THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE STUDENTS OF MA DARULLUGHAH WAL KAROMAH

THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of Jember
in Partial Fulfilment of Requirements
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Program

By:
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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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For the Bachelor's Degree of education (S.Pd)
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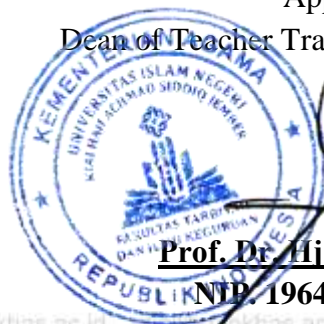
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MOTTO

ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ٣–

Recite, and your Lord is the most Generous[*]

ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ٤ —

Who taught by the pen

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

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[*] Al-Quran Al-Alaq (96:3-4)

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my father Alm. Suhailuddin and my Mother Hatija who have given me supported, motivation, love and prayed for me to finish my thesis

2. My sister Meilisa Dwi Putri Wulandari who have encouraged me to do my best

3. All of my families who have supported me to finish this thesis

4. My beloved finance Muhammad Faik who has supported me and helped me anything I need

5. My beloved friends, the big family of TBI 2 who have helped me to finish this thesis.
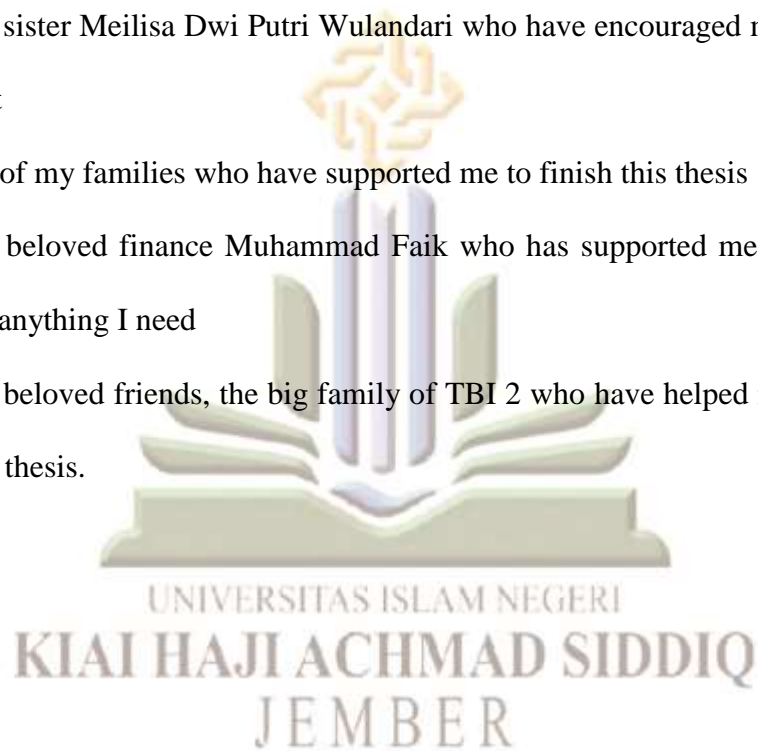
ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

Alahmdulillahi Rabbil 'Alamiin. Thanks to Allah SWT who has always given me his blessing and guidance. So, I could accomplish this undergraduate thesis well. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Khas Jember. The undergraduate thesis entitled "The Correlation Between Students' Reading Habit and Students' Writing Skill at the Eleventh-Grade students of MA Darullughah Wal Karomah".

I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer expresses her respect and gratitude to:

1. Prof. Babun Suharto, S.E, M.M as a Rector of UIN Kh. Achmad Siddiq Jember who has given me opportunity to study in this institute.

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6. All the eleventh-grade students of MA Darullughah Wal Karomah for being cooperative to be my research subject.

I wish Allah SWT give blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 14 December 2022
The writer

Nur Isnainiyah
T20186048
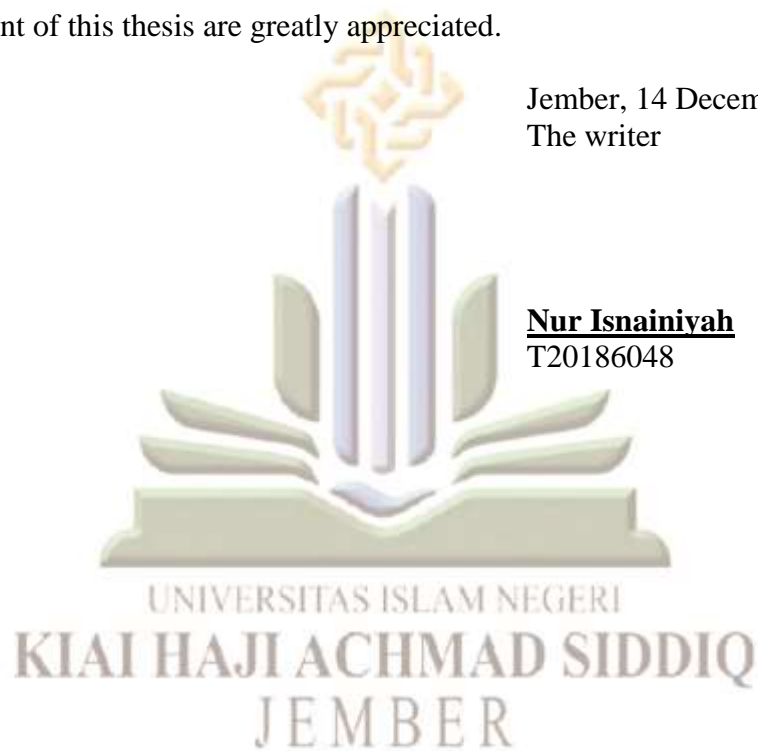
ABSTRACT

Nur Isnainiyah, 2023: *The Correlation between Students' Reading Habit and Students' Writing Skill at The Eleventh-grade students of MA Darullughah Wal Karomah.*

Keyword: Reading Habit, Writing Skill, Correlational Study.

As a complex skill, writing is also considered to be an important skill to master. It involves the process of creating ideas and transferring idea on paper in a way that it is understandable for the reader. Writing ideas can come from variety of sources and experiences, through reading activities students usually discover new information and knowledge from reading. As a result of doing a lot of reading activities, the students will gain more information, which will help the students to come up with new ideas.

The objective of this study was to describe the correlation between students' reading habit and students' writing skill. The population of this study was the eleventh-grade students of MA Darullughah Wal Karomah.

Correlation method was applied in this study. There were two instruments used in collecting the data: the first instrument, measure students' reading habit. Questionnaire was administrated. Meanwhile writing test was used to measure students' writing skill. In this study an instruction asking the students to write a descriptive text were given to the students. The data collection then was calculated by using Pearson Product Moment correlation coefficient.

Based on the research analysis, it shows that the result of the Product Moment correlation is $r_{xy} = 0.656$, it is higher than r-*table* value in the significance of 5%. ($r_{xy} = 0.656 > r_{t(5\%)} = 0.206$). It means that the H_O is rejected and H_a is accepted. Besed on the result above, it shows that there is significant correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah. Therefore, it can be concluded that the more students read, the better their writing skill.
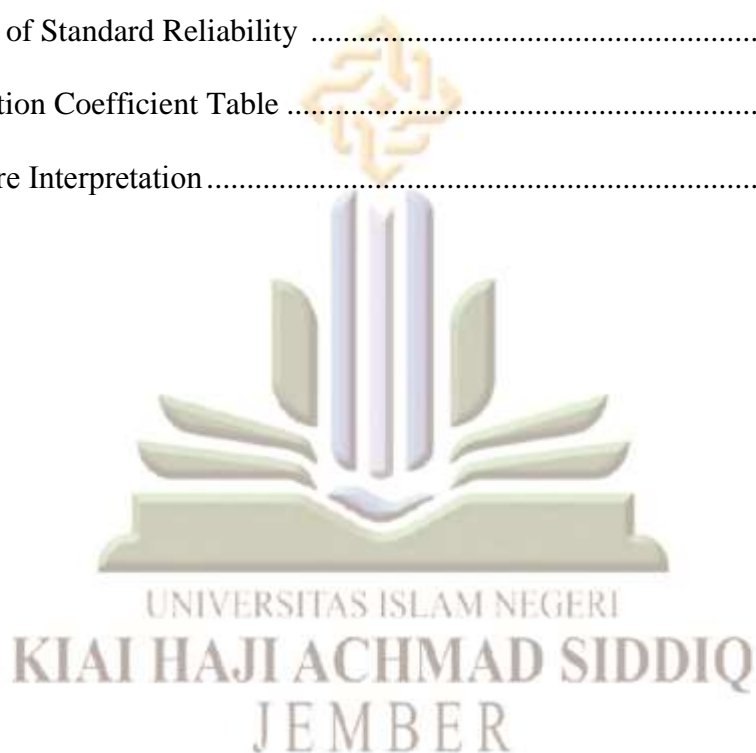
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CHAPTER I

INTRODUCTION

This chapter presents several points which include background of study, research problem, research objective, research significant, research scope, and definition of key term.

A. Background of study

One of learning skill in learning English is writing. Writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize the writing coherently, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final project (Brown).[2] According to Olsthain as quoted by Murcia viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text.[3] It means that both the writer and the reader play important roles in written communication. According to Nunan as cited in Risman, he states that writing is physical and mental activity,[4] because it involves collecting words on some medium, and it involves thinking about how to express and organize ideas into sentences and paragraphs that will impress the reader.

As a complex skill, writing is also considered to be an important skill to master. It involves the process of creating ideas and transferring idea on

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[2] H. Douglas Brown and Heekyeong Lee, *Teaching by Principles an Interactive Approach to Language Pedagogy 4ᵗʰ edition,* (Pearson Education ESL, 2015), 427.

[3] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language,* (Boston: Thomson Learning Inc, 2001), 207.

[4] Khairat Risman, Jufrizal, and Yenni Rozimela, *The Correlation between Reading Habit and Students' Writing Ability*, IJSR, Volume 8, Issue 5, (May 2019): 222.

paper in a way that it is understandable for the reader. Writing ideas can come from a variety of sources and experiences, through reading activities since students usually discover new information and knowledge from reading. As a result of doing a lot of reading activities, the students will gain more information, which will help the students to come up with new ideas. Reading activity which is done regularly and continuously is called reading habit (Santoso & A., 2014).[5] Therefore, it can be said that students who develop good reading habits will gain many benefits, including increased writing skill.

According to Tarigan states that "Between writing and reading there is very close relationship. When someone writes something, then in principle he wanted it to be read by others, at least to be read by himself at other times.[6] Based on the opinion it can be concluded that reading habit related to students' writing ability, this is caused by reading habits that students do with high frequency, reading aims to understand the contents of the writing as well as cover various aspects in writing. Students will become more accustomed to studying and observing plots stories and messages conveyed by the author through writing. On the next stage students are able to write like writing fables based on habit read what has been done.

Reading habit is one of students' characteristics in learning English. According to Palani as cited in Suhana, he said that reading habit is an

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[5] Doni Anggoro Ari Santoso, *the effect of reading habit and vocabulary mastery towards students' speaking skill,* DEIKSIS, Vol. 06 No.03, (September 2014), 184.

[6] Wiwindasari, *Hubungan antara kebiasaan membaca dengan kemampuan menulis siswa SMP Negeri 1 Kendawangan.* Article: Universitas Tanjungpura, 2015.

essential and important aspect for creating a literate society in this world.[7] Habit is a behavior repeated so often that it has become automatic, enacted without purposeful thought and largely without awareness (Nilsen).[8] According to Zwiers as cited in Rayyan Noor, he says that reading habit involves extracting the meaning of a text.[9] In summary, reading habit is an automatic and regular way of reading for the reader because they have done it repeatedly in the past so it has become second nature.

Every educational institution can develop a culture of reading and writing as contained in the law of the Republic Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education Chapter III Article 4 (5) that education is carried out by developing culture reading, writing and arithmetic for the whole society.[10] In connection with the things that have been described, it is very necessary to have an interest in reading improving students' writing skill with good interest in reading, it is hoped that students will be able to put their knowledge and writing skills to good use.

Some of studies about reading habit is written by Najnawati entitle *"The correlation between students' reading habit and students' reading*

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[7] Asep Suhana and Acep Haryudin, *The Effects of Reading Habit Toward Students' Reading Comprhension at Private Senior High Schoolin Purwakarta,* ELTIN JOURNAL, Volume 5/11, (Oktober 2017): 57.

[8] Per Nilsen, Kerstin Roback, Anders Brostrom and Per-Erik Ellstrom, *Creatures of habit: accounting for the role of habit in implementation research on clinical behaviour change,* Implementation Science 2012, 7:53, 1.

[9] Gusti Rayyan Noor, Dini Noor Arini, and Elvina Arapah, *the correlation of English students' reading habit and their writing ability,* 63.

[10] Tria Mungi Safitri, Tri Saputri Susiani and Suhartono, *Hubungan Antara Minat Membaca Dan Keterampilan Menulis Narasi Siswa Di Sekolah Dasar,* Jurnal Ilmu Pendidikan, Vol 3 No 5 Tahun 2021: 2986.

comprehension".[11] The study was conducted at the second grade of MTS Negeri Parepare. The final result show that there is a significant correlation between students' reading habit and students' reading comprehension at the second grade of MTS Negeri Parepare.

Another research about reading habit is written by Husnaini entitle *"The correlation between students' habit in reading English and vocabulary achievement in SMA Unismuh Makassar".*[12] The result in this study indicates that variable X to variable Y has a correlation with the degree of the correlation., namely a week correlation in the form of a negative correlation. The negative correlation is the higher the variable X, the lower the Y variable and vice versa. The data analysis calculation of r is the lower r-table (-0.287 <0.3809). This means that there is no significant correlation between students' reading habits in English and vocabulary achievement.

Another research about reading habit is written by Thessalonika Elma La Septi Manik entitle *"The correlation between reading habit and speaking skill of tenth grade students in a senior high school Palembang".*[13] The result in this study shows that there was no significant correlation between reading habit and speaking skill. Through reading, students can build vocabularies which are the basic elements of improving speaking.

