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THE CORRELATION BETWEEN STUDENT READING HABIT AND THEIR ABILITY OF WRITING NARRATIVE TEXT

Fitri Yana

Universitas Islam Negeri Sumatera Utara

yana20868@gmail.com

ABSTRACT

The objective of this study was to examine the reading behaviors of individuals learning the English language and see whether these behaviors are correlated with enhanced writing abilities. The study was conducted at 22 Tembung, MAS Al-Wasliyah. A total of 34 students were chosen randomly. In this research through random sampling technique. A questionnaire was used to measure how good the students' reading habit and guided writing test to measure students' ability of writing narrative text. After conducting the research, it was found that the average score of the students' reading habit was 61.1%, that was in good level and the average score of the ability of writing narrative text was 72.4 that was categorized good as well. Moreover, the result of data analysis using SPSS shows that the correlation coefficient between the two variables (reading habit and writing ability) is 0.629, while the critical value for 34 students with 95% confidence is 0.339. Since the correlation coefficient obtained (0.629) is higher than the table value (0.339). It was concluded that there was a positive correlation between students' reading habit and their ability of writing narrative text.

Keywords: *Reading Habit, Writing Ability, Correlation*

INTRODUCTION

Ident Literacy is a crucial skill that gives individuals the opportunity to access many types of knowledge and empowers them to independently pursue information and amusement. Although reading is considered one of the easiest language skills to acquire, it may be challenging to build the habit of reading regularly. The significance of reading for individual and communal development lies in the need for schools to impart the skill of fluent reading. Conducting research on students' reading skills and strategies to enhance them has always been relevant. Indonesia is one of the countries that participate in the Program for International Student Assessment (PISA), administered by the Organization for Economic Cooperation and Development (OECD). Since its establishment in 2000 until the latest data release in 2018, PISA has served as the benchmark for evaluating students on an international level. The test has significantly

contributed to the widespread dissemination of information on the reading ability of Indonesian students, notably throughout the country's educational community, in recent years. Indonesia continuously performs lower than other participating countries in the PISA exam, irrespective of the implementation (OECD, 2018). This guarantees that the results, such as data on literacy or the reading aptitude of children in Indonesia, are consistently subject to examination.

Previous studies performed by USAID in Indonesia in 2014 and the Progress in International Reading Literacy Study (PIRLS) have shown that the data is very comparable to that of PISA. In early 2017, Central Connecticut State University in the United States published the findings of their 2017 poll of the most literate countries in the globe. Out of the 61 nations that took part in the poll, Indonesia's reading ability was placed 60th, causing significant debate and disagreement (Central Connecticut State University, 2017). P. Kemdikbud (2017) references data from the 2016 Indonesia National Assessment Program, conducted by the Education Research Center (Puspendik) of the Ministry of Education & Culture. The findings indicated that 46.83% of pupils throughout the country exhibited a poor level of reading proficiency, whereas 6.06% shown a high level of reading proficiency, and 47.11% possessed an ample level of reading proficiency.

It is crucial for high school students to prioritize the development of their reading comprehension abilities. This skill is vital for them to derive conclusions about the world based on their reading. Fluent reading involves the seamless integration of new information with our existing knowledge, resulting in a comprehensive grasp of the content. Conversely, some individuals believe that quickly scanning through textbooks or articles is easy, but reading them from start to finish is challenging (Nunan, 2003). Reading comprehension is crucial as it enables students to acquire fresh knowledge, enhance their knowledge reservoir, and enhance their cognitive abilities via exposure to various texts. Hence, it is crucial for students to possess proficient reading abilities in order to enhance their existing knowledge.

Furthermore, a student's reading habits have a significant impact on their academic performance. Academic attainment and the ability to understand written material are intimately interconnected and depend on each other. The student body often comprises individuals from many nations and varying levels of educational achievements. Consequently, their reading habits vary. Certain kids have a high level of reading comprehension. Certain individuals just do not engage in sufficient reading activities. The academic achievement of a student is closely correlated with the quantity of knowledge they have acquired in the classroom.

As per Gardner et al. (2012), a person's habit refers to their spontaneous response to something without prior deliberation. Consistently engaging in reading will become deeply rooted in the culture of pupils and provide several benefits, including the chance to acquire vocabulary and sentences that adhere to a constant grammatical framework. An analysis may be conducted on the grammar used in the literature that pupils read to identify similarities, contrasts, and developments. Continual habituation fosters

enhanced learning and the cultivation of an analytical attitude in students. It is crucial to have a written record of this.

Reading and the writing process are inseparable. According to the pupils, reading is a method that helps improve our ability to think critically. The prevailing belief is that college provides the optimal environment for developing and refining one's analytical thinking abilities, particularly critical thinking. Reading is a crucial component of the process. During the act of reading, the reader interacts with the text via many means, such as developing conjectures, constructing significance, and encountering difficulties in comprehending the text. Linguistic competence is one of the bodies of knowledge that is gained.

