

**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND  
THEIR ABILITY OF WRITING NARRATIVE TEXT**

**(A Study at Second Semester of English Department of IAIN Bengkulu  
Academic Year 2020/2021)**

**A THESIS**

**Submitted as A Partial Requirements for the degree of “Sarjana” (S.Pd) in  
English Language Education**



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*Wassalamu'alaikum Wr. Wb*

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## **MOTTOS**

**“ Because actually with that difficulty there is easy “**

**(QS. Al-Insyirah : 5-6)**

**“ START WITH CONFIDENCE, EXECUTE WITH SINCERITY,  
FINISH WITH HAPPINESS “**

**(Anita Aprilia)**

## DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- Both of my unconditional love, my beloved parents, my father and my mother thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that Allah sent to me.
- My beloved sister Dodo Ayu and Adek Ersu. Big thank for your help, advice, support, and kind attention to motivate me during my education.
- Special thanks for My Supervisor (Feny Martina, M.Pd) and (Zelvia Liska Afriani, M.Pd). Thank you very much for your kindness, time, suggestions, corrections, and everything that you had done to help me in finishing this thesis.
- All lecturers of Tarbiyah and Tadris Faculty, Especially in English Education Study Program who had taught me both English subject and other subjects, especially for the knowledge of religion which you had transferred to me. May Allah keep us in His grates way.
- My best friends Rifki Diva Riyanto, GT Squad (Randy, Yunia, Huja, Velya, Tiur, Della) and DJ Squad (Ridha, Zela, Dwi, Agis, Reka, Nia). Thanks for accompany me and support me doing this thesis.
- Muchly thanks for all of my friends in English Department, thanks for your kindnesses. Especially TBI B, thanks for being my family.
- My beloved almamater IAIN Bengkulu.
- *Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver, and tryna give more than I receive, I wanna thank me for tryna do more right than wrong, I wanna thank me for just being me at all times.*

## PRONOUNCEMENT

Name : Anita Aprilia  
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I hereby sincerely state that the thesis titled **"The Correlation Between Students' Reading Habit and Their Ability of Writing Narrative Text (A Study at Second Semester of English Department of IAIN Bengkulu Academic Year 2020/2021)"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021  
Stated by,



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## **ABSTRACT**

**Anita Aprilia, 2021. The Correlation Between Students' Reading Habit and Their Ability Of Writing Narrative Text. Thesis. English Education Study Program, Department of Tadris, Faculty of Tarbiyah And Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.**

**Advisor: 1. Feny Martina, M.Pd**

**2. Zelvia Liska Afriani, M.Pd**

This study aims to find out whether there was any significant correlation between students' reading habit and their ability of writing narrative text. The method employed in this study was quantitative approach. The sample consisted of TBI 2B students in the second semester of IAIN Bengkulu who were carrying out writing learning activities. The data collection technique is using a form plate, namely google form to distribute the questionnaire and writing test. There are several results from this study, including the following; First, the reading habits of students at TBI 2B IAIN Bengkulu are quite good. Second, the students' ability in writing narrative texts of the English Education Study Program class 2B is quite good, but some students have inadequate writing skills. And lastly, there is a very low correlation between reading habits and writing ability of students of English Education Study Program class 2B. The results of the correlation test using Spearman's analysis obtained a correlation coefficient of 0.136. It can be concluded that the correlation between students' reading habits and writing skills in narrative texts is still very low.

***Keywords: Reading Habit, Writing Ability, Correlation***

## ABSTRAK

**Anita Aprilia, 2021. Hubungan Antara Kebiasaan Membaca Siswa dengan Kemampuan Mereka Dalam Menulis Teks Narasi. Tesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah Dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.**

**Pembimbing: 1. Feny Martina, M.Pd      2. Zelvya Liska Afriani, M.Pd**

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan membaca siswa dengan kemampuan menulis teks naratif siswa. Metode yang digunakan dalam penelitian ini adalah pendekatan kuantitatif. Sampel terdiri dari mahasiswa TBI 2B semester II IAIN Bengkulu yang sedang melaksanakan kegiatan pembelajaran menulis. Teknik pengumpulan data adalah menggunakan plat form yaitu google form untuk menyebarkan questionnaire dan writing test. Terdapat beberapa hasil dari penelitian ini, antara lain sebagai berikut; pertama, kebiasaan membaca siswa di TBI 2B IAIN Bengkulu cukup baik. Kedua, kemampuan siswa dalam menulis teks naratif Program Studi Pendidikan Bahasa Inggris kelas 2B cukup baik, namun beberapa siswa memiliki keterampilan menulis yang kurang memadai. Dan yang terakhir, terdapat hubungan yang sangat rendah antara kebiasaan membaca dan kemampuan menulis siswa Prodi Pendidikan Bahasa Inggris kelas 2B. Hasil uji korelasi menggunakan analisis Spearman diperoleh nilai koefisien korelasi sebesar 0,136. Dapat disimpulkan bahwa korelasi antara kebiasaan membaca siswa dengan kemampuan menulis dalam teks naratif masih sangat rendah.

***Kata kunci : Kebiasaan Membaca, Kemampuan Menulis, Korelasi***



## **ACKNOWLEDGMENTS**

First of all, the researcher would like to express her gratitude to Allah SWT, God Almighty who has given guidance to researchers during the writing of this thesis entitled: "The Correlation Between Students' Reading Habit and Their Ability Of Writing Narrative Text (A Study at Second Semester of English Department of IAIN Bengkulu Academic Year 2020/2021)". This thesis is one of the requirements for obtaining a bachelor's degree at the English Education Study Program, Faculty of Tarbiyah and Tadris IAIN Bengkulu.

Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express her deeply gratitude and appreciation to all of them. The researcher presents her sincere appreciation to:

1. Prof. Dr. H. Sirajudin, M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
5. Feny Martina, M.Pd as first supervisor and Zelvia Liska Afriani, M.Pd as second supervisor.
6. All English lecturers and administration staffs of IAIN Bengkulu.
7. All of my best friends, especially in English Program of IAIN Bengkulu 2017.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021

The Researcher



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Reading is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently. However, reading is one of the easiest language skills to master, but the most difficult to cultivate, especially to grow people's a reading habit. Based on the value of reading for both individual and social development, school systems are required to educate students who are proficient readers. As a result, determining the level of students' reading skills and determining how to effectively improve them have always been relevant research topics.

Indonesia is one of the countries participating in the Program for International Student Assessment (PISA) conducted by organizations of countries in the world for economic cooperation and development (Organization for Economic Cooperation & Development-OECD). PISA was carried out for the first time in 2000 and the last data that has been published is PISA 2018. Since the implementation of this assessment, data on the reading ability of students in Indonesia has become very familiar to the public, especially education circles in Indonesia. This is because in every implementation, the PISA Result data (including the last one), puts Indonesia in the lower group of countries that participated in the assessment (OECD,

2018). This makes people always pay attention to the results, one of which is data about reading or the reading ability of Indonesian students.

In addition, other studies by Progress in International Reading Literacy Study (PIRLS) and Early Grade Reading Assessment (EGRA) ,(USAID) Indonesia, 2014) show that data is not much different from PISA. Other data on reading ability which was then widely discussed and even became controversial is data from the World's Most Literate Nations conducted by Central Connecticut State University, United States which was released in early 2017, where Indonesia ranked 60th out of 61 survey participating countries in terms of ability literacy (CentralConnecticut State University, 2017). The results of the Indonesia National Assessment Program in 2016 conducted by the Education Research Center (Puspendik) of the Ministry of Education & Culture itself revealed data that the national average distribution of literacy in the reading ability of students in Indonesia was 46.83% in the Less category, only 6, 06% are in the Good category, and 47.11 are in the Enough category (P. Kemdikbud, 2017).

Reading is also an important skill for high school students to learn because it allows them to extract knowledge from the material of reading, and the information derived from the text necessitates a thought process in order to achieve the goal of knowledge. Reading is a fluent method in which readers make sense of text by combining it with their own previous knowledge. However, some people believe that reading specific articles or textbooks is easy, while thorough reading is more challenging (Nunan, 2003). In addition,

reading abilities are critical for students such as; the students can get information from they read, the students can add their knowledge, students can enlarge the way of their thinking be reading any text. So the students should have skill in reading to add their information and enrich their knowledge.

Furthermore, a student's reading patterns have a significant impact on his or more academic success. Reading and academic success are intimately connected and interdependent. Students typically come from a variety of backgrounds and countries, with varying levels of education. As a result, their reading patterns are dissimilar. Some students have excellent reading habits. Others have a bad habit of not reading. Academic achievement means how much knowledge the individual has acquired from the school.

Habit can be defined as a person's response to something without going through a thought process (Gardner et al., 2012). The habit of reading continuously will become a culture and provide benefits for students, one of which students will find words, sentences that have a standardized grammar structure. Students can find similarities, differences and developments in the use of grammar in the reading they read. Moreover, if the habituation is carried out continuously, students will gain knowledge and foster a critical attitude in thinking. In this case it is very much needed in writing.

In the process of writing people cannot ignore the contribution of reading activity. Students are convinced that reading is one of the things that can help us develop critical thinking skills. Critical thinking is commonly thought of as an analytical skill that can be developed by those in higher



education. Reading is an essential aspect of the procedure. The reader interacts with the text when reading to create meaning, make assumptions, and fail to comprehend the text. Language knowledge is one of the knowledge developed.

Reading habits are thought to be the most influential factor in writing because it is through reading that people learn new ideas, facts, details, knowledge, and experience. Reading is one of the language skills that will help you learn a new language. Reading is critical in language teaching and learning because it offers good models for future writing and allows for language learning. Furthermore, in terms of learning, reading and writing are inextricably linked and it is through both of them that people begin to understand. People begin writing after they have learned to read. According to Harmer, reading texts provides opportunities to learn language such as vocabulary, grammar, punctuation, and how to construct sentences, paragraphs, and texts.

Several studies are related to the correlation between students' reading habit and their ability of writing narrative text. The following section addresses some of the studies, first on "The Relationship between Students' Reading habit and Writing Skills" by Wahyuni Anggeriyanti (2017), the results of this study the researcher found that there was a relationship between students' reading habits and their writing skills, namely that the reading relationship had a positive impact on writing skills. The second researcher who examined correlation between reading habit and writing is Pudan Doli

Situmorang (2013) about “ The Relationship Between Reading Habits and Ability Writing Narrative Students of Ninth Grade SMP Tunas Harapan, the result of this study the researcher found that there was a relationship between reading habits and the ability to write narrative essays in students of ninth grade SMP Tunas Harapan is important.

Further, a pre-observations done with second semester of English department of IAIN Bengkulu, in general explained that reading habits and writing skills of narrative text were still low. This is in accordance with the problems that occur in class second semester of English department in the process of learning English, namely: (1) There are some students who still do not have good reading habits in everyday life (2) Students are confused about determining narrative text titles, grammar mastery and vocabulary in writing narrative text (3) Lack of students 'interest in writing narrative text and students' low knowledge of writing narrative text material. Based on the above problems, it can be argued that learning English at second semester of English department of IAIN Bengkulu requires improvement in English lessons, especially in writing lessons.

