

**THE CORRELATION BETWEEN READING HABIT AND WRITING
ACHIEVEMENT OF UNDERGRADUATE ENGLISH MAJOR
STUDENTS OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirement to get the title
of Sarjana Pendidikan (S.Pd.)**

by

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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“THE CORRELATION BETWEEN READING HABIT AND WRITING ACHIEVEMENT OF UNDERGRADUATE ENGLISH MAJOR STUDENTS OF UIN RADEN FATAH PALEMBANG”**.ditulis oleh saudari **Kiki Amalia** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu’alaikum Wr. Wb.

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DEDICATION

This Thesis Dedicated To:

- *My beloved father and mother (Sumitro and Alima)*
- *My beloved brothers (M. Afrianto, S.Pd and Nanda Ramadani)*
- *My beloved advisors (Manalullaily, M. Ed and Beni Wijaya, M.Pd)*
- *All lecturers in English Education Study Program and who had ever become my lecturer.*
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- *The family of PBI 2012 and especially PBI 02.*
- *All of fifth semester students English Education Study Program at UIN Raden Fatah Palembang*
- *All of my friends and family from PPLK II in SMP Negeri 46 Palembang and KKN in desa Muara Tiga, Lahat.*

MOTTO

- *If you fall a thousand times, stand up millions of times because you do not know how close you are to succes.*

STATEMENT PAGE

I hereby,

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State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

Palembang, April 2017

The writer

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The writer,
Kiki Amalia

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ABSTRACT

This study investigated the correlation between reading habit and writing achievement, and explored the influence of reading habit on writing achievement of undergraduate English major students of UIN Raden Fatah Palembang. A total of 103 fifth semester students participated in this study. The questionnaire and test were used to collect the data. For this purpose, the reading habit questionnaire developed by Janthong and Sripethpun (2010) measured students' reading habit, and the writing test using rubric from Diablo Valley College (2012) was used to know students' writing achievement. There were five classified from very good to very poor based on the results of reading habit questionnaire and writing test. Descriptive statistic, Pearson product moment correlation and regression analysis were employed to analyze the data. Based on the data analysis, it was found that $r (.664) < r_{table} (.207)$ with significant level which was higher than 0.05. Thus, it indicated that there was significant correlation between reading habit and writing achievement. It was implied that good reading habit caused good writing achievement. Because of that finding, there was need to conduct regression analysis to check the influence of the reading habit on writing achievement. It was found that $t(8.331) < t_{table} (1.662)$. Moreover, several suggestions for students, English foreign language (EFL) instructors, and future research are addressed in the present study.

Key Words: *readinghabit, writing achievement,, and undergraduate English major students*

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LIST OF DOCUMENTATIONS

1. Copy of Student's Card
2. Copy of Payment Receipt
3. Copy of Diploma
4. The TOEFL Certificate
5. The Advisor Approval
6. Copy of Transcript
7. Proposal Consultation Card
8. Title Approval
9. Copy of Computer, KKN, BTA, INTENSIVE, and OSPEK certificate
10. Result of Comprehensive Exam
11. Thesis Consultation Card
12. Revision Consultation Card
13. Result of Munaqasyah Exam

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives and (4) research significance.

1.1 Background

English is an international language and it used by millions people all over the world. Fernquest (2012) states that English is one of the international language has an urgent role in preparation of ASEAN Economic Community 2015 since it can be used as a means of communication with others from ASEAN countries. Bajo and Macizo (2004, p. 3) state that English also the future language that is a connector between people through globalization. It spoken as a native language by around 377 million and as a second language by around 375 million speakers in the world, also around 750 million people believed to speak English as a foreign language. In Indonesia, English has been introduced as a compulsory subject starting from junior high school up to university level.

Basically, learning to communicate in foreign language entails the necessity to learn both language skills and aspects of the target language. In mastering language, learners have to master the language skills including listening, speaking, reading and writing (Purwanti, 2013, p.1). In learning English, writing is a basic and very important language skill. Choudhury (2013, p. 27) asserts from the four core language skills of listening, speaking, reading and writing, writing is obviously the most difficult skill for second and foreign

language learners to master. It is also supported by Richards and Renandya (2002, p. 303) that writing is the most difficult skill for foreign language learners to master. In line with ideas above, Muslim (2014, p. 13) said that writing is more complicated and challenging than the other language skills. The main reason for this difficulty is the fact that writing is a very complex process which involves both creating and organizing ideas and translating them into cohesive texts which are readable. In educational context, Harmer (2004, p. 3) puts forward that “writing proficiency” is still being used as the main instrument to measure students’ knowledge in most exams, whether to test “foreign abilities” or other skills. Similarly, Brown (2000, p. 340) affirms that writing reflects students’ knowledge about what they have learned. Moreover, it also is integrated to reading and listening as guidance during the process to understand and organize idea (Richards, 1990, p. 100).