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[11] Najnawati, *The correlation between students' reading habit and students' reading comprehension at the second grade of MTS Negeri Parepare*, Thesis: IAIN Parepare, 2019.

[12] Husnaini, *The correlation between students' habit in reading English and vocabulary achievement in SMA UNISMUH Makassar*, Thesis: Universitas Muhammadiyah Makassar, 2021.

[13] Thessalonika Elma La Septi Manik, *The correlation between reading habit and speaking skill of tenth grade students in a senior high school Palembang,* Thesis: Musi Charitas Catholic University, 2021.

From those previous studies, the research conducted within the research topic interest of reading habit and students writing skill is still rarely investigated. The researcher took this school because this school is under the auspices of a boarding school. They have one of rules which is they were not allowed to bring handphone as their entertainment. If they are not talking with their friends, they will read their book. So, the researcher wants to examine their reading habit whether students who read often also have good writing skills.

Even though many studies have been carried out on the influence of reading habit, little is known about the impacts of students' reading habit and students' ability of writing. According to Khalisa's research, students' who have high reading habit event though only few agree to spent 15-30 minutes of their time to read English each day while they know that reading highly impacts their writing ability.

Based on the explanation above, the researcher is interested to find out the correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

B. Research Problem

As a result of the limitations of the problem above, the question of this study was formulated as follows: Is there any significant correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah?

C. Research Objective

In line with the problem formulated above, the objective of this study was to know and describe about whether or not there is a significant correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

D. Research Significant

The following result may be useful both theoretically and practically:

1. Theoretically

This study aims to provide future researchers with additional information on students' reading habits for learning writing.

2. Practically

a. The students are expected to have a better motivation to increase students' habit in reading English texts/books.

b. The result can help the teachers to develop a lesson plan in writing class based on their reading habit because the reading habit significantly influences students' writing ability.

c. Researchers hoped that this research would provide more information about the relationship between student reading habits and student writing skill.

E. Research Scope

This research will be focused on students' reading habits and students writing skills. The research will be taken at the eleventh grade students of MA Darullughah Wal Karomah.

F. Definition of Key Term

1. Reading Habit

   Reading habit is an activity that is carried out in order to achieve a deeper understanding of ideas and concepts expressed in written or non-written symbols. In essence, reading is the act of constructing meaning from written communication. Through this process, readers integrate writing information with their own knowledge and experience.

2. Writing Skill

   Writing is means of finding ideas, generating new ideas, confirming self-expression, clarifying various concepts, practicing active thinking and developing understanding and ability to use language. There are always going to be difficulties with writing. It is very important for students to have good writing skills.

CHAPTER II

LITERATURE REVIEW

This chapter will present some points about literature review to support the study. There are some topics which would be discussed in this chapter. They are previous studies and theoretical frameworks that are related with the correlation between students reading habit and students writing skill. All points of this issue will be discussed in the following sub chapter respectively.

A. Previous Studies

Before conducting the research, the researcher is looking for some studies related to this research. There are several previous references to this research:

1. Zehra Kertal conducted the research using correlational design. The population of this study were tenth grade students of senior high school of Pribadi Depok. A random sampling was employed in the study in which there were only 30 students randomly selected from the population. Zehra collected the data using questionnaire and written test. The final research showed that there was a significant relationship between students' reading habit and their narrative writing ability.[14]

2. Najnawati conducted her research using correlational design. The population were second grade students of MTS Negeri Parepare. A purposive sampling was employed in taking the sample. There were 29 students to be the sample. Najnawati collected the data using

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[14] Zehra Kartal, *The Relationship between Students' Reading Habit and Their Narrative Writing Ability (A Correlational Study at The Tenth Grade of SMA Pribadi Depok)*, Thesis: UIN Syarif Hidayatullah Jakarta, 2017.

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questionnaires and tests. The final research showed that there was a significant correlation between students' reading habit and students' reading comprehension.[15]

3. Nurul Khalisa conducted the research using correlational research. The population is focused on the second-year students of SMAN 4 Kota Banda Aceh. The total number of the population is 271 students. Nurul took sample about 15% from the population. Only 40 students were chosen to be the sample of the research. Nurul used random sampling technique in selecting the sample. Nurul collected the data using questionnaires and test. The final result showed that the correlation between students reading habit and their writing ability is 0.899 (high correlation).[16]

4. Husnaini conducted the research using correlational method. The population were the second grades students at SMA Unismuh Makassar in the academic year 2020/2021 which consisted of two classes totaling 63 students. A purposive sampling technique was employed in taking the sample. There were 27 students to be the sample. Questionnaire and test were used to collect the data. The final result in this study indicates that variable X to variable Y has a correlation with the degree of the correlation, namely a weak correlation in the form of a negative correlation. The negative correlation is the higher the variable X, the

[15] Najnawati, *The Correlation between Students' Reading Habit and Students' Reading Comprehension at The Second Grade of MTS Negeri Parepare*, Thesis: IAIN Parepare, 2019.
[16] Nurul Khalisa, *The Correlation between Students' Reading Habit and Their Writing Ability*, Thesis: Islamic University Darussalam-Banda Aceh, 2018.

lower the Y variable and vice versa. The data analysis calculation of r-table (-0.287 <0.3809). this means that there is no significant correlation between students' reading habits in English and vocabulary achievement.[17]

5. Wahyuni Anggreriyanti conducted the research using correlational research. The participants were students of the English Education Department of IKIP PGRI Pontianak. The sample was selected by using cluster random sampling. There are 44 students to be the sample. A close questionnaire and written test were distributed to get the data. The final result showed that there was significant correlation.[18]

Table 2. 1
Differences and Similarities between this research and previous ones

No	Title	Similarities	Differences
1	2	3	4
1.	Zehra Kartal, The Relationship between Students' Reading Habit and Their Narrative Writing Ability (A Correlational Study at The Tenth Grade of SMA Pribadi Depok)	● Both of the research used quantitative research. ● Both of the research used correlational study.	● The object of Zahra's study is the tenth grade of Senior high school. Yet, the object in this research was the second grade of Islamic senior high school. ● Zehra's research used narrative writing ability as the dependent variable, but in this research using writing skill as the dependent

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[17] Husnaini, *The Correlation between Students' Habit in Reading English and Vocabulary Achievement in SMA Unismuh Makassar,* Thesis: Muhammadiyah University Makassar, 2021.

[18] Wahyu Anggeriyanti, *The Correlation between Students' Reading Habit and Their Writing Skill,* Journal ICoTE PROCEEDINGS, Vol. 1:2017.

No	Title	Similarities	Differences
			variable.
			● Zehras's research used simple random sampling in selecting the sample, but in this research using purposive sampling.
2.	Najnawati with the title "The Correlation between Students' Reading Habit and Students' Reading Comprehension at The Second Grade of MTS Negeri Parepare".	● Both of the research used reading habit as the variable. ● Both of the research used correlational study. ● Both of the research used purposive sampling in selecting the sample.	● The object of Najnawati's study is second grade of Junior high school. Yet, the object in this research was the second grade of Islamic senior high school. ● Najnawati's research used reading comprehension as the dependent variable, but in this research using writing skill as the dependent variable.
3.	Nurul Khalisa with the title "The Correlation between Students' Reading Habit and Their Writing Ability".	● Both of the research used correlational study. ● Both of the research used reading habit and writing as the variable.	● Nurul used random sampling techniques in selecting the sample. But, in this research using purposive sampling in selecting the sample.
4.	Husnaini with the title "The Correlation Between Students Habit in Reading and Vocabulary Achievement in SMA UNISMUH	● Both of the research used correlational study. ● Both of the research used reading habit as the variable. ● Both of the	● Husnaini's research used vocabulary achievement as the dependent variable, but in this research using writing skill as the dependent

No	Title	Similarities	Differences
	Makassar".	research used questionnaire to collect the data. ● Both of the research used purposive sampling in selecting the sample.	variable.
5.	Wahyuni Anggreriyanti with the title "The Correlation between Students' Reading Habit and Their Writing Skill".	● Both of the research used reading habits and writing skill as variables. ● Both of the research used correlational research. ● Both of the research used questionnaire and written test in collecting the data.	● The object of Wahyuni's study is the second semester students of IKIP-PGRI, but the object in this research was the second grade students of Islamic senior high school. ● Wahyuni's research used cluster random sampling in selecting the sample, but in this research using purposive sampling.

Source : processed from previous research

To make this research have characteristic, the researcher tries to looking for the data in boarding school to know the boarding school students reading habit. And for the questionnaire this research using questionnaire adapted by expert.

B. Theoretical Framework

1. English Teaching Learning

The four main skills of English for students are listening, speaking, reading, and writing. Those skills are integrated in English teaching-

learning process, and it will develop student's skill. A teacher should be creative to apply teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students can understand the material easily. According to Fauziati, method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. According to Howatt, as cited in Febrian, English Language Teaching is a scattered profession by definition, and it was only after 1960 with the sudden growth of English Foreign Language and ESL activity in Britain itself that a sense of unity began to emerge.[19]

In order to teach the second language effectively, the teacher must understand the system and functioning of the second language, as well as the differences between the first and second languages of the student. Teachers can speak and understand languages, but it is another matter to consciously comprehend and explain the language's phonemes, morphemes, words, sentences, and discourse structures.

In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation.

Zhang argues that learning a foreign language is necessary to master all of four skills. It is incorrect when you are able to listen to others

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[19] Dwika Agus Febrian, *English Teaching-Learning Process at the Eight Grade of SMPN 1 Cepogo Boyolali in 2014/2015 Academic Year*. Article: Muhammadiyah University of Surakarta, 2015.

and read some English materials but not able to speak and write in it at all. To learn English as a foreign language, writing is one of the four language skills that should be mastered by students. Whatever they are, they have learned the language skill to master English well include writing.

2. **Teaching writing**

   a. **Definition of Teaching Writing**

      The most critical reason for teaching writing is basic language just as critical as speaking, listening, and reading. Through writing, English language learners are able to convey massage the readers across places and time using a written form English Foreign Language.

      Concern with the teaching of writing goes back thousands of years. However, up until the early twentieth century, writing instruction was based on somewhat rigid set of assumptions: good writing was done from a set of rules and principles, the teacher's duty was to relate these rules, and students then wrote in response to selected written texts, following the rules of good writing. A student essay was the graded for its grammatical accuracy and correct organization as well as content.[20]

      Trends in the teaching of writing in ESL and other foreign language have not surprisingly, coincided with those the teaching of other skill, especially listening and speaking. You will recall from earlier chapters that as communicative language teaching gathered

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[20] David, Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), 89.

momentum in the 1980's teachers learn more and more about how to teach fluency, not just accuracy. How to use authentic texts and contexts in the classroom, how to focus on the purpose of the linguistic communication, and how to capitalize ion learners' intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language context.[21]

Writing should be taught as an integral part of the curriculum. So writing is also. While reading, speaking and listening is given. In teaching, writing be develop with other activities for variation such as games, puzzle, quizzes, filling in form, card sort, writing paragraph based on pictures, newspaper, etc. Teaching writing can be done with the help of techniques that are appropriate for the subject.

While the technique of teaching writing for students learning activities are follow:[22]

1) Note taking

2) Letter writing

3) Story or telling

4) Describing thing, person, etc

5) Completing form

6) Sentence building

7) Paragraph building

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[21] J.B. Heaton, *Writing English Language Tests* (New York: Longman, 2000), 335
[22] Dadang Suhendar Iskandarwassid, *Strategi Pembelajaran Bahasa*, 292.

8) Completing sentence by cards.

b. **Principle of Teaching Writing**

The following are just a few principles that every teacher should keep in mind when planning a course, whether it's a writing course or a course that incorporates writing. These principles can (and should) be adapted to many different learning situations.[23]

1) Understanding students' reason for writing

The greatest dissatisfaction writing instruction comes when the teacher's goals do not match the students', or when the teacher goals not match those of the school or institution in which the students work. It is important to understand both and convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write

Writing almost always improves with practice. Practice writing should provide students with different types of writing as well. Short responses to reading, journal entries, letter writing, poetry, and any type of writing find useful in class should be practical in class.

3) Make feedback helpful and meaningful

Students crave feedback on their writing, get it doesn't always have the intended effect. Feedback should not entail "correcting" a student writing. In order to fosters independent

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[23] David, Nunan, *Practical English Language Teaching,* 92-94.

writers. Teacher can provide summary comments that instruct students to look for problems and correct them on their own.

4) Clarify for teachers and for students, how their writing will be evaluated

Students often feel that the evaluation of their writing is completely subjective. In this section, students will know what happen with their writing activities.

c. **Component of Teaching Writing**

Teaching English has passed through many phases over the years, with various methods being hailed as the solution to improving literacy levels. Teaching is not only a job; it is a profession. A teacher is changed with waking students to the nature of reality, providing rigorous introduction to a certain discipline, and creating an awareness of their responsibility. Teaching writing consist of five components:

1) The Goal of Teaching Writing

There are some goals students of writers want to reach with their writing. The fundamental goals of writing are to express ideas, feelings and thoughts in written form. Likewise, an expert assumes that purpose of the writing is the expressions of ideas, the conveying of message to the reader. So, the ideas themselves should arguably be seen as the most critical aspect of writing. The goals of writing are:[24]

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[24] Jennings, *Literacy and the Key Learning Areas*: Successful Classroom Strategies, 1998.

a) Expressing ideas and persuasive in written form

b) Describing person, an object, a place, etc.

c) Defining a concept or an idea and interpret it with examples

d) Telling story or sequence of events

e) Discussing or arguing a topic as an article

f) Reporting an event, an experiment, or a scientific fact

g) Teaching the written discourse of English

The general purpose of piece of writing effects its language and structure. It may be intended to intimidate or to make the reader sympathize or be angry the reader and etc with exaggerated language.

2) Material of Teaching Writing

Material is used by the teacher as different ways to help the students in learning process. It is supported by Edge said, "Materials exist in order to support learning and teaching, so they should be designed to suit the people and the processes involved".[25] It means that in teaching and learning process need the materials, so the two of them are relation.

