjukkan bahwa besarnya korelasi antara kebiasaan membaca dan kemampuan menulis sebesar 87,7%, sedangkan sisanya disebabkan oleh variabel lain. Artinya ketika siswa memiliki tingkat kebiasaan membaca yang tinggi, mereka memiliki nilai kemampuan menulis yang tinggi. Iftanti (2012) juga menyebutkan bahwa orang yang memiliki kebiasaan membaca yang baik akan memiliki nilai yang baik pula dalam menulis. Oleh karena itu, penulis menyarankan peneliti selanjutnya untuk melakukan penelitian serupa dengan menggunakan variabel yang berbeda atau pendekatan kualitatif.

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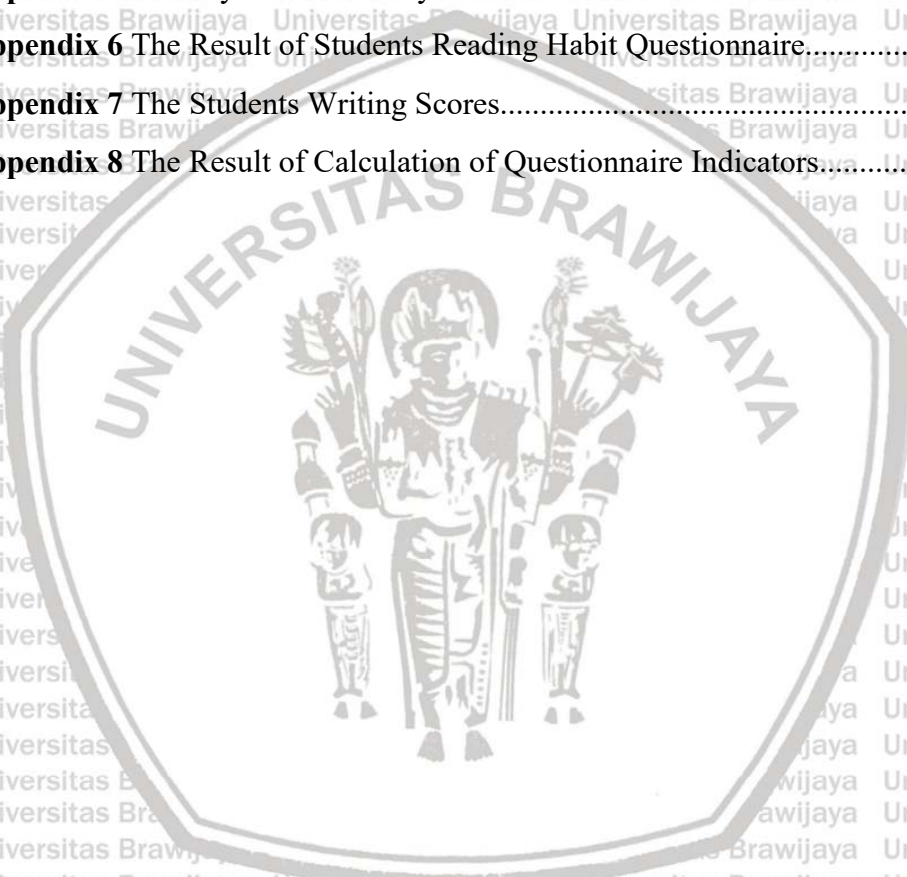
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis, and definition of key terms related to the study.

1.1 Background of The Study

English is a foreign language in Indonesia which has four basic language skills. There are reading, writing, speaking, and listening. Those four basic skills are important to be learned for everyone, especially for EFL students. Those four basic skills are related to each other. The example of skills that have connection are reading and writing. According to Zainal and Husin (2012), a good reader usually makes a good of piece writing. It means that if people read more books, news, articles or even just novel, so they can write well because they will find more ideas from reading something.

According to Wallace and Larsen (1987), reading is a multifaceted process, which can be described at various time and developmental stages as a thinking process. Reading is one of important skills to be learned when learning English. If people read more, they will find many new vocabulary, and also can analyze the grammatical errors.



By reading, people would acquire a variety of information that has not previously been obtained. So, they can increase their English from reading something.

In learning English, reading habit becomes one of the factors that influences someone's writing ability. It is in line with Koons (2008) who says that some studies have shown that reading habit can improve components of writing, for example is grammar. It will help someone to think easily when writing something, because people usually get new ideas, information, and also knowledge from reading something.

Reading makes people comprehend English text fluently and accurately. Furthermore, Iftanti (2012) explains that reading as one of the indicators of being literate is an art of interpreting a written discourse. When people have a good reading habit, they will have a good writing. Thus, reading habit influences writing ability of someone.

In Indonesia, most people have a low interest in reading, especially teenagers. They think reading is a boring activity. Besides, environment factors can affect them lazy to read. Teenagers in Indonesia are addicted with phone. They prefer to play a gadget in their spare time rather than reading a book. Whereas, reading is very useful for everything, especially for writing. People already have background knowledge before writing something.

There are three previous studies used to support this research, the first one is The Correlation Between Students' Reading Habit and Their Ability of Writing Narrative Text which was conducted by Inayatul Maula in 2015. The result of the reading habit questionnaire was good, which was 60.1. Then, the result of the writing ability test was

also good, which was 72.4. The second one is The Relationship Between Students' Reading Habit and Their Narrative Writing Ability which was conducted by Zehra Katral (2017). The results of reading habit questionnaire was good, which was 68.84. Similar to students' reading habit, students' writing of narrative text was in good categorization, which was 79.45. Then, the third previous study is The Correlation Between The Tenth Grade Students' Reading Habit and Writing Ability in Recount Text which was conducted by Anggarda Paramitha in 2019. The result of reading habit questionnaire was good, which was 137.35. While, the result of student writing score was also good, which was 83.5. So, it can also be concluded in all of previous studies that there was a significant positive correlation between students' reading habit and their ability of writing.

From those studies, the researcher found the gap enconducted the study about correlation between reading habit and writing ability on narrative text and recount text. So, the researcher decided to investigate the ability students of writing in Academic Writing course that used an Argumentative Essay as material for the final term test. When students write argumentative essay needed to read some sources or articles because it was based on fact. It was related with reading habit, with the details of some indicators in the questionnaire, that are reading preferences of the students and positive views of students about reading. Besides, those previous studies conducted the research in junior or senior high school level, but this study conducted the research in college students.

Based on non formal observation in Universitas Brawijaya, the researcher found that college students in Universitas Brawijaya have low interest in reading something. They are lazy to read. Reading habit can be one of factors that influences someone writing ability. So, the researcher want to do research on reading habit in Universitas Brawijaya to know the correlation between reading habit on students writing ability. This study used questionnaire that have four indicators, that are general attitude towards reading, effects of reading on students performance, reading preferences of the students and also positive views of students about reading.

Based on the explanation above, this study wants to know whether students' reading habit have significant correlation to writing skills. This study conduct at fourth semester students of English Language Education Department in Brawijaya University who programmed Academic Writing. Therefore, the researcher will conduct this study entitled, "A Correlation Study between Students' Reading Habit and Their Writing Ability in Argumentative Text".

1.2 Research Problem

Based on the background of the study above, the research problem formulated is "Is there any significant correlation between students' reading habit and their writing ability in argumentative text of students at English Language Education Department in Universitas Brawijaya?"

1.3 Objective of The Study

Based on the research problem stated, the objective of this study is to find out whether there is or not any significant correlation between students' reading habit and their writing ability in argumentative text of the fourth semester students at English Language Education Department in Universitas Brawijaya.

1.4 Significance of The Study

The researcher expects some benefits of this study as follows:

1. Theoretically

The result of this study is contribute to empirical data on the scope of correlation study, especially correlation between reading habit and writing ability at the fourth semester students of English Language Education Department in Universitas Brawijaya.

2. Practically

This study is also expected to give significant contribution to the lecturer and the next researcher. For the lecturer, this study is to increase the completeness of the references in teaching writing skills. Besides, this study will be useful as reflection in order to know the problem faced by the students and help them to improve their reading habit and writing ability. While for the next researcher, this study can be one of the references in supporting the next study.

The next researcher may adapt the questionnaire from this study for research purposes.

1.5 Scope and Limitation of The Study

This study belonged to correlation study which used quantitative method. It focused on the correlation between reading habit and writing ability. The type of reading habit is extensive reading. This research organized at English Language Education Department in Universitas Brawijaya. The population of this study taken from fourth semester students of English Language Education Department in Universitas Brawijaya who programmed Academic Writing course that used an Argumentative Essay as material for the final term test. When students write argumentative essay needed to read some sources or articles because it was based on fact. This study was conducted during the academic year 2019/2020. This study used the questionnaire to know the students' reading habit which applied in their writing ability. Besides, this study also used the documentation to know students' writing skill achievement.