According to Massi (2001), writing is a tool for creation of ideas and consolidation of the linguistic system for communication in interactive way. Regarding this idea, writing English is not a simple matter because when one is writing (Gibbons and Cummins, 2002, p. 52), they demonstrate not only their competence or their ability in grammar of English, but also their knowledge in the acceptable English rhetoric or the communicative aspects of writing in English. Saddler et al. (2004, p. 3) wisely remarks that, a good writing is not only a hard work; it is an extremely complex and challenging mental task. It means that to understand and to master the writing need a hard work and mental readiness as the helping to take a part in the world of writing. Sturm and Koppenhaver (2000) also

inform that composing for writing involves a complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. So, writing is not an easy activity and to master the writing is not easy too.

Furthermore, writing is often considered as the most difficult and complex activity among the four language skills in English, because the process of writing requires a set of competencies (Brown, 2007, p. 391). Writing assists people to learn how to form language, how to spell, and how to put the idea together in a good plot. It becomes one way to enable people to express their thoughts to other. It deals with the interpersonal communication which exists in the reflection of what people are thinking (Brown, 2007, p. 335; Harmer, 2004, p. 112). Thus, writing is not just a speech written down. It is necessary to make written texts full of information, than spoken texts, for there is no chance of adding information (Gibbons and Cummins, 2002, p. 52).

Alderson & Bachman (2002, p. 5) defines writing as a standardized system of communication and as a tool for learning that indicates students' thinking and reasoning skills. Similarly, Reichenbach (2001) claims that writing is a process that assists us in producing thoughts, in clarifying our points of view or belief, and in sorting out the evidence for thinking our beliefs are true.

Keshavarz, Shahrokhi, and Nejad (2014, p. 78) emphasize that one of the main problems that EFL students is confronting, is how to improve their writing abilities. The college students in Indonesia are also confronting problems about how to make a good writing eventhough they have been in the high level. On the

other hand, expressing thoughts and ideas in written form is difficult for students. EFL students meet some problems in writing essays, reports, assignments, and so on, for example, students often write in grammatical error and inappropriate written discourse for their writing (Trang and Hoa, 2010, p. 185).

Nonetheless, Alwasilah (2005, p. 1) claims that writing is the most neglected skill in language education in Indonesia. Then, writing habit in Indonesia is lower than reading habit (Khak, 2011). It was proven that due to the lack of publication in international journals, Indonesian universities' ranking dropped drastically in QS World University Rankings 2013 for 100 levels down (Nurfuadah, 2013). Moreover, Scopus and Scimago as the indexers of many journals in the world note that in 2013, there were only 3.231 journal publications in Indonesia (Arradian, 2014). This number is far from satisfying compared to Malaysia and Singapore's. Thus, as stated in *Surat Dirjen Dikti No. 152/E/T/2012*, there is a rule from Directorate General of Higher Education of Indonesia that students have been required to write a research article and publish it in a journal as a requirement for graduation since August 2012. Masduqi (2011, p. 186) argues that the limited use of critical thinking skills and meaningful activities are the reasons why students in Indonesia tend to be ineffective in exchanging ideas and writing in English.

One of the English language skills that should be mastered is reading by Patel and Jain (2008, p. 113) that reading is most useful and important skill for people. Reading is an essential skill for second or foreign language learners in academic context. It is the most important skill of language among the four major

skills. Students' success in academic life depends on the ability to read and understand written English. With regard to this, Anderson (2004, p. 11) states that reading is an essential skill for students to have a good command of a second or foreign language. He adds that reading is the most important skill to be mastered in order to have greater progress and attain greater development in all academic areas. Through reading, students can access a lot of information concerning the target language and culture (Chen and Intaraprasert, 2014, p. 1010). It is absolutely true for university students because most of their time is spent to read academic material and textbook (Zin & Galea, 2010, p. 41).

“Reading course is a compulsory subject for students of English department. It is a course that is expected to help the reading comprehension of other courses. Students are required to be able to read different texts in literature, science, social studies, etc. in order to transfer the information about modern science or technology from other countries” (Hamra, 2003 in Hamra & Syatriana, 2012, p. 1). For this reason, the development of students' reading ability should be paid attention in foreign language teaching.

In fact, most Indonesia people aware of the important of reading in life, but they do not make reading as basic need. The Central Bureau of Statistics survey in 2006 showed that Indonesian people do not make reading as the primary source of information. The result revealed that 85.9% Indonesia people prefer to watch TV or 40.3% listen to radio than 23. 5% read newspapers (Huda, 2008). The other evidence of low reading ability of Indonesia university students was demonstrated by the result of study conducted by Hamra and Syatriana (2012).

They revealed that low reading ability of Indonesian students because some difficulties that come from different source such as poor interpretation of the text, lack of vocabulary, the use of inappropriate reading strategy, and poor grammar competence.