Teaching material is one of the important aspects in English teaching programs. From textbooks, videos, pictures from internet, teachers rely greatly on a diverse range of materials to support teaching and learning process.

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[25] Julian Edge, *Essential of English Language Teaching*. (London: Longman, 1994), 9.

3) Strategy of Teaching Writing

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, and planned designs for controlling and manipulating certain information. Oxford and Ehrman defined second language learning strategies as " specific actions, behaviors, steps, or technique used by students to enhance their own learning". They are contextualized "battle plans" that might vary from moment to moment, or from one situation to another, or even from one culture to another. Strategies vary within an individual.[26]

4) Media of Teaching Writing

The teacher and learner need a media to support the teaching and learning process. The media used in teaching learning process should be suitable with the situation and conditions, and balance with the students' ability.

According to Bowker, the media us usually defined as asset of tools that include television, film, video, photography, popular music, printed materials, books, comics, magazines, and the press, and computer software.[27] Gerlach and Ely state that "A medium, conceived is any person, material or event that establish condition which enable the learner to acquire knowledge, skill,

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[26] H. Douglas Brown, *Principle of Language Learning and Teaching*, (Englewood Cliffs: Prentice Hall Regent, 1994), 118.

[27] Andrew Goodwyn, *English Teaching and Media Education*, (Philadelphia: Open University Press, 1992), 28.

and attitude".[28] So, media are not only tools, like TV and radio as mediator, but also human/person, discussion, simulation and etc. that can convey the knowledge as learning sources to change attitude and increase the students' skill.

5) Evaluating of Teaching Writing

Evaluation is an intrinsic part of teaching and learning.[29] Evaluation can be defined as the systematic gathering information for the purpose of making decisions. Evaluation, therefore does not necessarily entail testing. Tests are often used for pedagogical purposes, either as means of motivation students to study, pr as means of reviewing material taught, it which case no evaluating decision in made on the basic test result.

The researcher conducts the writing test to measure how far the students' writing skill. The writing test that is conducted after the teacher explains material in learning process.

3. **Writing Skill**

a. **Definition of Writing Skill**

There are many experts who have proposed definitions of writing. According to Hamp-Lyons as cited in Risman, he states that writing is an activity that takes place in a specific context for a specific

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[28] Wina Sanjaya, *Strategi Pembelajaran, berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media Group, 2008), 163.

[29] Pauline Rea-Dickins and Kevin Garmaine, *Evaluation,* (Oxford University Press. 1992), 3.

purpose and is shaped appropriately for the intended audience.[30] Before writing, a writer must consider several factors. They are the readers, the reasons and contexts behind the writing.

Brown (2001) defined writing as thinking, drafting, and revising written works, which requires advanced knowledge of how to generate ideas, arrange them logically, review the text for clarity, edit the language for proper grammar, and produce a final product.[31] In addition, Spratt and his colleagues (2005) stated that writing refers to expressing one's ideas by connecting letters, terms, clauses, and phrases.[32] In terms of ability, Ekarista (2018) stated that writing ability is someone's capacity to create a message composed of words, into sentence, into text, into coherent so that the readers can comprehend the meaning.[33] From the definitions above, it appears that writing ability is the ability to express thoughts and ideas in an organized manner. In order to make good writing, the message and the content must be clear and easily understood by the reader.

On the other hand, writing is not about one step action but it is about a creative act.[34] For the first time when people want to write

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[30] Khairat Risman, Jufrizal, and Yenni Rozimela, *The Correlation between Reading Habit and Students' Writing Ability*, 222.

[31] H. Douglas Brown and Heekyeong Lee, *Teaching by Principles an Interactive Approach to Language Pedagogy 4th edition*, 427.

[32] Many Spratt, Alan Pulverness and Melanie Williams, *The Teaching Knowledge Test Course,* (Cambridge University Press, 2005), 26.

[33] Felix Ekarista, *Improving Students Writing Ability in Recount Text Using Picture Series,* The 1st annual international conference on language and literature, KnE Social Sciences, (April 2018), 344.

[34] Alice Oshima and Ann Hogue, *Introduction to academic writing third edition* (New York: Pearson Longman, 2007), 15.

something, automatically have been thinking about an idea. After that, the writer has to make a change and correction about what have been written. And people have to write and revise the written many times until satisfied that the writing actually expresses what want to say.

The most important reason for teaching writing is that it is a basic language skill. Writing as a skill, needs much practice. It is an activity of producing a coherent, fluent, and extended piece of writing.[35] Writing is either hard or easy, as a person makes it.[36] Writing is particularly academic writing is no easy. It takes study and practice to develop this skill.[37]

The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental element. The following analysis attempts to group the many and varied skills necessary for writing good prose into live general components or main areas.

1) Language use: the ability to write correct and appropriate sentences.

2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language, punctuation, spelling.

3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.

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[35] Ary Setya Budhi Ningrum, *Scaffolding Strategy in The Process Writing to Improve the Students' Writing Ability*, (Jakarta: Kementrian Agama Republik Indonesia. 2012), 1.

[36] Perrin Porter, *Writer's Guide and Index to English* (Chicago Atlanta Dallas New York: Scott, Foresman Company, 1942), 288.

[37] Alice Oshima, Writing Academic English (Addison Wesley: Longman, 1991), 3.

4) Stylistic skills: the ability to manipulate sentences and paragraph, and use language effectively.

5) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[38]

b. Characteristics of writing

Langan mentions four characteristics of writing. Those are unity, support, coherences, and sentence skills.[39] These characteristics are explained in more detail below:

1) Unity

A synonym for the word "unity" is "oneness". A passage should focus on one aspect expressed in the topic sentence.

2) Support

Writers should provide supporting details in their sentences.

3) Coherence

Coherence is one of the most important aspects of writing a paragraph. Paragraphs related to previous sentences should support the connected ideas.

4) Sentence skills

This skill involves building a paragraph in one's own way. This can be supported by students' ability to identify the passage's exact vocabulary.

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[38] J. B. Heaton, *Writing English Language Test,* (New York: Longman INC, 1989),135.

[39] John Langan, *College writing skills ninth edition*, (The McGraw-Hill Companies, 2014), xvii.

c. The Writing Process

In general, writing involves four steps. The first step is to come up with ideas. The second step is to organize the ideas. The third step involves writing a rough draft. The final step is polishing rough draft by editing and making revisions.[40]

1) Prewriting

Prewriting is a way to get ideas. This step involves choosing a topic and collecting ideas to explain it.

2) Organizing

Organizing the ideas into an outline is the next step in the writing process.

3) Writing

The next step is to write a rough draft using your outline. Do not worry about grammar, spelling, or punctuation while writing the rough draft. Write down your ideas. A rough draft will almost certainly contain many errors. This is completely normal and acceptable-after all, it is just a rough draft. There will be time later to fix the errors.

4) Polishing: Revising and Editing

The purpose of this step is to polish the writing. This step is also called revising and editing. In order to polish effectively, it is best to do it in two steps. First, revise the content and structure of

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[40] Alice Oshima and Ann Hogue, *Introduction to academic writing third edition*, 15

the document. After that, review grammar, punctuation, and mechanics (editing).

d. Aspect of Writing

According to Brown & Bailey mentioned that there are five components of writing, they are organization, logical development of ideas (content), grammar, punctuation/spelling/mechanics, and style and quality of expression.[41] The five components above are:

1) Organization

It is consisting of three parts: introduction, body, and conclusion. In order to write well, the writer must be able to connect paragraph titles, introductory paragraph, and subjects to the paragraph body, generalizations, and conclusions. The writer must determine whether all elements above work together and are written in a specific order.

2) Content

In other words, it is about how ideas are developed logically. There is no extraneous material present in the text, whether the essay addresses the issue or not, whether the ideas are coherent and thoroughly developed.

3) Grammar

It refers to the writer's complete adherence to grammatical rules. As an example, native English grammar fluency, the use of

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[41] H Douglas Brown, *Language assessment principles and classroom practice,* 243.

auxiliary verbs, prepositions, modals, posts, verb forms, and tense sequencing.

4) Mechanics

It focuses on punctuation, grammar, and visual patterns of the language. There are a number of rules that should be followed when writing English: all required capitals, paragraph intended, comma, full-stop, and the other.

5) Style and quality of expression

In the end, it is all about the quality of the content and the way you express yourself. There are several techniques used by the writer, including detailed vocabulary, parallel patterns, and word choice.

4. Teaching Reading

a. Definition of Teaching

Teaching is a familiar activity where almost everyone will know about it. Teaching is identic to school, students, and teachers. There are a lot of definitions about teaching based on someone"s background knowledge and experience. Teaching can be defined as showing or helping people to learn or to do something, give instruction, guide the study of something, provide with knowledge, and cause to know understand. In addition, teaching is guiding and facilitating learning, enabling learner to learn, setting condition to learnyour understanding of how the learner will determine your philosophy of education,your

teaching style,your approach, methodand classroom technique (Gonzales, Brown, & Slate).[42]

Teaching is a process of transferring knowledge and skill to the students in the sense that another also explained that teaching is an activity professional requiring skill a high degree and prospect for decision making (Hamalik as cited in Sitohang & Sembiring).[43] Whereas teaching in virtually is a process, namely the process of arranging, organizing the environment around the portage, so as to cultivate and propel student perform the process of learning. Then, the next stage is the process provides guidance and assistance to the portage in conducting the process of learning (Sudjana as cited in Huda, Kartanegara & Zakaria).[44] Based on the definition previously, it can be concluded that teaching is process that complex not only function as convey information from the teacher to the students, especially when desirable result learns all the students.

b. **Definition of Reading**

One of the essential skills of a language is reading. Therefore, it is studied by a great deal of scholars. Reading is discussed in this

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[42] Gonzales, L., Brown, M.S., & Slate, J. R. Teachers who left the teaching profession: A qualitative understanding. *The qualitative report*, 13(1), 1-11.

[43] R Sitohang & Semringin, T. A. *Penggunaan Model Quantum Teaching Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran IPS Kelas V SD Negeri No. 040474 Tiga Serangkai.* Jurnal Handayani PGSD Fip Unimed, 1.

[44] M. Huda Kartanegara & Zakaria, G. A. N. *The effect of learning strategy of reading aloud on students' achievement in the subject of Islamic studies at secondary school in Semarang.* International Journal of Education and Research, 3(2), 577-588.

section not only as a language subject, but as a means to comprehend the concept of reading in a deeper way.

According to Penny, reading is both the act of reading and the act of understanding.[45] Hence, reading is not simply the recognition, spelling, or reading of written symbols, but also the effort necessary to comprehend their meaning. Therefore, readers are those who are capable of both reading words and understanding their meanings.

In addition, Hedgcock and Ferris argued that reading is a complex activity that integrates cognitive processes, reader strategies, and textual information.[46] According to this definition, it is quite similar to the one advocated by Penny previously. This means reading is not just a simple exercise of reading a page of symbols, but also involves cognitive processes, a strategy used, and prior knowledge that is written in the text.

Moreover, Broughton et al point out the similar perceptions towards the meaning of reading. As a complex skill, it involves the interrelationship between the ability to decode or recognize written symbols, the ability to connect formal linguistic elements (words, phrases, sentences, paragraphs), as well as the ability to comprehend the meaning of the symbols written on paper.[47] A reader must possess

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[45] Penny Ur, *A Course in Language Teaching: Practice and Theory,* (Cambridge: Cambridge University Press, 2009), 138.

[46] John S. Hedgecock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts,* (New York: Routledge, 2009), 49.

[47] Geoffrey Broughton et al., *Teaching English as a Foreign Language,* (New York: Routledge, 2003), 89-90.

certain abilities facilitating the recognition of written symbols and linguistic elements that eventually lead them to comprehend the meaning of the written symbols.

According to Akanda, Hoq, and Hasan, reading is regarded as an art that can lead people to gain a better understanding of life and the world.[48] This view suggests that reading is a valuable activity since it can broaden the knowledge of those who conduct it. When we read, we gain a great deal of information, and this information ultimately enhances our understanding and knowledge of the world around us.

As a conclusion, reading is regarded as an art, skill, and activity which is highly complex since it is greatly influenced by several factors, such as understanding written symbols, linguistic elements, and textual content. In the presence of these factors, one can get valuable results, such as knowledge and understanding of life and the world around us.

5. Reading Habit

a. Definition of Reading Habit

Even though based upon the previous section reading is considered as the activity which is complex for it involves some elements such as the ability to recognize written symbols and the ability to comprehend the meaning of the written symbols, reading can be considered as a habit. This section discloses the reading habit in details.

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[48] A. K. M. Eamin Ali Akanda, KaziMostakGausulHoq, and NazmulHasan, Reading Habit of Students in Social Sciences and Arts: A Case Study of Rajshashi University, *Chinese Librarianship*: An International Electronic Journal, 2013. 13

Habit is the way people respond to a certain situation everyday, and it is never boring to do repeatedly. In the Oxford dictionary, habit is defined as " A thing that a person does often and almost without thinking."[49] According to Nilsen (2012) a habit is a behavior repeated so often that it has become automatic, enacted without purposeful thought and largely without awareness.[50] As a habit, the behavior is repeated in the same context, and the control shifts from unconscious to being triggered by context or circumstance. In addition, they argued that automaticity is the main ingredient of habit.

According to Benjarmin Gardner habit is an abstract concept, and consequently, can have no 'correct' or 'incorrect' definition. This definition is unsatisfactory to the psychologist: it proposes that people frequently do what they do frequently.[51] As cited in Subashini, Sangkaeo states that reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading.[52] It is the way a reader organizes his or her reading. Chettri and Rout assert that reading habit is a reading activity which is done recursively.[53] In other words,

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[49] Hornby, A.S, *Oxford Advanced Learner Dictionary of Current English* , (fifth edition, Oxford University Press, 1995), 533.

[50] Per Nilsen, Kerstin Roback, Anders Brostrom and Per-Erik Ellstrom, *Creatures of habit: accounting for the role of habit in implementation research on clinical behaviour change,* 1.