1.6 Hypothesis

There are two possible hypothesis proposed for this study, which are:

1. Null hypothesis (H_0) : There is no significant correlation between students' reading habit and their writing ability in argumentative text of the fourth

semester students at English Language Education Department in Universitas Brawijaya.

2. Alternative hypothesis (H_1) : There is a significant correlation between students' reading habit and their writing ability in argumentative text of the fourth semester students at English Language Education Department in Universitas Brawijaya.

When the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected, it means that there is positive significant correlation between students' reading habit and their writing ability in argumentative of the fourth semester students at English Language Education Department in Universitas Brawijaya. In contrary, when the alternative hypothesis (H_1) is rejected and the null hypothesis (H_0) is accepted, it means that there is no positive significant correlation between students' reading habit and their writing ability in argumentative text of the fourth semester students at English Language Education Department in Universitas Brawijaya.

1.7 Definition of Key Terms

In this section, the researcher will define the definition of the key terms used in this study.

1. Correlation

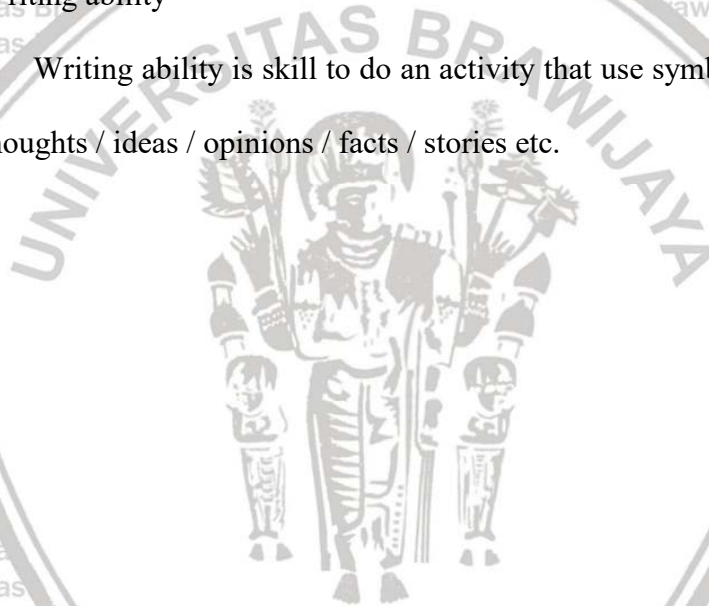
Correlation is a statistical measurement to indicate the relation of two variables without any influence variables. There are two kind of relation, when both variables are positive is called positive correlation, vice versa.

2. Reading Habit

Reading is an activity that try to get meaning of words. While habit is something that you do often. So, it can be concluded that reading habit is an activity that try to get meaning of words and do often.

3. Writing ability

Writing ability is skill to do an activity that use symbols or words to express thoughts / ideas / opinions / facts / stories etc.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review that is related to the research topic. It covers the theory of reading, reading habit, the nature of writing, writing ability and also steps in writing. Besides, there is correlation between reading and writing. In addition, several relevant previous studies are also discussed in this chapter.

2.1 Reading

Reading is a process of understanding written text. All of aspects of life is started with reading. Reading gives much contribution for our life. Mostly, people can increase their knowledge or information through reading any kinds of media, such as article, magazine, newspaper and also E-books. It can be said that reading is source of information. Nowadays, source of information is easily accessible. Through reading, people can know the latest information.

Moreover, reading becomes very important part in learning any subjects. Reading becomes very essential tool to increase background knowledge. Especially when learning English, it is not about communication or writing only, but also reading comprehension is one of aspects in final examination for students in Indonesia. Therefore, through reading we can measure students' ability in understanding material

from text. It can determine students whether they have good skill in reading or not. In fact, reading has positive influence on academic performance. By reading, students can increase new information, knowledge or develop new perspectives. Besides, students can improve their critical thinking. Jenkinson (1973: 45) states that reading is an act of reacting to printed text to create meaning which also includes mental processes such as thinking, analyzing, problem-solving, discriminating, judging and evaluating.

Reading is an interaction of people with words, sentences or texts. Nunan (1998), states that reading is usually conceived as solitary activities in which the reader interacts with text in isolation. It means that when reading, we do not only look on the words but also communication process that involves readers' enjoyment to interact with text. It deals with people's willingness to read and the purpose why they read.

From the explanation above, it can be concluded that reading is an activity of understanding written text that involves readers to absorb information or knowledge. It is an important step to learn, because through reading we can easily know what we do not know before. It is also mental process to learn about words and it deals with people's enjoyment and willingness. On the other hand, reading can be pleasure activity to spend time for people who loved read.

2.1.1 The Purpose of Reading

People may read for many purposes, they read for searching any information or just pleasure. If they read for searching information, they will read slowly and carefully to

understand the text or to find the information. In contrast, if they read for just pleasure, they may read either quickly or slowly based on the way they like or feel. Nell (1999) states that reading for pleasure is form of play. It is an activity for spare time and it depends on people's choice what they want to spend their time with.

Tarigan (1995) mentions seven purposes on reading. They are: (1) Reading for details and fact that is reading to know what is done by subject of the story. (2) Reading for main idea that is reading to get problem statment. (3) Reading for sequences of organization that is reading to know each part of the story. (4) Reading for inference that is reading to know what is the writer mean by its story. (5) Reading for classifying that is reading to find unusual things. (6) Reading for evaluating that is reading to know the value of story. (7) Reading for comparing that is reading to compare the way of life of the story with the life of readers.

De Boer & Dallman (1982) also mention several important purposes of reading as follows:

1. Reading purpose on the factual level.

In this level, people want to read because they want to understand the information directly stated on passage. There are four skills that reader to achieve factual level.

First, the readers must know the meaning of the words. Second, the readers have the ability to find the main idea in the writer information. Third, readers have an ability to note the important points in gaining their purpose on reading. Last, the ability to

follow directions demands students to organize, to note the information is essential to this level.

2. Reading purpose on the interpretative level

It is called level often called as reading between lines. In the same way it also means that the readers need the ability to recognize unstated information in the passage. To achieve this goal, the readers summarize and organize the information and feel the relationship between key points and details. Skill in making generalization is also needed; the readers should present conclusion on what they read.

3. Reading for purpose on the evaluative level.

In this level, the students should have ability to make evaluative judgments which is the most important step. Before setting up the purpose, the readers should create critical feedback. The readers should be able to detect relevant information proposed by the authors with the fact; to compare it with another source of information and to give suggestion to the author for better writing.

Hence, people may read for some purposes. Reading does not deal with academic purpose, it can be also reading for pleasure. People may read for search an information, increase their knowledge or just for pleasure.

2.2 Reading Habit

Habit is repeated activity. Nielsen (2012) states that habit is behaviour that has been repeated until it has become more less automatic, done accidentally, mostly without any

sense of awareness. Besides, Narramore (1974) cited in Ogbodo (2010: 229) also defines habit as the pattern of activities carried out unintentionally or consciously with repetition and has become automatic. This can be simplified that habit is process when new activity done again and again until it becomes automatic with minimum effort.

When people do some actions without thinking before, it means that they do some habits.

According to Chettry and Rout (2013), reading is considered as a habit when the reading activity done repeatedly. Besides, Shen (2006: 560) defines reading habit as the amount of books read, time spend for reading and what does read. It is in line with Rosli et. al. (2017) reading habit is how much person read, how often do they read, when do they read and what they read. In addition, Sangkaeo (1999) defines that reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read.

Reading habit gives positive values for students. Akande & Oyedapo (2018) states that reading habits enhance individual self-confidence, moral and intellectual development. It can gain students to learn interpreting and acquiring some information. Reading habit would help the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

Meanwhile, Gaona & Gonzales (2011) mentioned several indicators of reading habits. First, the attitude towards reading; it is cognitive-affective attitudes and behavior

towards reading. Second, the frequency of reading; it is the frequency at which students read books in their free time. Third, the number of books that have been read; it is the number of books students have read in the past three months. Fourth, time spent on academic reading; it is the time where students take the time to read books on the subject of their studies. Fifth, time spent on non-academic reading; it is a time where students take the time to read books that are not directly related to their students' subjects, such as comics, novels, magazines, etc. Sixth, motivation in the family environment; it focuses on books that are recommended based on family interests and on the purchase of books by students themselves. Last, motivation in the academic environment; it focuses on the frequency of reading student literature in their school environment based on teacher reports.