In addition, based on the result of Hiew's research (2012, p. 15) shows that unfamiliar words have become the main problem in comprehending the passage and article. According to Zin (2007), most EFL learners at tertiary level might have difficulty when trying to comprehending the English reading text because of unfamiliarity with the topic and vocabulary used in learning. The fact that reading in first language is totally different from reading in foreign language due to students may face many difficulties.

According to Hassan, Olaseni, and Mathew (2012, p. 239), reading habit refers to how often, how much, and what students read. Reading habit is very important for students. It means that to get good understanding about what is read people need to read a lot. Reading a lot refers to the frequency of reading as well as the average time on reading and amount reading materials being read. Moreover, Patel and Jain (2008, p.114) state that reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for pleissure period.

It is supported by the research done by National Endowment for the Art of USA (2007, p. 3-4), it is proved that habit of daily reading, overwhelmingly correlates with better reading skills and higher academic achievement. That is why the students should grow their reading habit, because by this activity the

students get many new words and any knowledge. Diem (2011, p. 5) states that students' reading habit could be developed by living around many books because they can choose books that they want to read. Furthermore, Tella and Akande (2007, p. 118) believe that reading habit has very essential role to students in getting knowledge. By having reading habit, they can acquire the knowledge and get the success which is the primary reason for reading.

United Nations Development Program (UNDP, 2016) shows that only 1 out of 1000 Indonesian is passionate about reading. Beside that, The Minister of Culture and Education (Jakarta Post, 2016) admitted that poor reading habits are a serious problem in the country despite that the many libraries available. He also said that Indonesia has seen its illiteracy rate decrease significantly and we have many libraries, but the reading habits is still low because of lack of passion. Therefore, there are many reasons why people do not like reading. First, they assume reading is a boring activity. Second, they can not find interesting book. Third, they do not have time to read. Fourth, they prefer other entertainment sources to spend their spare time.

Zainal and Husin (2012, p. 2) point out that "a good reader usually makes a good piece of writing". This statement shows that reading habit and writing achievement are related each other. Reading habit and writing are two skills which complement each other. However, many students do not realize the connection between reading habit and writing achievement and how those skills influence each other.

In line with this, the researcher conducted an interview of undergraduate English major students of fifth semester at UIN Raden Fatah Palembang. The researcher interviewed 28 students of fifth semester. The researcher found that the students did not accustomed to read English books. They did not read in their spare time. They were lazy to read English books. Therefore, they were not interested and motivated to go to library in their spare time or even why they need sources to do assignment. Beside that, the researcher found that they also have a problem in writing achievement. The researcher asked about their difficulty in writing process, they were agree that difficulty to construct their idea in their writing was the main problem, whereas the others stated in structure of the text. Those difficulties can be caused by lack of vocabulary, seldom focus on ideas, and grammatical patterns, but still it needs deeper research to prove it.

Some researchers have previously explored those related variables; reading habit and writing achievement. But it is still debatable and there are some inconsistencies found upon the results. Saropah (2009) conducted a research entitled a study on the correlation between reading habit and writing skill of the fourth semester students English department teacher and education Muhammadiyah university of purwokerto. He found that there was no significant correlation between the students reading habit and writing skill, but Yorina (2014) conducted a research entitled the correlation between reading habit, writing efficacy and writing performance of English literature department students of IAIN Sultan Thaha Saifuddin Jambi. She found that the students' reading habit was correlated with writing performance.

Based on the explanation above, the researcher is interested in finding out whether there is a significant correlation between reading habit and writing achievement or not by proposing a research entitled “The Correlation between Reading Habit and Writing Achievement of Undergraduate English Major Students of UIN Raden Fatah Palembang”.

1.2 Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between reading habit and writing achievement of undergraduate English major students of UIN Raden Fatah Palembang ?
2. Does students’ reading habit significantly influence their writing achievement?

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is any significant correlation between reading habit and writing achievement of undergraduate English major students of UIN Raden Fatah Palembang.
2. To find out whether or not students’ reading habit significantly influence their writing achievement.

1.4 Research Significance

The result of this study will be beneficial for EFL students with information about reading habit and writing achievement so that they are aware of the importance and the correlation of those things. By having this awareness, EFL students could develop their reading habit with accustomed to read books English in order to have better writing achievement. For the lecturers, the researcher hoped that this study could provide information about students' reading habit such provide books, novels, comics nad accustomed their write after what they read. They could also see the correlation between reading habit and writing achievement. By knowing this information, the lecturers could consider it in designing the instruction for students in classroom. Finally, for the other researcher hopefully, this study will give information and inspiration in conducting other studies.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational research, (2) the nature of reading, (3) the importance of reading, (4) reading habit, characteristics of reading habit, and the causes of low reading habit in Indonesia, (5) the nature of writing, (6) the importance of writing and students writing achievement, (7) previous related study, (8) the correlation between reading habit and writing achievement, (9) hypotheses and (10) criteria of testing the hypotheses.