The reading habits of students have a significant impact on their writing abilities. Their lack of faith in writing is due to a lack of vocabulary, which they are still unable to overcome. Based on several related studies, namely Wahyuni Anggeriyani (2017) and Situmorang (2013), they found that to learn how to write students need to read. By reading, they could increase their vocabulary and their confident in writing as well. However, this research

discussed about writing of narrative text in turn. Narrative text is a text related to a story or fairy tale that aims to entertain the reader. In teaching writing, there are many obstacles faced by students. Students always have difficulty making sentences systematically. In addition, they sometimes do not have enough vocabulary to write and do not master grammar such as tenses and sentence patterns. Through narrative text they can get a lot of vocabulary and learn the grammar that is in the text. Narrative text is a story that tells an event or experience in time sequence.

From the explanation above, to find out the empirical evidence about the problems, the writer intends to investigate whether or not there is a correlation between students' reading habit at second semester of English department of IAIN Bengkulu and their writing ability especially in narrative text. The research title is ***"The Correlation Between Students' Reading Habit and Their Ability of Writing Narrative Text (A Study at Second Semester of English Department of IAIN Bengkulu Academic Year 2020/2021) ."***

## **B. Identification of the Problem**

Based on the research background above, the following problems were identified as follow :

1. Students' understanding of the relationship between reading habits and writing abilities is still insufficient.
2. There are some students who still do not have good reading habits in everyday life; it means that these students are still not enough to achieve the criteria of good readers.

3. Most students also have difficulty remembering spelling, grammar, punctuation rules when writing or drafting ideas

### **C. Limitation of the Problem**

The problem of this research was limited to the variables. First, the problem was limited to the reading habits of the second semester students of the English Department of IAIN Bengkulu.

Second, the problem was limited to the writing ability of second semester students in narrative texts of the English Department of IAIN Bengkulu.

### **D. Research Problem**

Based on the results identified above, the problem of this study was formulated into the following questions: Was there any significant relationship between students' reading habits and their ability to write narrative text?

### **E. Purpose of the Study**

To find out whether there was any significant correlation between students' reading habit and their ability of writing narrative text.

### **F. The Benefit of the Study**

Some of the benefits the researcher hopes from this research, including:

1. Students

Motivate students to add a lot of vocabulary by reading more English books so that their writing skills will also improve.



## 2. Teachers

This study can provide information to teachers about students' writing skills related to students' reading habits. Teachers can also encourage their students and make them read more books including books in English. Thus, students' English skills, especially reading and writing skills will also increase.

## 3. Further researchers

The findings of this study will be useful to other researchers who are working in same field. It can be a concern as well as a recommendation for other research if they plan to conduct more research in the same field.

# G. Definition of the Key Terms

## 1. Writing Ability

Writing is a means of finding ideas, generating new ideas, conveying self-expression, training in organizing and clarifying various concepts, helping to absorb information in processing, practicing active thinking and developing understanding and ability to use language. Writing skills is the last processes that require thinking skill. Writing difficulties are always a problem for everyone. Writing skills are very important for education.

## 2. Reading habit

The habit of reading is an activity that is routinely carried out in the process of reasoning to achieve an understanding of the ideas and information obtained through symbols that are written or not. Reading is essentially a process carried out by readers to construct the meaning of a

message conveyed through writing. In this process, readers integrate information or messages in writing with the knowledge or experience they already have.

### 3. Narrative Text

One type of text whose paragraph development pattern functions to tell an event or incident in a sequence and in detail (from the beginning, middle, to the end) with a chronological time sequence is narrative text. This text aims to increase the knowledge of the readers.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English Writing Ability**

##### **1. Definition of Writing Ability**

According to Flynn and Stainthorp (2006), Writing is used by writers to translate their ideas into words on the page so they can communicate their ideas to other people. It means that writing is a way of communicating and sharing ideas to other people through a written language.

Writing ability is one of the ability that should be mastered by students in learning English. It is a way to express idea, feelings thinking and opinion in written form. It means that by written form, someone can express ideas, sense more freely and correctly. If the students are successful in delivering their message in written form, they will have good writing ability.

Writing is a complicated process since it involves a variety of different tasks. Writing activities require coordination and collaboration among people's mental activities, making writing a difficult task for them. People must plan their topics clearly, arrange their thoughts, use appropriate words, use correct grammar, and rewrite what they have written while writing.

Students who are not given any special training for the skills needed in writing are the students who have the most difficulty writing; they make a lot of mistakes. It is important to begin developing students' writing skills and knowledge in order to prepare them to write on their own.

According to Byrne (1979, p.1) a good arrange in writing will make a good writing with readable text. Good writing is a product of careful thinking and incorporates the following characteristic: the appeal to a target audience, a coherent structure, a detailed development and an appropriate style.

From the explanation above, it can be concluded that a good writing can be considered to have good features. The writing which is considered the good one covers full of benefit and knowledge as well as draw the audiences or readers" attention or interest to read it, having a plausible or logical sequence, is clearly expressed, few or no mistakes/errors in terms of mechanics such as diction, usage or grammar. Indicators of writing ability are :

- a. Expresses their ideas
- b. Grammatically
- c. Significant sentence
- d. A clear writing
- e. Punctuation
- f. Coherent structure



## **2. Writing Ability in English as Foreign Language**

This is about how the writer correctly implements writing rules or conventions, such as where a full stop, comma, or capital letter should be written, and so on (punctuation mark). The writer should correctly position all punctuation marks in order to avoid creating an ambiguous text for the readers and to make it easier for them to find the content and concept inside the text.

Related to the current curriculum, the researcher took a theory from another book. It mentioned that there are five components of 2 writing; they are organization, content, grammar, mechanics, and vocabulary. The five components above are:

### **a. Organization**

It is divided into 3 parts: introduction, body, and conclusion. It all comes down to how well the writer connects the titles, introductory paragraph, and subject, as well as the paragraph body, generalization, and conclusion. It's about whether all of the above elements work together and are written in a specific order by the writer.

### **b. Content**

Content here is about logical development of ideas. The ideas concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text.

c. Grammar

It refers to the writer's complete adherence to grammatical rules. For instance, native English grammar fluency, proper use of auxiliary verbs, prepositions, modals, posts, verb forms, and tense sequencing, to name a few examples..

d. Mechanics

It's all about the punctuation, grammar, and visual patterns of the language. It's all about following the rules of English writing: all required capitals, paragraph intended, comma, full-stop, and etc.

e. Vocabulary

It's all about the way you express yourself and the quality of the content. The writer's use of detailed vocabulary, parallel systems, word choice, and other techniques.

### **3. Steps in Writing**

According to Tompkins (1994, p.10), suggests five stages of writing ones must be done, with the following phases:

a. Prewriting

Students choose subjects, collect and customize ideas, identify the reading, identify the author's objective, and choose the appropriate shape based on readers and writing goals with activity preparatory writers who write stories, draw, read, think about writing, develop ideas, and develop a plan.

b. Drafting

Students write rough draft, students write the main points attracts readers, students emphasize more content than mechanics with activity the author arranges the ideas in an article without paying attention tidiness or mechanics.

c. Revising

Students share their writing with groups, students discuss their writing with friends, students make corrections according to the comments of friends and teachers.

d. Editing

Students re-read their writing, students help to reread their friends' writings, students identify error mechanisms and correct them.

e. Publishing

Students publish their writing in an appropriate form, students share their finished writing with their friends (Amir *et al.*, 2020).

#### **4. Features of Good Writing**

It is not easy to produce high-quality content; a number of factors influence whether or not a piece of writing is deemed successful. This section aims to expose and clarify the qualities that contribute to the quality of a good piece of writing in greater detail. According to Fred D (1986, p.7-9) a successful piece of writing is the product of careful thought that is driven by four pillar:

a. The appeal to target audience

It refers to the requirements of the audience or readers. In order for readers to be interested in reading the writing, writers must have a good understanding of and considerations for them.

b. A coherent structure

It refers to well-connected and logical organizational patterns or schemes that involve an introduction, a body, and a conclusion.

c. A smooth, detailed development

It refers to the process of developing and expanding the writing's ideas by bringing up general points and then delving deeper into them.

d. An appropriate style

It refers to the use of a meaningful and effective combination of words to convey the intended message.

Moreover, Maxine (1986, p.5-10) asserts that there are some characteristics of good writing as follows:

a. Significant

It is considered significant if a piece of writing meets the needs of its intended audience. They can not only understand what they read in this case, but they can also profit and learn something useful from it.

b. Clear

Consistent writing provides readers with an obvious representation or meaning, reducing the number of times they must read it to understand the argument or idea.



c. Unified and well organized

Each sentence in a paragraph contributes to a coherent and well-organized writing by developing or helping the paragraph's main concept and linking to sentences preceding and following it. To put it another way, it develops in a sequential order.

d. Economical

Writers in this case explain and articulate their ideas concretely; wordiness is absent in economical writing.

e. Adequately developed

A well-developed writing makes it easier for readers to learn because it is provided and supported with key points that help them to understand it thoroughly.

f. Grammatically acceptable

Mistakes (in terms of use and mechanics) are not found because the writing is grammatically correct due to the use of regular or formal language, correct punctuation, and spelling.

In conclusion, strong writing may be found to have good characteristics. Effective writing covers a wide variety of advantages and information while still drawing the attention or curiosity of the viewer or readers to read it has a plausible or logical sequence, is clearly articulated, and contains little or no mechanics errors such as diction, use, or grammar.

## **B. Student's English Reading Habit**

### **1. Definition of Reading Habit**

Reading habits are a well-organized and deliberate pattern of learning that has resulted in a level of consistency on the part of students in terms of comprehending academic subjects and passing exams. Students' academic accomplishments are heavily influenced by their reading habits. Reading and academic success are connected and depend on each other. Students come from a variety of backgrounds and environments, with different degrees of academic achievement. As a result, their reading patterns are different. Some students have strong reading habits, and others have bad reading habits. Academic achievement refers to how much information a student has achieved in school.

When a person engages in the practice of reading on a regular basis, it is considered a habit. Reading habits are often measured in terms of the number of materials read, the pace at which they are read, and the average time spent reading, and this habit can be cultivated (Wagner, 2002). The influential key to the information environment is reading, which is a long-term practice that begins at an early age. It can be thought of as a method for people to become more creative while also developing their critical thinking abilities. Reading is an important tool for the development of people's personalities and mental capacities in this way. Reading also enhances public, environmental, and cultural responsibility, as well as personal and mental development. Furthermore, both reading habits

improve individuals' emotional satisfaction in terms of emotional response (Clark & Rumbold, 2006).

According to Reyhene, students who read for fun develop their language skills involuntarily and automatically. That children's reading skills improved as a result of their reading habits. As a result, the subject of reading, whether for educational or recreational purposes, is effective because it helps young people to open their minds and knowledge (Green, 2002). A good reading habit is beneficial to a person's intellectual growth and is important for functional productivity. Furthermore, an individual's preferences are influenced to a large degree by the amount of reading he will do and the frequency of which he will do it. Reading books confirms or refutes one's own ideas, allowing it to think more objectively about what is right and wrong in society.

Reading allows people develop a sense of values, allowing them to practice the strongest of all virtues: the ability to think rather than condemn. Books can also be extremely motivating, particularly when one is challenging oneself or someone's beliefs. Pleasure reading encourages people to read as a lifelong habit that strengthens their language skills and fluency. Children who read for pleasure enhance their reading skills. Reading volume has a significant impact on reading speed and fluency, vocabulary, general comprehension, overall verbal success, and academic achievements, both within and outside of school (Cunningham & Stanovich, 1998).