From the explanation above, it can be concluded that reading habit is activity of reading that happens continuously based the amount of times and books we have read and it becomes unconscious and automatic behaviour. Reading habits enhance individual self-confidence, moral and intellectual development. Thus, people who have good reading habit, attend to try finding some sources to read; it leads them to enhance their personal progress.

2.3 The Nature of Writing

There are some definitions of writing proposed by some experts. According to Harmer (2001), writing is a form of communication to deliver thoughts or to express

feeling through written form. Jonah (2006) claims that writing can be used as an indirect communication to others to convey information. Then, Nunan (2003) who states that writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of presenting ideas. The writers have to think about how to express them and organize them into statements and paragraphs that will be clear to a reader. Nunan (2003) continues to explain that the second, writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. The third, it is both a process and a product. The writers imagine, organize, draft, edit, read and reread. Then, what the audience see, whether it is an instructor or a wider audience is a product. In writing a paragraph there are several things which has to be noticed. It is in line with Hughes (1986) who proposes five components of writing that must be noticed by writers in writing a composition. They are content, organization, vocabulary, grammar, mechanism.

Brown (2001: 336) also claimed that writing is a process of thinking. He states that writing can be planned and given with an unlimited number of revisions before its release. On the other hand, Rivers (1981: 294) also stated that writing is conveying information or expression of original ideas in a consecutive way in the new language. Thus, writing is an activity that involves our cognitive to represent what is our opinion or ideas.

In short, writing is a person ability to deliver the information or ideas to someone in written form. On the other hand, writing is the requirements in mastering a language which proposes to share the information based on the writers' knowledge and also experience. The writer has to notice some elements in writing paragraph. Those are content, organization, vocabulary, grammar, and mechanism. So, writing is the way to represent what is our opinion that involves readers to understand our thought in written form.

2.3.1 Steps in Writing

According to Meyers (2005: 3), there are no writers approach for writing process in the same way. But they generally follow a series of actions that looks something like this:

1. Exploring Ideas

The first step of writing process is discovering ideas. Writers should consider the subject, the purpose, and the audience targeted.

2. Pre-writing

The second step of the writing process is writing the writers' thoughts on a paper or a computer. The writers may use some methods such as brainstorming, clustering, or free writing.

3. Organizing

After putting the ideas into words, writers can begin to organize them. They need to think again about their purpose and audience. The process of organizing involves selecting the best idea or part from the prewriting process, subtracting the parts of the prewriting that are not related to writers' choice, adding some other information, and arrange them in a certain outline.

4. Writing a First Draft

In this step, writers start to develop their outline into paragraph. Writers may add new ideas by putting them in a note.

5. Revising the Draft

Revising is the most important steps of writing, especially for people who write in second or foreign language. Writers read the first draft, add ideas, remove ideas that do not fit, rearrange sections, say sentences differently and make a clean copy of the draft in this step.

6. Producing the Final Copy

This step includes editing and proofreading. Editing means that writers check carefully the grammar, word choice, verb forms, punctuation, and the spelling then correct them if there is an error made. Proofreading means carefully examining the final copy again and check the corrections the writers made.

The six writing steps need to be applied not only by book writer or experts but also by students as language learners in order to get better writing product.

2.4 Writing Ability

The term of ability is defined as skill or strength. While writing is the process of expressing the ideas, information, knowledge or experience (White, 1986). So, it can be concluded that the meaning of writing ability is the skill to express ideas, thoughts, and feelings to others in writing form to make other people or readers understand. In other words, writing ability is a skill that help writers enter their thoughts words in meaningful forms and interact mentally with messages.

2.5 Correlation between Reading and Writing

Reading and writing are two important things to master a language especially in English. They are closely related and influence each other. By reading, someone can increase their writing ability. Someone can get new ideas, information, and also knowledge from reading. Thus, someone already have background knowledge before writing something. It is in line also with Koons (2008) who says that some studies have shown that additional reading can improve components of writing, such as grammar and writing performance generally. Another research has found that reading and writing were correlated. Based on the Shanahan and Lomax (1986) cited in Koons (2008) they found that an interactive model in which reading and writing support each other, was superior to a model in which reading skills caused writing skills or a model in which writing skills caused reading skills.

Based on the explanation above, the relationship between reading and writing are closely related and influence each other. Wilson (1981) states that the relationship between reading and writing is based on communication. Both processes should develop as a natural extension of the child's need to communicate. Noyce and Christie (1989) in particular, indicate that a writer utilizes the same schemata that are used for reading comprehension. Reading and writing connections have been proposed under the constructive orientation. Nelson and Calfee (1998) in Ming Yueh Sen (2009) says that both reading and writing require learners to actively involve in constructing meaning. Readers provide personal response and feelings that can be transacted into expressive writing. In this way, reading is used to stimulate writing as a source of ideas or knowledge. Furthermore, Iftanti (2012) explains that reading as one of the indicators of being literate is an art of interpreting a written discourse. When people have a good reading habit, they will have a good writing. Thus, reading habit influences writing ability of someone.

2.6 Previous Study

This research used three previous studies that were relevant to the topic that researcher conducts. The first previous study was conducted by Inayatul Maula in 2015 entitled "The Correlation Between Students' Reading Habit and Their Ability of Writing Narrative Text". The researcher used quantitative method which was correlational design. This research was carried out to all of the eleventh grade students of SMA N 1 Kajen. The total numbers of the students in the second year are about 306

students in 9 different classes. Among 9 classes, she got the XI.H class containing 34 students. The researcher used questionnaire and writing test as the instruments. The result of the questionnaire was the reading habit of the eleventh grade students of SMA Negeri 1 Kajen was good. It can be seen from the average score of the students' questionnaire test which was 60.1. Then, the result of the writing test was the writing ability of the eleventh grade students of SMA Negeri 1 Kajen was also good. It can be seen from the computation in which the average score of the students' writing ability was 72.4. So, it can be concluded that there was a significant positive correlation between students' reading habit and their ability of writing narrative text on the eleventh graders of SMA Negeri 1 Kajen Pekalongan in the academic year of 2014/2015.

The second previous study was related to the research entitled *The Relationship Between Students' Reading Habit and Their Narrative Writing Ability* conducted by Zehra Katral (2017). This research used correlation design in quantitative method. The quantitative data collected using questionnaire and writing test that distributed at the tenth grade students of senior high school Pribadi Depok (SMA Pribadi Depok), academic year of 2016/2017, included 39 students from 2 Classes which is 10A and 10B. From the population, 30 students from 10A and 30 students from 10B were chosen as the participants of this study. The results of the research were showed that reading habit of the tenth grade students of SMA Pribadi Depok was good. It can be seen from the average score of the students' questionnaire was 68.84. Similar to students' reading

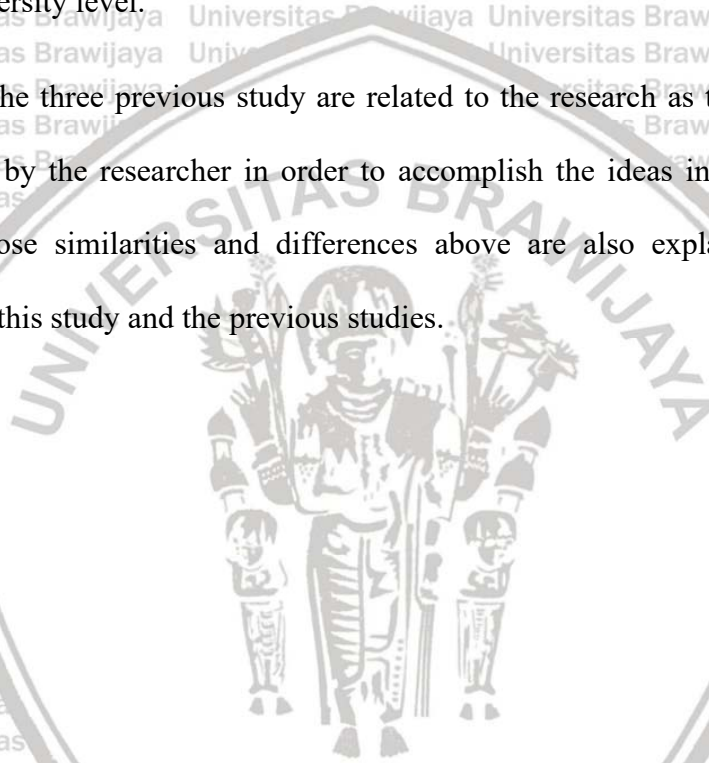
habit, students' writing of narrative text is in good categorization. The average score was 79.45 which is categorized good.