2.1 Correlational Research

Richards and Schimdt (2010, p. 139) define correlational research as a research which is carried out to examine the nature of the relationship between two naturally occurring variables. In correlational research, there is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. It ranges in value from -1.00 (i.e. a perfect negative relationship) through 0.00 (i.e. total absence of a relationship) to +1.00 (i.e. a perfect positive relationship). A correlation coefficient indicates both the direction (i.e. positive or negative) and the strength (i.e. the size or magnitude) of the relationship. The closer an absolute value of the correlation coefficient is to 1.00, the stronger the relationship between two variables is regardless of the direction of its correlation coefficient. The meaning of a given correlation coefficient can be seen below based on Lodico, Spaulding, and Voegtle (2010, p. 284).

Table 2.1
The Level of Correlation

Interval Coefficient	Level of Correlation
0 – 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source: Lodico, Spaulding, and Voegtle (2010, p. 284)

Based on Creswell (2012, p. 340), there are two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

The prediction research to identify one or more variables that can predict changes in another variable measured at a later point in time (Lodico et al., 2010, p. 276). Researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted (Creswell, 2012, p. 341).

2.2 The Nature of Reading

Reading is a receptive skill, like listening. This means it involves responding to the text, rather than producing it. Spratt, Pulverness, and Williams (2005, p. 21) explain that reading is one of the four language skills: listening, speaking, reading and writing. Simply, reading involves making sense of the text at word level, sentence levels and whole-text level need to be understand and also the message of the text to our knowledge of the world need to be connect. Ershandi, Syafri, and Sumbayak (2012, p. 2) argue that reading is a skill that everyone needs whether he is a student elementary, secondary, or university and it is one of the four language skills that should be mastered by every student if they want to comprehend the text entirely.

According to Akabuike, Asika, and Emmanuel (2012, p. 249), reading needs the reader's participation in arriving at the meaning. They argue that

reading involves a process of deriving meanings in print itself. They are printed symbols which merely represent the sounds of language. To derive meaning from print, readers must translate the written symbols into the sound symbols of language and utilize his or her knowledge of language to reconstruct the writer's message. It means reading is a thinking process in which it requires the reader to understand and perhaps to use different skills in gaining the information from the text such as inferring, questioning, predicting, and drawing conclusions (Zainal and Husin, 2002, p. 1).

2.3 The Importance of Reading

Reading extends someone's knowledge of the world and experience. Students must read regularly. It is important to sharpen the comprehension of reading. Meneghetti, Carreti, and Beni (2006, p. 291) argue that reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the reader and resulting in the elaboration of a mental representation. "Reading can present the reader with new ideas, add information to old ideas, and stimulate reflection on ideas" (Muschla, 2006, p. 3).

Reading is important for students. Akabuike and Asika (2012, p. 11) found that there is a strong correlation between reading and academic achievement. In other words, a student who is a good reader is more likely to do well in school and pass the exams than a student who is a weak reader. Further, they also found that there is a strong correlation between reading and vocabulary knowledge. Therefore, students who have a lot of vocabulary is to read extensively.

Reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. Noorizah (2011, p. 2) argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time. Reading provides experience to the individual so that people may expand their horizons, identify, extend and intensify their interest and gain deeper understanding of themselves and other human being and of the world. The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity.

2.4 Reading Habit

Teachers who are interested in reading and who are eager to read will be better examples for students than those teachers who are not. The joy and enthusiasm of reading can not be think but model. Ogus, Yildiz, and Hayirsever (2009, p. 766) state that students could only become good readers through modelling.

There are three categories of readers. First, the reluctant readers who believe that reading is boring activity and time consuming. Second, the marginal readers who have not much interest in reading, they read only when it is really necessary especially to pass examination or quiz. Third, the avid readers who actually love reading, they read to acquire new knowledge and skills. They possess the best motives toward reading (Akabuike and Asika, 2012, p. 254).

Iftanti (2012, p. 150) argues that reading as one of the indicators of being literate. It means that by reading, people can interpret a written discourse.

Meanwhile, a habit is subconscious repeated action which people do often and regularly. Thus, a habit of reading is established by having frequent repetition of reading practices in a course of time so that it becomes the second nature of the EFL students' daily activities. Since a habit of reading is nurtured by repeating the desired reading behavior everyday until it becomes the second nature to the learners, repetition is the key.

Gaona and Gonzalez (2011, p. 58) argue that the indicators to determine the presence of reading habits are the amount of reading or number of books read in a given time and space usually a year or semester, the amount of time reading or number of hours spent reading for pleasure in a given unit of time usually a week, and the frequency of library attendance and attitudes toward reading as variables related to reading habits.

Annamalai and Muniandy (2013, p. 33) state that “a good reading habit is important for the development of personalities and mental capacities”. Iftanti (2012, p. 150) points that a good reading habit is indicated by fluency, automaticity, accuracy, highly enjoyable reading practices, vast amount of reading, good proficiency in English, positive attitude toward reading, conscious and avid reading, having a teacher who shared a love of reading, self-election of books, motivation to read, eagerness to receive a book as a present and regular reading after school hours. On the other hand, poor reading habits can be classified as poor mental habits identified as passive reading and purposeless.