Reading habit is a reading activity that has been entrenched in a society. What needs to be achieved is efficient reading habits, namely reading habits accompanied by good interest and efficient reading skills that have both been maximally developed. Getting used to reading is a process that is not easy and takes a long time and requires some practice and strong motivation from the reader to read the text. Reading habits can be started by reading books that readers think are very interesting, such as fiction or non-fiction books.

Reading is a constructive process so that someone who has a habit of reading has several criteria, namely reading fluently, reading is done with the right strategy, reading requires motivation, and reading is a skill that must be developed on an ongoing basis. Reading habits will be very influential automatically on student learning outcomes, so writing activities are a means of finding ideas, generating new ideas, conveying self-expression, training organizing and clarifying various concepts, helping to absorb information processing, training active thinking and developing understanding and the ability to use language.

From the explanation above, it can be concluded that reading habits are very important, especially for students learning English as a foreign language. Even if these students have to face all English content, such as reading books, topics or materials, it will be difficult if students are not used to reading. In addition to students studying English education courses in Indonesia, reading habits are also very important to understanding

material written in English. Reading habits can help students reduce difficulties in the learning process in class. Students are used to having reading problems because of their reading habits, for example the meaning of new words is difficult or the story itself is difficult. Some students have good reading habits, while others tend to exhibit poor reading habits.

Indicators of reading habit are:

- a. Reading frequency
- b. Reading amount of book
- c. Time spent on academic reading
- d. Time spent on non-academic reading
- e. Motivation to read

## **2. The Advantages of Reading Habit**

Reading is one of the most important skills to acquire in ability to exist a successful life. According to Wulandari (2016) states that there are many advantages that students can get, these are:

- a. Helps the mind performs effectively

Having a good reading habit can make a person's mind work constantly, because the more they learn, the stronger their mind becomes. People who have good reading habits will be able to appear well in public.

- b. Develop a good vocabulary

A frequent reader would have a strong vocabulary bank; the more they learn, the more vocabularies they will gain, which will

enhance their comprehension of identifying errors, interpreting meaning, and comprehending the message that the writer is trying to understand in a reading passage.

c. Boost intellectual

Reading is a window to the world, as anyone who reads regularly can see books as a source of information, exposing them to reading books and understanding the complexities of books. Frequent readers can also gain a better understanding of the different types of literacy skills.

d. Helps readers to have positive mind

Readers who have good reading habits should have the literature they read. This encourages them to be productive, and critical thinkers. They will know the information from what they read.

### **C. The Relationship Between Reading Habit and Writing Ability**

People cannot ignore the importance of reading practices in the writing process. Students are convinced that reading is one of the things that can help us develop critical thinking skills. Critical thinking is commonly thought of as an analytical skill that is useful in the development of higher education staff (Brookfield, 1987). Reading is an essential aspect of the procedure. The reader interacts with the text when reading to create meaning, make assumptions, and fail to comprehend the text. Language knowledge is one of the knowledge developed: A individual absorbs conventions of how



ideas can be translated into written form in an appropriate manner using appropriate grammar through detailed reading experience (Rosenblatt, 1994).

Reading and writing are connected, because they depend on information representations, cognitive processes, environments, and contextual constraints that are identical or similar. As a result, we should conclude that reading and writing may be very similar, that their development may be very similar, and that a pedagogical combination may be useful in enhancing learning performance. This concept of collective or common knowledge or process has been studied for decades, though the principle is often more suggested than specified.

Correlations between reading and writing strategies were measured in research, and these correlations were often used as evidence that reading and writing could be taught better or that they questioned common cognitive tools that affect reading and writing. The metaphor of a reader composing a text in his or her mind prompted further attention to the cognitive and linguistic associations between reading and writing, as well as increased attempts to explore these links, as the "cognitive revolution" progressed and the concept of active learners or active readers became more commonly acknowledged (Fitzgerald, 2002). Currently, the teaching of literature and composition is characterized by an arbitrary distinction between reading and writing activities. Although this distinction has many benefits, it can be dangerous if it seems to imply that the processes of one operation, in theory and practice, are compatible with the teaching of another, and if it implicitly establishes a

qualitative and value-laden distinction between new and experienced readers' reading (Salvatory, 1983).

From the explanation above, it can be concluded that the relationship between classroom teacher candidates' attitudes toward reading and writing is explored in this study. Reading and writing abilities are the most important determinants of people's educational lives, and many other aspects of life. The habits toward reading and writing skills are the most significant factor directly affecting these abilities. Although attitudes have such a significant influence on activities, it has been proposed that appropriate educational environments be developed in order to improve attitudes in the educational process. The aim of this study is to see how teacher candidates' reading and writing attitudes affect the academic achievement.

#### **D. Narrative Text**

##### **1. Definition of Narrative Text**

Narrative is a kind of text representing the sequence of events. Narrative text tells a story, entertains the audience, creates thought, teaches a lesson, or expresses emotions in the audience. In other words, a narrative text is a retelling of a tale told from the perspective of the doer and another person. If the narrator is one of the characters in the story, the story is told in the first person. If the narrator is someone from outside the narrative, the story is told in the third person. Although the themes of this story have a close connection with human life and characteristics, It is very common and easy to find in daily life. Anderson describes myths,

fairytale, science fiction, and romance novels as examples of narrative texts (Anderson & Kathy, 2002).

The narrative is not a story in itself but a story that tells a story, therefore what is used in the text are phrases, such as written narrative with a fictional or non-fictional sequence of events. Narrative writing is a form of writing which describes an event sequentially. This is as opinion Gorys Keraf (in Zulela, 2013, p. 35) states that narrative is a form discourse that seeks to describe clearly to the reader of an event that has happened which is woven in a unity of time. In other words, write narrative means telling an event or events that occur during a period of time certain by using written language (Nugraha, MS and Bintoro, 2018) .

A text that tells of activities or events in the past that shows a problematic experience whose solution provides many meanings or moral messages for readers is a narrative text (Pardoyono 2007: 94). Narrative text tells what happened in the chronological order. Narrative is usually the most commonly read and narrative is also a medium that can change opinions, social attitudes and also as a world of entertainment for readers (Purba, 2018).

From the explanation above, it can be concluded that narrative text is a retelling of a tale told from the perspective of the doer and another person. Essay this is trying to convey a series events in the order they occur (chronological), with the intention of giving meaning to an event or

series of events, that readers can reap lessons of that story. Indicators of narrative text are:

- a. Content
- b. Organization
- c. Vocabulary
- d. Grammar
- e. Mechanics

## **2. Structural Features of Narrative Text**

A narrative text's structure is typically organized as follows:

- a. An opening in which the setting is formed and characters are introduced..
- b. A complication in which troubling incidents are identified and recounted.
- c. A solution that resolves the problem.

Similarly, according to Knapp and Watkins, has structural features such as orientation, in which characters are put in a certain time and place, sequence of events, and solution and resolution, which discuss how the story's problems are resolved..

## **3. Language Features of Narrative Text**

A narrative text has a comprehensive variety of language characteristics. Simple past tense active (for example, it organized), simple past passive (for example, it was created), and past perfect active (for

example, it was created) are used to connect narrative texts, according to Jordan (for instance, it had developed).

In addition, there are some other language characteristics of a narrative text, such as:

- a. It is conveyed in first or third person (I, we, she, it, they).
- b. It is chronological, meaning that the events are told in a specific order.
- c. Main characters frequently possess such qualities in terms of their personalities; either becomes a hero or a villain.
- d. Characters, settings, and events are beginning to emerge.
- e. Connectives are used to signal time (e.g. later day, once), to shift the environment (e.g. meanwhile back at the cave, on the other side of the forest), and to surprise or create suspense (e.g. back at the cave, on the other side of the forest) (e.g. suddenly, without warning).

## **E. Relevant Studies**

There is a previous study by Anyaegbu, Aghauche and Ekene in 2019 about *“Poor Reading Habit and the Academic Performance of Junior Secondary School Students in Enugu South Local Government Area of Enugu”*. It was carried out to determine the impact of poor reading habits on junior secondary students' academic performance in Nigeria's Enugu South Local Government. This study's concept was based on a case study. The junior secondary school students and teachers from Maryland Boys Secondary School and Community Secondary School in Enugu South Local Government Area were included in the population. A simple random sampling technique

was used to pick 90 students and 10 teachers. A questionnaire was used as the tool. Its findings showed that the classroom, teachers, family history, and students themselves all had an impact on reading habits.

In another research, Bunyamin Celik in International Journal of English Linguistics 2019, published a study titled “*A Study on The Factors Affecting Reading and Reading Habit Preschool Children*”. The aim of this study is to discover the factors that affect preschool children's reading and reading behaviors. In this study, 106 children aged birth to six years old who are close to starting primary school were recruited from kindergarten and kindergarten students, as well as a kindergarten teacher. Kindergarten is observed during this process. The data from the questionnaire was then analyzed using the SPSS program. Furthermore, the interview is designed to provide information about programs aimed at improving kindergarten teachers' reading habits. At the end of the analysis, the results were analyzed in terms of the factors that enabled the child to develop a reading habit. The findings revealed that the family plays an important role in encouraging children to develop a reading habit. Other critical elements in the preparation stage were determined to be the community of friends, the setting, different books and genres, kindergarten and library education.

Moreover, Ozen Yildirim & Omer Kutlu in 2020 about “*Testing The Bidirectional Relationship Between Reading and Writing Skills*”. After controlling for gender and socioeconomic status, bidirectional relationships between reading and writing skills were investigated in this study. 240 fifth-

grade students from ten primary schools in four different districts of Ankara, Turkey, took part in this report. A text was chosen to assess students' comprehension and writing abilities, and an achievement test with text-related questions was developed. The students' reading and writing abilities were assessed using analytic and holistic rubrics. The bidirectional relationship between reading and writing skills was discovered using structured multiple linear regression analysis. The finding showed that reading and writing abilities are significant predictors of one another, implying that the two variables may have a bidirectional relationship. This may be explained by the fact that reading and writing skills affect each other. To help weak readers become proficient readers, researchers, practitioners, and parents may need to focus on both reading and writing skills.

In addition, another relevant study by Mursid Saleh and Januarius in 2019 about “*The Effect of Dialogue Journal Writing on Students’ Writing Ability*”. This study aimed at investigating the use of using dialogue journal Writing (DJW) in improving students’ ability in writing argumentative text. This study was conducted with 30 students during their school experience in English Department at a university in Indramayu, West Java. There were 25 female, and 5 male students. The dialogue journaling was conducted for 14 weeks. The result of the study shows that the mean scores of post-test is significantly higher (78,43) than pre-test (66,80) and most students believed that dialogue journal give positive impact on their writing.



There are some similarities and variations between the relevant studies above and the current studies based on the relevant studies above. First, there was a similarity in terms of the approach used, which was a correlational analysis of one variable, reading habit, but the other variable was writing abilities. Following that, they are similar to the current study in terms of one of the variables used, namely reading habit, but they are not similar in terms of the approach used. Finally, the variables are the same as in this report, namely, reading habit and narrative writing ability.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

To answer the research question, the method used in this study is quantitative approach, in collecting data the researcher conducted a survey with correlation analysis. Correlational research uses instruments to determine whether, and to what extent, there is a quantitative relationship between two or more variables. In this study, the researcher used a questionnaire and a writing test.