The third previous study was The Correlation Between The Tenth Grade Students' Reading Habit and Writing Ability in Recount Text which was conducted by Anggarda Paramitha in 2019. This research used correlation design in quantitative method. The quantitative data collected using questionnaire and writing test that distributed at the Tenth Grade Students' of SMA Negeri 1 Batu. The results of the research were showed that reading habit of the tenth grade students of SMA Negeri 1 Batu was good. It can be seen from the average score of the students' questionnaire was 137.35. The average score of questionnaire was found 20% of students have very good reading habit and 80% of students have good reading habit. Similar to students' reading habit, students' writing of recount text was in good categorization. The average score was 83.5 which is categorized good. So, it can also be concluded that there was a significant positive correlation between students' reading habit and their ability of writing in recount text on Tenth Grade Students' of SMA Negeri 1 Batu.

The previous studies have similarities and differences with the present study. The similarities with the previous study are the research method and research design. The research method is quantitative, while the research design is correlation. Hence, the differences with the previous study are the subject of the study and the research instruments. The research instruments in the previous study are questionnaire and writing test, while in this study are questionnaire and writing scores taken from the lecturer. This study was adapting the questionnaire from research done by Paramitha

(2019). Paramitha has adapted the questionnaire from Gaona and Gonzales. The questionnaire have four indicators, that are general attitude towards reading, effects of reading on students performance, reading preferences of the students and also positive views of students about reading. Besides, the previous study was taken in junior and senior high school level. While the present study was taken in college students, which was university level.

So, the three previous study are related to the research as the main references that are used by the researcher in order to accomplish the ideas in doing this research. In short, those similarities and differences above are also explained to show the gap between this study and the previous studies.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses in details the research methodology used in this study. It covers research design, research population and sample, research procedures, research instrument, data collection, data analysis, and validity and reliability of the study.

3.1 Research Design

This study used quantitative approach which was correlational design. It employs to find out and measure whether there is or not the relationship between two variables covering reading habit and writing ability by using correlational analysis.

Basically, Creswell (2012) states that a correlation is a statistical test to determine the tendency or pattern for two or more variables or two set of data to vary constantly.

In the case of two variables it means that two variables share common variance, or they co-vary together.

There are two kinds of variables in this study, independent and dependent variable.

Independent variable is a variable that influences the other variable, while dependent variable is a variable that influenced by the independent variable (Marczyk, 1964). The variables of this research are reading habit as the independent variable or (x) and writing

ability as the dependent variable or (y). In this case, this study analyzed data collection statistically to find out the result then correlate those variables.

3.2 Research Population and Sample

This study was obtain the data from questionnaire that distributed to students and writing scores of the students in fourth semester of 2019/2020 academic year of English Language Education Department in Universitas Brawijaya who programmed Academic Writing as the participants of the study.

3.2.1 Population

According to Arikunto (2010) population defines as the member of the subjects to be investigated. Therefore, the population of this research was the students in fourth semester of 2019/2020 academic year of English Language Education Department in Universitas Brawijaya who programmed Academic Writing course that used an Argumentative Essay as material for the final term test. When students write argumentative essay needed to read some sources or articles because it was based on fact. It was related with reading habit, with the details of some indicators in the questionnaire, that are reading preferences of the students and positive views of students about reading. The total number of population were 100 students which divided into four or five classes. They are chosen as the participants because this study wanted to

investigate whether there is or not the correlation between students' reading habit and their writing ability in Academic Writing final-term test.

3.2.2 Sample

This study was use random sampling as a sample of the study. A sample is selected participant from the research. If the participants of the subject are less than 100 participants, the researcher had to take all participants and if more than 100 participants, the researcher should take 10 – 15 % (Arikunto, 2006). Furthermore, the minimum standard sample of correlation study is 30 participants. It is also mentioned by Creswell (2012), approximately 30 participants for a correlational research that relates variables. So, the researcher will take four or five classes randomly and each class consists of 25 or 30 students, so there are 100 students as the sample.

3.3 Research Procedures

There are five steps carried out in this study. First, preparing the instrument that will be used in this study, that are questionnaire about reading habit and documentation of Academic Writing final term test score. Second, trying out the questionnaire to examine whether or not the items valid and needed an improvement. In trying out the questionnaire, this study will use students of English Language Education Department in Universitas Brawijaya who have taken Academic Writing as the participants. Third, collecting and analyzing questionnaire to measure their validity and reliability. The data

will be analyzed by using SPSS (Statistical Package for the Social Science). Fourth, conducting the research in Universitas Brawijaya. Last, analyzing the data taken from the questionnaire and documentation of Academic Writing final-term test score during the research to know whether there is or not any significant correlation between students' reading habit and their writing ability.

3.4 Research Instrument

There are two instruments was use in this research. The instruments are a questionnaire about reading habit and documentation of Academic Writing final-term test score. The questionnaire distributed in order to achieve the goal of the study, to find out whether there is or not any significant correlation between two variables.

3.4.1 Questionnaire

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic (Roopa and Rani, 2012, p.273). The questionnaire was given to the students in order to know students' reading habit. This study was adapting the questionnaire from research done by Paramitha (2019). Paramitha has adapted the questionnaire from Gaona and Gonzales. In this research, this questionnaire aim to measure reading habit based on four aspects: 1. General Atitudetoward Reading (item 1,2,3,4,5,6,7,8,10,12,14), 2. Effect of Reading on Students Performance (item 13,16,17,19,21), 3. Reading Preferences of The Students (item

15,18,22,23,24,25), 4. Positive Views of Students about Reading (item 9,20, and 11).

The purpose of the study was same. The questionnaire will be validated by the expert validator. There were 25 items in the reading habit questionnaire. The students given choice: always, often, sometimes and never in questionnaire with score ranging from 4 for always to 1 for never.

3.4.2 Documentation

According to Mahmud (2011, p.183) documentation is a data collection technique that does not take place aimed at research subjects. The documentation used to gain the students' writing score. This study will get the documentation by asking permission to the lecturer who teach Academic Writing of English Language Education Department in Universitas Brawijaya. Writing scores taken from final-term test. Academic Writing course used an Argumentative Essay as material for the final term test. When students write argumentative essay needed to read some sources or articles because it was based on fact. It was related with reading habit, with the details of some indicators in the questionnaire, that are reading preferences of the students and positive views of students about reading.

3.5 Data Collection

The data was collected from fourth semester students of English Language Education Department in Universitas Brawijaya who programmed Academic Writing.

In this study, the method of collecting data was carried out by conducting the reading habit questionnaire. The researcher has given the questionnaire to the students via google form because of this situation, covid 19. After that, the researcher ask permission to the lecturer who teach Academic Writing of English Language Education Department in Universitas Brawijaya to get the scores of writing. Last, the researcher was examine the student's questionnaire and analyze the result.

3.6 Data Analysis

The aim of analyzing data is to find out whether there is or not any significant correlation between students' reading habit and their writing ability. In this study, the data was obtain from the students' writing score and questionnaire. It was put into numerical form to facilitate the computation by using Statistical Package for the Social Sciences (SPSS). This study used regression model to analyze the correlation and calculate the data. Gujarati (2006) defines regression analysis as a study of the relationship of one variable which is called the explained variable with one or two variables that explain (the explanatory). At the end, this analysis can be useful to examine the truth or false of this study hypotheses.

3.7 Validity and Reliability of The Study

Arikunto (2010: 228) states that the purpose of testing instruments related to quality is an effort to determine the validity and reliability.

3.7.1 Validity

The present research used descriptive quantitative method. Validity in quantitative research is concerned in the accuracy of measurement the data. According to Frankel and Wallen (2009), Validity is the most important idea to consider when selecting and preparing the instrument that used in the research. An instrument can be said valid if it measures what is supposed to be measured. According to Creswell (2013), there are three types of validity, such as, Content Validity, Predictive Validity and Construct validity. As the instrument of this study, it was a reading habit questionnaire for the students. The researcher was adapting the instrument from Paramitha (2019) as the purpose of the study was same. The reading habit questionnaire should be valid first before being used to collect the data because a valid instrument can obtain a valid data too and it will reflect the real condition of the sample. In this study, the researcher asked an expert to do a validation. The expert validation was done by a lecturer from English Education Department in Brawijaya University. There were some suggestions given by the expert and the instrument was valid. Before developing the questionnaire, the blueprint of questionnaire was also revised then elaborated into some items. The questionnaire should be tried out to the students before it was administered in order to keep the valid test. The questionnaire has been tried out and the result was valid. The result of the questionnaire was calculated by using Statistical Package for the Social Sciences (SPSS) software.

Based on the results of the validity test that has been carried out (*see appendix 5*), it was found that each item (question no.1 - 25) had a value of $r_{\text{value}} > r_{\text{table}}$, where the r_{table}

value of 100 respondents was 0.195. In addition, it is supported by the significant value of each question item $> 5\%$ ($p \text{ value} > 0.05$). Thus, it can be concluded that all items in the questionnaire (question no.1 - 25) were valid.