Wood and Neal (2007, p. 843) state habits are learned dispositions to repeat past responses. They are triggered by features of the context that have

convaried frequently with past performance, including performance locations, preceding actions in a sequence, and particular people. According to Zwiers (2004, p. 3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. At some points, as people have to read a lot of books, they will have a reading habit and will always try to find some sources to read. This activity leads them to reach personal progress in general.

Reading habits play a very important role for a success in reading. Therefore, building good reading habits are needed to comprehend the material which has read. According to Zwiers (2004, p. 4), comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habits will constantly help the readers construct meaning actively. On the other side, Patel and Jain (2008, p. 114) state that reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. So, reading habit is considered very important to build, because through this activity the readers can get knowledge, wisdom, and also benefit their spare time.

According to Zwiers (2004, p. 4), there are six reading habit to build comprehension strategies:

1. Organizing text information by sculpting the main idea summarizing.
2. Connecting to background knowledge.

3. Making inferences and predictions.
4. Generating and answering question.
5. Understanding and remembering word meanings.
6. Monitoring one's own comprehension.

Here is how the habit works, during reading, a reader constantly tries to make sense of the information stated in the current sentence by connecting it to two other sources of information: 1) concepts found in preceding sentences, and 2) the reader's own background knowledge (Alvermann and Phelps in Zwiers, 2004, p. 4). Connections to the previous concepts which are found in the text help the readers keep track of elements such as people, ideas, object and even while they are reading. First, which are habits, help a reader to clarify how the dictation of the facts and events relies on how one another to forms the authors' message. The second, background knowledge, helps a reader to visualize the text's description and understand the ideas in the text.

Leonhardt (1995, p. 64-80) states that there are some steps to build reading habit of the students:

1. Keep turning the pages of the book, newspaper or magazine.
2. Just seeing the pictures in the comic, magazine and newspaper.
3. Start for reading

First book :

- a) Caricature or comic.
- b) Funny book (funny story).
- c) Biography book (sport, health, food, etc), based on the hobby of the students.

- d) Short story, etc. Allow the students to choose and read their favorite books.
4. Ask the students to retell the story and make summary related to their book.
 5. Ask the students to look for literature or reading material related to the study.
 6. Make the students enjoy to express their idea.
 7. Ask the students to read again at home.

In short, to obtain several advantages from reading activities we need to build good reading habit. As a significant effects of by reading books frequently and having good reading habit, the reader is able to analyze other's ideas which develop his or her critical thinking as the confirmation or rejections of his or her ideas.

2.5 Characteristics of Reading Habit

Reading habit in Indonesia does not grow well. Statistics Indonesia (2006) cited in Handayani (2008, p. 34) found that for getting information, 85,9% of Indonesia people watch TV, 40,3% of them listen to radio and only 23,5% of them read newspaper. This problem can be influenced by Indonesian culture. Indonesian people are not reading society but chatting society (Sangkaeo, 2009, p. 865). They prefer to listen to a conversation and chat with people rather than read a book or newspaper. Thus, it is very common to see Indonesian people chatting while queuing in the train station or waiting buses in the bus stop. It is not only because they love talking but also because they feel reluctant to read. This kind of culture should be changed.

Many studies have proved that people who disregard their unwillingness to read will maintain this condition for their next generations as shown below:

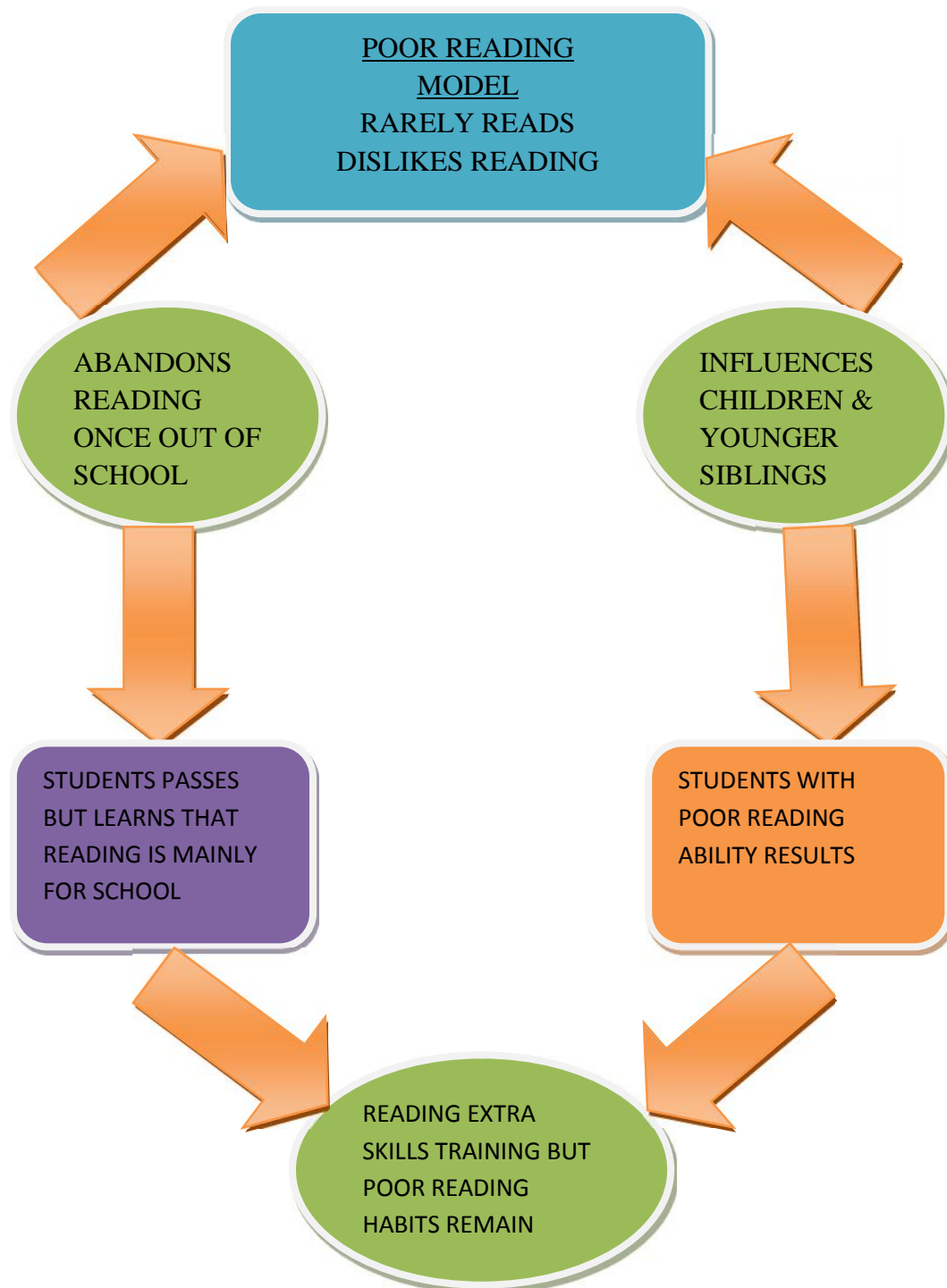


Figure 1

Reading Modelling Effects

Source: Smith and Milulecky, 1978, p. 78 as cited in Sinder 2014, p. 72

This reading model shows the drawback of modelling poor reading habit. This study found that if people who usually read for information or enjoyment do not continue their habits, people will lose models who can promote good reading habit. Subsequently, it is very important to show positive behavior reading at both secondary school and university level. If university students keep reading even after they have graduated, they will give influence to other people at home, workplaces, and school, if they are teachers. Consequently, they will contribute to abolish the problems of reading reluctance in their nation.

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling person to achieve practical efficiency (Noor, 2012, p. 3). "Reading habit is an essential life skill. It is not only increases our knowledge, but it also builds maturity and character, sharpens our thinking, and widens our awareness in social, economic, political, and environmental issues" (Hussaini, 2013, p. 193).

Ogbodo (2010, p. 231-234) identifies four main types of reading habits which have positive and negative orientation. These are hobby, recreational, concentration, and deviational.

1. Hobbial

A hobby is an activity that people do to make them happy and content. It is usually done after formal education's attainment. By reading, they intend to widen their horizon in many areas like educational, religious, political, economic, current affairs, fiction and non-fiction. It helps them to be versatile in knowledge in many areas discuss issues knowledgeably with others.

2. Recreational

Basically, this kind of reading habit is very common among the educate elite. These people who spend their whole day during their job at work usually want to have a change when they come back from work. They will read book, newspaper, magazine, and other reading materials which are different from those in their workplace and interesting for them. Students should be encouraged to do this too. They should not only read their textbooks but also the books of interest to them such as teen magazines, comic books, newspaper, novels and short story. This activity will help them to relax and cool their brain after tedious reading in their classroom.

3. Concentration

The concentration reading is not a positive habit because it takes readers' full attention. They focus reading to reach their desired outcome which makes them feel tense. However, it is very helpful when the readers wanted to achieve their goals.

4. Deviatonal

Deviational is reading habit in which the reader deviates from the actual reading. They just pretend to be reading because their teachers, friends or parents ask them to do so. If students do not control this habits, they may lose interest in the acquisition of knowledge.

2.6 Characteristics of Poor Readers

According to (The literacy tool books, n.d.) claims that there are common characteristics of poor readers:

1. Loss of confidence

Poor readers have invariably lost confidence in their reading ability. The loss of confidence leads to a lack of engagement with reading leading to further problems and further loss of confidence.