[51] Benjarmin Gardner, Habit as automaticity, not frequency, *Journal of The European Health Psychologist*, Vol 12, No 2, (June 2012): 32.

[52] Subashini Annamalai and Balakrishnan Muniandy, *Reading Habit and Attitude among Malaysian Polytechnic Students, (IOJES : International Online Journal of Educational Sciences),* Vol 5/1, (2013): 33.

[53] Kushmeeta Chettri and S.K. Rout, Reading Habit- An Overview, IOSR *Journal of Humanities and Social Science (IOSR-JHSS),* 2013, 13.

based on upon this view, reading can be considered as a habit if it is done many times in a regular way.

Zwiers says that the concept of reading habits more accurately describes the automatic and unconscious processes that are involved in reading and understanding text. [54] The term reading habit refers to the automatic process in which readers read textual material and derive meaning without being aware of it.

Reading habits determine a student's ability to understand academic subjects and pass examinations through a well-planned and deliberate pattern of study. Student's reading habits greatly influence their success in school. These two factors are interconnected and are hard to separate. It is common for students to come from different backgrounds and locations with varying levels of academic ability. Therefore, their patterns of reading are different. There are students who have good reading habits, and there are students who have poor reading habits. Academic achievement consists of how much knowledge an individual has gained from school.[55]

b. **The Aspect of Reading Habit**

Julio Cesar summarized six aspects of building an effective reading habit, thus are: reading frequency, books read, time spent on

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[54] Jeff Zwiers, *Building reading comprehension habits in grades 6-12,* (International Reading Association, 2010), 2nd edition, 4.

[55] Asep Suhana and Acep Haryudin, *The Effects of Reading Habit Towards Students' Reading Comprehension at Private Senior High Schoolin Purwakarta,* ELTIN JOURNAL, Volume 5/11, (Oktober 2017): 58.

academic reading, time spent on non-academic reading, and motivation in the academic environment.[56]

1) Reading Frequency

Reading frequency is the frequency in which students read books in their spare time.

2) Books Read

The number of books that the students reported having read over the last three months was included in the questionnaires.

3) Time Spent on Academic Reading

Academic reading is considered the time that the students devote their time to reading academic books especially for their specialist subject.

4) Time spent non-academic reading

In non-academic reading, the students spend time reading books that are not directly related to their studies, such as novels, horror, romance, fiction, etc.

5) Motivation in the academic environment

It focuses on the frequency of students' reading literature in their school environment based on the teacher report.

c. **Advantages of Reading Habit**

The benefits of reading habits are so numerous that students can take advantage of them. Reading habits is one of the most important

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[56] Julio Cesar Galicia Gaona, "Relationship between reading habits" University Library and Academic Performance in A Sample of Psychology Students, *Revista De La Educacion Superior*, Vol.XL (I), No. 157.

tools for the academic success of students. By reading habit, students could gain new knowledge, improve their concentration, and expand their skill. Reading habit activity also helps the students improve their understanding, makes them intelligent, and increases their vocabulary.

Thanuskodi said "The impact of reading in people's lives is extraordinarily widespread. A reader can learn new skills, can be introduced to new facts,and can become more knowledgeable about the whole world and can be stimulated to both thought and emotion".[57] Steel Jack states as cited in Muawanah, he mentions several advantage of reading habit, they are:[58]

1) Habit of reading help the mind performs effectively

By reading frequently, people will have abilities to communicate and think well. [59] acquiring a reading habit will automatically activate neurons and make it always in a good shape. People who exhibit daily activity will help them to perform effectively in front of the public.

2) Habit of regular reading helps us develop a good vocabulary

Habitual reading develops their alertness in identifying errors in a sentence.[60] Frequent readers have a range of word banks. They will have specific information about the meaning of the word and

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[57] S. Thanuskodi, *Reading Habit among Library and Information Science Students of Annamalai University: A Survey, International Journal Education Science*, 3(2), 79.

[58] Samrotul Muanwanah, *The Relationship between Students' Reading Habit and Their Reading Comprehension*, Thesis: UIN Syarif Hidayatullah Jakarta, 2015, 21.

[59] Samrotul Muawanah, 22.

[60] Samrotul Muawanah, 22

they are able to predict the meaning based on context. Frequent readers will be better in understanding the message that the writer is trying to convey.

3) Habitual reading boosts intellectual curiosity

Regular habit of reading exposes a reader to read a variety of books. Habitual reading also helps the readers to understand the complexity of different books. A reader becomes knowledgeable about various literacy skills and leads the reader to think independently and critically.[61]

4) Habitual reading means a psychological activity

Regular habit as a psychological activity means a reader links with their mind to feel the writters' imagination.[62] The readers preview the story and go into it and absorb as the story goes on it. The reader uses their mind to figure out the scheme of story, to feel the writer's feeling and to experience the difference of personal players.

5) Habitual reading helps readers to have a positive set of mind

Efficient frequent readers should be active, positive mind set and critical.[63] The readers should give feedback quickly to material as a response to what they have read. They should also get the summary and make a critical judgment from the material.

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[61] Samrotul Muawanah, 22
[62] Samrotul Muawanah, 22
[63] Samrotul Muawanah, 23

C. Research Assumption

Research assumptions are commonly called basis assumptions or postulates. These research assumptions relate to this study:

1. Existence of the same ability in several classes' studies.

2. There is an influence of reading habit on students reading habits at MA Darullughah Wal Karomah.

D. Hypothesis

Hypothesis is a temporary answer to the problem formulation research , where the formulation of the research problem has been stated in question form.[64]

In this research, the researcher purposes hypothesis as follow:

H_a: there is a significant correlation between students' reading habit and students' writing skill at the second grade students of MA Darullughah Wal Karomah.

H_o: there is no significant correlation between students' reading habit and students' writing skill at the second grade students of MA Darullughah Wal Karomah.

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[64] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Cet. 19, Bandung: Alfabeta, 2013), p.64.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design in this study is quantitative research which used correlational design. It was employed to find out and measure the correlation between two variables covering X variable (reading habit) and Y variable (writing skill).

According to Creswell, "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".[65] This design used to find out the correlation between two variables or more and to see the influence of each other. In this case, this design was employed to seek the relationship between students' reading habit and students' writing skill.

B. Research Subject

The population of this study is the students of MA Darullughah Wal Karomah. It is focused on the eleventh-grade students of MA Darullughah Wal Karomah. Population is a generalization area consisting of object/subject that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusion.[66] According to Arikunto as cited in Khalisa, he says that if the total number of populations is less than 100, it is better to take all numbers of population to be the sample and called total

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[65] John. W. Creswell, *"Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (Boston: Pearson Education Inc., 2012), 4th edition, 338.

[66] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D,* 80.

sampling, on the contrary, if the number of subjects more than 100, the sample could be taken for about 10-25% or more.[67] Furthermore, in this study the researcher took all of the population to be the sample because the population is less than 100. This are the total students of the eleventh-grade students of MA Darullughah Wal Karomah.

Table 3. 1
The total students of the eleventh grade at
MA Darullughah Wal Karomah.

NO	CLASS	Total
1	XI BAHASA	19
2	XI IPA	24
3	XI IPS	28
4	XI KEAGAMAAN	20

Source : document from MA Darullughah Wal Karomah

Based on table 3.1, there are four classes in MA Darullughah Wal Karomah, which are XI Bahasa consists of 19 students, XI IPA consists of 24 students, XI IPS consists of 28 students, and XI Keagamaan consists of 20 students. The total population is 91 students.

C. **Data Collection**

In conducting the research, the researcher needs various kinds of data and information to support the research. To obtain the data, the researcher uses two techniques:

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered.

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[67] Nurul Khalisa, *The Correlation betweenstudents' reading habit and their writing skill*, 26.

The questionnaire is an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents.[68] The researcher distributed a questionnaire to students in order to find out students reading habits. The questionnaire consists of 13 questions. The questionnaire was adapted from Paul Molyneux and Pam Macintyre. The adaptation of the questionnaire is removing some questionnaire which is related to social media because the students have rules prohibition of using electronic devices.

Meanwhile, the scoring system of questionnaire for reading habit is described as follow:

Table 3. 2
Scoring System of Reading Habit Questionnaire

Alternative Answer	Score
Almost every day	4
About once a week	3
About once a month	2
Never or hardly ever	1

Based on table 3.2, if the students answer almost every day they will get 4 score, 3 score for students who answer once a week, 2 score for students who answer once a month and 1 score for students who answer never or hardly ever.

Furthermore, in order to determine students' reading habits, the researcher categorized the classification of students' reading habits and ranked the responses to the reading habit questionnaire. The classification can be seen as follows:

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[68] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, 142.

Table 3. 3
Classification of students' reading habit

NO	Category	Score
1	Very high	80 – 100
2	High	60 – 79
3	Middle	40 – 59
4	Low	20 – 39
5	Very low	0 – 19

Based on table 3.3, if the score gets 80 – 100 which means very high category, when the score is 60 – 79 it means high category, if the score 40 – 59 it means middle category, when the score is 20 – 39 it means low category, and the last when the score 0 – 19 it means very low category.

2. Test

The purpose of tests is to describe a student's performance and reveal students' achievement in the subject matter that the students have studied. This study will use the test as the second instrument to measure the students' writing skill. The students will be required to write the own paragraph on the topic. The students will be asked to write a descriptive text with the length of 100 words in 60 minutes. To examine the students' writing skill, the researcher used indicators (see appendix 3).

D. Validity and Reliability

a. Validity Test

According to the definition, validity is the extent to which an instrument measured what it claimed to measure.[69] An instrument is

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[69] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th Edition, (Canada: Wadsworth Cengage Learning, 2010), 225.

regarded as valid if it provides data that can be used to measure the level of validity of the questionnaire in question. L R Gay states that validity is the most fundamental concern in developing and evaluating tests.[70] Therefore, validity can be defined as demonstrating a test's quality. The questionnaire in this research is going to be validated by using SPSS. If any invalid items are found after testing as many items as possible, they will be deleted immediately, and only items declared valid for data collection will be used for data collection.

b. Reliability Test

The reliability of a test depends on its consistency and reassurance.[71] It means that reliable data must be used to determine the reliability of the data. It is also important to create a reliable test because the measurement instrument must also be reliable. The reliability of the questionnaire will be test using SPSS. As cited in Harahap, Arikunto defines a standard of reliability as follows:[72]

Table 3. 5
Criteria of a standard reliability

NO	SCORE	CRITERIA
1	0.80 – 1.00	Very high reliability
2	0.60 – 0.79	High reliability
3	0.40 – 0.59	Medium reliability
4	0.20 – 0.39	Low reliability
5	0.0 – 0.19	Very low reliability

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[70] LR Gay, Geoffrey E.Mills, and Peter Airasian, *Educational Research Competencies for Analysis and Applications*, 10th Edition (New York: Pearson, 2012), 160.
[71] H Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Fransisco: Longman, 2003), 20.
[72] Desi Maharani Harahap, *The Correlation Between English Learning Motivation And Vocabulary Mastery At Grade VII SMP N 8 Padangsidimpuan*, (Thesis From State Institute For Islamic Studies Padangsidimpuan, 2018).

Based on table 3.5, if the reliability gets $0.80 - 1.00$ it means very high reliability, when the score $0.60 - 0.79$ it means high reliability, when the score $0.40 - 0.59$ it means medium reliability, when the score is $0.20 - 0.39$ it means low reliability, and the last if the score getting $0.0 - 0.19$ it means very low reliability.

E. **Data Analysis**

The data will be rearranged by separating reading habit score and writing skill. Reading habit is called variable X and writing skill is variable Y. The correlation between those two variables will analyze statistically by using Pearson's correlation formula, which is:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

In which:

r_{xy}=The correlation coefficient of variables X and Y

X = Reading habit score

Y = Writing skill score

N = Number of samples

The Pearson's' correlation formula will use when the writer intended to measure the correlation with raw data from test. The range of correlation in this formula is 1.00 until 0.00 in which 1.00 stands for a very strong correlation between both variables, and 0.00 stands for a very week or no correlation at all. To provide the better explanation, the correlation coefficient can be seen as follow:

Table 3. 6
Correlation coefficient table

Correlation coefficient (r)	Interpretation
0.00 – 0.20	Very low correlation
0.21 – 0.40	Low correlation
0.41 – 0.70	Moderate correlation
0.71 – 0.90	High correlation
0.91 – 1.00	Very high correlation

Source: Muawanah, S. 2014.

Based on table 3.6, when the correlation gets $0.00 - 20$ it means very low correlation, if the correlation gets $0.21 - 0.40$ it means low correlation, if the correlation gets $0.41 - 0.70$ it means moderate correlation, when the correlation gets $0.71 - 0.90$ it means high correlation, and the last when the correlation gets $0.91 - 1.00$ it means very high correlation.

CHAPTER IV

FINDING AND DISCUSSION

The purpose of this chapter is to explain the results of the research project and to discuss the findings that consist of data analysis and findings that examine the results from the data analysis.

A. Description of Research Object

1. Profile of MA Darullughah wal Karomah

Name of Madrasah	: MA Darullughah wak Karomah
NSM/NPSM	: 131235130019/20579848
Address of Madrasah	: Jl. Mayjend Panjaian No. 12, Sidomukti Village, Kraksaan City, Probolinggo Regency, East Java Province
Postal Code	: 67282
Phone Number	: 03354514573
Email Address	: madarullughah@gmail.com
Website Address	: www.madarullughah.sch.id
Foundation Name	: Islamic Education Darullughah Wal Karomah
Status of Madrasah	: Accredited A
SK. Accreditation	: Ma.003273
Date of SK Accreditation	: 25th of October 2016
Year of Establishment	: 1st of July 1986
Name of Principal	: Abdul Mukti, S.Pd.
SK of Principal	: 161/YADAR/SK/A1/VIII/2016
Date of SK	: 1st of August 2016

Source: Document of MA Darullughah wal Karomah

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2. History of MA Darullughah wal Karomah Sidomukti Kraksaan[73]

An Islamic boarding school named Darullughah wal Karomah was founded by Kh Baidlowi in Kramat Sidomukti Kraksaan area of Probolinggo in 1948. At first, this boarding was named Darullughah, which means language storehouse. This name came about as a result of Kh Baidlowi's obsession to study Arabic and deepen Islam as well as his love for Arabic, the language of Qur'an and Hadits. This boarding school is known as a sacred boarding by the community. It is called a sacred area because in this boarding school there is Maulana Ishaq shrine which is sacred by residents and the area is said to be haunted. Then, Kh. Zaini Mun'im suggested that the name of Darullughah be added to Darullughah wal Karomah.