A survey approach with correlational analysis is the method used in this quantitative approach. A survey is simply a systematic analysis of a social or behavioral fact or phenomenon involving a large number of people. Surveys are used for the educational research somehow to gather data or facts, such as perceptions or attitudes, but also to establish a detailed overview and describe the relationship among variables examined. Survey study is a research technique commonly used to collect detailed and significant quantities of data (Arikunto, 2006, p.113). A survey is a study that takes a population sample and uses a questionnaire as a method of data collection.

## B. Population and Sample

### 1. Population

The population is the entire research subject. If someone wants to research all the elements in the research area, then the research is a population study (Arikunto, 2016: 173). According to Hadi (2016: 190), the entire population intended to be investigated is called a population or universe. This is also stated by Margono (2005: 118), population is all data that concerns us within a specified scope and time. Based on these statements, the population in this study was all semester 2 students of IAIN Bengkulu.

**Table 3.1 Population of the Research**

NO	CLASS	MALE	FEMALE	NUMBER
1.	TBI 2A	8	19	27
2.	TBI 2B	5	23	28
3.	TBI 2C	3	12	15
<b>TOTAL</b>		16	54	70

### 2. Sample

The sample is part of the population selected for a research process which is considered to be able to represent the entire population. This is in line with Arikunto's opinion (2016, p.174), the sample is part or representative of the population being studied. In this study, the sampling used was purposive sampling. According to Sugiyono (2018) purposive

sampling is a sampling technique with certain considerations. According to Sekaran and Bougie (2017), purposive sampling is limited only to certain types of people who can provide the desired information, either because they are the only parties who have it or meet several criteria determined by the researcher. In this study, the criteria used as a requirement to become respondents were class TBI 2B students in the second semester of IAIN Bengkulu who were carrying out writing learning activities.

### **C. Instrument of The Research**

Questionnaires and writing tests were used in this analysis. The method used in this research aims to determine the correlation between the reading habits of students and their writing skills. Questionnaires and writing tests are used to assess the reading habits of students, while writing tests are used to determine their writing abilities.

#### **1. Questionnaire**

Reading habit questionnaire is designed based on six indicators of reading habit. The questionnaire consisted of 30 questions which were piloted before being distributed to students. The questionnaire was designed on five Likert scales; always, often, seldom, and never.

According to Cesar, Gaona & Gonzalez (2010) there are six indicators of reading habit:

##### **a. Reading frequency**

Reading frequency refers to how often someone reports reading a book in their spare time.

b. Reading amount of books

It describes the concept of reading amount of books and the concept of how much the reader likes or dislikes reading. It describes ideas about reading amount of book as well as readers' preferences or reading dislike.

c. Time spent on academic reading

Time spent on academic reading is the time an individual reports reading to read a book on the subject of his or her study.

d. Time spent on non-academic reading

Non-academic reading time refers to the amount of time a student claims to read a book that is not specifically related to the academic subject.

e. Motivation in the family environment

It is connected to a person's desire to purchase books, as well as recommended books and family reading interests.

f. Motivation in the academic environment

It's related to the educators' insistence on students reading books.

The evaluation criteria for Likert-scale questionnaire components are as follows:

**Table 3.2 Scoring of Questionnaire For Reading Habit**

No.	Optional Response	Score
1.	Very Often	4
2.	Often	3
4. I	Rarely	2
5. n	Never	1

In addition, the researcher will measure the students' reading habits from the questionnaire results. The researcher will carry out several categorization of the classifications of students' reading habits by ranking their responses to a given questionnaire. The classification can be seen as follows:

**Table 3.3 Classification Table of Students' Reading Habits**

No.	Category	Score
1.	Excellent Reader	81 – 100
2.	Good Reader	61 – 80
3.	Moderate Reader	41 – 60
4.	Poor Reader	0 – 40

*ce: Pao (2016)*

## 2. Narrative Writing Test

The test is needed to determine student performance in achieving the targets they have learned. In this study, the second instrument is the

writing test. The researcher will ask to give students a task to write a paragraph with the topic to be given. In this study, students will be asked to write narrative text about fairy tales. The participants will be asked to write a short composition of narrative text with the length of 100 words in 45 minutes. The written test of narrative text was intended to find out students' writing ability of narrative text. The narrative writing test was analyzed and assessed by an English lecturer at IAIN Bengkulu.

The researcher used a writing test analysis with an EFL composition profile assessment guide from Jacob (1981) in Mansur (2003):

**Table 3.4 Scoring Rubric for Writing Narrative Text**

<b>Component</b>	<b>Score</b>	<b>Criteria</b>
<b>Content (C)</b>		
Excellent to very good	30-27	The content of the story support the theme. Features original and compelling characters, believable conflict and meaningful theme.
Good to average	26-22	Most of the content support of the theme. Contains all or most of the elements of an effective story, though some may not be fully realized or developed.
Fair to poor	21-17	The content of the story has to be more develop. Plot characters and conflicts lack development.
Very poor	12-14	The content of the story has to be more develop. No development of character, plot, conflict or theme.
<b>Organization</b>		
Excellent to very good	20-18	Well organized and complete generic structure (orientation, complication, coda (optional))
Good to average	17-14	Loosely organized but main idea stands out and complete generic structure (orientation, complication, resolution, coda (optional))
Fair to poor	13-10	Ideas confused, disconnected and some generic structure.
Very poor	9-7	It does not communicate and show generic structure.
<b>Vocabulary</b>		
Excellent to very good	20-18	Language features are appropriate. Effective word/idiom/phrase form, choice, and usage. The meaning is understandable.
Good to average	17-14	Language features are appropriate. Occasional errors of word/idiom/phrase form, choice, and usage. The meaning is understandable.
Fair to poor	13-10	Language features are appropriate. Frequent errors of word/idiom/phrase form. And usage. Often make the reader confuse.
Very poor	9-7	Language features are appropriate. The vocabulary limited. The word/idiom/phrase form, choice and usage make the reader confused. Essential translation.



Component	Score	Criteria
<b>Grammar</b>		
Excellent to very good	25-22	Show excellent ability in using grammar correctly and effectively.
Good to average	21-18	Show good ability in using grammar correctly.
Fair to poor	17-11	Show average ability in using grammar correctly. The amount of error that made does affect the readability of story
Very poor	10-5	Show litte ability in using grammar corrcrectly.
<b>Mechanics</b>		
Excellent to very good	5	Demonstrates mastery of convention (few errors of spelling, punctuation, using grammar correctly.
Good to average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscure.
Fair to poor	3	Use general writing conventions, frequent error of spelling, punctuation, capitalization, the meaning confused and obscured,
Very poor	2	No mastery of conventions, dominated by error of spelling, punctuation, capitalization.

*(Jacob,1981)*

Functions, general structure, and significant lexico grammatical features were used to compose the final text. Then, from these 3 components, each text is also analyzed:

- a. Format and content
- b. Organization and coherence
- c. Sentence structure and vocabulary

The analysis was based on the scoring rubric suggested by Hyland (2003, p.243). Then the score is classified based on criteria of ability as follows:

**Table 3.5 Criteria of Writing Ability**

<b>Criteria of Ability</b>	<b>Score</b>
Excellent	91 – 100
Very good	81 – 90
Good	71 – 80
Average	61 – 70
Fair	51 – 60
Poor	41 – 50
Inadequate	Less than 40

*Source: Rasyid, D (2012)*

#### **D. Technique of Data Analysis**

There are three analysis of this research, first questionnaire analysis, writing test analysis, and hypothesis analysis of correlation.

##### **1. Questionnaire Data Analysis**

###### **a. Validity Test**

According to Arikunto (2010), validity is a measure that shows the level of validity or validity of an instrument. An instrument is said to be valid if it is able to measure what it wants to measure. An instrument is said to be valid if it can reveal data from variables to measure the level of validity of the questionnaire being studied appropriately.

To measure the validity of the questionnaire using the correlation formula product moment with the formula:

$$r_{xy} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n(\sum Y)^2 - (\sum Y)^2\}}}$$

*Source : Akdon, 2008, p.145*

In which :

$r_{xy}$  : Correlation coefficient

$X$  : Score items

$Y$  : Total score

$N$  : Number of sample

If test criteria  $r_{count} > r_{table}$  with a price of "r" at a significant level of 0.05 then the measuring instrument is declared valid, and vice versa if  $r_{count} < r_{table}$  then the measuring instrument is not valid.

After testing as many as predetermined items, if there are invalid items, they will be deleted immediately and only items that have been declared valid for data collection are used for data collection.

#### b. Reliability Test

According to Riduwan (2010, p.125) the reliability test of the research instrument uses the Cronbach's Alpha formula. Cronbach's Alpha is a mathematical formula used to test the level of reliability of the measure, where an instrument can be said to be reliable if it has a reliability coefficient or alpha of 0.6 or more.

According to Sugiyono (2012, p.220), the instrument is declared reliable if the reliability coefficient is at least 0.6. To simplify the calculation of the validity test and reliability test, the authors use Microsoft Excel and SPSS Statistics (Statistical Program of Social Science) 25 version for windows. The formula used is the Alpha Cronbach formula as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \cdot \left[ 1 - \frac{\sum S_i}{S_t} \right]$$

In which :

$r_{11}$  = Reliability Value

$\sum S_i$  = The amount of variance in the score of each item

$S_t$  = Total variance

$K$  = Number of items

## 2. Writing Test Analysis

Students are given a writing test after the researcher submits a questionnaire to complete. The writing test was analyzed by the researcher using Jacob's (1981) EFL Composition profile assessment guide in Mansur (see table 3.4). The narrative writing test will be analyzed and assessed by researchers and English Lecturer at IAIN Bengkulu. The final score will be obtained by adding the scores of the 2 correctors. The calculation of the score for each corrector is obtained by the following formula:

$$X_I = \frac{T1+T2+T3+T4+T5}{5}$$

$$X_2 = \frac{T1+T2+T3+T4+T5}{5}$$

In which :

$X_1$  = Final score corrector 1

$X_2$  = Final score corrector 2

T1 = Score of content

T3 = Score of vocabulary

T4 = Score of Grammar

T5 = Score of mechanics

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

The final score is obtained by adding  $X_1$  to  $X_2$ .

### 3. Correlation Analysis

This research will use a basic correlation technique based on the Product Moment Formula. The basic correlation formula is as follows:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

In which :

$r_{xy}$  = Coefficient variable X and Y

X = Reading habits score

Y = Writing ability score

N = Number of samples

The correlation range in this formula is 1.00 to 0.00, where 1.00 implies a strong correlation between the two variables and 0.00 indicates no correlation at all. A table of correlation coefficients can be shown below to provide a clearer explanation:

**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: Muamanah, S. (2014)*

To be able to do the product-moment test, it is necessary to test the prerequisites first, namely :

a. Normality Test

Normality test is used to determine whether the data is normally distributed or not. In a research, the required data must vary normally, if the data for each variable is not normal, parametric statistics cannot be used.

Testing for normality in this study using the Shapiro-Wilk test because the samples that were tested were less than 50 samples (N). If the significance value  $> 0.05$  then the data distribution was normally distributed, then the test will use the paired sample t-test. However, if

the significance value  $< 0,05$  then the data distribution is not normally distributed. Testing the normality of the research data using the Shapiro-Wilk test (W test) with the help of SPSS Statistics (Statistical Program of Social Science) 25 version for windows (Putra, Kasdi and Subroto, 2019).

b. Linearity Test

The linearity test aims to determine whether two or more variables being tested have a linear relationship or not significantly. This test is usually used as a requirement in correlation analysis or linear regression. The basis for decision making in the linearity test is if the probability value is  $> 0.05$  then the relationship between the variables (X) and (Y) is linear. However, if the probability value is  $< 0.05$  then the relationship between the variables (X) and (Y) is not linear (Setiawan and Yosepha, 2020). This linearity test was carried out using SPSS version 25.

