

THE CORRELATION BETWEEN READING HABIT AND NARRATIVE TEXT WRITING ABILITY OF THE ELEVENTH-GRADE STUDENTS OF SMAN 1 KEDIRI IN ACADEMIC YEAR 2021/2022

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ABSTRACT

The study aims at figuring out whether or not there is a significant correlation between reading habit and narrative text writing ability of the eleventh-grade students of SMAN 1 Kediri in academic year 2021/2022. The samples, 60 students total, were selected using the cluster random sampling approach. The researcher employed a questionnaire to determine reading habits and a text construction test to determine the writer's aptitude for narrative texts. Using the SPSS 26.0 application, the researcher examined the data that had been gathered. The data were distributed normally and homogeneous, according to the results of the normality and homogeneity test. Additionally, the t_{counted} was greater than the t_{table} at 0.859. This indicates that the two variables had a correlation. The t-test also revealed that the t_{counted} was higher than the t_{table} , which was $60.161 > 1.672$. Furthermore, based on the data analysis, the researcher concluded that there was a significant correlation between reading habit and narrative text writing ability of the eleventh-grade students of SMAN 1 Kediri in academic year 2021/2022. **Keywords:** correlation, reading habit, and writing ability.

INTRODUCTION

English is an essential language because it is an international language. It is widely used almost in every field, such as communication, science, technology, education, etc. Therefore, everyone needs to have good English. English is now a subject that everyone learns, from elementary school through college. When they are in school, students are officially required to learn in English. English is taught to students in Indonesia beginning in the primary grades. Four skills are emphasized in the teaching of English.

These include speaking, reading, writing, and listening. Those abilities must all be learned while keeping in mind one another. However, it appears that when studying English, reading and writing are given priority. This may be due to the fact that reading and writing are used more frequently than other abilities.

Writing allows people to communicate and produce in written form, making it a productive skill. Widiastuti, Sukamerta, and Arsana (2020) state that writing requires students to produce a written form of their thoughts through

certain procedure. In a few phrases or paragraphs, people can communicate their thoughts, information, and ideas. People can choose the appropriate words and arrange them into a sentence in writing. They can also set these sentences into a good paragraph. Moreover, writing is about how to arrange the alphabet into words or sentences and how people convey their ideas into written text. They must also make good writings that are interesting to read. Writing is one of the fundamental abilities that students must master in the teaching and learning process of English.

In addition, one of the challenging English talents is writing. Writing is challenging, according to Ioannou-Georgiou and Pavlou (2003:68). It involves command of a number of linguistic disciplines, including spelling, grammar, vocabulary, and practical abilities like handwriting and punctuation. It implies that writing is more difficult than many people realize. Writing requires taking into account a variety of factors because it involves more than just putting words on paper and completing the task. Writing is an activity when you can make sentences that relate to one another. There are also many things to consider. Starting from the spelling of each word used, the suitability of the grammar use, and

vocabulary selection. Therefore, writing is a difficult skill in English.

However, Zemach and Islam (2005:4) state that writing is an important form of communication in day-to-day life. This skill is the skill that person uses to communicate indirectly and not face to face with other people (Dewi, Murtini, & Maharani, 2022). Therefore, writing ability is essential and needed for anyone. Moreover, Pollard (2008:51) states that writing is more concerned with the act of writing than with the result. This means that the process is the most important thing in writing. With the process, of course, the author will better understand what is written. So, the results will be even better. The author can understand how to make words, sentences, and paragraphs unified and interconnected. Of course, the writing will look natural and interesting to read.

The students as foreign language learners are initially taught to write sentence by sentence, and they will not immediately be able to do it easily. Constructing sentences must be careful in choosing appropriate words and writing in the correct grammar. In the end, the written product will be read by others. Therefore, they must create an attractive written product. The way or style of the text is written also has an influence. The more styles used in the written text, the

more interesting the text is. Thus, in school are taught how to construct the text in a different way than they previously knew. Using variations of words makes writing more interesting than just using the exact words repeatedly. Having references and vocabulary is very basic in writing, and it can be obtained by reading.

Reading is an essential skill that everyone should have. By reading, people can know and understand many new things. Thus, reading must be directed toward understanding and catching the text's idea. Students think about what they already know about the structure of the text or topic before reading. They make connections to their life and the world as they read. Reading proficiency is a crucial educational objective. Reading regularly can introduce children and adults to new worlds and chances for knowledge development.