In 1990, Kh Baidlowi was called by Allah SWT and the leadership of the boarding was handed over to his son in accordance with a family discussion on how to continue Kh Baidlowi's struggle to develop Darullughah wal Karomah Islamic boarding school and broadcast Islam. MA Darullughah wal Karomah was established on July 1, 1986 with registered status. In 1996 MA Daullughah wal Karomah began to be recognized by decree number: 59/E. IV/PP.03.2/KEP/X/1996 dated October 9, 1996. Then in 2006 MA Darullughah wal Karomah following the accreditation level with SK number: C/KW.13.4/MA/551/2006 dated 30 August 2006, NSM. 31.2.35.13.15.187.

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[73] Document of MA Darullughah wal Karomah, "History of MADAR", 17th of October 2022.

This school is located on Jl. Mayjen Panjaitan no. 132 Sidomukti Kraksaan Probolinggo. Each year, MA Darullughah wal Karomah continues to demonstrate its existence by responding to society's demands, the challenges of the times, so the institution can compete and be qualified with similar institutions. Since being led by Kh. Drs. Abdul Hannan, who was the first founder, and continued by Kh Ali Wafa Baildlowi, MA Darullughah wal Karomah has followed the vision of pesantren. In order to build Islamic students with good morals and santri spirit, the development of madrasah is geared towards character building and santri spirit.

This effort was then continued by Drs Arsyad Manan who developed the task of the ministry of religion office to foster madrasah management at MA Darullughah wal Karomah. Then followed by Muhammad (1998-2003), who tried to realize the ideals of the previous leadership. The leadership of the madrasah was then led by Djama'uddin, M.Pd. (2004-2013), through his leadership MA Darullughah wal Karomah experienced a fairy rapid development, both in quality and quantity.

The existence of this development is due to the optimal performance of the madrasah leaders and their subordinates in activating teaching and learning activities and making all components of the organization effective. Additionally, it cannot be separated from the role of madrasah head plays in managing his institution by following open

management system. The head of madrasah, adhering to this open management system, always considers all input from representatives, staff, and teacher councils before making a decision.

In addition, the public and the government began to have a good understanding of MA Darullughah wal Karomah, and they paid considerable attention to it. They are enthusiastic about enrolling their children in MA Darullughah wal Karomah because the quality is unquestionable, both locally and regionally.

3. **Vision and Mision**[74]

In building an institution, defining the vision and mission is the first step in realizing the desired outcomes. MA Darullughah wal Karomah has the following vision and mission:

a. Vision of MA Darullughah wal Karomah

MA Darullughah wal Karomah aims to create people who believe, know and have good morals, while the detailed formulation of its education vision is as follows:

1) Integrating monotheism in all systems and working patterns that are consistently actualized by all components of the madrasah.

2) Become a center for planting aqidah, spiritual development and the formation of morality and good deeds.

3) To become a center for the study and information of science and religion.

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[74] Document of MA Darullughah wal Karomah, "Vision and Mision of MADAR", 17th of October 2022.

4) Built and managed on the basis of togetherness and commitment that is intact and solid in an effort to foster a life that is sourced from the teachings of the Qur'an and the Prophet's Hadith.

The indicators are:

1) Excellent in Islamic religious development.

2) To excel in improving the performance of UNAS.

3) Excellent in Arabic language achievement.

4) Excellent in English achievement.

5) Excellent in sports achievements.

6) Excellent in artistic achievement.

7) Have a comfortable and conducive madrasa environment for learning.

8) Gaining the trust of the community.

b. Mision of MA Darullughah wal Karomah

1) Streamline and streamline the implementation of the learning process.

2) Conducting observations in order to find potential students in various sciences and skills.

3) Conducting trainings in accordance with the potential, interests and talents to grow and develop independently and with high discipline.

4) Fostering the spirit of students in competing in a healthy manner among students in the school environment.

5) Improving the quality of teachers and administration through educational programs, training workshops, and others.

6) Implement transparent and participatory management by involving all components of the madrasa.

7) Guiding students to better appreciate and practice Islamic teachings and national culture, so that they become a source of wisdom to act and interact in society.

B. **Data Presentation**

1. Reading Habit Questionnaire

The result of the students' reading habit of MA Darullughah Wal Karomah was derived from the answer of the questionnaire. Then, the answer is analyzed and scored. Students' answer was analyzed using the scoring system that was discussed in the third chapter. The data that were obtained shows in appendix 4.

Based on table 4.1 (see appendix 4) the data shows that the average score of students reading habit is 60,37 with the lowest score 38 and the highest score 78. Most of them are getting a score of 65. It can be concluded that students have high reading habit. Furthermore, to know the detail score of students reading habit questionnaire see table 4.2 appendix 5.

2. Writing Test

The writing test is conducted directly after students have completed the questionnaire to determine their level of writing skill. Students were asked to write a paragraph about the topic. In this study, students will be asked to write a descriptive test about an admiring figure. The descriptive test will be analyzed and assessed by researcher and English teacher at MA Darullughah Wal Karomah. Based on students' descriptive text, the scores of students writing test shows in table 4.3 and 4.4 (see appendix 6).

The final score of students writing was calculated by adding up the scores of both correctors. Based on the following formula, the score for each corrector is calculated:

$$X = \frac{X_1 + X_2}{2}$$

The final score is obtained by adding X_1 to X_2 (see appendix 7)

Based on Table 4.5 (see appendix 7) shows that the average score of students writing skill is 69,29 with the lowest score 40 and the highest score 89,5. Most of them are getting a score of 75.

C. **Data Analysis**

1. The computation of students' reading habit and writing test scores.

Students' reading habit and students' writing test score is computed (see table 4.6 appendix 7).

The definition of variables from the table:

X   : The score of students' reading habit

Y   : The score of students' writing skill

X^2 : The score of students' reading habit squared

Y^2 : The score of students' writing skill squared

XY   : The score of students' reading habit and students' writing skill

Reading habit is as variable (X), and shows 78 as the highest score for students' reading habit and 38 as the lowest score. In total, students score of their reading habit is 5494.

The students' writing skill is as variable (Y). The highest score of students' writing skill is 89,5 while the lowest score is 40. The table above shows that the total score of students' writing skill is 6336.

2. Calculating the correlation between students' reading habit and students' writing skill.

In this step, the researcher calculated the correlation coefficient *(r)* by applying formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

N   : 91

$\sum$X : 5494

$\sum$Y : 6336

$\sum X^2$: 336650

$\sum Y^2$: 451831

$\sum$XY   : 387013,5

According to the data above, N represents the number or sum of the participants. $\sum$X represents the sum of the score for variable X. $\sum$Y

represents the sum of the variable Y. While $\sum XY$ is the symbol of the sum

of variables paired scores.

The correlation between variable X and variable Y was calculated

based on the values above:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$= \frac{91(387013,5) - (5494)(6336)}{\sqrt{\{91x336650 - (5494)^2\}\{91x451831 - (6336)^2\}}}$$

$$= \frac{35218228,5 - 34809984}{\sqrt{\{30635150 - 30184036\}\{41116621 - 40144896\}}}$$

$$= \frac{408244}{\sqrt{\{451114\}\{971725\}}}$$

$$= \frac{408244}{\sqrt{438358751650}}$$

$$= \frac{408244}{622086}$$

$$= 0,656$$

Based on the calculation above, the correlation between students'

reading habit and students' writing skill (r_{xy}) is 0.656. The (r_{xy}) can be

interpreted as follows using the table of *r* score interpretation:

Table 4.7
"r" Score Interpretation

The "r" score	Interpretation
0.80-1.00	Very high
0.60-0.799	High
0.40-0.599	Moderate
0.20-0.399	Low
0.00-0.199	Very low

The table 4.7, shows that the (r_{xy}) score calculated in this study is

0.656. In the terms of range, it falls between 0.60 – 0.799. It indicates that

two variables (students' reading habit and students' writing skill) are highly correlated. Therefore, it can be interpreted that reading habit of eleventh -grade students of MA Darullughah Wal Karomah have a high correlation with their writing skill.

3. Hypothesis Testing

These hypotheses are described in detail as follows:

a. Research hypothesis (H_a): There is significant correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

b. The null hypothesis (H_0): There is no significant correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

According to the calculation of the Product Moment of r_{xy} is 0,656. This is related to the r-table value (see appendix 8). In this study, there are 91 participants. Therefore, the value of the r-table should relate to the total sample size (N). Therefore, it can be concluded that the two variables are significantly correlated.

The calculation Product Moment has gotten correlation coefficients r_{xy} = 0,656 was higher than r-*table* 0,206 on significant level 5%. The hypothesis (Ho) was rejected, and (Ha) is accepted namely r_{xy} > r-*table* (0,656 > 0,206). According to the result, there was a significance correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

D. Discussion

On the basis of the description, it is concluded that the eleventh-grade students of MA Darullughah Wal Karomah have a high category of reading habit and writing skill. It is indicated y the average score of students' reading habit, which is 60,32. Students' writing skill averages is 67,37, which is slightly better than students reading habit

In this study, researchers conducted research on the correlation between students' reading habit and students' writing skill. The result of the correlation coefficient (r_{xy}) higher than r-*table* score. Here, the correlation coefficient (r_{xy}) is 0,656, while the r-table score is 0,206 for 0.05 (5%) significance. As a result, the (r_{xy}) = 0,656 > r-*table* = 0,206. It means that Ho is rejected and Ha is accepted. Based on the result, it shows that there is a significant correlation between students' reading habit and students' writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

Based on the results of the correlation analysis above, it shows that it supports the result of Wahyuni Anggreriyanti entitled "The relationship between students' reading habit and writing skills".[75] The results of this study the researcher found that there was a relationship between students' reading habits and their writing skill. It can be seen from the results of data calculations which show that the r_{xy} 0,470 > than 0,297 *r-table*, it means has the correlation strength between students reading habit and students' writing

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[75] Wahyu Anggrerianti, *"The correlation between students' reading habit and their writing skill".* (2017).

skill to the second semester of English Study Program was considered Moderately Strong Relationship.

The study also relevant to the findings of Zahra Kartal entitled "The relationship between students' reading habit and their narrative writing ability".[76] It showed that there is a significant relationship between students' reading habit and their writing ability. It was proven by the score of T-*count* which is higher than T-*table*. Therefore, it can be concluded that the more students read the better writing skill they have.

This study also has the same results as the previous study. This study reinforces previous studies that there is a correlation between reading habit and writing skill. As explained in the theory of Krashen, he says that reading is important throughout the lifespan, recreational reading has been found to improve reading comprehension, writing style, vocabulary, spelling, and grammatical development. When someone start to get in the habit of reading, they will be able to see the results. Their reading comprehension will improve, they will find academic style texts easier to read. Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve.[77]

The indicator is it appears that students who have a high level of reading habit also will have a good writing skill. It was found by testing hypothesis of the study that students' reading habit correlated with students'

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[76] Zehra Kartal, *"The relationship between students' reading habit and their narrative writing ability".* (2018).

[77] Stephen D. Krashen, *The Power Of Reading: Insight from the Research.* 132-133

writing skill at the eleventh-grade students of MA Darullughah Wal Karomah.

Accordingly, r_{xy} has been found to be larger than r-*table* (0,656 > 0,206).

CHAPTER V

CONCLUSION ANS SUGGESTION

A. Conclusion

This study was conducted to determine whether or not there is a significant correlation between students' reading habit and students' writing skill. The study focused on the eleventh-grade students of MA Darullughah Wal Karomah as part of correlational study. In order to collect the desired data, the writer conducted a questionnaire to assess the reading habits of the eleventh-grade students and writing test to assess their writing skills. The conclusion is reached after the researcher conducts research.

The results of the research are that there was high correlation (r = 0,656) between students' reading habit and students' writing skill. Students' reading habit determine their writing skill, so if the reading habit are high, writing skills are as well. In the same way, if the score of students' reading habit is low so the score of students' writing skill is too.

B. Suggestion

1. The English teacher of MA Darullughah Wal Karomah should focus more on reading activities, as language acquisition involves input, not output, comprehension over production. The teacher is expected to always encourage their students to read to build their reading habit.

2. For students, particularly those enrolled in MA Darullughah Wal Karomah, reading habits are important to consider. They should understand how important reading is. In addition, they should prioritize

developing a reading habit. I hope it can also help them improve their writing and academic performance.

A writer's suggestions above are based on experience and data gathered during the study.