3.7.2 Reliability

According to Sugiyono (2005) reliability is a series of measurements or a series of measuring devices that have consistency if measurements made with the measuring instrument are carried out repeatedly. It means that the score gained by the students will be similar when the reseacher repeated the same research with the same instrument.

Table 3.1 Criteria of Reliability

r_{11} Score	Interpretation
$0.80 \leq r_{11} \leq 1.00$	Very High
$0.60 \leq r_{11} \leq 0.80$	High
$0.40 \leq r_{11} \leq 0.60$	Moderate
$0.20 \leq r_{11} \leq 0.40$	Low
$0.00 \leq r_{11} \leq 0.20$	Very Low

Adopted from Arikunto (2009, p. 72)

The instrument was reliable if the score of Cronbach's Alpha out of 0.600. Based on the results of the reliability test that was carried out (*see appendix 5*), it was found that

each item (question no.1 - 25) had a Cronbach's Alpha value bigger than 0.600 which was 0.718. so it could be concluded that all items (question no.1 - 25) were reliable.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the description and analysis of the findings as the results of the study, which aimed to answer to research problems. Furthermore, the discussion is presented to explain the research findings further.

4.1 Findings

This section presents answers to research problems. The answers in information regarding student reading habit, and the correlations between students reading habit and their writing ability.

4.1.1 Reading Habit Students

In order to know students' reading habit, this study used instrument. The instrument is questionnaire which already adapted from research done by Paramitha (2019). The questionnaire was validated by the expert validator. The questionnaire consists of 25 statements of reading habit of students. In the questionnaire, students given choices; always, often, sometimes, and never, with score ranging from 4 for always to 1 for never. This questionnaire aim to measure reading habit based on four aspects: 1. General Atitude toward Reading (item 1,2,3,4,5,6,7,8,10,12,14), 2. Effect of Reading on

Students Performance (item 13,16,17,19,21), 3. Reading Preferences of The Students (item 15,18,22,23,24,25), 4. Positive Views of Students about Reading (item 9,20, and 11). Below are the result of the analysis and the interpretation of questionnaire's response based on its dimensions.

1. General Attitude toward Reading (item 1,2,3,4,5,6,7,8,10,12,14)

Based on the result of the data (see on appendix), it is found that the highest mean score belongs to the item number 10 ($M= 2.86$). It can be concluded that most of the students in Academic Writing class tend to read text in Internet due to its low cost.

2. Effect of Reading on Students Performance (item 13,16,17,19,21)

For this aspect, it is found that the highest mean score belongs to the item number 17 ($M= 2.83$). It can be concluded that most of the students in Academic Writing class read text in English to broaden their vocabulary.

3. Reading Preferences of The Students (item 15,18,22,23,24,25)

For this aspect, it is found that the highest mean score belongs to the item number 25 ($M= 3.09$). It can be concluded that most of the students in Academic Writing class tend to choose book that will make them think about themselves.

4. Positive Views of Students about Reading (item 9,20,11)

Based on the result of the data (see on appendix), it is found that the highest mean score belongs to the item number 11 ($M= 3.30$). It can be concluded that most of the students in Academic Writing class felt that reading is important to them.

Based on the result of questionnaire (*see appendix 6*), the minimum and maximum reading habit questionnaire's score was 44 and 90 followed by average score, 63.6. This study divided reading habit of students into three categories: high, medium, and low.

Table 4.1 Classification Students' Reading Habit

Level	Score Scale
low	44 - 54.4
moderate	54.5 - 71.4
high	71.5 - 90

From 100 respondents, 68 students indicated for moderate level of reading habit. In low level, there were 16 students and 16 students performed high level of reading habit.

It can be concluded that English Education Students batch 2018 in Academic Writing class tended to have moderate level of reading habit which means they have average score in writing.

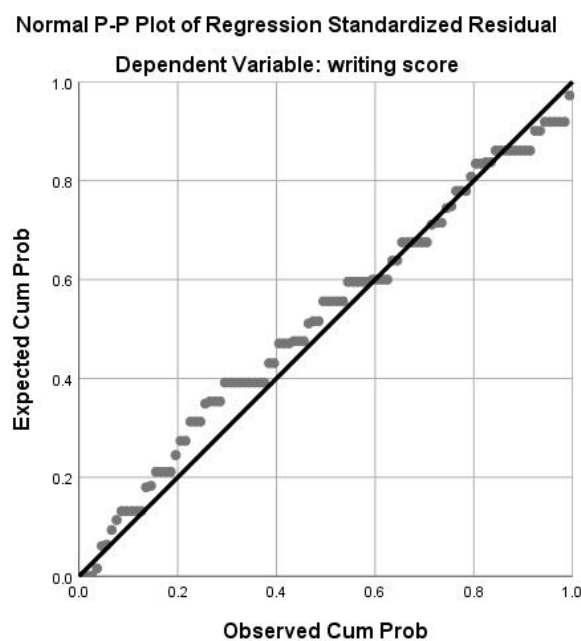
In order to know what extent the correlation between those variables, this study used regression analysis. Gujarati (2006) defines regression analysis as a study of the relationship of one variable which is called the explained variable with one or two variables that explain (the explanatory). The first variable is also called the dependent variable and the second variable is also known as the independent variable. The regression model can be accepted if it already passed the classic assumption test.

4.1.1.1 Classic Assumption

Before calculating the regression analysis, it was needed to conduct a classic assumption test. There were three types of test conducted in this research, which are normality, heteroscedasticity, and auto correlation test. Those test had done by using SPSS V.25.

A normality test was used to know whether the research data were distributed normally. The normality test conducted with a normal P-P plot. In normal P-P plot, the normality test can be seen from data spread (point) on the diagonal axis of the graph (Gujarati, 2004:109). The decision making are; if the data spreads around the diagonal line and follows the direction of the diagonal line or the histogram shows the normal distribution pattern, the regression model meets the assumption of normality.

Figure 4.1 Result of Normality Test



The heteroscedasticity test is used to determine whether or not there are deviations from the classic assumption of heteroscedasticity, that there is inequality of variants of the residuals in regression model. The prerequisite that must be met in the regression model is the absence of heteroscedascity. There are several ways to test heteroscedasticity. Thus, this study used test statistics or glejser test. This test is performed by regressing the independent variables with data absolute residual value. If the significance value between the independent variable and the absolute residual is more than 0.05 ($n > 0.05$), then there is no heteroscedasticity problem. According to the result of the test, the significance value of variables was 0.406 which was bigger than 0.05. it can be concluded that the regression model did not occur heteroscedasticity problem.

Table 4.2 The Result of Heterosdasticity Test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.332	1.280		1.040	.301
	Reading habit	.008	.020	.041	.406	.686

a. Dependent Variable: Abs_res

The auto correlation test is part of the classic assumption in linear regression analysis for time series data (not primary data from questionnaires). Linear regression analysis aims to see whether there is a significant influence between independent

variable (X) on the dependent variable (Y). Therefore, an auto correlation test is required. A good regression model does not have auto correlation problems. In statistical analysis, the auto correlation test can be done by several methods, including the Durbin Watson test and the rum test. In this study used Durbin Watson test. The Durbin Watson test will produce a Durbin Watson (DW) value which will later be compared with two values of Durbin Watson table, that are Durbin Upper (DU) and Durbin Lower (DL). It is said that there is no auto correlation if the value of $DW > DU$ and $(4-DW) > DU$ or it can also be denoted as follows: $(4-DW) > DU < DW$. From the result, DW value is 1.793 ($2.2 > 1.6944 < 1.793$) which mean that there was no auto correlation in the regression model.

Table 4.3 The Result of Auto-correlation Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.937 ^a	.878	.877	2.515	1.793

a. Predictors: (Constant), Reading habit

b. Dependent Variable: writing score

4.1.2 The Correlation Between Students Reading Habit and Their Writing Ability

After calculating a classic assumption test, the data was analyzed using linear regression to know the extent of independent variable affects dependent variable.

According to table below, it is known that the value of X which is reading habit to

writing ability (Y) was 0.0791. It can be concluded that there was positive correlation between reading habit and writing ability. So, when students performed high level of reading habit, they must had high score in writing test. The extent of reading habit toward writing ability will be explained through T test and R^2 .

1) Partial Hypothesis Test (T test)

Partial hypothesis test is a test to analyze the effect of each independent variable individually on the dependent variable. Basically, the test is used to measure the level of the regression coefficient with the level of significance 5%. This test can be calculated by comparing t table and t value.