According to Patel and Jain (2008:114), reading habits can be highly beneficial for passing the time during leisure time while also assisting pupils in gaining information and wisdom from heritage cultures. Reading a variety of books is regarded as having a healthy reading habit by students. They enjoy reading, and they read more frequently than five times per week. Their reading habits also determine students' purpose of

reading. When students read for enjoyment, they read more and do it more willingly than when they don't. A good reading habit is demonstrated by this action.

According to Harmer (1998:68), reading texts also provide good English writing models. When a teacher teaches students about writing skills, the teacher needs to show students model what the teacher is encouraging the students to do. Before writing, students should be given an example of reading. Through reading, students can understand the text and understand many things and get a lot of information. This can also help students write well and improve their choice of vocabulary better. In addition, reading can also increase their creativity in writing.

However, a student does not have a shortcut to examine the context in which a term must be used when composing a text during the writing process. The student must therefore be able to recall words on the spot that they understand well enough to employ. Therefore, reading and doing it as habits are important for anyone, especially for students. Doing reading as a habit is important because, besides getting a lot of information, the readers also learn and know new words. In writing, knowing thousands of words is very useful for the writer because it can

make the written text more interesting. Then, reading habit is also useful in the writing process because the students can learn how to make sentences. The sentences are interconnected then become more interesting by using new vocabulary learned during reading. Thus, the correlation between students' reading habits and writing abilities is close. Reading habit is related to writing ability and these two processes are very dependent on vocabulary.

Several previous researchers conducted research about reading habits and narrative text writing ability. Some of them are Maula (2015), Kartal (2017), and Atayeva (2019). They have been conducted correlational research at senior high school and university levels. Their researches reveal that reading habits significantly affect the students' academic achievement. Then, there is a significant correlation between reading habits and writing ability. In many studies, reading habit is used to determine their effect on their reading ability.

Based on the explanation above, the writer would like to know whether reading habits positively correlate to the narrative text writing ability of the Indonesian students of English, especially in SMAN 1 Kediri. In addition, the researcher would like to conduct the

research entitled, "The Correlation between Reading Habit and Narrative Text Writing Ability of the Eleventh-grade Students of SMAN 1 Kediri in Academic Year 2021/2022".

METHOD

Research Design

The research design used in this study was an ex post facto research design with correlation analysis. Ex post facto research design is conducted after an event has occurred. Ex post facto research aims for reasons why behaviors, symptoms, or phenomena that are brought on by an event, a person's behavior, or other factors can influence how independent variables behave collectively after it has already happened. Ex post facto correlational design is a type of research carried out by the researcher to find the correlation between reading habit and narrative text writing ability of the eleventh-grade students in SMAN 1 Kediri.

According to Ary et al. (2010:26), ex post facto research is carried out after variation in the variable of interest has already been identified in the natural course of events. Because it investigates correlations between causes and effects of independent and dependent variables, this technique is occasionally referred to as causal-comparative. It is used by

researchers in circumstances where it is impossible to randomize variables or manipulate other factors, as is the case in experimental research. Ex post facto research explores potential cause and effect connections between variables and tests the hypotheses relating to such variables.

In the present study, to find the correlation between two variables, the researcher used ex post facto research. The design of the research is correlational research. The correlation between two or more variables is examined in correlation research without any attempt to change it. By using correlational analysis, it was used to determine and quantify the link between two variables covering an independent variable (reading habit) and a dependent variable (narrative text writing skill). The research mainly looked at the correlation between reading habit and narrative text writing ability.

Correlational designs, according to Creswell (2012:21), are techniques used in quantitative research. The statistical technique of correlational analysis is used by researchers to gauge the degree of link (or relation) between two or more variables. Any variable cannot be influenced in correlational research but can only be measured and searched for the relationship between certain variables. In

addition, Bordens and Abbot (2011:104) state that correlation research is a type of research design used to determine whether two or more variables are related and determine what relationship exists between the variables.

Population and Sample

The population is referred to as all prospective sample participants who have homogeneous characteristics, such as age, motivation for learning, knowledge base, etc. According to Jhon (2011:142), a population consists of all the subjects. A population is a collection of people who share certain traits. Therefore, the population is the entire number of the research subject, to put it another way. Meanwhile, Ary et al. (2010:148) state that a population is defined as all members of any well-defined class of individuals, events, or objects. In other terms, a population is the broader group about which a generalization is formed.

The population taken in this study was the students of SMAN 1 Kediri in academic year 2021/2022. The population in this study was focused on the second year or the eleventh-grade students of SMAN 1 Kediri. This grade consisted of 340 students, which was divided into ten classes. The researcher used the eleventh-grade students of SMAN 1 Kediri as the

research object because the researcher used narrative text material. In the second semester, the eleventh-grade students have studied narrative text in the tenth grade.

