

READING HABIT AND WRITING ABILITY: THE CORRELATION

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ABSTRACT

This correlational research aims at finding out the correlation between habit of reading and writing ability of tenth grade students when learning narrative text. Some tenth grade students of SMAK Harapan Denpasar was taken as samples (60 students from two classes). In collecting the data, the researcher used five Likert scales questionnaire and writing narrative text test. The data collected in this research were analyzed by Pearson product moment and t - testing using SPSS version 25 for Windows. According to the result of the analysis and statistical calculation, it is found that r was 0.480. It also shows that the correlation between students reading habit and their ability of writing narrative text of tenth grade lies between 0.401-0.600 which is medium level. Moreover, the data shows significant correlation between both variables (t was 36.097). From the result, it can be concluded that there is significant correlation between reading habit and writing ability. Furthermore, the students and teachers should pay attention to the result of this reseach to increase the writing ability by increasing the reading habit of the students. It can be done by choosing various interesting and uptodate materials and strategies.

Keywords: correlation, reading habit, writing ability

ABSTRAK

Penelitian korelasional ini bertujuan untuk mengetahui hubungan antara kebiasaan membaca dan kemampuan menulis siswa kelas X ketika mempelajari teks naratif. Beberapa siswa kelas X SMAK Harapan Denpasar diambil sebagai sampel (60 siswa dari dua kelas). Dalam pengumpulan data, peneliti menggunakan angket lima skala Likert dan tes menulis teks naratif. Data yang terkumpul dalam penelitian ini dianalisis dengan product moment Pearson dan uji t menggunakan SPSS versi 25 for Windows. Berdasarkan hasil analisis dan perhitungan statistik diperoleh r sebesar 0,480. Hal ini juga menunjukkan bahwa korelasi antara kebiasaan membaca siswa dan kemampuan menulis teks naratif siswa kelas sepuluh terletak antara 0,401-0,600 yang merupakan tingkat sedang. Selain itu, data menunjukkan korelasi yang signifikan antara kedua variabel ($t = 36,097$). Dari hasil tersebut dapat disimpulkan bahwa ada hubungan yang signifikan antara kebiasaan membaca dan kemampuan menulis. Selanjutnya, siswa dan guru harus memperhatikan hasil penelitian ini untuk meningkatkan kemampuan menulis dengan meningkatkan kebiasaan membaca siswa. Hal itu bisa dilakukan dengan memilih berbagai materi dan strategi yang menarik dan aktual.

Kata kunci: korelasi, kebiasaan membaca, kemampuan menulis

INTRODUCTION

In addition to being utilized as a media stream for information about science, technology, and culture, English is a crucial language to employ in international politics. Due to the fact that we are in a developing nation, we must make a significant effort to communicate in English in order to forge strong bonds with other nations and gain a global understanding of science, technology, and culture. English has taken on a global role since the advent of globalization. Because English previously had numerous colonies, Harmer (2001: 2-3) claims that English is the second most widely spoken language worldwide. That qualifies the tongue used in former British colonies. Second, because English has comprehensive and well-organized grammar rules and a strong vocabulary, it is simple to master. Another factor is that Great Britain is a strong nation with advanced knowledge, cultures, and technology that have a global impact. Because of this, English is widely utilized in international politics. These factors are taken into consideration when conducting English classes in Indonesian schools.

Reading serves as a crucial entry point for social, economic, and civic life (Holden, 2004:5). It enables us to get knowledge about other people as well as about history, social studies, language arts, science, math, and other academic disciplines that are required in school. Since their ability to read has a big impact on how well they learn. Poor reading ability increases the likelihood that students may struggle or even fail in their academic endeavors. On the other hand, they will have a better chance of succeeding in their schoolwork if they have strong reading abilities. In order to cultivate students' interest in reading and

reading habits, the importance of leisure reading should be raised (Widhiasih and Dharmayanti, 2017).

Reading and writing are connected, and the importance of each step depends on the vocabulary used. However, after learning how to decode words, pupils can be able to read and pronounce numerous foreign words when they read. By just looking at the context in which a word is used, they may even be able to identify its precise meaning. However, a learner cannot quickly determine the context of a word while writing because context is created by the word itself. As a result, the writer needs to be able to recall words on the spur of the moment that are comprehended sufficiently to be employed in a sentence. Writing ability was previously mentioned as being productive word knowledge. Students who have greater mastery of vocabulary tends to know more of those words productively than learners who have less vocabulary (Webb, 2008:79).