In this study, correlation test analysis was carried out with the help of SPSS version 25. Meanwhile, if the data distribution is not normal and not linear, then the Product Moment Correlation test cannot be used. If this happens, then a non-parametric test is carried out, in which the non-parametric test of the Product Moment is the Spearman Correlation.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

In this chapter, the study investigates whether there is a relationship between students' reading habits and their writing skills in narrative texts. To obtain data from this research, the researcher used two kinds of instruments in data collection, namely a reading habit questionnaire and a writing test. As mentioned in the previous chapter, this study was conducted to find out whether there is a relationship between students' reading habits and their writing skills in narrative texts. The researcher gave a reading habit questionnaire consisting of 30 items and then asked them to fill out a questionnaire based on their real life. After that, the researcher asked the students to write a narrative text. The discussion is divided into descriptive data of students' reading habits, ability to write narrative texts and correlation analysis. The researcher analyzed the students' reading habits based on the results of the questionnaire and the students' writing skills based on the results of the writing test. The data were analyzed using SPSS version 25 software. The results of students' reading habits and writing skills will be explained as follows.



## 1. Questionnaire Data Analysis

Thus distributing a questionnaire containing 30 statements to 28 respondents, a summary of the results is shown in Table 4.1.

**Table 4.1 Questionnaire Result**

No	Respondent	Score				Total Score
		Very Often (4)	Often (3)	Rarely (2)	Never (1)	
1	Student 1	6	14	5	5	81
2	Student 2	3	16	11	0	82
3	Student 3	0	7	23	0	67
4	Student 4	0	15	13	2	73
5	Student 5	19	3	6	2	99
6	Student 6	11	13	1	5	90
7	Student 7	0	23	5	2	81
8	Student 8	0	21	8	1	80
9	Student 9	3	11	12	4	73
10	Student 10	0	5	19	6	59
11	Student 11	7	19	3	1	92
12	Student 12	9	15	6	0	93
13	Student 13	7	15	8	0	89
14	Student 14	9	11	9	1	88
15	Student 15	0	6	15	9	57
16	Student 16	1	12	14	3	71
17	Student 17	0	17	13	0	77

18	Student 18	0	18	10	2	76
19	Student 19	0	21	8	1	80
20	Student 20	1	12	11	6	68
21	Student 21	0	30	0	0	90
22	Student 22	10	2	15	3	79
23	Student 23	6	11	13	0	83
24	Student 24	3	21	6	0	87
25	Student 25	3	11	15	1	76
26	Student 26	0	30	0	0	90
27	Student 27	6	11	10	3	80
28	Student 28	0	6	23	1	65

Based on the data from the questionnaire results shown in Table 1, then two stages of analysis were carried out on the data, namely the validity test and the reliability test.

a. Validity Test

The validity test was carried out with the help of SPSS version 25. Validity testing is carried out to determine whether a questionnaire is valid or not from each of these variables. This validity test uses the Pearson Product Moment correlation, which is the correlation between questions with a total score. The test uses a significance level ( $\alpha$ ) = 0.05 which is commonly used and the number of samples (n) = 28 respondents so that the rtable is 0.374. The results of the validity test are shown in Table 4.2

**Table 4.2 Questionnaire Validity Test Results**

<b>Questionnaire Items</b>	<b><math>r_{\text{count}}</math></b>	<b><math>r_{\text{table}}</math></b>	<b>Sig.</b>	<b>Conclusion</b>
1	0.614	0.374	0.001	Valid
2	0.69	0.374	0.000	Valid
3	0.586	0.374	0.001	Valid
4	0.647	0.374	0.000	Valid
5	0.673	0.374	0.000	Valid
6	0.49	0.374	0.008	Valid
7	0.611	0.374	0.001	Valid
8	0.425	0.374	0.024	Valid
9	0.726	0.374	0.000	Valid
10	0.676	0.374	0.000	Valid
11	0.504	0.374	0.006	Valid
12	0.397	0.374	0.036	Valid
13	0.523	0.374	0.004	Valid
14	0.478	0.374	0.010	Valid
15	0.602	0.374	0.001	Valid
16	0.386	0.374	0.043	Valid
17	0.625	0.374	0.000	Valid
18	0.528	0.374	0.004	Valid
19	0.457	0.374	0.014	Valid
20	0.391	0.374	0.040	Valid
21	0.467	0.374	0.012	Valid
22	0.475	0.374	0.011	Valid

23	0.376	0.374	0.049	Valid
24	3.85	0.374	0.043	Valid
25	3.83	0.374	0.044	Valid
26	0.428	0.374	0.023	Valid
27	0.456	0.374	0.015	Valid
28	0.54	0.374	0.003	Valid
29	0.417	0.374	0.027	Valid
30	0.551	0.374	0.002	Valid

Based on Table 4.2, it can be seen that all questionnaire questions have valid status because the r-count value of each item has a greater value than the r-table value.

b. Reliability Test

Reliability tests were carried out on instruments that had previously been declared valid. A variable is said to be valid if the answers to the questions are always consistent. To measure reliability by using statistical test is Cronbach Alpha ( $\alpha$ ). A variable is said to be reliable if it has a Cronbach Alpha value of more than 0.6. To test the reliability of the instrument, the analysis was carried out with the help of SPSS version 25. The results of reliability testing for the questionnaire results can be seen in Table 4.3.

**Table 4.3 Cronbach Alpha Reliability Test Results**

Cronbach's Alpha	N of Items
.901	30

Based on the results of the reliability test in Table 4.3, the value of is 0.901. The results are declared reliable because  $> 0.6$ . So it can be concluded that, these results prove that all statements in the questionnaire are declared reliable.

## **2. Writing Test Analysis**

For this stage, the researcher asked students to give the task of writing a paragraph with the topic to be given. In this study, students will be asked to write a narrative text about a fairy tale. The narrative writing test will be analyzed and assessed by researchers and English Lecturer at IAIN Bengkulu. The results of the narrative writing test can be seen in Table 4.4 and Table 4.5.

**Table 4.4 Narrative Writing Test Results by Corrector I**

<b>Name</b>	<b>Content</b>	<b>Organization</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Mechanics</b>	<b>Total</b>
Student 1	13	9	8	11	3	<b>44</b>
Student 2	17	12	10	11	4	<b>54</b>
Student 3	13	9	9	11	2	<b>44</b>
Student 4	25	14	17	15	4	<b>75</b>
Student 5	20	12	17	18	4	<b>71</b>
Student 6	22	11	13	15	4	<b>65</b>
Student 7	22	11	14	18	4	<b>69</b>
Student 8	17	12	10	11	3	<b>53</b>
Student 9	22	14	17	15	4	<b>72</b>
Student 10	22	17	16	15	4	<b>74</b>
Student 11	20	17	17	15	4	<b>73</b>
Student 12	20	12	17	18	4	<b>71</b>
Student 13	22	14	17	15	4	<b>72</b>
Student 14	20	12	17	18	3	<b>70</b>
Student 15	13	9	9	11	3	<b>45</b>
Student 16	12	9	9	11	2	<b>43</b>
Student 17	12	7	10	11	3	<b>43</b>
Student 18	25	17	17	15	4	<b>78</b>
Student 19	13	8	10	11	3	<b>45</b>
Student 20	22	14	16	15	4	<b>71</b>
Student 21	20	12	17	18	4	<b>71</b>
Student 22	20	11	16	15	4	<b>66</b>
Student 23	17	12	10	11	3	<b>53</b>
Student 24	13	9	9	11	3	<b>45</b>
Student 25	13	8	10	11	3	<b>45</b>
Student 26	17	9	13	12	3	<b>54</b>
Student 27	17	9	14	11	3	<b>54</b>
Student 28	20	11	15	15	4	<b>65</b>

**Table 4.5 Narrative Writing Test Results Corrector II**

<b>Name</b>	<b>Content</b>	<b>Organization</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Mechanics</b>	<b>Total</b>
Student 1	13	10	9	11	3	<b>45</b>
Student 2	18	11	10	10	3	<b>53</b>
Student 3	13	10	8	12	3	<b>46</b>
Student 4	25	15	17	15	4	<b>76</b>
Student 5	20	12	17	18	4	<b>71</b>
Student 6	22	12	13	15	4	<b>66</b>
Student 7	22	11	14	18	4	<b>69</b>
Student 8	17	12	10	11	3	<b>53</b>
Student 9	22	14	17	15	4	<b>72</b>
Student 10	24	17	18	15	4	<b>78</b>
Student 11	20	17	17	15	4	<b>73</b>
Student 12	21	11	18	18	4	<b>69</b>
Student 13	20	12	18	18	4	<b>72</b>
Student 14	20	12	19	18	3	<b>72</b>
Student 15	12	10	9	12	4	<b>47</b>
Student 16	13	9	10	11	3	<b>46</b>
Student 17	12	7	10	11	3	<b>43</b>
Student 18	25	17	17	15	4	<b>78</b>
Student 19	14	11	12	12	3	<b>52</b>
Student 20	22	14	16	16	4	<b>72</b>
Student 21	20	13	17	18	4	<b>72</b>
Student 22	20	12	17	15	4	<b>68</b>
Student 23	17	12	10	16	3	<b>58</b>
Student 24	13	10	9	11	3	<b>46</b>
Student 25	13	8	10	11	3	<b>45</b>
Student 26	17	9	13	12	3	<b>54</b>
Student 27	17	10	14	12	3	<b>56</b>
Student 28	20	12	15	15	4	<b>66</b>

The final score was obtained by adding up the scores of the 2 correctors. The calculation of the score for each corrector is obtained by the following formula:

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

The final score is obtained by adding  $X_1$  to  $X_2$ .

**Table 4.6 Final Result of Writing Test Score**

No	Name	Corrector I	Corrector II	Final Score
1	Student 1	44	45	44.5
2	Student 2	54	53	53.5
3	Student 3	44	46	45
4	Student 4	75	76	75.5
5	Student 5	71	71	71
6	Student 6	65	66	65.5
7	Student 7	69	69	69
8	Student 8	53	54	53.5
9	Student 9	72	72	72
10	Student 10	74	78	76
11	Student 11	73	73	73
12	Student 12	71	69	70
13	Student 13	72	72	72
14	Student 14	70	72	71



15	Student 15	45	47	46
16	Student 16	43	46	44.5
17	Student 17	43	43	43
18	Student 18	78	78	78
19	Student 19	45	52	48.5
20	Student 20	71	72	71.5
21	Student 21	71	72	71.5
22	Student 22	66	68	67
23	Student 23	53	58	55.5
24	Student 24	45	46	45.5
25	Student 25	45	46	45.5
26	Student 26	54	54	54
27	Student 27	54	56	55
28	Student 28	65	66	65.5

### 3. Correlation Analysis

Prior to the correlation analysis, the correlation prerequisite test was conducted, namely the normality test, linearity test.

#### a. Normality Test

The normality test in this study used the Shapiro-Wilk normality test because the sample used was 28 respondents. A data distribution is said to be normally distributed if it has a significance value of more

than 0.05. For normality, the analysis was carried out with the help of SPSS version 25. The results of testing the normality of data distribution can be seen in Table 4.7.