The sample represents the population whose results represent the overall symptoms observed. According to Cohen et al. (2007:101), there is no simple formula for determining the ideal sample size. However, they also stated that thirty is the minimal sample in cases when the researcher intends to do some sort of statistical analysis on their data. If the samples are too large, they might become unwieldy, but if the samples are too small, it might become unrepresentative.

In the present study, the researcher used the cluster random sampling technique to determine the study sample. The random sample of clusters is selected from the population. The study sample consisted of 60 students and it was separated into two classes. Cluster random sampling, according to Fraenkel and Wallen (2009:95), chooses groups or clusters of subjects at random as opposed to individuals. The use of cluster random sampling is advantageous in situations where it is challenging or impossible to choose a representative sample of people. It is typically less time-consuming and much simpler to implement in schools. The majority of the time, cluster random

sampling is employed for a variety of reasons. The present study's sample was therefore chosen using cluster random sampling.

Research Instrument

An instrument used in research is one that collects, measures, and analyzes data from subjects related to the study's topic. The study's testing tools were designed to gauge the pupils' reading preferences and writing prowess. A questionnaire and a writing test were used to measure the students' reading habits and writing skills. A questionnaire and writing test were administered using the online form by the writer.

In this study, the researcher used a questionnaire to measure the reading habits of SMAN 1 Kediri. A questionnaire is a research instrument made up of predetermined questions or other prompts intended to gather data from a respondent. The researcher distributed questionnaires online by providing a google form link to students. Researcher arranged questions with 40 questions adapted from several reliable sources. The method of filling out the questionnaire was using a checkmark (√) in the provided table. This can make it easier for students to fill out online questionnaires.

The second instrument used in the present study was in the form of a text construction test. This test was conducted to determine the students' writing ability, especially narrative text. In this test, the researcher gave the students three topics. Students were allowed to choose one of the three topics given. Next, students can continue to make narrative text according to their imagination. This is done with the aim that students can write according to their abilities. In the assessment, the researcher used a scoring rubric for narrative text adapted from Oshima and Hogue (2007:196). The researcher changed some parts of this scoring rubric and adapted it to assess narrative text.

The present study is entitled "The Correlation between Reading Habit and Narrative Text Writing Ability of the Eleventh-grade Students of SMAN 1 Kediri in Academic Year 2021/2022". The total population of the eleventh-grade students of SMAN 1 Kediri was 340 students, and 60 students were selected as the sample in this study by cluster random sampling technique. The data had been collected by the researcher. The data were collected by using two instruments. The first was a reading habit questionnaire. The students were asked to fill the questionnaire through google form. It was used to measure the students' reading

habit. The second instrument was text construction test. This test has been carried out online through the WhatsApp Group. Then students were asked to do the test according to the instructions given. Next, students collect their test results via personal WhatsApp. This test was used to measure their ability to write narrative text.

The researcher conducted four testings which were used to calculate the data. The first was the normality test. According to the result of the normality test, this research got a significance value was 0.463 for the questionnaire of reading habit and a significance value of 0.375 for the text construction test of narrative text writing ability. The researcher concluded that both research variables were normally distributed based on the result. That was because the significance value was higher than 0.05. After getting the normality test, the researcher continued to calculate the homogeneity. The significance value of homogeneity was 0.075. Thus, the research concluded that the score was homogeneous because the significance value for homogeneity was higher than 0.05.

Because the distribution of all data was normal and homogenous, the researcher continued to hypothesis testing. The result of the calculation which using

Pearson product moment showed that the r_{counted} was 0.859. The r_{table} was 0.254. It showed that the r_{counted} greater than r_{table} ($0.859 > 0.254$). It means that there was a correlation between reading habit and narrative text writing ability. Based on the criteria correlation of Arikunto (table 3.4) about the interpretation of coefficient value of the coefficient Pearson product moment correlation, the correlation between reading habit and narrative text writing ability in the present study was considered as a high correlation. It was because the r_{counted} 0.859 was in the range 0.800-1.00. Therefore, the researcher concluded that there was a high correlation between reading habit and narrative text writing ability.

After finishing the hypothesis, the last test to get the final result was t-test. The researcher found the results of the t-test, which showed in symbol “t” was 60.161. From the result, the researcher needed to compare it with t_{table} to get absolutely result. Moreover, to get the value of t_{table} the researcher should found the df and compared it with t_{table} that already existing. The researcher used range 0.05 and the result of t_{table} was 1.672. Therefore, $t_{\text{counted}} > t_{\text{table}} = 60.161 > 1.672$. It means H_a was accepted and there was significant correlation between reading habit and narrative text writing ability.