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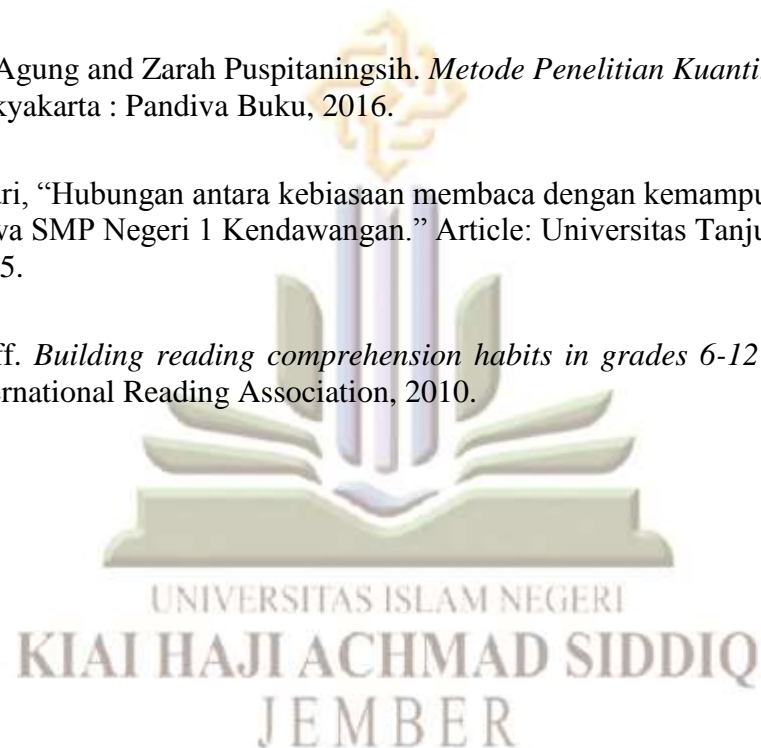
Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Nur Isnainiyah
Student's Number	: T20186048
Study Program	: English Deparment
Institution	: UIN Kh. Achmad Siddiq Jember

Declaration that this thesis entitled "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS WRITING SKILL AT THE ELEVENTH-GRADE STUDENTS OF MA DARULLUGHAH WAL KAROMAH" is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications coted in this work have been personally consulted

Jember, 14 December 2022

I declare

Nur Isnainiyah

T20186048

Appendix 2

<div align="center">

MATRIK RESEARCH

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' WRITING SKILL

</div>

TITLE	VARIABLE	INDIKATOR	SUMBER DATA	METODE PENELITIAN	PROBLEM	HYPOTHESIS
The correlation between students' reading habit and students' writing skill at the second grade of MA Darullughah Wal Karomah	1. Reading habit 2. Writing skill	1. Reading frequency 2. Books read 3. Time spent on academic reading 4. Time spent non-academic reading 5. Motivation in the academic environment 1. Organization 2. Content 3. Grammar 4. Mechanics 5. Style and quality of expression	Research subject: ➤ Elevent grade students of MA Darullughah wal karomah Research informant: ➤ English teacher of MA Darulughah wal karomah	Types of research: ➤ Quantitative research with correlational method Research Design: ➤ Correlational study design Technique: ➤ Questionnaire ➤ Written Test	1. Is there any significant correlation between students' reading habit and students' writing skill?	Ha (alternative hypothesis) There is significant correlation between students reading habit and students writing skill Ho (null hypothesis) There is no significant correlation between students reading habit and students writing skill

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Appendix 3

Table 3. 4
Rubric of scoring writing test suggested by Brown

Aspect	Score	Criteria
Organization	20-18 Excellent to good	Appropriate title, topic is stated, leads to body, transition expression used, arrangement of material show plan, supporting evidence show the generalization.
	17-15 Good to adequate	Adequate title, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequenced is logical but transitional expression maybe absent or misused.
	14-12 Adequate to fair	Problem with the order of ideas in the body, generalization may not be fully supported by the evidence given, problem of organization interfere.
	11-6 Fair to poor	Minimally recognizable introduction, organization can barely be seen, Severe problem with ordering of ideas, inadequate effort of organization.
	5-1 Very poor	No apparent organization of body, writer has not made any effort to organization the composition.
Content	20-18 Excellent to good	Essay addresses the topic, the ideas are concrete and thoroughly developed, essay reflects thought.
	17-15 Good to adequate	Essay addresses the issues but misses some points, ideas could be more developed.
	14-12 Adequate to fair	Development of ideas not complete or essay is somewhat off the topic, paragraphs aren't divided exactly right.
	11-6 Fair to poor	Ideas incomplete, essay does not reflect carefully thinking or was hurriedly written, inadequate

Aspect	Score	Criteria
		effort in area of content
	5-1 Very poor	Essay is completely inadequate, no apparent effort to consider the topic carefully.
Grammar	20-18 Excellent to good	Correct of preposition, modal, article, word form, and tense using, no fragment or run on sentence.
	17-15 Good to adequate	Some grammar problems don't influence communication and no fragment or run sentences.
	14-12 Adequate to fair	Ideas are getting through the reader, grammar problems are apparent and have negative effort on communication, run or sentences.
	11-6 Fair to poor	Numerous serious grammar problems interfere with communication of writer's ideas, grammar review of some areas is clearly needed, difficult to read sentences.
	5-1 Poor	Severe grammar problems interfere greatly with the message, reader cannot understand what the writer was trying to say, unintelligible sentence structure.
Vocabulary	20-18 Excellent to good	Precise vocabulary usage, used of parallel structure, concise, register good.
	17-15 Good adequate	Attempts variety, good vocabulary, not wordy, style fairly concise.
	14-12 Adequate to fair	Some vocabulary misused, lacks awareness of register, may be too wordy.
	11-6 Fair to poor	Poor expression of ideas, problems in vocabulary, lacks variety of structure.
	5-1 Very poor	Inappropriate use of vocabulary, no sentence variety.
Mechanics	20-18 Excellent to good	All needed capitals, paragraph intended, punctuation and spelling very neat.
	17-15 Good to adequate	Some problems with punctuation, occasionally spelling errors interfere with ideas.
	14-12	Spelling problem distract the reader,

Aspect	Score	Criteria
	Adequate to good	punctuation errors interfere with ideas.
	11-6 Fair to poor	Part of essay not legible, errors in sentence punctuation.
	5-1 Very poor	Complete disregard for English writing convention, obvious capital missing, severe spelling problem.

Source: Brown & Bailey 1984.

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KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 4

Table 4.1
The score of reading habit questionnaire

No	Students Name	Class	Reading Habit Scores (X)	Conversion Score
1	AR	XI BHS	36	69
2	AIA	XI BHS	39	75
3	ANK	XI BHS	33	63
4	AKN	XI BHS	35	67
5	AMD	XI BHS	36	69
6	AFS	XI BHS	35	67
7	DRNL	XI BHS	34	65
8	IDKN	XI BHS	30	57
9	MSA	XI BHS	31	59
10	NAI	XI BHS	32	61
11	NZKP	XI BHS	26	50
12	NDK	XI BHS	32	61
13	RR	XI BHS	38	73
14	RM	XI BHS	39	75
15	RNM	XI BHS	37	71
16	SNY	XI BHS	27	51
17	SHH	XI BHS	34	65
18	SAA	XI BHS	32	61
19	S	XI BHS	30	57
20	AJM	XI IPA	31	59
21	DNP	XI IPA	34	65
22	FM	XI IPA	29	55
23	FW	XI IPA	32	61
24	H	XI IPA	25	48
25	ISP	XI IPA	30	57
26	JH	XI IPA	25	48
27	KIA	XI IPA	29	55
28	LIK	XI IPA	28	53
29	LEF	XI IPA	32	61
30	LPS	XI IPA	29	55
31	MDR	XI IPA	30	57
32	NJ	XI IPA	31	59
33	NRA	XI IPA	23	44
34	NER	XI IPA	24	46
35	NQ	XI IPA	24	46
36	PAR	XI IPA	32	61
37	RRH	XI IPA	32	61
38	RU	XI IPA	32	61
39	RLB	XI IPA	26	50

No	Students Name	Class	Reading Habit Scores (X)	Conversion Score
40	SPZ	XI IPA	29	55
41	SFO	XI IPA	34	65
42	SIE	XI IPA	32	61
43	SF	XI IPA	31	59
44	AN	XI IPS	34	65
45	ANK	XI IPS	36	69
46	AERF	XI IPS	32	61
47	AS	XI IPS	36	69
48	AF	XI IPS	33	63
49	AM	XI IPS	30	57
50	FFF	XI IPS	33	63
51	FU	XI IPS	32	61
52	HBS	XI IPS	37	71
53	HH	XI IPS	33	63
54	IFW	XI IPS	33	63
55	IH	XI IPS	29	55
56	JL	XI IPS	31	59
57	JN	XI IPS	30	57
58	KH	XI IPS	28	53
59	MR	XI IPS	29	55
60	NECW	XI IPS	34	65
61	NK	XI IPS	20	38
62	NR	XI IPS	35	67
63	NN	XI IPS	34	65
64	NSU	XI IPS	32	61
65	NA	XI IPS	34	65
66	NH	XI IPS	29	55
67	NLR	XI IPS	32	61
68	RF	XI IPS	26	50
69	SFS	XI IPS	34	65
70	VZ	XI IPS	30	57
71	WJ	XI IPS	37	71
72	AW	XI RELIGION	34	65
73	DAI	XI RELIGION	32	61
74	DS	XI RELIGION	34	65
75	FMA	XI RELIGION	35	67
76	F	XI RELIGION	25	48
77	F	XI RELIGION	32	61
78	HR	XI RELIGION	32	61
79	INH	XI RELIGION	25	48
80	IS	XI RELIGION	37	71
81	JAN	XI RELIGION	35	67

No	Students Name	Class	Reading Habit Scores (X)	Conversion Score
82	KN	XI RELIGION	34	65
83	NH	XI RELIGION	30	57
84	N	XI RELIGION	31	59
85	NIPA	XI RELIGION	28	53
86	RW	XI RELIGION	31	59
87	SM	XI RELIGION	41	78
88	SU	XI RELIGION	28	53
89	SH	XI RELIGION	33	63
90	TN	XI RELIGION	35	67
91	ZNH	XI RELIGION	34	65
Average			31,63	60,37

Appendix 5

THE DETAIL SCORE OF STUDENTS READING HABIT QUESTIONNAIRE

No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Total
1	AR	2	3	3	1	3	4	1	3	3	3	3	3	4	36
2	AIA	4	3	4	3	4	4	2	2	1	3	1	4	4	39
3	ANK	3	1	4	3	2	4	1	3	1	3	1	4	3	33
4	AKN	4	4	4	1	3	4	1	1	1	1	3	4	4	35
5	AMD	3	3	4	1	3	4	1	2	2	3	3	3	4	36
6	AFS	3	3	4	2	2	4	1	1	1	3	3	4	4	35
7	DRNL	3	3	4	3	2	4	1	1	1	1	3	4	4	34
8	IDKM	4	3	4	3	1	4	1	1	1	1	1	3	3	30
9	MSA	3	4	2	1	1	4	1	3	3	1	1	4	3	31
10	NAI	3	3	3	3	2	4	1	1	1	3	1	3	4	32
11	NZKP	1	3	4	1	1	4	1	1	1	1	1	3	4	26
12	NDK	3	2	4	2	1	4	1	1	1	3	2	4	4	32
13	RR	3	3	4	3	3	4	1	3	1	3	3	3	4	38
14	RM	4	3	4	3	4	4	2	2	1	3	1	4	4	39
15	RNM	3	3	4	3	3	4	1	3	1	3	3	3	3	37
16	SNY	4	2	4	1	1	4	1	1	1	1	1	4	3	27
17	SHH	2	3	4	3	3	4	1	1	1	2	3	4	3	34
18	SAA	2	3	4	2	1	4	1	2	2	2	2	3	4	32
19	S	2	3	4	3	2	4	1	1	1	1	1	4	3	30
20	AJM	1	3	4	2	1	4	1	1	2	3	3	2	4	31
21	DNP	1	3	4	2	2	4	3	1	2	3	3	3	3	34
22	FM	1	2	3	1	2	4	3	1	2	3	2	2	3	29
23	FW	2	2	4	2	2	3	3	1	2	3	3	2	3	32
24	H	1	3	4	1	1	4	1	1	1	1	1	2	4	25

71

No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Total
25	ISP	1	2	4	3	1	2	3	1	2	3	3	2	3	30
26	JH	1	2	4	2	1	3	1	1	1	1	3	2	3	25
27	KIA	2	2	4	2	1	3	2	1	2	2	2	3	3	29
28	LIK	1	3	1	3	1	3	2	1	3	2	3	3	2	28
29	LEF	2	3	4	3	2	4	1	2	1	1	1	4	4	32
30	LPS	1	2	4	1	1	4	1	1	2	3	3	2	4	29
31	MDR	2	3	3	1	2	4	1	1	2	2	3	3	3	30
32	NJ	2	3	3	2	3	4	1	1	1	1	3	3	4	31
33	NRA	1	1	4	1	2	4	1	1	1	1	2	1	4	23
34	NER	1	3	4	2	1	2	1	1	1	1	1	2	4	24
35	NQ	1	3	4	2	1	2	1	1	1	1	1	3	3	24
36	PAR	3	2	4	2	1	4	1	1	1	3	2	4	4	32
37	RRH	1	3	4	2	2	4	1	1	3	3	2	3	3	32
38	RU	3	3	2	2	1	4	2	1	2	1	3	4	4	32
39	RLB	2	3	2	2	1	4	1	1	1	1	1	3	4	26
40	SPZ	1	3	4	1	4	2	1	1	1	2	3	2	4	29
41	SFP	3	4	4	1	1	4	1	1	4	1	3	4	3	34
42	SIE	2	3	4	3	2	4	1	2	1	1	1	4	4	32
43	SF	2	3	4	2	2	4	2	1	2	2	2	3	2	31
44	AN	3	3	4	3	2	4	4	1	1	1	3	3	3	34
45	ANK	4	4	1	4	1	4	4	1	1	3	3	4	3	36
46	AERF	1	4	2	2	3	3	3	1	1	2	3	3	4	32
47	AS	1	1	3	2	3	3	3	2	4	4	4	3	3	36
48	AF	1	4	3	4	2	3	3	2	1	2	1	3	4	33
49	AM	1	4	1	1	3	3	3	2	1	4	4	1	1	30
50	FFF	3	3	4	1	3	4	4	1	1	2	1	4	3	33