Table 4.4 The Result of Partial Hypothesis Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	28.232	1.910		14.778	.000
X	.791	.030	.937	26.544	.000

a. Dependent Variable: Y, writing scores

Based on the table above, it can be known that the result of regression coefficient as follows:

Reading Habit (X) : The result of T value is 26.544, it was bigger than T table which was 2.577 with significance 0.000. It can be concluded that there is a

significant correlation between reading habit (X) on writing ability (Y). It means that H_1 is accepted.

2) Coefficient Determination Test (R^2)

This test used to asses how strong the linear relationship between independent variables simultaneously and dependent variable. It means this test assessed how reading habit (X) related to their writing ability (Y).

Table 4.5 The Result of Coefficient Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937 ^a	.878	.877	2.51466

a. Predictors: (Constant), X, reading habit

According to table above, the value of R was 0.937 and the coefficient determination (R square) was 0.877. It can be concluded that writing ability (Y) is influenced by 87.7% by Reading habit (X) and the rest 12.3% was explained by other causes.

Previously, there were two hypothesis presented to answer the research question. They were null hypothesis (H_0) and alternative hypothesis (H_1). The result shows that there was a positive correlation between Reading Habit (X) on Writing Ability (Y) of 87.7%, which means that H_1 is accepted.

4.2 Discussion

The purpose of this study was to investigate the correlation between Reading Habit on Writing Ability. Based on the data above, it is found that students' reading habit of fourth semester students in Academic Writing class is in moderate level. This study chose Academic Writing course because it used an Argumentative Essay as material for the final term test. When students write argumentative essay needed to read some sources or articles because it was based on fact. It was related with reading habit, with the details of some indicators in the questionnaire, that are reading preferences of the students and positive views of students about reading. In this study, reading habit divided in four aspect based on research done by Gaona and Gonzales (2010) that are:

1. General Attitude toward Reading, 2. Effect of Reading on Students Performance, 3. Reading Preferences of The Student, 4. Positive Views of Students about Reading.

These aspects adapted from Gaona and Gonzales (2010) to match the participant of this study. After calculating the result of questionnaire based on its dimensions or aspects, it is found that aspect number 4 (Positive views of students performance) has highest mean among 3 other aspects with the amount of 3.30 ($M=3.30$). For the score of writing task, the students in Academic Writing performed moderate level with average score 78.5. The minimum score of writing task is 60, while for maximum score is 90.

According to the result of statistic computation by using SPSS showed that the result of T-test found the significant correlation of reading habit on writing ability. Through comparing t table and t value, it indicated that alternative hypothesis is accepted. The measurement of correlation coefficient (r) between two variables showed

that students reading habit has a positive and significant correlation to students' writing ability. It was indicated by the value of $R^2 = 0.877$; the result of F value was 704.562 which was bigger than F Table (0.002). It can be concluded that students' writing ability was influenced as 87.7% by reading habit. Meanwhile the remaining 12.3% is explained by other factors. Those factors can be aptitude, age, gender or many others.

Those result are in line with the research conducted by Inayatul Maula (2015) that there was positive correlation between reading habit on writing ability of the students. Zehra Katral (2017) also mentioned that students' writing skill in narrative text related to reading habit of the students. It was proven by the score of T_{obs} which is higher than T_{table} . Therefore, it can be concluded that the more students read then better writing skill they have. This study found that there was positive significant correlation between reading habit and writing ability of students. It can be said that students with good score of writing ability performed high level of reading habit. Iftanti (2012) also mentioned that people who have good reading habit, they will have a good score in writing too. Thus, reading habit influences writing ability of someone.

Based on the theory and study that has been done previously, it can be concluded that students in Academic Writing class performed moderate level of reading habit and also have average score in writing test. The result of questionnaire showed that the predominant aspect of students' reading habit is positive views of students performance. The result T test indicated that reading habit and writing ability of students has significant correlation in positive way. Result of coefficient determination found

reading habit influenced as 87.7% on students' writing ability. It means that reading habit can stimulate writing ability of the students as stated by Ming Yuch Sen (2009).



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The conclusion is presented based on the research findings. The suggestion are given to several parties, such as lecturers and also the next researcher.

5.1 Conclusion

Reading habit is one of factors that influences someone's writing ability. It can help someone when writing something easily. Through reading, someone can get new ideas, information, knowledge before starting to write. Iftanti (2012) also mentioned that reading help students in interpreting a written discourse. Therefore, reading habit influences writing ability of someone.

The result revealed that English Language Education Students in fourth semester performed moderate level of reading habit with the detail 67 students of 100 participants have a moderate level of reading habit. The result of questionnaire showed that the predominant aspect of students' reading habit is positive views of students' performance. The correlation analysis (through T test) of reading habit on writing ability showed that there was positive significant correlation. The result interpreted that writing ability (Y)

was influenced by 87.7% by reading habit (X), and 12.3% was explained by other causes. All those statements was conducted from the findings of this study.

5.2 Suggestion

Based on the result of study, since the participant with a moderate level of reading habit (with detail 67 students of 100 students participants), it was needed for educators to boost learner's ability in writing. As stated by Oyedapo (2018) that reading habit enhance individual self-confidence, moral and intellectual development. It also suggested for educators to take measures of learners' reading habit levels, since reading habit is one of fundamental aspect in writing discourse (Iftanti, 2012). Based on Gaona and Gonzales (2011) mentioned several indicators of reading habit that are: 1. The attitude towards reading; 2. The frequency of reading; 3. The number of books that have been read; 4. Time spent on Academic Reading; 5. Time spent on non-Academic Reading; 6. Motivation in the family environment; 7. Motivation in the Academic environment. By concerning that factors, it will help the learners to increase their reading habit.

Lastly, since this study was conducted quantitatively using self-reported questionnaire, it is suggested for future researchers to conduct the study quantitatively such as using observation and interview. So there will be further explanation about the extent of reading habit on writing ability of students. Expanding the population with other factors that affecting writing ability except reading habit are also suggested for

future researchers to explore their knowledge about another factors that affecting students' writing ability.



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APPENDICES



Appendix 1 Research Permit



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia,
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : 244/UN10.F12/PN/2020
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

04 DEC 2020

Yth. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya
Jl. Veteran, Ketawanggede, Kec. Lowokwaru, Kota Malang, Jawa Timur 65145

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Sistalia Mustika Putri Danissa
NIM : 165110507111032
Semester : Sembilan (IX)
Program studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian di Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya, pada tanggal 01 Desember - 30 Desember 2020, dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

CORRELATION STUDY BETWEEN READING HABIT AND WRITING ABILITY AT STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT IN UNIVERSITAS BRAWIJAYA

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan



Prof. Dr. Agus Suman, SE., DEA. &
NIP. 196008151987011001

Appendix 2 Expert Validation

1. Surat rekomendasi Dosen Ahli dari Koordinator Skripsi

SURAT REKOMENDASI VALIDASI INSTRUMEN PENELITIAN

Kepada Yth.

Dr. Ive Emaliana, M. Pd.

Bersama surat ini, saya selaku koordinator skripsi Program Studi Pendidikan Bahasa Inggris, merekomendasikan Bapak/Ibu sebagai *expert validator* untuk membantu mengevaluasi dan memberikan validasi instrumen penelitian yang akan digunakan oleh:

Nama : Sistalia Mustika Putri Danissa

NIM : 165110507111032

Semester : 8

Judul Skripsi : Correlation Study Between Reading Habit and Writing Ability at Students of English Language Education Department in Universitas Brawijaya

Instrumen : Kuisisioner

Demikian permohonan ini saya sampaikan, mohon kesediaan Bapak/Ibu membantu proses evaluasi dan validasi instrument penelitian tersebut dalam jangka waktu selambat-lambatnya 2 minggu sejak surat ini diberikan.

Malang, 07 Agustus 2020

Koordinator Skripsi PEBASIS FIB UB



Alies Poetri Lintang Sari, M.Li

NIK. 2017018709102001

2. Surat Permohonan Validasi

Hal : Permohonan Kesediaan Expert Judgment Lampiran : 1 bendel

Kepada Yth.

Dr. Ive Emaliana, M. Pd

Dosen Jurusan Pendidikan Bahasa Inggris Universitas Brawijaya Di Malang

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Sistalia Mustika Putri Danissa

NIM : 165110507111032

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Ilmu Budaya

Judul Skripsi : Correlation Study Between Reading Habit and Writing Ability at Students of English Language Education Department in Universitas Brawijaya

Memohon kesediaan Ibu untuk mengevaluasi dan memberikan validasi instrument yang saya kembangkan untuk penelitian saya.

Demikian permohonan saya sampaikan, atas perhatian dan partisipasi Ibu, saya ucapkan terima kasih.