Moreover, the findings of the present study were supported by some empirical studies. The first study is the study that conducted by Maula (2015). The result of this study said that there was a positive correlation between students’ reading habit and their narrative text writing ability. Learning to write is by reading, to be more precise in acquiring writing style, the special language of writing, by reading. The second study was conducted by Kartal (2017). The result of the study said that there was a significant correlation between students’ reading habit and their narrative writing ability. The more students read, the better their narrative writing skill. The third is the study which has been conducted by Atayeva et al. (2019). According to this study, reading habit significantly affects college students' academic writing abilities. Although those studies were conducted in different years and places, the results are the same. These previous research findings supported the present research findings.

In the present study, the researcher found that there was a significant correlation between reading habit and narrative text writing ability of the eleventh-grade students of SMAN 1 Kediri in academic year 2020/2021. The findings were further supported by

Krashen (2004:132), who states that reading is the primary source of writing style rather than actual writing experience. It means that reading is the most important thing to do before writing. Through reading, students get a lot of information and knowledge so that they can improve their writing skills. Thus, the more students read, the better their writing skills. In this case, students' reading habits affect their writing skills, especially in writing narrative texts. Therefore, students who have good reading habits find it easier to write narrative texts.

Based on the description above, it can be concluded that reading habit and narrative text writing ability had a significant correlation. The present study was in line with the previous research, which shows a significant correlation between reading habit and narrative text writing ability. The level of coefficient correlation of the present study is high. That result was obtained from several analyses: prerequisite analysis, hypothesis testing, and t testing. Based on the research finding, it can be concluded H_a that has been determined is finally confirmed, which was there is a significant correlation between reading habit and narrative text writing ability of the eleventh-grade students of SMAN 1 Kediri in academic year 2021/2022.

CONCLUSION AND SUGESSTION

Conclusion

The present study entitled "The Correlation between Reading Habit and Narrative Text Writing Ability of the Eleventh-grade Students of SMAN 1 Kediri in Academic Year 2021/2022". The researcher had conducted the data collection. The data were collected by using two instruments. The first was a questionnaire of reading habit, and the second was a text construction test of narrative text writing ability. The researcher carried out the research online. The two instruments used by the researcher had been created based on the criteria of a good test and both instruments had been validated by the advisors.

After calculating the data, the researcher can conclude that this research had a good normality, homogeneity, and hypothesis test. Based on the normality test result, both variables were normal. The significance value of reading habit was 0.463 and the significance value of narrative text writing ability was 0.375. It means both results were higher than significance value 0.05. Meanwhile, the result for homogeneity was 0.075, and it was greater than 0.05. It means the data was homogeneous. In the hypothesis test, the researcher got significant results using

the Pearson Product Moment formula, while reinforced by the results of t-test that have a t_{counted} greater than t_{table} . It means that the correlation between reading habit and narrative text is significant and H_a is accepted.

Beside the results of data analysis, the results of this study were assisted by several sources from experts who stated if there is a correlation between reading habit and narrative text writing ability. Furthermore, this is reinforced by several previous studies that have examined the same variables. Therefore, the researcher concluded there is a significant correlation between reading habit and narrative text writing ability of the eleventh-grade students of SMAN 1 Kediri in academic year 2021/2022.

Suggestion

Based on the conclusions that have been mentioned above, some suggestions could be given to the English teachers, the students and the other researchers. The teachers of SMAN 1 Kediri should keep reminding and inviting students to be diligent in reading. They should make reading activities interesting for students to do. Teachers should always invite students to carry out literacy activities before the lesson begins. The reading activities will become a separate habit for

students. This certainly can increase students' knowledge and also help improve their writing skills. The teachers are suggested to give the students special treatment and give them more practice when they get writing material.

For students, especially SMAN 1 Kediri students, they keep following the literacy activities held by the school. They should be diligent in reading until reading can actually become a habit. Through reading, they will get a lot of information. In addition, reading can also be used as entertainment. The more often they read, the more information they will get. They also will have more vocabulary. This can help students when they want to write. When students have a high reading habit, they can write in their own words. Moreover, when students have good writing skills, it will also be easier to understand the meaning of the books that they read. Therefore, they must know that reading habits and writing skills are interrelated.

For the other researchers, the present study can be used as an empirical reference if they want to conduct a similar study. They can adapt the way how the study was carried out as guidance. Some theoretical reviews in this study can also be used to add the references if they want to further research on this component.

Moreover, they are also suggested to be more active in seeking information, especially information about reading habits, to understand them more deeply.

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