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No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Total
51	FU	2	3	4	1	1	3	3	2	2	2	3	3	3	32
52	HBS	4	1	4	4	4	4	4	3	1	1	3	4	3	37
53	HH	1	4	3	4	2	3	3	2	1	2	1	3	4	33
54	IFW	2	2	3	1	1	4	4	1	1	4	4	3	3	33
55	IH	4	2	4	1	3	4	4	1	1	1	1	3	3	29
56	JL	3	3	4	3	3	4	4	1	1	2	1	3	2	31
57	JN	1	3	3	3	2	4	4	1	1	2	2	3	3	30
58	KH	1	2	3	1	1	2	2	2	2	2	3	3	3	28
59	MR	2	3	1	1	3	2	2	1	1	3	4	3	3	29
60	NECW	4	3	1	3	2	3	3	4	1	1	4	3	2	34
61	NK	1	1	1	1	1	4	4	1	1	2	1	2	2	20
62	NR	3	3	4	3	3	4	4	1	1	3	3	3	3	35
63	NN	4	4	4	2	4	4	4	1	1	3	1	4	3	34
64	NSU	4	4	4	4	3	4	4	1	1	3	1	2	2	32
65	NA	3	3	4	3	3	4	4	1	1	3	2	3	3	34
66	NH	2	3	1	1	3	2	2	1	1	3	4	3	3	29
67	NLR	1	4	4	3	1	4	4	1	1	2	1	4	3	32
68	RF	2	3	2	2	1	4	4	1	1	1	1	3	4	26
69	SFS	1	3	4	1	1	4	4	1	1	2	4	4	4	34
70	VZ	1	3	3	3	2	4	4	1	1	2	2	3	3	30
71	WJ	4	4	4	2	3	3	3	4	1	2	4	1	1	37
72	AW	1	3	4	1	2	4	1	3	1	4	3	3	4	34
73	DAI	3	2	4	3	3	4	2	1	1	2	1	3	3	32
74	DS	3	3	4	2	3	4	1	2	1	1	3	4	3	34
75	FMA	4	3	4	3	3	4	1	1	1	2	3	3	3	35
76	F	1	3	4	3	2	1	1	1	1	2	1	3	2	25

No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Total
77	F	2	3	2	3	2	4	2	2	2	2	2	3	3	32
78	HR	4	2	4	2	3	4	1	1	1	2	1	3	4	32
79	INH	2	3	4	1	3	2	1	1	1	1	1	3	2	25
80	IS	2	3	3	2	1	4	3	3	4	3	3	3	3	37
81	JAN	4	3	2	3	2	4	2	3	1	1	3	3	4	35
82	KN	2	3	4	2	1	4	2	2	2	3	3	3	3	34
83	NH	4	1	4	1	3	4	1	1	1	1	3	3	3	30
84	N	4	3	1	1	2	4	1	2	4	1	2	2	4	31
85	NIPA	3	1	4	1	2	4	1	2	1	1	3	2	3	28
86	RW	2	3	4	2	4	4	1	1	1	1	1	4	3	31
87	SM	4	3	4	3	3	4	1	2	4	3	3	3	4	41
88	SU	1	2	3	1	1	3	2	1	2	3	3	3	3	28
89	SH	1	3	4	3	1	4	2	1	2	3	3	3	3	33
90	TN	4	2	4	1	2	4	2	1	2	2	3	4	4	35
91	ZNH	1	3	4	2	2	4	1	1	3	3	2	4	4	34

Appendix 6

Descriptive Writing Test Result by Corrector I

No	Students Name	Class	Writing Scores
1	AR	XI BHS	84
2	AIA	XI BHS	70
3	ANK	XI BHS	70
4	AKN	XI BHS	75
5	AMD	XI BHS	89
6	AFS	XI BHS	86
7	DRNL	XI BHS	85
8	IDKN	XI BHS	55
9	MSA	XI BHS	62
10	NAI	XI BHS	79
11	NZKP	XI BHS	40
12	NDK	XI BHS	79
13	RR	XI BHS	85
14	RM	XI BHS	70
15	RNM	XI BHS	80
16	SNY	XI BHS	62
17	SHH	XI BHS	70
18	SAA	XI BHS	87
19	S	XI BHS	50
20	AJM	XI IPA	80
21	DNP	XI IPA	80
22	FM	XI IPA	62
23	FW	XI IPA	79
24	H	XI IPA	74
25	ISP	XI IPA	62
26	JH	XI IPA	60
27	KIA	XI IPA	60
28	LIK	XI IPA	59
29	LEF	XI IPA	75
30	LPS	XI IPA	65
31	MDR	XI IPA	68
32	NJ	XI IPA	72
33	NRA	XI IPA	56
34	NER	XI IPA	57
35	NQ	XI IPA	60
36	PAR	XI IPA	73
37	RRH	XI IPA	75
38	RU	XI IPA	73
39	RLB	XI IPA	61
40	SPZ	XI IPA	61
41	SFO	XI IPA	80

No	Students Name	Class	Writing Scores
42	SIE	XI IPA	79
43	SF	XI IPA	80
44	AN	XI IPS	61
45	ANK	XI IPS	79
46	AERF	XI IPS	77
47	AS	XI IPS	85
48	AF	XI IPS	75
49	AM	XI IPS	67
50	FFF	XI IPS	73
51	FU	XI IPS	60
52	HBS	XI IPS	70
53	HH	XI IPS	57
54	IFW	XI IPS	65
55	IH	XI IPS	74
56	JL	XI IPS	76
57	JN	XI IPS	70
58	KH	XI IPS	70
59	MR	XI IPS	57
60	NECW	XI IPS	74
61	NK	XI IPS	40
62	NR	XI IPS	70
63	NN	XI IPS	70
64	NSU	XI IPS	63
65	NA	XI IPS	72
66	NH	XI IPS	51
67	NLR	XI IPS	70
68	RF	XI IPS	71
69	SFS	XI IPS	54
70	VZ	XI IPS	77
71	WJ	XI IPS	65
72	AW	XI RELIGION	80
73	DAI	XI RELIGION	60
74	DS	XI RELIGION	76
75	FMA	XI RELIGION	70
76	F	XI RELIGION	59
77	F	XI RELIGION	55
78	HR	XI RELIGION	53
79	INH	XI RELIGION	35
80	IS	XI RELIGION	71
81	JAN	XI RELIGION	65
82	KN	XI RELIGION	70
83	NH	XI RELIGION	79
84	N	XI RELIGION	74

No	Students Name	Class	Writing Scores
85	NIPA	XI RELIGION	61
86	RW	XI RELIGION	70
87	SM	XI RELIGION	82
88	SU	XI RELIGION	65
89	SH	XI RELIGION	80
90	TN	XI RELIGION	80
91	ZNH	XI RELIGION	80

Descriptive Writing Test Result by Corrector II

No	Students Name	Class	Writing Scores
1	AR	XI BHS	87
2	AIA	XI BHS	70
3	ANK	XI BHS	72
4	AKN	XI BHS	75
5	AMD	XI BHS	90
6	AFS	XI BHS	85
7	DRNL	XI BHS	87
8	IDKN	XI BHS	53
9	MSA	XI BHS	65
10	NAI	XI BHS	80
11	NZKP	XI BHS	42
12	NDK	XI BHS	80
13	RR	XI BHS	85
14	RM	XI BHS	70
15	RNM	XI BHS	81
16	SNY	XI BHS	60
17	SHH	XI BHS	71
18	SAA	XI BHS	85
19	S	XI BHS	51
20	AJM	XI IPA	82
21	DNP	XI IPA	80
22	FM	XI IPA	60
23	FW	XI IPA	80
24	H	XI IPA	72
25	ISP	XI IPA	65
26	JH	XI IPA	60
27	KIA	XI IPA	58
28	LIK	XI IPA	60
29	LEF	XI IPA	75
30	LPS	XI IPA	63
31	MDR	XI IPA	70

No	Students Name	Class	Writing Scores
32	NJ	XI IPA	70
33	NRA	XI IPA	60
34	NER	XI IPA	60
35	NQ	XI IPA	58
36	PAR	XI IPA	75
37	RRH	XI IPA	75
38	RU	XI IPA	75
39	RLB	XI IPA	60
40	SPZ	XI IPA	61
41	SFO	XI IPA	80
42	SIE	XI IPA	80
43	SF	XI IPA	80
44	AN	XI IPS	65
45	ANK	XI IPS	79
46	AERF	XI IPS	74
47	AS	XI IPS	86
48	AF	XI IPS	75
49	AM	XI IPS	65
50	FFF	XI IPS	75
51	FU	XI IPS	60
52	HBS	XI IPS	72
53	HH	XI IPS	60
54	IFW	XI IPS	65
55	IH	XI IPS	70
56	JL	XI IPS	78
57	JN	XI IPS	68
58	KH	XI IPS	70
59	MR	XI IPS	55
60	NECW	XI IPS	76
61	NK	XI IPS	40
62	NR	XI IPS	69
63	NN	XI IPS	72
64	NSU	XI IPS	65
65	NA	XI IPS	70
66	NH	XI IPS	55
67	NLR	XI IPS	70
68	RF	XI IPS	70
69	SFS	XI IPS	56
70	VZ	XI IPS	80
71	WJ	XI IPS	63
72	AW	XI RELIGION	78
73	DAI	XI RELIGION	64
74	DS	XI RELIGION	74

No	Students Name	Class	Writing Scores
75	FMA	XI RELIGION	70
76	F	XI RELIGION	57
77	F	XI RELIGION	53
78	HR	XI RELIGION	55
79	INH	XI RELIGION	35
80	IS	XI RELIGION	72
81	JAN	XI RELIGION	65
82	KN	XI RELIGION	70
83	NH	XI RELIGION	80
84	N	XI RELIGION	76
85	NIPA	XI RELIGION	60
86	RW	XI RELIGION	70
87	SM	XI RELIGION	80
88	SU	XI RELIGION	70
89	SH	XI RELIGION	78
90	TN	XI RELIGION	85
91	ZNH	XI RELIGION	82

Appendix 7

Final Result of Writing Test Score

No	Students Name	Corrector I	Corrector II	Final Score
1	AR	84	87	85,5
2	AIA	70	70	70
3	ANK	70	72	71
4	AKN	75	75	75
5	AMD	89	90	89,5
6	AFS	86	85	85,5
7	DRNL	85	87	86
8	IDKN	55	53	54
9	MSA	62	65	63,5
10	NAI	79	80	79,5
11	NZKP	40	42	41
12	NDK	79	80	79,5
13	RR	85	85	85
14	RM	70	70	70
15	RNM	80	81	80,5
16	SNY	62	60	61
17	SHH	70	71	70,5
18	SAA	87	85	86
19	S	50	51	50,5
20	AJM	80	82	81
21	DNP	80	80	80
22	FM	62	60	61
23	FW	79	80	79,5
24	H	74	72	73
25	ISP	62	65	63,5
26	JH	60	60	60
27	KIA	60	58	59
28	LIK	59	60	59,5
29	LEF	75	75	75
30	LPS	65	63	64
31	MDR	68	70	69
32	NJ	72	70	72
33	NRA	56	60	58
34	NER	57	60	58,5
35	NQ	60	58	59
36	PAR	73	75	74
37	RRH	75	75	75
38	RU	73	75	74
39	RLB	61	60	60,5
40	SPZ	61	61	61
41	SFO	80	80	80

No	Students Name	Corrector I	Corrector II	Final Score
42	SIE	79	80	79,5
43	SF	80	80	80
44	AN	61	65	63
45	ANK	79	79	79
46	AERF	77	74	75,5
47	AS	85	85	85
48	AF	75	75	75
49	AM	67	65	66
50	FFF	73	75	74
51	FU	60	60	60
52	HBS	70	72	71
53	HH	57	60	58,5
54	IFW	65	65	65
55	IH	74	70	72
56	JL	76	78	77
57	JN	70	68	69
58	KH	70	70	70
59	MR	57	55	56
60	NECW	74	76	75
61	NK	40	40	40
62	NR	70	69	69,5
63	NN	70	72	71
64	NSU	63	65	64
65	NA	72	70	71
66	NH	51	55	53
67	NLR	70	70	70
68	RF	71	70	70,5
69	SFS	54	56	55
70	VZ	77	80	78,5
71	WJ	65	63	64
72	AW	80	78	79
73	DAI	60	64	62
74	DS	76	74	75
75	FMA	70	70	70
76	F	59	57	58
77	F	55	53	54
78	HR	53	55	54
79	INH	35	35	35
80	IS	71	72	71,5
81	JAN	65	65	65
82	KN	70	70	70
83	NH	79	80	79,5
84	N	74	76	75

| No	Students Name	Corrector I	Corrector II	Final Score
85	NIPA	61	60	60,5
86	RW	70	70	70
87	SM	82	80	81
88	SU	65	70	67,5
89	SH	80	78	79
90	TN	80	85	82,5
91	ZNH	80	82	81
Average				69,29
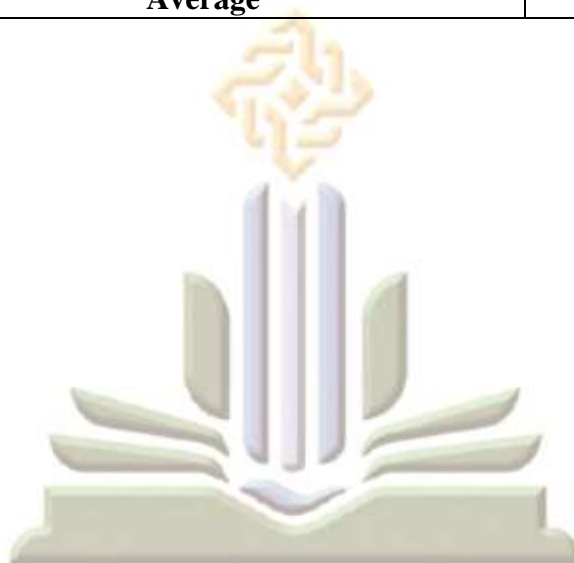
Appendix 8