2. Automatic word recognition

A good reader will recognize some words just by looking at them. They will not have to break them down into letter sounds first. A poor reader will have to consciously break down words into letters and then “sound them out”.

3. Read a word at a time

Poor readers tend to read words one at a time whereas a good reader will tend to assess words in phrases so that each word is being assessed in the context of the phrase it sits in. This gives the good reader extra information to work out what each word means individually.

4. See success and failure as something beyond their control

Poor readers will not understand why they are failing. They will tend to think it is luck or teacher bias or some kind of personal characteristics. As a result they will not believe that they will not believe that they can do anything to improve their reading.

2.7 Characteristics of Good Readers

To list all the many things good readers learn that are not taught in school is almost impossible. There are so many. According to (Mikoapolsky, Nov 08, 2009), there are some lists the characteristics of good readers:

1. Good readers learn to automatically read letter combinations at the end of words differently than the same letter combinations that form a word. For example, a good reader reads the letters t-r-y as “tree” when it comes at the end of words such as entry, pantry, country, etc. likewise, a good reader reads the letters t-y at the end of a word as “tee” as in party, county, jaunty, nasty, and empty. At the beginnings of words t-y is usually pronounced tie as in tryone, trye(british spelling), typhoid, and typist. Tries becomes “trees” in entires, pantries, countries, etc. ties becomes “tees” in parties, counties, and empties.
2. Good readers learn how to pronounce the –sque letter combination as sk as in Basque, masquerade, mosque, grotesque, and bisque. They learn that que at the end is /k/ as in unique, technique, and pique. Vie more of the specific phonic patterns that are not taught.
3. Good readers learn how to scan without being systematically taught how to scan.
4. Good readers can use a dictionary and without being systematically taught have learned to correctly pronounce any word by using the dictionary diacritics.
5. Good readers can read dialects in print. For example, the following are definitions from *Dictionary for Yankess and other uneducated people* by Bil Dwyer. Bad: a place for sleep or rest. Bail: this rings on Sunday mornings. Bait: what people do on “hawse” racing.

6. Good readers know the conventions cartoonists use to indicate thinking, motion, speed, dreaming, as well as talking.
7. Good readers catch satire and puns.
8. Good readers enjoy reading.
9. Good readers know to find things in catalogs and can use telephone directories and anything with an index.

Furthermore, Pressley (2001, n.d.) and Goudvis (2000, n.d.) stated that there are some characteristics of good readers: Interact with text, have goals for reading, evaluate text for important ideas, note structure of text before reading, make predictions, construct, revise, and question as they read, read different kinds of text differently, process text during and after reading, find comprehension of text to be productive, create visual images based on text they have read, draw inferences, synthesize information, repair understanding, enjoy and appreciate literature.

Vaugh and Thompson claimed that a good reader actively thinks as he/she reads. Here, good readers have some characteristics:

1. Reads rapidly and accurately

A good reader reads fluently. A student must progress from individual word decoding to automaticity-fast, accurate and effortless word identification. The ability to read words rapidly and accurately allows a student to focus on understanding the text- the ultimate goal of reading. As a student progresses, the evolution will lead to understanding the text as a whole rather than the individual words. When a student struggles with word identification, his

attention is no longer on understanding the written text but rather identifying the word. Repeated reading (rereading the text for speed and accuracy) and modeled reading (hearing what it should sound like) are both great ways to improve fluency.

2. Sets goals

A good reader establishes a purpose for reading. Prior to reading, a student needs to identify the reading purpose. Quite simply, she/he must know the answer to the following question: why are you reading this? Knowing your objective helps you achieve it. Whether you are reading the step by step directions in a cookbook while making dinner or engrossed in a novel, we read for various reasons. A student will also read for various reasons but much of their reading will be to learn. The K-W-L technique is a great tool that helps a student set a prior. Prior to reading, a student asks two questions:

- What do you already know?
- What do you want to know?

Upon completion of the reading material, she asks, what have you learned? As a student becomes a proficient reader self-examination technique, like K-W-L, occur subconsciously.

3. Identifies text structure

A good reader can identify the structure of the text. When a student can picture the organization of the text, she/he is more likely to understand and absorb it. Authors often use transitional words to connect ideas. Recognizing

these signal words helps a student identify the text's structure. Informational text typically is presented in four basic ways:

- Descriptive: visualize a sun (the subject) and its rays (the individual pieces of information that supports the subject). For example, characteristics are, includes.
- Sequential/chronological order: visualize a sequential process as the author tells a story step by step. For example, first, second, then, next, before, after.
- Comparison and contrast: visualize overlapping circles. For example, similarly, likewise, like, both, same. By contrast (always state the obvious first), however, but, instead, although, on the other hand.
- Cause and effect: visualize a flowchart depicting a cause and effect diagram. For example, since, because, as a result, if... then, therefore, reasons why, thus.