Malang, 07 Agustus 2020

Pemohon,



Sistalia Mustika Putri Danissa

165110507111032

3. Petunjuk Penilaian Validasi

PETUNJUK VALIDASI KUESIONER

Judul Skripsi : Correlation Study Between Reading Habit and Writing Ability at Students of English Language Education Department in Universitas Brawijaya

Ringkasan Skripsi : Hubungan antara kebiasaan membaca dan kemampuan menulis bagi mahasiswa Pendidikan Bahasa Inggris di Universitas Brawijaya melalui kuisisioner tentang kebiasaan membaca (Students' Reading Habit Questionnaire)

Tujuan Instrumen : Mengetahui kebiasaan membaca dalam kehidupan sehari-hari bagi mahasiswa Pendidikan Bahasa Inggris di Universitas Brawijaya

Petunjuk :

a. Untuk memberikan penilaian terhadap format angket siswa (students' questionnaire) tentang persepsi siswa mengenai kebiasaan membaca dalam kehidupan sehari-hari (Students' Reading Habit) di Universitas Brawijaya. Bapak/ibu cukup memberikan tanda centang (√) pada kolom yang telah disediakan.

b. Aspek yang dinilai adalah tentang *reading habit*

c. Angka-angka yang terdapat pada kolom berarti:

1 = tidak valid

2 = kurang valid

3 = cukup valid

4 = valid

d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti: A = dapat digunakan tanpa revisi

B = dapat digunakan dengan revisi sedikit C = dapat digunakan dengan revisi sedang

D = dapat digunakan dengan revisi banyak E = tidak dapat digunakan

Tabel Penilaian:

Students' Reading Habit Questionnaire

Indikator	Landasan Teori	Pernyataan		Penilaian				
		Asli	Revisi	1	2	3	4	
Reading habit	<p>Shen (2006: 560) states:</p> <p>Reading habit is the motivation to read, amount of books read, time spend for reading and what is being read.</p> <p>Rosli et. al. (2017) states:</p> <p>Reading habit is how much a person read, how often do they read, when/where do they read and what they read.</p> <p>Walberg & Tsai (2015) states factors contributing to a positive</p>	1. I like reading in my leisure time.					√	
		2. I like borrowing books from the library for reading.					√	
		3. I like reading only the recommended books from the lecturers.	I like reading not only the recommended books from the lecturers.					√
		4. Formal features of a book (thickness, font size, illustrations, etc.) affect my preference for reading it or not.	Formal features of a book (thickness, font size, illustrations, etc.) not affect my preference for reading it or not.					√
		5. I read the book in electronic version (E-books).						√
		6. I find the book I will read from the library.						√
		7. I buy the book I will read						√
		8. I initially learn about the book I will read						√
		9. I think reading is an indispensable part of life.						√

<p>attitude in reading habits; i) believing that reading is important; ii) enjoying reading; iii) having a high self-concept as a reader; and iv) having a home environment where verbal interaction takes place regularly.</p>	10. I read a text in the internet due to its low cost.		√
	11. I think reading is important to me.		√
	12. Reading is one of the activity that I do during school break.	Reading is one of the activities that I do during school break.	√
	13. I prefer reading in English rather than in other language.		√
	14. I read leisurely.		√
	15. I play computer games for a longer period of		√

<p>A good reading habit is indicated by fluency, automaticity (Morris et.al, 2006), accuracy (Schwanenflugel et al., 2004), highly enjoyable reading practices, vast amount of reading, good proficiency in English (Akyay & Ogeyik, 2009; Renandya, 2007), positive attitude toward</p>	time.				
	16. I read to entertain myself				√
	17. I read to learn (e.g. broaden my vocabulary)				√
	18. I read as an escape from the real world				√
	19. I read to keep up with what's popular and to be 'in the know'				√
	20. I think that reading for fun is important				√
	21. I read to simply pass the time				√
	22. I read the book by famous author				√
23. I read the books with short text				√	
24. I read the books with long text				√	

reading, conscious and avid reading, having a teacher who shared a love of reading (Park, 2006), self-selection of books, motivation to read, eagerness to receive a book as a present (Jammik, 2005), and regular reading after school hours (Adetunji & Oladeji, 2007). On the other hand, poor reading habits can be classified as poor mental habits identified as passive reading, purposeless reading, and regressing.

25. I choose the books that will make me think about myself

√

Adapted from Paramitha. (2019). *The Correlation Between The Tenth Grade Students' Reading Habit and Writing Ability in Recount Texts*.


Penilaian Instrumen secara umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format Instrumen (Students Reading Habit Questionnaire)		√			

Saran-saran:

Minor revision based on the notes

Malang, 07 Agustus 2020


Dr. Ive Emaliana, M. Pd

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Appendix 3 Blueprint

Tujuan	Landasan Teori	Indikator	Pernyataan
<p>Untuk mengetahui perspektif responden terhadap kebiasaan membaca yang meliputi: waktu membaca, media yang digunakan untuk membaca (buku, e-book, dll), seberapa sering responden menghabiskan waktu untuk membaca, tempat untuk membaca, dan motivasi untuk membaca.</p>	<p>Hen (2006: 560) states: Reading habit is the motivation to read, amount of books read, time spend for reading and what is being read.</p> <p>Rosli et. al. (2017) states: Reading habit is how much a person read, how often do they read, when/where do they read and what they read.</p> <p>Walberg & Tsai (2015) stated that factors contributing to a positive attitude in reading habits; i) believing that reading is important; ii) enjoying reading; iii) having a high self-concept as a</p>	<p>General attitude toward reading</p>	<ol style="list-style-type: none"> 1. I like reading in my leisure time. 2. I like borrowing books from the library for reading. 3. I like reading not only the recommended books from the lecturers. 4. Formal features of a book (thickness, font size, illustrations, etc.) not affect my preference for reading it or not. 5. I read the book in electronic version (E-books). 6. I find the book I will read from the library. 7. I buy the book I will read 8. I initially learn about the book I will read 9. I read leisurely. 10. I read a text in the

<p>reader; and iv) having a home environment where verbal interaction takes place regularly.</p> <p>A good reading habit is indicated by fluency, automaticity (Morris et.al, 2006), accuracy (Schwanenflugel et al., 2004), highly enjoyable reading practices, vast amount of reading, good proficiency in English (Akyay & Ogeyik, 2009; Renandya, 2007), positive attitude toward reading, conscious and avid reading, having a teacher who shared a love of reading (Park, 2006), self-selection of books, motivation to read, eagerness to receive a book as a present (Jamnik, 2005), and regular reading after school hours (Adetunji & Oladeji, 2007). On the</p>	<p>Effects of reading on students performance</p> <p>Reading preferences of the students</p>	<p>internet due to its low cost.</p> <p>11. Reading is one of the activity that I do during school break.</p> <p>12. I read to learn (e.g. broaden my vocabulary).</p> <p>13. I read to keep up with what's popular and to be 'in the know'.</p> <p>14. I read to entertain myself.</p> <p>15. I read to simply pass the time</p> <p>16. I prefer reading in English rather than in other language.</p> <p>17. I play computer games for a longer period of time.</p> <p>18. I read as an escape from the real world</p> <p>19. I read the books with short text</p> <p>20. I read the books with long text</p> <p>21. I read the book by famous author</p>
--	--	---

<p>other hand, poor reading habits can be classified as poor mental habits</p>			<p>22. I choose the books that will make me think about myself</p>
<p>identified as passive reading, purposeless reading, and regressing.</p>		<p>Positive views of students about reading</p>	<p>23. I think reading is an indispensable part of life.</p>
			<p>24. I think that reading for fun is important</p>
			<p>25. I think reading is important to me.</p>



Appendix 4 Instrument

Questionnaire on Students' Reading Habit

Hello,

I'm Sistalia Mustika Putri, a students of English Language Education Study Program at Universitas Brawijaya, Malang. This is a questionnaire to collect the data for my undergraduate thesis. I would like to ask your reading habit in your life. Thank you...

