

THE CORRELATION BETWEEN READING HABIT AND NARRATIVE TEXT WRITING ABILITY OF TENTH-GRADE STUDENTS OF SMA N 1 RENDANG IN ACADEMIC YEAR 2020/2021

Ni Komang Sariningsih¹, Ni Luh Putu Dian Sawitri², Luh Ketut Sri Widhiasih³

^{1,2,3}English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar
Email: Sariningsih032@gmail.com

ABSTRACT

The aim of this study was to define the relationship between students' reading habits and their narrative writing abilities. The population of this study were students of class X SMA 1 Rendang. A product moment correlation method is applied in this study. There are two instruments for collecting data; namely the instrument to measure students' reading habits, in this case was a questionnaire, and the instrument to measure students' ability to write narrative, which is a text construction test. The result shows that there is a significant relationship between students' reading habits and the ability to write narrative text in class X SMA 1 Rendang. Therefore, it can be concluded that the more students read, the better their narrative writing skills.

Keywords: correlation, reading habit, narrative text and writing

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan hubungan antara kebiasaan membaca siswa dan kemampuan menulis naratif mereka. Populasi penelitian ini adalah siswa kelas X SMA 1 Rendang. Metode korelasi diterapkan dalam penelitian ini. Ada dua instrumen untuk mengumpulkan data; Instrumen pertama yang digunakan untuk mengukur kebiasaan membaca siswa dalam hal ini adalah angket. Instrumen kedua adalah mengukur kemampuan menulis naratif siswa. Dalam pembelajaran ini merupakan pembelajaran yang meminta siswa untuk menulis teks naratif yang akan dikumpulkan melalui google classroom. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara kebiasaan membaca dengan kemampuan menulis naratif di kelas X SMA N 1 Rendang Tahun Pelajaran 2020/2021. Oleh karena itu, dapat disimpulkan bahwa semakin banyak siswa yang membaca, semakin baik pula keterampilan menulis naratifnya.

Kata kunci: korelasi, kebiasaan membaca, teks naratif dan tulisan

INTRODUCTION

Writing is one of the four English skills which is considered crucial particularly in communicating ideas through written form. Writing is the act of forming letters on paper or other media suitable for recording marked ideas and words expressed to communicate ideas with visible signs. Students' writing skills are needed, especially as writing is a basic skill. Writing is considered a difficult skill for students because in writing students need to focus on the words structure of the text as well as its content.

One way that students can get exposure to English words is through reading. Based on the explanation above there are several studies on reading habits. The type of research that has been conducted by Rogue, et al. (2017), Kartal (2017), and Hashanah (2017) are correlational research, experimental research, and case studies at the junior high, high school and university levels. Research reveals that reading habits have a significant effect on student academic achievement. Then, there is a significant relationship between students' reading habits and their writing ability. In many studies, reading habits are used to determine their influence and relationship with students' writing achievement and ability.

In the 2013 curriculum, the purpose of learning English is to develop students' communicative competence in interpersonal, transactional, and functional texts by using verbal and written English text types. Regarding the K13 curriculum, writing aims to express simple personal or interpersonal feelings in recalculation, narrative, procedure, descriptive, and daily reports in written form (syllabus). So, based

on the curriculum, it is clear that students must be able to write texts. From the description above, the ability to write is one of the skills that students must master. This means that if students are able to master the abilities provided by the curriculum, the learning process will be effective and successful.

From the description above, to find out empirical evidence about the problem, the writer intends to investigate whether there is a relationship between the reading habits of students in high school and their writing skills, especially in narrative writing. Therefore the title of the research is "THE RELATIONSHIP BETWEEN STUDENTS 'READING HABITS AND THEIR NARRATIVE TEXT WRITING ABILITY OF THE TENTH-GRADE STUDENTS OF SMA N 1 RENDANG IN ACADEMIC YEAR 2020/2021"

RESEARCH METHOD

This is ex post facto research with correlational design. Correlation research finds the relationship between two or more variables under study without any attempt to influence it. The variables in correlational research can be divided into independent variables and dependent variables. As the name implies, independent variables are variables whose changes tend to be beyond human control.

Meanwhile, the dependent variable is a variable that can change as a result of changes in the independent variable. Correlation research is also referred to as descriptive research because it describes the existing relationship between the two variables. According to Kothari, correlation research combines variations of two or more variables. Therefore, this study only focuses on the presence or absence of

reading habits and their ability to write narrative texts.

In this study, correlation was calculated as the correlation between students' reading habits (x) and writing ability (y). To find out the correlation coefficient, the author uses the product moment and the SPSS 16.0 program. The t-testing assesses whether the means of two variables were statistically different from each other. In the other word, t-test are used to compare two means of assess whether they were from the same population. Ghozali (2012) state that the t-statistics is a test that shows how far the influence of one independent variable individually in implementing the dependent variable. In this research, the researcher used SPSS 16.0 program to compare the means two independent groups in order to determine whether there is statistical evidence that the associated population is significant different.

FINDING AND DISCUSSION

The aim of this study was to find out a significant relationship between students' reading habits and writing skills in class X SMA Negeri 1 Rendang. There were two instruments used in this research. The data for students' reading habits was gathered through a questionnaire, while the data for writing was gathered through paragraph construction test.