**Table 4.7 Normality Test Results**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading	.091	28	.200 <sup>*</sup>	.974	28	.694
Writing	.187	28	.014	.870	28	.002

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4.7, the significance level for the reading variable is 0.694 or greater than 0.05. So that the distribution of data on the reading habit variable is declared to be normally distributed. However, on the variable writing test, a significance level of 0.002 was obtained or less than 0.05 so that the data distribution was not normally distributed.

If the significance value  $> 0.05$  then the data distribution was normally distributed, then the test will use the paired sample t-test. However, if the significance value  $< 0.05$  then the data distribution is not normally distributed.

**b. Linearity Test**

The linearity test aims to determine the relationship between the reading habit variable and the writing test variable in the form of a straight line that is linear or non-linear. The researcher used SPSS

version 25. The results of the linearity of the data are shown in Table 4.8.

**Table 4.8 Linearity Test Results**

			Sum of Squares	df	Mean Square	F	Sig.
Writing * Reading	Between Groups	(Combined)	2949.461	20	147.473	1.016	.530
		Linearity	130.304	1	130.304	.898	.375
		Deviation from Linearity	2819.158	19	148.377	1.023	.525
	Within Groups		1015.708	7	145.101		
	Total		3965.170	27			

Based on Table 4.8, the significance level of deviation from linearity is 0.525 or more than 0.05. So it can be concluded that there is a significant linear relationship between the variables of reading habit and writing test.

The basis for decision making in the linearity test is if the probability value is  $> 0.05$  then the relationship between the variables (X) and (Y) is linear.

c. Spearman Correlation Test Analysis

The correlation test analysis method used is the Spearman correlation test. This analysis is included in the non-parametric analysis. Spearman's non-parametric analysis was chosen because to perform this test it is not necessary to assume that the data distribution must be normally distributed, whereas in the previous test there was a distribution of data on the writing test variable that was not normally distributed when the Shapiro-Wilk normality test was performed. The analysis was carried out with the aid of SPSS version 25. The results were then compared with the interval table shown in Table 4.9.

**Table 4.9 Correlation Coefficient Table**

<b>Correlation Coefficient (r)</b>	<b>Interpretation</b>
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

The correlation coefficient results from the Spearman correlation test will be compared with Table 4.9 to determine the relationship criteria. The correlation range in this formula is 1.00 to 0.00, where 1.00 implies a strong correlation between the two variables and 0.00 indicates no correlation at all. The results of the Spearman correlation test are shown in Table 4.10.

**Table 4.10 Spearman's Non-Parametric Correlation Test Results**

<b>Correlations</b>			Reading	Writing
Spearman's rho	Reading	Correlation Coefficient	1.000	.136
		Sig. (2-tailed)	.	.490
		N	28	28
	Writing	Correlation Coefficient	.136	1.000
		Sig. (2-tailed)	.490	.
		N	28	28

Based on Table 4.10 the resulting correlation coefficient is 0.136. These results indicate that the correlation coefficient falls into the interval 0.00-0.20 with a very low correlation interpretation. In

other words, the relationship between reading habits and the ability to write narrative texts in English Tadris Study Program students grade 2B has a very low correlation. Very low correlation means that students' reading habits and writing skills are still below average. There are some students who have good reading habits but not with writing skills. From the other hand, some children have low reading habits but excellent writing abilities.

## **B. Discussion**

There were three findings of this research. First, the reading habit of the 2B English Education Study Program is quite good, some students have good reading habits, but some students still have inadequate reading habits. Second, the students' ability in writing narrative texts of the English Education Study Program class 2B is quite good, but some students have inadequate writing skills. And the last, there was very low correlation between students' reading habit and writing ability at TBI 2B of IAIN Bengkulu. It can be concluded that the significance between students' reading habits and their ability to write in narrative texts is still very low.

In this study, there are two instruments used, namely a questionnaire used to measure the level of reading habits and a writing test to measure the level of ability to write narrative texts. The two instruments were used and distributed to 28 respondents of students of the 2B class English tadris study program. In the questionnaire instrument, there are 30 questions from 6 indicators and use a 4-point Likert scale. Questionnaires were distributed online through the

Google Forms platform. To test the quality of the questionnaire instrument, validity and reliability were tested and resulted in a valid and reliable questionnaire for use. The google form platform is also used in the writing test instrument where the respondents are required to write fairy tale text on the form. The analysis is carried out by evaluating the work of the respondents. The assessment is carried out by one of the lecturers, taking into account several aspects of the assessment including content, organization, vocabulary, grammar, and mechanics. The results of the data collection were then used as material to test the correlation between reading habits and writing skills of narrative texts.

Based on the results of the normality test, it shows a significance value for the reading habit variable scale  $0.694 > 0.05$ , then for the writing test variable scale  $0.002 > 0.05$ . Because the significant value on the writing test scale is smaller than 0.05, it can be concluded that the data is not normally distributed and does not meet the normality test assumption.

While the linearity test of the data between the reading habit and writing test variables above obtained a significance value of  $0.525 \geq 0.05$ , then the variable data between reading habit and writing test has a linear relationship. Based on the results of the data assumption test conducted through the linearity test of the distribution of the decision-making and problem-solving variables, it is stated to be linear.

The results of the research on the prerequisite test between the normality test and the linearity test show that there is data that is not normally distributed

but linear, the research hypothesis test using Pearson Product Moment parametric analysis cannot be used, so to test the hypothesis based on the results of the normality and linearity test assessment, it is necessary to do an analysis non-parametric, which is the non-parametric test from Pearson is the Spearman test. The translation is based on the results of the correlation test using Spearman's analysis, the correlation coefficient value is 0.136. So the conclusion of the hypothesis test with the SPSS version 25 application program is that the correlation between reading habits and the ability to write narrative texts in students of the 2B English Education Study Program is very low correlation.

The findings of this research confirmed some theories from experts. According to Cunningham, a good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand rather than condemn. Books can also be very comforting. especially at times when one doubts one's self and one's beliefs. Pleasure reading furthers the development of reading as life-long habit which strengthens both language skills and fluency noted that children

improve their reading skill when they read for pleasure. Reading volume both inside and outside the school has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements (Cunningham, A.E. & Stanovich, 1998)

Reading habit refers to the behavior , which expresses the likeness of reading and tastes of reading. Reading is one of the most effective ways to become good readers and good spellers, an adequate vocabulary, advanced grammatical competence and develop a good writing style as well. Writing style does not come from actual writing experience, but from reading.

Moreover, this research finding is also in line with some previous studies result. First, a study by Wahyuni Anggeriyanti (2017) entitled “The Relationship between Students’ Reading habit and Writing Skills”, the results of this study the researcher found that there was a relationship between students' reading habits and their writing skills, namely that the reading relationship had a positive impact on writing skills. The second researcher who examined correlation between reading habit and writing is Pudan Doli Situmorang (2013) about “ The Relationship Between Reading Habits and Ability Writing Narrative Students of Ninth Grade SMP Tunas Harapan, the result of this study the researcher found that there was a relationship between reading habits and the ability to write narrative essays in students of ninth grade SMP Tunas Harapan is important. It can be concluded that the more students read, the better their narrative writing skill.



Reading can be defined as the process of extracting or building meaning from a simple sentence or a group of words (Seyler, 2004). Reading is defined as a process in which readers derive meaning from the words they read. Furthermore, readers can get the idea from certain words in the text. As a result, when reading, readers should take an active role in extracting meaning from the text. Therefore, if someone has a good reading habit, they will be rich in knowledge which can help them in writing ability.

Next, Owusu-Acheaw and Larson conducted a study on Reading Habits among Students and Their Effects on Academic Performance: A Study of Students at Koforidua Polytechnic. Its goal was to look into the students' reading habits and how they influenced their academic achievement. A questionnaire was used to collect information. The findings revealed that most of the respondents admitted that reading was important (81.9%) and some respondents (62.0%) revealed that they did reading only for the purpose of passing examination. Also, another finding pointed out that reading habit influenced the academic performance and it was found that there was a relationship between reading habit and academic performance.

In addition, Akarsu and Danyemez also conducted a research entitled The Reading Habits of University Studying English Language and Literature in the Digital Age. The aim is to learn about the reading habits and attitudes of Ataturk University students studying English Language and Literature. This study also investigates the effect of using the internet and other alternative multimedia resources on reading habits. The instrument used was a

questionnaire distributed to 76 students. They were randomly selected as the subjects of this study. It came to the conclusion that media and technology influenced the reading habits of the respondents. Most of the respondents revealed that they often do reading activities through the internet such as reading online news, and checking email.

From the explanation above, the researcher found that the significance between students' reading habits and their ability to write in narrative texts was still very low. So it can be concluded that students' writing process can also be influenced by the texts they read, because there are types of genres in each text. Students will know a lot of new vocabulary and structures acquired through reading and will be very helpful for writing a text. In addition, students must realize the importance of why they must cultivate an interest in reading to achieve good reading habits. Reading aims to increase knowledge, learn vocabulary, write and practice pronunciation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Several conclusions can be made from this study, including the following; first, the students' reading habit at TBI 2B of IAIN Bengkulu was fair. Second, the students' ability in writing narrative texts of the English Education Study Program class 2B is quite good, but some students have inadequate writing skills. And the last, there was very low correlation between students' reading habit and writing ability of the English Education Study Program class 2B. It can be concluded that the significance between students' reading habits and their ability to write in narrative texts is still very low.

Based on the translation of the results of the correlation test using Spearman's analysis, it can be concluded from the hypothesis test with the SPSS version 25 application program that the correlation coefficient value is 0.136. These results indicate that the correlation coefficient falls into the interval 0.00-0.20 with a very low correlation interpretation. Or in other words, the relationship between reading habits and the ability to write narrative texts of students of the English Education Study Program class 2B is very low.

## **B. Suggestion**

Based on the results and discussion above, the researcher proposes suggestions that can be taken into consideration both in terms of the research that the researcher is doing. The suggestions are as follows:

1. For students

The results of this study are expected to be an inspiration in recognizing and understanding the importance of reading habits, so that with high reading habits students can improve their writing skills.

2. For lecturers

To improve reading habits, lecturers are expected to always instill reading habits in their students. Meanwhile, to improve writing skills, lecturers are expected to always carry out writing activities for their students so that students' writing skills can improve.

3. For the next researcher

The results of this study are expected to be a reference in the preparation of further research or the development of research with the same title for the sake of perfection of research, so that the results obtained will be better and become the basis for further research.