One of the discussions regarding reading in the Holy Quran is Allah says in holy Qur'an in surah Al- 'Alaq verse 1-5:

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: "1. Proclaim! (or Read!) in the name of thy Lord and cherisher, Who created. 2. Created man out of A (mere) clot of congealed blood. 3. Proclaim! And thy Lord is most bountiful. 4. He who taught (the use of) the pen. 5. Taught man which he knew not."

The command to write as in both verses has a purpose is that people need to have knowledge and information. In general, Allah gives knowledge through intermediaries qalam (pen). There are two signals that can be captured to acquire and develop knowledge: Allah teaches with a pen that humans have known before, and teaches people (without a pen) they don't know yet. The first way is not to teach with tools or on the basis of human effort. The second way is to teach without tools and without human effort.

Reading habits are often regarded as the most crucial element in the writing process since reading is the fundamental method by which people gain knowledge, comprehension, and life experience. Acquiring proficiency in a new language is facilitated by pre-existing literacy skills in that language. Reading offers valuable models for future writing and facilitates the learning of language, making it a crucial element of language training and study. Reading and writing are intricately interconnected in the process of learning, and it is via these two means that humans acquire understanding. Once individuals have achieved proficiency in reading, the majority of them proceed to develop their writing skills. According to Harmer, reading may improve language abilities such as vocabulary, grammar, punctuation, and the production of paragraphs, sentences, and texts.

Several research studies have explored the correlation between students' reading habits and their ability to create narrative prose. In the following part, we shall examine many research. In a study conducted by Wahyuni Anggeriyanti (2017), it was shown that there is a favorable correlation between students' reading habits and their writing skills. The study conducted by Pudan Doli Situmorang in 2013, titled "The Relationship Between Reading Habits and Ability Writing Narrative Students of Ninth Grade SMP Tunas Harapan," is the second research endeavor to examine the correlation between

reading habits and writing proficiency. The study's results suggest a robust correlation between ninth-grade pupils at SMP Tunas Harapan.

Furthermore, first results from MAS Al-Wasliyah 22 Tembung indicate that, on the whole, pupils' reading habits and proficiency in composing narrative texts remained inadequate. These problems are evident in the eleventh grade English classes at MAS Al-Wasliyah. Firstly, some students do not have proper reading habits in their everyday lives. Secondly, students face difficulties in identifying the titles of narrative texts, exhibiting proficiency in grammar, and possessing an adequate vocabulary for writing narrative texts. (3) Insufficient student excitement for authoring narrative text and poor student comprehension of narrative text content. Considering these concerns, it is justifiable to infer that there is a need for improvement in eleventh grade English lessons at MAS Al-Wasliyah 22 Tembung, namely in the area of writing.

The reading habits of students have a significant impact on their writing abilities. They have not yet overcome their lack of vocabulary, which is the main reason for their disappointment with textual communication. Several pertinent research, such as Wahyuni Anggeriyani (2017) and Situmorang (2013), have shown that reading is essential for students to acquire writing skills. By increasing their reading habits, individuals may enhance their writing confidence and expand their vocabulary. However, the focus of this work shifted towards the composition of narrative texts. Narrative literature, such as stories and fairy tales, aims to fascinate readers. Pupils face several hurdles while acquiring writing skills. Students consistently face the continual problem of generating sentences in a systematic manner. In addition, they have difficulties with grammatical ideas such as tenses and sentence patterns, and they may also have a limited vocabulary that hinders their ability to write proficiently. Reading narrative texts enables students to acquire a comprehensive understanding of grammar and a vast lexicon. Narrative writings are accounts that chronologically depict events.

LITERATURE REVIEW

Reading Habit

Repetition is the key to forming habits. According to Neal et al. (2004), there are elements of the performance environment that serve as cues for the automatic response disposition. Learning it involves gradually honing cognitive processors in procedural memory, which is responsible for supporting the minimally conscious regulation of skillful action. In a nutshell, habit development occurs when previously learned behaviors become second nature, when patterns of behavior are hardwired into one's brain. Annamalai and Muniandy (2013) found that reading habits are connected to gender, age, educational background, academic achievement, and professional advancement. One of the best methods to improve one's reading comprehension, spelling, vocabulary, grammar, and writing style is to read widely and read widely. Writing style, according to Krashen (2004:132), is derived from reading more than from real writing experience.

Reading more leads to a greater level of literacy, according to several of the studies²² that were previously evaluated. Individuals just deal with a lot more words while reading than when writing, and there's a lot of evidence that individuals who engage in free reading programs write better.