Table 4.6
The final score of Students' reading habit and writing skill

NO	NAME	READING HABIT (X)	WRITING SKILL (Y)	X^2	Y^2	XY
1	AR	69	85,5	4761	7310,25	5899,5
2	AIA	75	70	5625	4900	5250
3	ANK	63	71	3969	5041	4473
4	AKN	67	75	4489	5625	5025
5	AMD	69	89,5	4761	8010,25	6175,5
6	AFS	67	85,5	4489	7310,25	5728,5
7	DRNL	65	86	4225	7396	5590
8	IDKN	57	54	3249	2916	3078
9	MSA	59	63,5	3481	4032,25	3746,5
10	NAI	61	79,5	3721	6320,25	4849,5
11	NZKP	50	41	2500	1681	2050
12	NDK	61	79,5	3721	6320,25	4849,5
13	RR	73	85	5329	7225	6205
14	RM	75	70	5625	4900	5250
15	RNM	71	80,5	5041	6480,25	5715,5
16	SNY	51	61	2601	3721	3111
17	SHH	65	70,5	4225	4970,25	4582,5
18	SAA	61	86	3721	7396	5246
19	S	57	50,5	3249	2550,25	2878,5
20	AJM	59	81	3481	6561	4779
21	DNP	65	80	4225	6400	5200
22	FM	55	61	3025	3721	3355
23	FW	61	79,5	3721	6320,25	4849,5
24	H	48	73	2304	5329	3504
25	ISP	57	63,5	3249	4032,25	3619,5
26	JH	48	60	2304	3600	2880
27	KIA	55	59	3025	3481	3245
28	LIK	53	59,5	2809	3540,25	3153,5
29	LEF	61	75	3721	5625	4575
30	LPS	55	64	3025	4096	3520
31	MDR	57	69	3249	4761	3933
32	NJ	59	72	3481	5041	4189
33	NRA	44	58	1936	3364	2552
34	NER	46	58,5	2116	3422,25	2691
35	NQ	46	59	2116	3481	2714
36	PAR	61	74	3721	5476	4514
37	RRH	61	75	3721	5625	4575
38	RU	61	74	3721	5476	4514

NO	NAME	READING HABIT (X)	WRITING SKILL (Y)	X^2	Y^2	XY
39	RLB	50	60,5	2500	3660,25	3025
40	SPZ	55	61	3025	3721	3355
41	SFO	65	80	4225	6400	5200
42	SIE	61	79,5	3721	6320,25	4849,5
43	SF	59	80	3481	6400	4720
44	AN	65	63	4225	3969	4095
45	ANK	69	79	4761	6241	5451
46	AERF	61	75,5	3721	5700,25	4605,5
47	AS	69	85	4761	7225	5865
48	AF	63	75	3969	5625	4725
49	AM	57	66	3249	4356	3762
50	FFF	63	74	3969	5476	4662
51	FU	61	60	3721	3600	3660
52	HBS	71	85	5041	7225	6035
53	HH	63	75	3969	5625	4725
54	IFW	63	65	3969	4225	4095
55	IH	55	72	3025	5184	3960
56	JL	59	77	3481	5929	4543
57	JN	57	69	3249	4761	3933
58	KH	53	70	2809	4800	3710
59	MR	55	56	3025	3136	3080
60	NECW	65	75	4225	5625	4875
61	NK	38	40	1444	1600	1520
62	NR	67	69,5	4489	4830,25	4656,5
63	NN	65	71	4225	5041	4615
64	NSU	61	64	3721	4096	3904
65	NA	65	71	4096	5041	4544
66	NH	55	53	3025	2809	2915
67	NLR	61	70	3721	4900	4270
68	RF	50	70,5	2500	4970,25	3525
69	SFS	65	55	4225	3025	3575
70	VZ	57	78,5	3249	6162,25	4474,5
71	WJ	71	64	5041	4096	4544
72	AW	65	79	4225	6241	5135
73	DAI	61	62	3721	3844	3782
74	DS	65	75	4225	5625	4875
75	FMA	67	70	4489	4900	4690
76	F	48	58	2304	3364	2784
77	F	61	54	3721	2916	3294
78	HR	61	54	3721	2916	3294
79	INH	48	35	2304	1225	1680
80	IS	71	71,5	5041	5112,25	5076,5

NO	NAME	READING HABIT (X)	WRITING SKILL (Y)	X^2	Y^2	XY
81	JAN	67	65	4489	4225	4355
82	KN	65	70	4225	4900	4550
83	NH	57	79,5	3249	6320,25	4531,5
84	N	59	75	3481	5625	4425
85	NIPA	53	60,5	2809	3660,25	3206,5
86	RW	59	70	3481	4900	4130
87	SM	78	81	6084	6561	6318
88	SU	53	67,5	2809	4556,25	3577,5
89	SH	63	79	3969	6241	4977
90	TN	67	82,5	4489	6806,25	5527,5
91	ZNH	65	81	4225	6561	5265
Total		5494	6336	336650	451831	387013,5
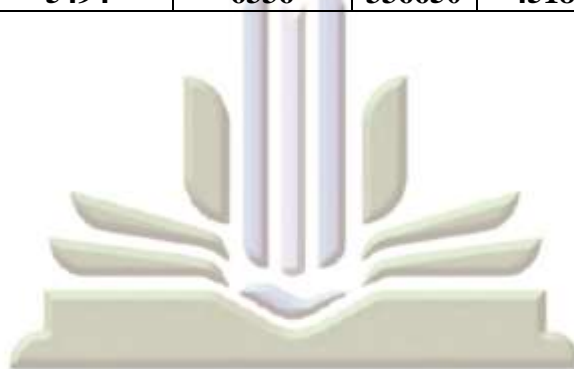
Appendix 9

R-Table

df = (N-2)	Tingkat signifkansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifkansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3127	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189

df = (N-2)	Tingkat signifkansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifkansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	01968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678

df = (N-2)	Tingkat signifkansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifkansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.2547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

Appendix 10

READING HABIT QUESTIONNAIRE

A. Biodata Responden

1. Nama Lengkap   :

2. Kelas   :

   Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca siswa dan kemampuan menulis siswa". Siswa diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

B. Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar.

2. Bacalah dengan seksama butir pernyataan.

3. Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda.

How often do you read, view or use the following?

	Almost every day	About once a week	About once a month	Never or hardy ever
Picture books				
Novels				
Non-fiction books				
Comics/Graphic novels				
Magazine				
Newspaper				
Websites				
Video games				
Social media (Facebook, Twitter, Instagram, etc)				
Text Message				
Apps				

At home, how often do you read for…

	Almost every day	About once a week	About once a month	Never or hardly ever

Personal reasons: Fun and relaxation				
School reasons: To find things out for school				

UNIVERSITAS ISLAM NEGERI
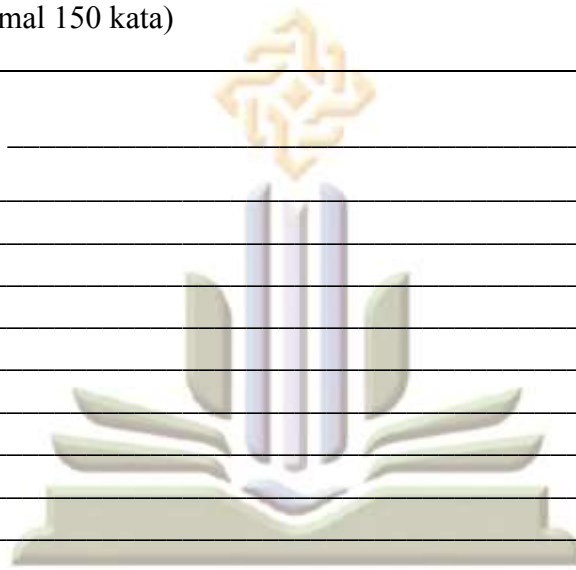KIAI HAJI ACHMAD SIDDIQ
JEMBER

Appendix 11

WRITING TEST

A. Biodata Responden

    1. Nama:

    2. Kelas:

B. Instruksi

Tulislah sebuah teks deskripif berbahasa Inggris dengan tema "An Admiring Figure"! (Minimal 150 kata)

_____

_____

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Appendix 12

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-4916/In.20/3.a/PP.009/10/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA Darullughah Wal Karomah
Jl. Mayjen Panjaitan No.12 Sidomukti Kraksaan Probolinggo Jawa Timur 67282

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186048
Nama	:	NUR ISNAINIYAH
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The correlation between
students` reading habit and students` writing skill at the eleventh grade students of
MA Darullughah Wal Karomah " selama 14 (empat belas) hari di lingkungan
lembaga wewenang Bapak/Ibu Abdul Mukti, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Oktober 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 13

YAYASAN DARUL LUGHAH WAL KAROMAH

MADRASAH ALIYAH
DARUL LUGHAH WAL KAROMAH
Terakreditasi A

Jl. Mayjen Panjaitan No.12
Kraksaan Probolinggo
Website : www.madarullughah.sch.id
Email : madarullughah@gmail.com
Telp : 0335 845330

SURAT KETERANGAN
Nomor : 1871/MADAR/A-1/XI/2022

Yang bertandatangan di bawah ini :

Nama	:	**ABDUL MUKTI, S.Pd**
Jabatan	:	Kepala MA. Darul Lughah Wal Karomah
Alamat	:	Jl. Mayjend Panjaitan 12 Sidomukti Kraksaan Probolinggo

Menerangkan dengan sebenarnya, bahwa :

Nama	:	**NUR ISNAINIYAH**
T T L	:	Probolinggo, 20 Desember 1999
NIM	:	T20186048
Program studi	:	Tadris Bahasa Inggris
Jenjang	:	S-1

Benar-benar telah melakukan penelitian tanggal 17 Oktober s/d 30 Oktober 2022 di lembaga kami dengan judul **"The correlation between student's reading habit and student's writing skill at the eleventh grade students of MA Darul Lughah Wal Karomah"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya dan dijadikan maklum adanya.

Kraksaan, 8 November 2022
Kepala Madrasah,

ABDUL MUKTI, S.Pd

Appendix 14

READING HABIT QUESTIONNAIRE

A. Biodata Responden

1. Nama Lengkap : Tazqia Nabila

2. Kelas : XI Keagamaan

    Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca siswa dan kemampuan menulis siswa". Siswa diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

B. Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar.

2. Bacalah dengan seksama butir pernyataan.

3. Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda.

How often do you read, view or use the following?

	Almost every day	About once a week	About once a month	Never or hardy ever
Picture books	✓			
Novels			✓	
Non-fiction books	✓			
Comics/Graphic novels				✓
Magazine			✓	
Newspaper	✓			
Websites			✓	
Video games				✓
Social media (Facebook, Twitter, Instagram, etc)			✓	
Text Message			✓	
Apps		✓		

At home, how often do you read for...

	Almost every day	About once a week	About once a month	Never or hardly ever
Personal reasons: Fun and relaxation	✓			
School reasons: To find things out for school	✓			

WRITING TEST

A. Biodata Responden

1. Nama: Tazqia nabila
2. Kelas: XI keagamaan

82,5

B. Instruksi

Tulislah sebuah teks deskripif berbahasa Inggris dengan tema "An Admiring Figure"! (Minimal 150 kata)

_____ Nur Mafazarud ☺ _____

she is my friend. Why I an admiring figure her? Because she beautiful, kind, clever, and have a memorizing. every Going home I always play with her. and now she sit in 12ᵗʰ class actually she my friend but she follow excel class in that school. I know she was 12ᵗʰ class because she story at the time I go home to house and she continue go to me. everyday she always pick me up for go to the house sometime every night she invited me to dinner in her cafe. she was rich eventhough her vice she always giving some money to her neighbors someone not have money. sometime because I always stay with her until the her mother was become friend. actually she from surabaya than because the grandmother was passed way so her with the family moved go to the grandma house. but doesnt mean she always better in her live she was was strict parent, but, usually if strict parent mey not she cant go anywhere no! she not! she just maynot If the time exam she down from the value than the family continue clab or broke to the Handphone. so in the house she many get theropy. she like to picture, play tiktok. and ETC

I think enough for my story ☺

O = 19
L = 15

READING HABIT QUESTIONNAIRE

A. Biodata Responden

1. Nama Lengkap : Ayu Fitriyahtus Sya'diyah ☺

2. Kelas : XI Bahasa

Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca siswa dan kemampuan menulis siswa". Siswa diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

B. Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar.

2. Bacalah dengan seksama butir pernyataan.

3. Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda.

How often do you read, view or use the following?

	Almost every day	About once a week	About once a month	Never or hardy ever
Picture books		✓		
Novels		✓		
Non-fiction books	✓			
Comics/Graphic novels			✓	
Magazine			✓	
Newspaper	✓			
Websites				✓
Video games				✓
Social media (Facebook, Twitter, Instagram, etc)				✓
Text Message		✓		
Apps		✓		

At home, how often do you read for...

	Almost every day	About once a week	About once a month	Never or hardly ever
Personal reasons: Fun and relaxation	✓			
School reasons: To find things out for school	✓			

WRITING TEST

A. Biodata Responden

1. Nama: Ayu fitriyahtus sya'diyah

2. Kelas: XI Bahasa

85,5

B. Instruksi

Tulislah sebuah teks deskripif berbahasa Inggris dengan tema "An Admiring Figure"! (Minimal 150 kata)

~~atya Khay sebaddaugh~~ B.j. Habibie

~~westsay boracoah~~.

Bachharuddin jusuf Habibie Frown as B.j. Habibie was born on 25 june 1936. he was the third presidendt of the Republic of indonesia (1998-1999). Habibie was born in parepare, sulawesi province to alwi Abdul jalil Habibie and R.A. tuti marini Puspowardojo. his father was an agriculturist from gorontalo of Bugis descent and his mother was a javanese noblewoman prom jogjakarta. his parents met while studying in Bogor. when he was 14 years old. Habibie's father died.

Following his father's death, Habibie continued his studies in jakarta and then in 1955 moved to germany. in 1960, Habibie received a degree in engineering in germany. girving him the title Diplom ingenieur. he remained in germany as a reseach assistant under Hans ebner at the Lehrsthul tuhi und vse insitut fur leictbau. RWTH an Aachen to conduct reseaarch for his doctoral degree.

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Appendix 15

BIODATA

Name	: Nur Isnainiyah	
Date of birth	: 20th of December 1999	
Gender	: Female	
Age	: 23	
Address	: Kotaanyar Paiton Probolinggo	
Religion	: Islam	
Nationality	: Indonesia	
Phone	: 082232027232	
Email	: nurisnainiyah97@gmail.com	

EDUCATION DETAIL

2005-2007   : TK Dewi Sartika

2007-2012   : SDN Sukorejo II

2012-2015   : MTs Darullughah Wal Karomah

2015-2018   : MA Darullughah Wal Karomah

2018-Nowaday: UIN Kh. Achmad Siddiq Jember