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# A P P E N D I C E S

### Appendix 1. The Outline of Reading Habit Questionnaire

No	Indicators of Reading Habit	Explanation				Item numbers
		Excellent Reader	Good Reader	Moderate Reader	Poor Reader	
1	Reading Frequency	Read English literature every day	Read English literature to pass the free time	Each day allow at least 15-30 minutes to read English literature	Only read during English lesson hours	1,2,3,4,5
2	Reading Amount of Books	<ul style="list-style-type: none"> <li>- Read at least 2 books in English every week</li> <li>- Really enjoy reading English literature, even reading English reading has become a hobby</li> </ul>	Read English reading at least 1 book a week	Read a few sentences in English	Does not like reading English literature	6,7,8,9,10
3	Time Spent on Academic Reading	Every week, at least 3 times reading English lesson material	Every week, at least 1 time reading English subject matter	Read the material before learning begins	Read when instructed by the teacher	11,12,13,14,15
4	Time Spent on Non Academic Reading	Every week, read fiction and non-	Every week, at least 1 time	It is rare to read English literature	Never read English literature	16,17,18,19,20

		fiction in English at least twice a week	reading entertainment literature in English	outside the subject matter	outside the subject matter	
5	Motivation in The Family Environment	<ul style="list-style-type: none"> <li>- The family is always supportive when they want to buy books</li> <li>- The family chooses a variety of reading topics and genres</li> <li>- Families provide facilities for a comfortable place to study</li> </ul>	Families always remind you to read at least 30 minutes a day	Families seldom ask questions about lessons	The family does not pay attention to learning	21,22,23,24,25,
6	Motivation in The Academic Environment	<ul style="list-style-type: none"> <li>- Reading due to academic success</li> <li>- Reading to increase knowledge</li> <li>- Has a complete library</li> </ul>	<ul style="list-style-type: none"> <li>- Often borrow books from the library to read at home</li> <li>- During recess, go to the library to read</li> </ul>	Read books when an exam is going to be carried out or there is an assignment given by the teacher	Rarely read / borrow books in the library	26,27,28,29,30

## Appendix 2. Questionnaire

### A. Biodata Responden

1. Nama Lengkap :
2. Kelas :
3. NIM :

Angket ini bertujuan mengumpulkan data tentang “hubungan antara kebiasaan membaca siswa dan kemampuan menulis siswa dalam teks naratif”. Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara 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 saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilah tanda (√) pada kolom jawaban. Keterangan jawaban :
  - a. Sangat Sering (SS)
  - b. Sering (S)
  - c. Jarang (JG)
  - d. Tidak pernah (TP)

No	Pertanyaan Reading Habit	SS	SR	JR	TP
	<b>Reading Frequency</b>				
1	Setiap malam saya belajar teratur selama minimal satu jam				
2	Saya membaca bacaan berbahasa Inggris untuk menghabiskan waktu luang				

3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (min 3x seminggu)				
4	Setiap hari saya menyediakan waktu (min 15-30 menit) untuk membaca bacaan berbahasa Inggris.				
5	Saya biasanya membaca bacaan berbahasa Inggris pada siang hari				
	<b>Reading Amount of Books</b>				
6	Saya menikmati membaca bacaan berbahasa Inggris				
7	Saya telah membaca setidaknya (min 2 buku) berbahasa Inggris selama ini				
8	Saya berfikir bahwa membaca bacaan berbahasa Inggris lebih menyenangkan daripada bermain				
9	Ketika saya bosan, saya menganggap bahwa membaca bacaan berbahasa Inggris merupakan salah satu aktifitas yang mengurangi kebosanan				
10	Saya membaca bacaan berbahasa Inggris karena hal tersebut merupakan hobby saya.				
	<b>Time Spent On Academic Reading</b>				
11	Saya biasanya mengakses sumber bacaan berbahasa Inggris secara online				
12	Saya biasanya membaca bacaan berbahasa Inggris di sekolah				
13	Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca				

14	Saya mencatat ketika guru sedang menjelaskan isi buku pelajaran				
15	Saya menulis kembali catatan menggunakan bahasa saya sendiri agar mudah dipahami				
	<b>Time Spent On Non Academic Reading</b>				
16	Saya menyukai membaca bacaan fiksi berbahasa Inggris				
17	Saya menyukai membaca bacaan non-fiksi berbahasa Inggris				
18	Saya mengisi waktu luang dengan membaca bacaan hiburan yang berbahasa Inggris				
19	Saya membaca Koran atau majalah di pagi hari				
20	Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya				
	<b>Motivation in The Family Environment</b>				
21	Saya salah satu anak yang gemar membaca di keluarga saya				
22	Keluarga mendorong saya untuk membaca minimal 30 menit dalam sehari dari pada harus bermain di dalam waktu luang saya				
23	Keluarga memilihkan saya berbagai topik dan genre bacaan				
24	Keluarga memberi fasilitas tempat belajar yang nyaman				
25	Keluarga selalu mendukung ketika saya				

	ingin membeli buku				
	<b>Motivation in The Academic Environment</b>				
26	Saya membaca untuk kesuksesan akademik saya				
27	Lingkungan sekolah yang mendukung karena siswa memiliki minat baca yang tinggi				
28	Saya biasanya mendapatkan bacaan berbahasa Inggris dari meminjam buku di perpustakaan				
29	Saya membaca untuk mendapatkan nilai yang baik				
30	Saya banyak membaca untuk menambah pengetahuan saya				

### Appendix 3. Writing Test

#### Biodata Mahasiswa

Nama Lengkap :

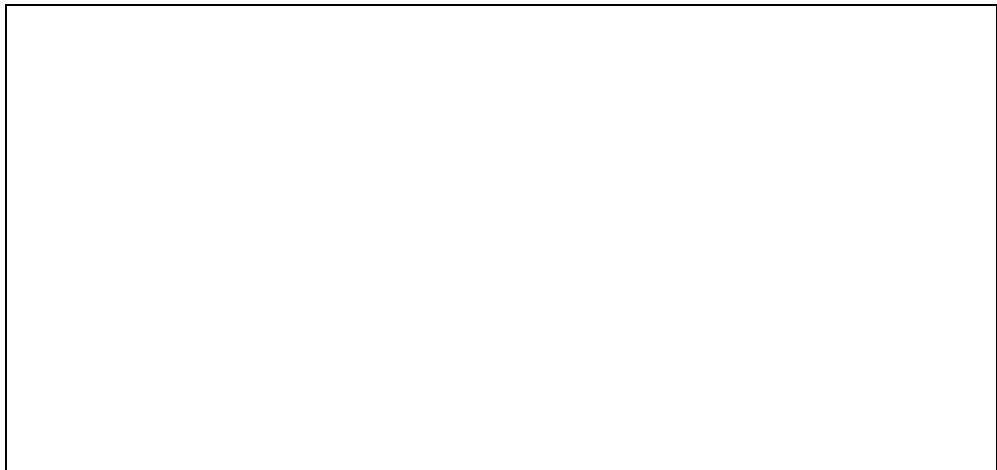
Kelas :

NIM :

*“Tulis paragraf tentang dongeng. Kemudian, baca teks berikut untuk memastikan Anda memahami struktur teks naratif”.*

#### Generic Structure dari Narrative Text

1. **Orientation** : It is about the opening paragraph where the characters of the story are introduced. (Berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana).
2. **Complication** : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang).
3. **Resolution** : Where the problems in the story is solved. (Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending").





#### Appendix 4. Students' Reading Habit Score

No	Nama Responden	Jawaban Kuisioner																											Skor Total			
		RF1	RF2	RF3	RF4	RF5	RAB1	RAB2	RAB3	RAB4	RAB5	TS1	TS2	TS3	TS4	TS5	TSN1	TSN2	TSN3	TSN4	TSN5	MF1	MF2	MF3	MF4	MF5	ME1	ME2		ME3	ME4	ME5
1	ABBET ARIOSAGI	2	3	3	3	3	4	2	3	3	2	3	2	3	4	4	3	3	3	1	1	2	1	1	3	4	4	3	1	3	4	81
2	Andika Sardiwijaya	2	3	3	3	3	3	2	3	3	3	2	2	2	3	2	4	2	3	3	4	3	2	2	3	3	3	2	2	3	4	82
3	Aninda Vitri Utami	2	2	3	3	2	2	2	3	2	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	3	2	2	2	3	67
4	Anita herovica	2	3	2	2	3	3	2	2	2	2	3	1	3	3	2	3	2	3	2	3	3	2	1	2	3	3	3	2	3	3	73
5	Bayu Gilang Sanjaya	4	4	4	4	4	4	4	3	4	3	2	2	4	4	4	4	4	4	2	2	3	4	1	1	4	4	2	2	4	4	99
6	Belly winata	4	4	3	4	3	3	3	3	4	4	3	1	3	4	4	1	3	4	3	3	4	4	1	1	3	4	2	1	3	3	90
7	Dea meiliana	3	3	3	3	2	3	2	3	3	3	3	1	2	3	3	3	3	3	1	2	3	3	3	3	3	3	3	2	3	3	81
8	Della arista	2	3	3	3	2	3	2	3	3	3	3	1	3	3	3	3	3	3	2	3	2	2	2	3	3	3	2	3	3	3	80
9	Dian fransiska dewi	2	3	2	2	3	3	1	2	2	3	3	1	2	3	2	3	2	2	2	2	3	2	1	3	3	4	3	1	4	4	73
10	Dzakiyah Zahra	2	2	2	2	2	3	2	2	2	2	2	1	2	3	2	2	2	3	1	1	2	3	1	2	3	2	1	1	2	2	59
11	Frema Centia	2	3	3	3	3	3	3	2	3	3	3	1	3	4	3	3	3	3	2	3	4	4	3	3	4	4	4	3	3	4	92
12	Hana Rahma Sajidah	2	3	3	3	4	3	3	3	3	4	4	2	4	3	3	4	4	3	2	2	2	3	2	4	4	3	3	3	3	4	93
13	Intan prahasti Ramadani	3	3	4	3	3	3	2	3	3	3	4	2	4	3	4	3	3	2	2	2	3	3	2	3	2	4	3	2	4	4	89
14	Intan Yuliana	3	3	3	2	3	3	2	3	3	3	4	2	4	4	2	3	2	3	1	2	3	2	2	4	4	4	4	2	4	4	88
15	Lesky ekta yosa	2	2	2	2	2	2	1	2	2	1	2	1	3	3	2	2	2	2	1	1	2	1	1	1	3	3	2	1	3	3	57
16	Liddia anggraini	2	2	3	2	3	3	2	2	2	2	3	1	3	3	2	2	3	3	2	3	2	2	2	2	4	3	1	1	3	3	71
17	Natalia Roza	3	3	3	3	2	2	2	2	3	2	3	2	3	3	3	3	2	3	2	3	3	2	2	2	3	3	2	2	3	3	77
18	Sakinah subtiara	2	3	3	2	2	3	3	2	3	3	3	2	3	3	3	2	2	3	1	1	3	3	2	3	3	3	2	2	3	3	76
19	Salsabila	2	3	3	2	3	3	3	2	3	3	3	1	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	2	3	3	80
20	Shofi Faadhila	2	3	3	2	1	3	2	3	3	3	2	1	2	2	1	3	3	2	1	2	2	2	1	2	3	4	3	1	3	3	68
21	tarisyah aprilia	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	90
22	Titin Wahyuni	2	2	2	2	2	2	2	4	2	4	2	3	4	4	4	2	2	2	2	2	4	1	2	1	3	4	4	1	4	4	79
23	TRY AFRIYADI SYAFUTRA	3	3	2	2	2	3	3	3	2	3	4	2	4	4	2	2	2	2	2	3	2	4	2	3	4	3	2	3	3	4	83
24	Veny Tamara	3	3	3	4	3	3	3	2	3	3	3	2	3	3	3	2	3	4	2	3	3	2	2	3	4	3	3	3	3	3	87
25	Vera dwi putri	2	3	3	2	2	3	4	2	2	2	3	1	3	4	2	2	2	2	2	3	2	4	2	3	3	3	2	2	3	3	76
26	Viona Paramita	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	90
27	Wardah Nadilah Dwi putr	2	4	4	3	2	4	3	3	3	2	2	2	4	3	4	3	2	2	2	2	3	1	1	4	3	3	3	1	2	3	80
28	Wolti Susmita Sari	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	2	1	3	3	2	2	3	3	65

## Appendix 5. Writing Test Result

Jawaban tidak dapat diedit

### WRITING TEST

Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca mahasiswa dan kemampuan menulis mahasiswa dalam teks naratif". Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

\* Wajib

Nama Lengkap \*

Dzakiyah Zahra

Kelas \*

TBI 2B

Nomor Induk Mahasiswa \*

2011230032

#### Narrative Text

Generic Structure dari Narrative Text

1. Orientation : It is about the opening paragraph where the characters of the story are introduced. (Berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana).
2. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang).
3. Resolution : Where the problems in the story is solved. (Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending").