Writing Ability

Meyers claims that no two authors use the same strategy when writing (2005: 3). On the other hand, they often behave in a way that seems roughly speaking:

1. Exploring Ideas

Ideas must be discovered before writing can begin. The writer has to think about the topic, the goal, and who they're writing for. Writing is similar to public speaking in that it requires an author to have thoughts, an audience, and a purpose.

2. Prewriting

Putting the authors' ideas down on paper or a computer is the second stage of the writing process. Writers could make use of techniques like free writing, brainstorming, or clustering.

3. Organizing

The next step for writers is to arrange their thoughts after they have expressed them verbally. Reevaluating their goals and target demographic is in order. Choosing the most suitable concept or portion from the prewriting phase, removing the non-relevant elements, supplementing with more information, and arranging them in an outline constitute the organizing process.

4. Writing a First Draft

Here, authors begin to flesh out their blueprint into whole paragraphs. Notes allow writers to incorporate fresh thoughts.

5. Revising the Draft

The most crucial part of writing, particularly for those who write in a second or foreign language, is revising. At this stage, writers go back over the first draft, make any necessary changes, add or delete ideas, restructure sections, rephrase phrases, and create a clean copy.

6. Producing the Final Copy

Editing and proofreading are part of this process. When editing, authors look for mistakes in spelling, grammar, punctuation, verb tenses, and word choice and fix them. To proofread is to go over the finished work one more time and make sure that all of the changes that the authors made are right. According to Liunokas (2016), reading helps kids with more than just expanding their vocabulary; it also helps them grasp language in general. Because of the strong relationship between reading and writing in the learning process, reading has several benefits in and of itself, one of which is the capacity to enhance one's writing skills. Both of these serve as vehicles for people to begin learning. Since people read before they write, they are able to do so with ease and fluency. In

addition, we are aware that reading is an essential part of the writing process. One activity that might help us become better thinkers is reading, which is something we all know.

METHOD

The data for this study was obtained via survey persen correlation and standardized assessments. The technique of this research is to demonstrate a correlation between students' reading habit and their writing ability. Teachers use questionnaires and writing examinations to assess students' reading habits, and writing assessments to evaluate students' writing proficiency.

Table 3.1 Population of the Research

NO.	Class	Total	Sampl e
1.	XI-IPA 1	33	7
2.	XI-IPA 2	33	7
3.	XI-IPA 3	32	7
4.	XI-IPS 1	28	7
5.	XI-IPS 2	28	6
Total		154	34

1. Questionnaire

The reading habit quiz was created based on five fundamental attributes of consistent reading. Prior to being administered to pupils, the questionnaire, consisting of 20 items, underwent a pilot test. The Likert scales used to design the questionnaire included the terms "always, often, rarely, seldom, never."

Table 3.2 Scoring of Questionnaire For Reading Habit

No.	Optional Response	Score
1.	Always	5
2.	Often	4
3.	Rarely	3
4.	Seldom	2
5.	Never	1

Cesar, Gaona, and Gonzalez (2010) identified six indicators of a reading habit:

a. Reading frequency

Reading frequency refers to the frequency with which an individual engages in reading books during their leisure time.

b. Reading amount of books

This text explores the concept of the number of books read and the reader's inclination towards or avoidance of reading. Below, you will find a comprehensive list of reading preferences and aversions, as well as suggested book lengths.

c. Time spent on academic reading

Academic reading time refers to the duration during which a student claims to have dedicated to reading a book that is relevant to their field of study.

d. Time spent on non-academic reading

"Non-academic reading time" refers to the duration during which students engage in reading books that are unrelated to their academic coursework.

e. Motivation in the family environment

The topic pertains to an individual's inclination towards purchasing books, recommendations for books, and the reading preferences of their family.

f. Motivation in the academic environment

The reason for this is because instructors have a strong desire for their students to engage in reading.

2. Writing Test

The objective of the examination is to assess the extent to which the students have acquired proficiency in the subject matter. A writing examination is the second instrument used in this research. Once the researcher has selected a topic, they will instruct the students to compose a paragraph about the chosen subject. As part of this project, students will be assigned the challenge of creating narrative texts. The participants will need to write a concise narrative text of no more than 100 words under a time limit of 45 minutes. The objective of the narrative text writing examination was to assess the students' proficiency in composing narrative texts.