The first is a questionnaire sheet that was given to all students as participants in this study. Students are asked to fill in the statement items on the questionnaire. The questionnaire was used to determine students' reading habits. The second instrument used was the student's writing test by giving one initial sentence, which the students would continue until it became narrative text. This research was conducted

using the Google form provided through the WhatsApp group and also the Google Classroom.

Based on the results of the calculations, the researcher found a normality test of $0.269 > 0.05$ for reading habits and for writing skills of $0.221 > 0.05$, which means that the data distribution is normal. In this study, based on the data from the Linearity calculation, the Sig was 0.167, which was greater than the value of 0.05. And if the value of $F_{\text{count}} 1.619 < F_{\text{table}} 2.29$. It can be concluded that the data is linear because the value of F_{count} is lower than F_{table} . While the t-test result is 11.025. Based on t table with df 34 of 2.032. This shows that $11.025 > 2.032$ which means that there is a significant relationship between students' reading habits and the ability to write narrative text in the tenth-grade students of SMA 1 Rendang. In conclusion, the alternative hypothesis is accepted.

Moreover, the result of this research is inline with previous research by Maulana where she found that reading habits contributed 37.21% to the narrative writing skills of class X SMA Kajen Pekalongan in the 2016/2017 academic year. In other words, students' skills in writing narrative are influenced by 37.21% of their reading habits and 62.79% by other factors such as critical thinking, knowledge of grammar, vocabulary, punctuation, and coherence and so on. Based on the explanation above, the researcher concluded that students 'reading habits have a positive value for students' writing abilities.

CONCLUSION AND SUGGESTION

The purpose of this study was to answer whether there was a significant relationship

between students' reading habits and their ability to write narrative texts. This research was conducted as a correlational study in class X SMAN 1 Rendang in the 2020/2021 academic year. In the literature review, it is stated that reading habits has somewhat positive contribution toward writing skills. To obtain the intended data, the authors compiled a questionnaire and a test to measure the students' reading habits and their writing skill.

Based on the correlational analysis, it was concluded that reading habits had a positive and significant contribution on students' writing skills. It can be said that students who have good reading habits also have good writing skills. This is proven by the statistical calculations assisted by SPSS 16.0 above, the Sig value is obtained. (2-tailed) is 0.000. Significant T test results are accepted because $0.000 < 0.05$ (Hinton et. Al., 2014). Based on the paired sample test table, the t count is -11.025. Based on t table with df 34 of 2,032. This shows that $11.025 > 2.032$ there is a significant relationship between students' reading habits and the ability to write narrative text in class X SMAN 1 Rendang, while students who have poor reading habits tend to have poor writing skills in terms of narrative text. Therefore, it is important to familiarize students with reading habits so that students' writing skills also improve.

Based on the conclusions and implications several suggestions can be made for students, teachers and everyone involved in the teaching and learning process of writing skills. There are three things that I would like to convey during my research at school.

The first is for English teachers at SMAN 1 Rendang, the authors hope that

teachers can further encourage students' interest in reading. Seeing the students' lack of interest in reading, in addition to the lack of interest in distance learning, it is clear that students started to get bored. This is where the importance of teachers helping and motivating students to read books more often, even if it is only 1 paragraph.

The second teachers should always motivate students to read until reading becomes a habit. Given that they cannot meet directly with students to teach lessons due to the COVID-19 pandemic, and it is important that students can read by themselves at home. I hope that the teacher is more active giving motivation so that students' interest in learning and reading does not disappear. Because reading has a lot of influence in students' real life. And so does writing skill. This is not only important for student academic achievement but writing skills can also help students deal with problems in real life. Through reading students can gain more knowledge and through writing students can share what they have learned.

The last for students, especially students of SMAN 1 Rendang, this year was a difficult year. Because the full lesson is done online, sometimes it reduces the interest and enthusiasm for learning. Nevertheless, it is important to increase interest in reading during the pandemic, especially in English. In addition, improving reading habits should be a priority because it will have an effect in the future.

REFERENCES

- Betty Schramper Azar, *Fundamentals of English Grammar Third Edition*, (New York: Pearson Education, 2003), pp. 25
- Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996) (score system writing)
- Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130
- Chettri, Kushmeeta & Rout, S.K. (2013). *Reading Habits - An Overview. IOSR Journal Of Humanities And Social Science* (IOSR-JHSS) Volume 14 , Issue 6(Sep. - Oct. 2013), pp 13-17
- Hyland, K. 2003. *Second Language Writing*. New York: Cambridge University Press.
- Hasanah, A. (2017). *The Effects of Teaching Technique and Reading Habit towards Student's Writing Skill at Junior High School in Serang*. The Journal of English Language Studies. Vol. 02, No. 02, Sept 2017, (141 - 154)
- Inayatul Maula, "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text: A Correlational Study on the Eleventh Graders of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015," *ASkripsi* State University of Semarang, 2015, unpublished
- Kartal, Z. (2017). *The relationship between students' reading Habit and their narrative writing ability*. Published Thesis:
Universitas Syarif Hidayatullah StateIslamic University
- Oppenheim, N. A. 1992. *Questionnaire Design, Interviewing and Attitude Measurement*. New Edition. Great Britain: Biddles Ltd. Guildford and Kings Lynn.
- Oshima, A. and Hogue, A. (2007). *Introduction to Academic Writing Third Edition, United States of Amerika*: Pearson Longman.