One genres in writing is narrative. Based on Sariningsih, Sawitri, and Widhiasih (2021), there is a connection between reading habit and writing narrative. It means that the more students read narrative text, the more they are able to write narrative text. Further, a narrative text uses a sequence of events to tell a story. A narrative text is a style of writing that conveys chronologically ordered descriptions of historical events. Oshima and Hogue (2007:24) agree that narrative writing is time-based tale authoring. When describing events, time is employed to indicate what happened initially, next, and right away. Therefore, it is crucial for students to recognize and understand the time signal in narrative texts. In other words, sentences are organized using time

signals.

The researcher planned to study whether there is a relationship, if any, between students' reading habits and their writing skills, particularly in narrative texts, in order to gather empirical information about the issue.

RESEARCH METHOD

In research activities, methods have an important function. Thus, the success and failure of research is highly dependent on the method applied. It is difficult to achieve research objectives without using accurate methods. Research design is a conceptual structure in which research is carried out and analyses data. In addition, according to Singh (2006:77), research design is work before the project runs. In other words, research design determines how researchers collect and analyse research data.

Therefore, research design is an important aspect in this study. In addition, research design also used to find out necessary data in the study. It was mention previously that this data dealt with the correlation between student's reading habit and their ability of writing narrative text of tenth grade of SMAK Harapan Denpasar in academic year 2022/2023.

In the current study, a correlation research strategy was adopted. Fraenkel and Wallen (2009:328) define correlational research as the study of the relationship between two or more variables without attempting to affect them or manipulate the variables. Because it describes an existing link between variables, correlational research is also occasionally referred to as a type of descriptive study. The design's independent and dependent variables are

shown. Dependent variable is a tool for collecting data from the second variable, while independent variable is a tool for collecting data from the first variable. The dependent variable in this study is the ability to write narrative texts, while the independent variable is reading habit. Therefore, this research is only focused on whether there is any correlation between reading habit and their ability of writing narrative text.

FINDING AND DISCUSSION

This present study which used a correlation study design collected the data by using two different instruments: the reading habits questionnaire and the narrative text writing test. Both measures were analysed with what-if analysis, which consists of a normality test and a homogeneity test. After obtaining the results of the hypothesis analysis, the researcher can proceed to the next step and perform hypothesis tests and t-tests to analyse the data and obtain the final results. Furthermore, the results of this research can be organized as follows:

The result of normality test was gotten from program SPSS version 25 for windows. The result show that the data was normal because $\text{sig} > 0.05$, in this study $\text{sig} = 0.221$ which it is means $0.221 > 0.05$, because of that the data was normal.

Then to test the homogeneity of the researchers also used SPSS version 25 for windows to obtain homogeneity test data. Data is declared homogeneous if $\text{sig} > 0.05$. Its value is 0.633. This means that the significance value is $0.633 > 0.05$. Therefore, it can be concluded that there is the same or homogeneous variance. Therefore, the prerequisites for data

analysis are normal and homogeneous researchers.

Furthermore, for testing the hypothesis using the Pearson product moment, the result is 0.480. The full results were obtained using SPSS version 25. Therefore, based on Arikunto (2018: 193) regarding the correlation criteria, these results indicate that the correlation between the two variables is moderate because 0.480 is in the range of 0.400-0.600. However, to confirm this result, the researchers confirmed them by comparing the results of the Pearson product moment and the r table. To find out whether H_a is accepted or not, the researcher continues by comparing the r counts and r tables. The data is correlation and if r count > r table. It is obtained that t count is 0.480 and r table sample-1 is 67-1-66. Researchers only need to get a value of 66 in the existing r table where the value of 66 is 0.1571, so $0.480 > 0.1571$ which means that there was a link between people's reading habits and their propensity for narrative writing.

The last test to get the final result is T - testing. The researcher finds the result of t - testing which show in symbol " t " is 36.097, from those result the researcher need to compared it with t table to get the absolutely result. Moreover, to get the value of t table the researcher should found the value of df, and compared it with t table that already existing. The researcher used range 0.05 and the result of t tables is 1.284. Therefor t counted > t table = $36.097 > 1.284$ means H_a accepted and the capacity to write narrative material and one's reading habits are significantly correlated.

In conclusion, the findings of this present study showed that the reading

habits and narrative text writing skills of the tenth graders at SMAK Harapan Denpasar in the academic year 2022/2023 were significantly correlated. The level of coefficient correlation of this present study is medium. Those result was got from several analysis which are prerequisite analysis, hypothesis testing and t testing.

CONCLUSION

This study used a correlational research design. Using research instruments, the researcher determined whether there was a statistically significant association between reading habit and the samples' writing ability in narrative text. Two different types of research instruments were used in this investigation. The first is a reading habit questionnaire, while the second is a test of narrative text writing. Both of those study tools had been developed in accordance with the standards of an effective test and had been approved by experts. In conclusion, the results of this study demonstrated a substantial relationship between reading habit and the ability of tenth-grade students at SMAK Harapan Denpasar to write narrative texts in the academic year 2022/2023.

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