Directions

1. Please write down your name and your class below.
2. Read statement below carefully. For each the statements carefully. Among choices 1, 2, 3, and 4, mark (√) the most suitable for you. As the findings of this questionnaire are going to be used in research, please answer the questions honestly.
1= Never, 2= Sometimes, 3= Often, 4= Always
3. Ask to the researcher if you have a question.
4. Good Luck ☺

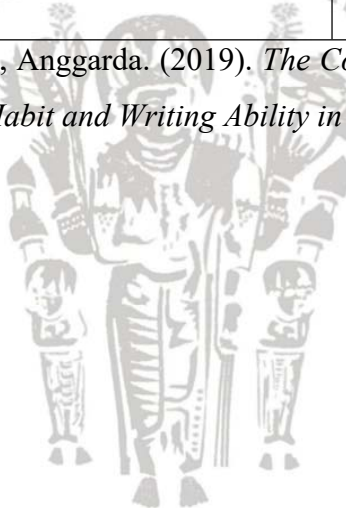
Name :

Class :

No.	Statement	1	2	3	4
1.	I like reading in my leisure time.				
2.	I like borrowing books from the library for reading.				
3.	I like reading not only the recommended books from the lecturers.				
4.	Formal features of a book (thickness, font size, illustrations, etc.) not affect my preference for reading it or not.				
5.	I read the book in electronic version (E-books).				
6.	I find the book I will read from the library.				
7.	I buy the book I will read				
8.	I initially learn about the book I will read				
9.	I think reading is an indispensable part of life.				
10.	I read a text in the internet due to its low cost.				
11.	I think reading is important to me.				
12.	Reading is one of the activities that I do during school break.				
13.	I prefer reading in English rather than in other language.				
14.	I read leisurely.				
15.	I play computer games for a longer period of time.				
16.	I read to entertain myself				

17.	I read to learn (e.g. broaden my vocabulary)			
18.	I read as an escape from the real world			
19.	I read to keep up with what's popular and to be 'in the know'			
20.	I think that reading for fun is important			
21.	I read to simply pass the time			
22.	I read the book by famous author			
23.	I read the books with short text			
24.	I read the books with long text			
25.	I choose the books that will make me think about myself			

Adapted from Paramitha, Anggarda. (2019). *The Correlation Between The Tenth Grade Students' Reading Habit and Writing Ability in Recount Texts.*



Appendix 5 Validity and Reliability Result

Correlations

	Total
P.1	
Pearson Correlation	.540**
Sig. (2-tailed)	.000
N	100
P.2	
Pearson Correlation	.538**
Sig. (2-tailed)	.000
N	100
P.3	
Pearson Correlation	.232*
Sig. (2-tailed)	.020
N	100
P.4	
Pearson Correlation	.598**
Sig. (2-tailed)	.000
N	100
P.5	
Pearson Correlation	.299**
Sig. (2-tailed)	.003
N	100
P.6	
Pearson Correlation	.481**
Sig. (2-tailed)	.000
N	100
P.7	
Pearson Correlation	.484**
Sig. (2-tailed)	.000
N	100
P.8	
Pearson Correlation	.508**



	Sig. (2-tailed)	.000
	N	100
P.9	Pearson Correlation	.563**
	Sig. (2-tailed)	.000
	N	100
P.10	Pearson Correlation	.305**
	Sig. (2-tailed)	.002
	N	100
P.11	Pearson Correlation	.481**
	Sig. (2-tailed)	.000
	N	100
P.12	Pearson Correlation	.526**
	Sig. (2-tailed)	.000
	N	100
P.13	Pearson Correlation	.355**
	Sig. (2-tailed)	.000
	N	100
P.14	Pearson Correlation	.577**
	Sig. (2-tailed)	.000
	N	100
P.15	Pearson Correlation	.360**
	Sig. (2-tailed)	.000
	N	100
P.16	Pearson Correlation	.619**
	Sig. (2-tailed)	.000
	N	100



P.17	Pearson Correlation	.450**
	Sig. (2-tailed)	.000
	N	100
P.18	Pearson Correlation	.573**
	Sig. (2-tailed)	.000
	N	100
P.19	Pearson Correlation	.449**
	Sig. (2-tailed)	.000
	N	100
P.20	Pearson Correlation	.567**
	Sig. (2-tailed)	.000
	N	100
P.21	Pearson Correlation	.656**
	Sig. (2-tailed)	.000
	N	100
P.22	Pearson Correlation	.348**
	Sig. (2-tailed)	.000
	N	100
P.23	Pearson Correlation	.297**
	Sig. (2-tailed)	.003
	N	100
P.24	Pearson Correlation	.390**
	Sig. (2-tailed)	.000
	N	100
P.25	Pearson Correlation	.569**
	Sig. (2-tailed)	.000



N		100
Total	Pearson Correlation	1
	Sig. (2-tailed)	
N		100

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

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.718	26

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P.1	124.7700	275.431	.510	.707
P.2	125.1900	275.953	.509	.707
P.3	124.3700	295.690	-.282	.731
P.4	124.8600	288.586	-.055	.723
P.5	124.5000	280.535	.257	.713
P.6	124.8500	275.543	.444	.707
P.7	124.5300	272.918	.439	.705
P.8	124.8800	275.198	.473	.707
P.9	124.2700	271.149	.524	.703
P.10	124.2400	279.598	.259	.713
P.11	123.8000	275.131	.443	.707
P.12	124.7800	274.032	.490	.706
P.13	124.6400	278.354	.311	.711
P.14	124.4700	272.474	.544	.704
P.15	124.8400	283.429	.104	.718
P.16	124.3500	271.139	.588	.702
P.17	124.2700	276.239	.412	.708
P.18	124.6700	271.193	.536	.703
P.19	124.4500	275.886	.409	.708
P.20	124.0900	272.568	.532	.704
P.21	124.6500	272.593	.631	.703
P.22	124.6800	277.998	.301	.711
P.23	124.7200	280.062	.252	.713
P.24	125.0700	279.258	.355	.711

P.25	124.0100	271.141	.532	.703
Total	63.5500	71.927	1.000	.794



Appendix 6 The Result of Students Reading Habit Questionnaire

Students	Value	Total of Students	Level
13, 27, 36, 48, 49, 53, 55, 72, 73, 74, 79, 81, 83, 85, 98, 100	71.5 - 90	16 students	High
1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 30, 31, 32, 33, 35, 37, 38, 39, 40, 41, 42, 43, 45, 46, 50, 52, 54, 56, 57, 58, 59, 61, 62, 63, 65, 70, 71, 75, 76, 77, 78, 80, 82, 84, 86, 87, 88, 89, 90,	54.5 - 71.4	68 students	Moderate

91, 93, 94, 95, 96,

99

3, 16, 17, 29, 34,

44, 47, 51, 60, 64,

66, 67, 68, 69, 92,

97

44 = 54.4

16 students

Low

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Appendix 7 The Writing Scores

Students' Number	Writing Scores	Students' Number	Writing Scores
1	75	51	70
2	80	52	80
3	70	53	90
4	80	54	85
5	70	55	90
6	75	56	85
7	75	57	80
8	85	58	80
9	80	59	75
10	80	60	70
11	80	61	85
12	85	62	80
13	90	63	75
14	75	64	70
15	75	65	80
16	70	66	70
17	70	67	60
18	80	68	60
19	80	69	60
20	80	70	75
21	80	71	80
22	80	72	90
23	75	73	90

24	75	74	90
25	80	75	80
26	75	76	70
27	85	77	75
28	75	78	80
29	70	79	90
30	80	80	75
31	80	81	90
32	80	82	80
33	80	83	85
34	70	84	75
35	80	85	90
36	90	86	80
37	70	87	80
38	80	88	80
39	80	89	85
40	80	90	80
41	80	91	80
42	80	92	60
43	80	93	75
44	60	94	75
45	80	95	80
46	80	96	80
47	70	97	70
48	85	98	90

49	90	99	80
50	85	100	85



Appendix 8 The Result of Calculation of Questionnaire Indicators

1. General Attitude towards Reading (Item no. 1,2,3,4,5,6,7,8,10,12,14)

		Statistics										
		P1	P2	P3	P4	P5	P6	P7	P8	P10	P12	P14
N	Valid	100	100	100	100	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		2.33	1.91	2.73	2.24	2.60	2.25	2.57	2.22	2.86	2.32	2.63
Median		2.00	2.00	3.00	2.00	3.00	2.00	2.00	2.00	3.00	2.00	2.00
Mode		2	2	3	3	2	2	2	2	3	2	2

2. Effect on Reading on students' performance (Item no. 13,16,17,19,21)

		Statistics				
		P13	P16	P17	P19	P21
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mean		2.46	2.75	2.83	2.65	2.45
Median		2.00	3.00	3.00	3.00	2.00
Mode		2	3	2 ^a	2	2

a. Multiple modes exist. The smallest value is shown

3. Reading Preferences of the Students (Item no. 15,18,22,23,24,25)

		Statistics					
		P15	P18	P22	P23	P24	P25
N	Valid	100	100	100	100	100	100
	Missing	0	0	0	0	0	0
Mean		2.26	2.43	2.42	2.38	2.03	3.09
Median		2.00	2.00	2.00	2.00	2.00	3.00
Mode		2	2	2	2	2	4

4. Positive Views of Students about Reading (Item no. 9,11,20)

		Statistics		
		P9	P11	P20
N	Valid	100	100	100
	Missing	0	0	0
Mean		2.83	3.30	3.01
Median		3.00	4.00	3.00
Mode		2	4	3