1. Normality Test

Table 4.6 Normality Test

	Unstandardized Residual
N	34
NormalParameters ^a Mean	.0000000
Std. Deviation	6.83399382
MostExtremeDiffere Absolute	.115
nces	
Positive	.085
Negative	-.115
Kolmogorov-SmirnovZ	.671
Asymp.Sig.(2-tailed)	.758

a. Test distribution is Normal.	
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2. correlational competition

Table 4.7 correlational competition

	ReadingHabit	WritingAbility
ReadingHabit PearsonCorrelation	1	.629**
Sig.(2-tailed)		.000
N	34	34
WritingAbility PearsonCorrelation	.629**	1
Sig.(2-tailed)	.000	
N	34	34

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

The post-test findings of the paired sample t-test on the sig value. The preceding table's 2-tailed value is 0.000, or $(0.000) < 0.05$, indicating that the findings demonstrate that H_0 is rejected and H_a is approved due to the sig value. This indicates that the dependent variables are significantly impacted by the independent factors taken together. The reasoning leads to the conclusion that the correlation between student's reading habit and their writing ability is significantly

FINDING AND DISCUSSION

There is the correlation between reading habit and writing ability of narrative text students' in class eleventh, as concluded by the data analysis of discussion findings. This demonstrates that using questionnaire reading habit while reading habit has a significant effect on students' writing ability of what they write and read. purpose of the research was to answer whether or not there is a significant correlation between students' reading habit and their ability of writing narrative text. To obtain the intended data, the writer arranged the questionnaire test to measure how good is the reading habit of the eleventh graders and writing test to measure the students' ability of writing narrative text. After conducting the research, the writer comes to some conclusions.

The reading habit of the eleventh grade students of MAS Al-Wasliyah 22 Tembung is good. It can be seen from the average score of the students' questionnaire test is 61.1. When it is consulted to the table of category level by Rasyid, the score is categorized good. Andd the writing ability of the eleventh grade students of MAS Al-Wasliyah 22 Tembung is also good. It can be seen from the computation in which the average score of the students' writing ability is 72.4. When it is consulted to the table of category level scores by Hyland, the score is categorized good. So from the reading habit an writing ability of narrative text there is a significant positive correlation between students' reading habit and their ability of writing narrative text on the eleventh graders of MAS Al-Wasliyah 22 Tembung in the academic year of 2023/2024.

Recalling the r_{xy} observed value of the correlation between student' reading habit and their ability on writing applied to the sample is 0.629, and consulting to the critical values of the r Product Moment with 95% confidence level and the number of subjects 34 was 0.339. It means that the result obtained from the computation is higher than its critical value. Therefore, the writer concludes that there is a significant positive correlation between students' reading habit (X) and their ability of writing narrative text (Y) on the eleventh graders of MAS Al-Wasliyah 22 Tembung.

The hypothesis test to see the significance of the correlation between students reading habit and their ability of writing narrative text shows that the significance value (sig 2 tailed) is 0.00 which means it is smaller than 0.05 ($0.00 < 0.05$). This means that H_0 is rejected and H_a is accepted. Based on this, it can be said that the correlation between student reading habit is effective for increasing achievement in ability of writing especially in class eleventh graders of MAS Al-Wasliyah 22 Tembung kab. Deli Serdang.

The findings of this study are also related to those found by several previous researchers. this study is relevant to the findings of Zahra Kartal (2017) which showed that there is a significant relationship between students' reading habit and their writing ability. 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 the better writing skill they have. Than (Cunningham, A.E. & Stanovich, 1998) Reading is one of the most effective ways to become good readers and writing style does not come from actual writing experience, but from reading. And Anggeriyanti (2017) there was a relationship between students' reading habits and their writing skills, namely that the reading relationship had a positive impact on writing skills. And also Pudan Doli Situmorang (2013) there was a relationship between reading habits and the ability to write essays is important. It can be concluded that the more students read, the better their narrative writing skill. (Seyler, 2004). Reading is defined as a process in which readers derive meaning from the words they read. Furthermore, readers can get the idea from certain words in the text. As a result, when reading, readers should take an active role in extracting meaning from the text. Therefore, if someone has a good reading habit, they will be rich in knowledge which can help them in writing ability.

From the classification, it is presented that students have high English reading habit. The statement is drawn from the calculation of students average score for each participant. The average score is 69 which classified as high. Therefore, it can be concluded that the students have high English reading habit.

CONCLUSION

The correlation between students' reading habit and their ability on writing narrative text. This research uses the SPSS 16.0 t test to test the data in determining the correlation reading habit and writing ability techniques. The researcher concluded that this value can be determined from the significance value (2-tailed) of 0.000 which is smaller than $\alpha = 0.05$, namely $0.000 < 0.05$ based on the results of paired t test calculations using SPSS 16.0. meaning that the findings show that the alternative

hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. As a result, after learning companion reading techniques, students' reading habit and writing abilities are good. It can be seen that the correlation between students' reading habit and writing ability is good of class XI IPA and IPS MAS Al-Wasliyah 22 Tembung students. Based on research findings, students' reading habit and their ability on writing narrative text was good because there was a statistically significant correlation between reading habit and their ability on writing narrative text.

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