Tulis paragraf berbahasa inggris tentang dongeng. Kemudian, baca teks di atas untuk memastikan Anda memahami struktur teks naratif. \*

Title : MAGIC MIRROR 🪄🪞

Once upon a time, there was a king named Granada who was looking for a wife. He also held a contest. Whoever wants to be his wife, must look into the magic mirror that can show the good and bad in life.

The women who were initially excited to be queen were immediately discouraged by the requirements. They are worried and ashamed that everyone will find out about their ulcers.

There was only one woman who dared to volunteer. He was a shepherd who came from a lower middle class family. Not because he felt he had never sinned. But according to him, everyone must have made mistakes. As long as you want to improve yourself, everything can be forgiven.

Without hesitation and fear, he looked into the mirror. After that, the king said that the mirror was actually just an ordinary mirror. He just wanted to test the confidence of the women who were there. In the end, they got married and lived happily ever after.

Component	C	O	V	G	M	Total
Corrector I	22	17	16	15	4	74
Corrector II	24	17	18	15	4	78
The Final Score						76

Jawaban tidak dapat diedit

## WRITING TEST

Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca mahasiswa dan kemampuan menulis mahasiswa dalam teks naratif". Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

\* Wajib

Nama Lengkap \*

Frema Centia

Kelas \*

2 B

Nomor Induk Mahasiswa \*

2011230049

### Narrative Text

Generic Structure dari Narrative Text

1. Orientation : It is about the opening paragraph where the characters of the story are introduced. (Berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana).
2. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang).
3. Resolution : Where the problems in the story is solved. (Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending").

Tulis paragraf berbahasa Inggris tentang dongeng. Kemudian, baca teks di atas untuk memastikan Anda memahami struktur teks naratif. \*

Once upon a time, there lived a beautiful girl who always wore a red cape with a hood. She was known as the Red Riding Hood. One day, she would visit his grandmother who lived deep in the forest. Her mother warned her not to talk to strangers.

In the woods, there lived a wicked wolf. The wolf saw the Red Riding Hood and wanted to eat her. The wolf went and talked to her and knew where she was going. The wolf decided to eat his grandmother first and then wait for her. When he arrived at Grandma's house, the wolf swallowed her whole. Then the wolf steadily put on grandma's clothes and slipped himself into bed, waiting for the Red Riding Hood.

When the Red Riding Hood, she was surprised to see the arm, ears, and big teeth grandmother. The wolf burst out laughing and pouncing on her in an instant. The Red Riding Hood was terrified and shouted for help. A good woodcutter was passing by at home, he saw the big wolf trying to catch the little girl. He immediately hit the wolf on his head with his ax.

The woodcutter and the Red Riding Hood cut the wolf's stomach and took out the grandmother. She hugged the Red Riding Hood with joy. A big bad wolf could not hurt anyone anymore. Since then, the Red Riding Hood had never talked to a stranger again.

Component	C	O	V	G	M	Total
Corrector I	20	17	17	15	4	73
Corrector II	20	17	17	15	4	73
The Final Score						73

Jawaban tidak dapat diedit

## WRITING TEST

Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca mahasiswa dan kemampuan menulis mahasiswa dalam teks naratif". Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

\* Wajib

Nama Lengkap \*

Intan prahasti Ramadan

Kelas \*

TBI 2b

Nomor Induk Mahasiswa \*

2011230052

### Narrative Text

Generic Structure dari Narrative Text

1. Orientation : It is about the opening paragraph where the characters of the story are introduced. (Berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana).
2. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang).
3. Resolution : Where the problems in the story is solved. (Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending").

Tulis paragraf berbahasa inggris tentang dongeng. Kemudian, baca teks di atas untuk memastikan Anda memahami struktur teks naratif. \*

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Component	C	O	V	G	M	Total
Corrector I	22	14	17	15	4	72
Corrector II	20	12	18	18	4	72
The Final Score						72

## Appendix 6. Questionnaire Reading Habit

Jawaban tidak dapat diedit

### QUESTIONNAIRE

Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca mahasiswa dan kemampuan menulis mahasiswa dalam teks naratif". Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

\* Wajib

Email \*

dianfransiskadewi123@gmail.com

Nama Lengkap \*

Dian fransiska dewi

Kelas \*

2b tbi

Nomor Induk Mahasiswa \*

2011230041

### Reading Frequecy

Setiap malam saya belajar teratur selama minimal satu jam \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya membaca bacaan berbahasa Inggris untuk menghabiskan waktu luang \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (min 3x seminggu) \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Setiap hari saya menyediakan waktu (min 15-30 menit) untuk membaca bacaan berbahasa Inggris.  
\*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya biasanya membaca bacaan berbahasa Inggris pada siang hari \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

#### Reading Amount of Books

Saya menikmati membaca bacaan berbahasa Inggris \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya telah membaca setidaknya (min 2 buku) berbahasa Inggris selama ini \*

- ☐ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☒ Tidak Pernah

Saya berfikir bahwa membaca bacaan berbahasa Inggris lebih menyenangkan daripada bermain \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Ketika saya bosan, saya menganggap bahwa membaca bacaan berbahasa Inggris merupakan salah satu aktifitas yang mengurangi kebosanan \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya membaca bacaan berbahasa Inggris karena hal tersebut merupakan hobby saya. \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

#### Time Spent On Academic Reading

Saya biasanya mengakses sumber bacaan berbahasa Inggris secara online \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya biasanya membaca bacaan berbahasa Inggris di kampus \*

- ☐ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☒ Tidak Pernah

Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya mencatat ketika dosen sedang menjelaskan isi buku pelajaran \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya menulis kembali catatan menggunakan bahasa saya sendiri agar mudah dipahami \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah



#### Time Spent On Non Academic Reading

Saya menyukai membaca bacaan fiksi berbahasa Inggris \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya menyukai membaca bacaan non-fiksi berbahasa Inggris \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya mengisi waktu luang dengan membaca bacaan hiburan yang berbahasa Inggris \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya membaca Koran atau majalah di pagi hari \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

#### Motivation in The Family Environment

Saya salah satu anak yang gemar membaca di keluarga saya \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Keluarga mendorong saya untuk membaca minimal 30 menit dalam sehari dari pada harus bermain di dalam waktu luang saya \*

- ☐ Sangat Sering
- ☐ Sering
- ☒ Jarang
- ☐ Tidak Pernah

Keluarga memilihkan saya berbagai topik dan genre bacaan \*

- ☐ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☒ Tidak Pernah

Keluarga memberi fasilitas tempat belajar yang nyaman \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Keluarga selalu mendukung ketika saya ingin membeli buku \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

#### Motivation in The Academic Environment

Saya membaca untuk kesuksesan akademik saya \*

- ☒ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Lingkungan kampus yang mendukung karena mahasiswa memiliki minat baca yang tinggi \*

- ☐ Sangat Sering
- ☒ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya biasanya mendapatkan bacaan berbahasa Inggris dari meminjam buku di perpustakaan \*

- ☐ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☒ Tidak Pernah

Saya membaca untuk mendapatkan nilai yang baik \*

- ☒ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☐ Tidak Pernah

Saya banyak membaca untuk menambah pengetahuan saya \*

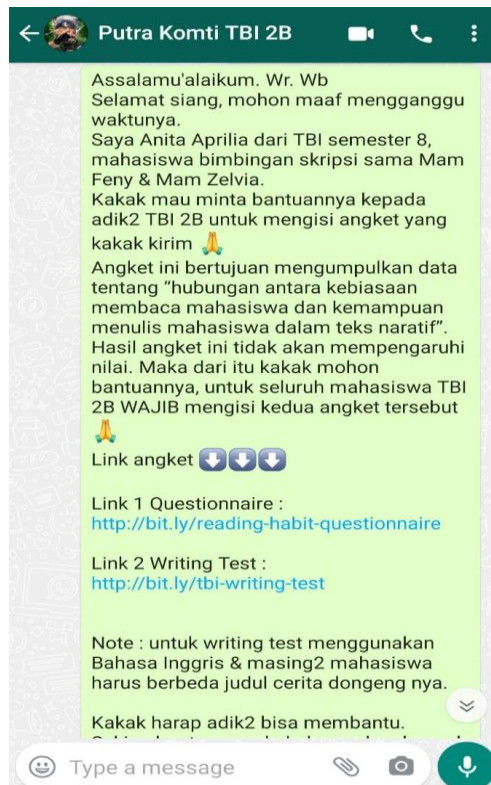
- ☒ Sangat Sering
- ☐ Sering

Saya membaca untuk mendapatkan nilai yang baik \*

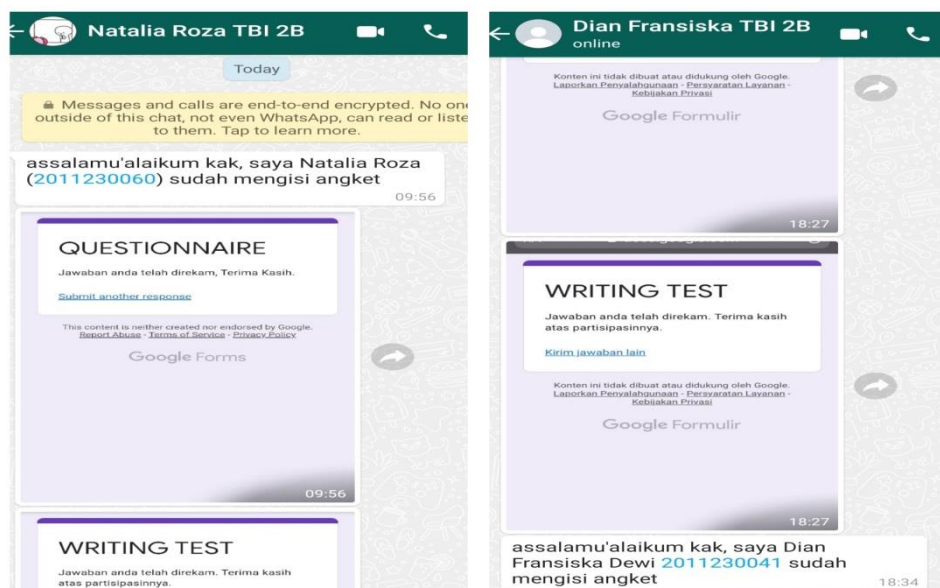
- ☒ Sangat Sering
- ☐ Sering
- ☐ Jarang
- ☐ Tidak Pernah

## Appendix 7. Documentation

### 1. Researcher Explain About Test



### 2. Students provide proof that they have filled out the google form



### 3. Writing test results were corrected by expert lecturers