4. Monitors understanding

A good reader monitors his/her own reading to ensure comprehension. While reading, a student needs to monitor their understanding of the text and identify concepts or words that they do not understand. In addition, they need to apply "fix-it" strategies to repair any misunderstandings. A student should reread, identify the unfamiliar phrase or word or ask a question to help him/her interpret the meaning. When your student gives you a confused look, take the time to explain the word or concept. Clarifying confusing concepts aids in both vocabulary and comprehension.

5. Creates mental notes and summaries

A good reader creates mental notes and summarize while reading. She/he can recall the main character's dilemma at the beginning of the story. Mental notes and summaries help a student remember what they are reading. Help your student by modelling this strategy. While reading to your student, visualize and summarize aloud. As you read a book, describe the visual images that you are creating in your mind and summarize what you read so far.

6. Anticipate the next move

A good reader makes predictions, which gets a student actively involved in what they are reading. It motivates them to further investigate the text in search of meaning and understanding. While reading to your student, encourage them to recognize foreshadowing and predict what will happen next.

7. Edits thoughts

A good reader revises and evaluate as she/he reads. She/he can determine both the important and trivial ideas and integrates new and existing information. A student thinking changes as they progress through a book and gather more details. As a student collects new information, she/he also obtains a deeper understanding of what she/he is reading and can draw conclusions.

2.8 The Causes of Low Reading Habit in Indonesia

UNESCO states that poor reading habit in Indonesia is caused by several factors. Firstly, there is limited access to books. Not all regions in Indonesia have sufficient bookstores and libraries. Moreover, most community members do not have strong purchase power. Secondly, many books do not reflect what the society is actually looking for. Lastly, bad marketing strategy makes books in Indonesia give the wrong impression toward the community members. They assume reading books have become too serious. However, reading habit can be improved through establishment of book corners or reading communities.

According to Mustafa (2012, p. 3), some factors suspected to influence the low reading habit. First, the low availability of reading infrastructure, books and other library materials can not be accesses by people easily. Second, books are more often very expensive. Third, parents or teachers are seldom supporting students to read. Fourth, the oral culture in communication activities among Indonesian people is dominant.

According to Mustafa (2012, p. 3), there are commonly four major factors that present the promotion of reading, they are as the following:

1. Indonesian people are actually not reading society. They are mostly oral society. Most of them prefer to speak than to read and write.
2. The management of library is poor. There are some factors such as lack of qualified and competent manpower in librarianship, lack of money to support the development of library, and also lack of good management in library operation.

3. The books and other library materials are expensive and unaffordable. Most Indonesian people can not afford to buy good reading materials.
4. Indonesian people consume much time on the electronic media and internet. Tv, internet and other multimedia have potential effect on children's reading performance. It has become an issue of growing concern among education and often cited as cause for the decline in people reading habit. Children and even adults spent much amount of their time watching entertaining television programs or just playing games.

2.9 The Nature of Writing

Writing requires the development of thinking skills. Spratt, Pulverness, and Williams (2005, p. 26) explain that writing is one of the four language skills. It is productive skill, like speaking. It means that it produces language rather than receives it. According to Zainal and Husin (2002, p. 3), the process of writing is the stages where a writer goes through in order to produces something in its final written form. This process is affected by the content of the writing, the type of writing such as shopping lists, letters, essays, reports, or novel. And the medium, it is written such as in pen and paper, computer word files, or live chat. So it can be concluded that writing is the learning process of shaping experiences into the text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings.

Gebhard (1996, p. 225-230) claims that the process of writing has four elements. First, planning, it happens before starting. In this stage, writers try and decide what they are going to write. When planning, writers consider the purpose,

the audience, and the content of structure. Second, drafting, it is the first version of a piece of writing that proceeds into editing. Third, editing, it is reflecting and revising. In this step, the writer reads through what she/he has written to see where it works and where it doesn't. Third, final version, in this step, writers have edited their draft and in the same time they have done making the changes that they consider to be necessary.

Effective writing is focused on the topic and does not contain loosely related information. Nation (2009, p. 124-125) states that effective writing requires some points. First, high degree of organization in the development of ideas and information. Second, high degree of accuracy. So that, there is no ambiguity of meaning. Third, the use of complex grammatical devices for focus and emphasis. Fourth, a careful choice of vocabulary, grammatical patterns, and sentence structures. Effective writing is also focused on the topic and does not contain loosely related information.

2.10 The Importance of Writing

Writing allows students to express their ideas, develop essential critical thinking skills, and enhance their cognitive functioning. Richards and Rinandya (1996, p. 303) argue that writing allows people to express themselves personally and publicly, to communicate with others, to gather and clarify information, to explore our thoughts and feelings, to document and transmit our findings, and to exercise our rights and duties as citizens.

Lee and Tajino (2008, p. 3) claim that academic writing not only develops the writing skills of students but also turns students into more critical

and perspective readers of their own work and the work of other. Richards and Rinandya (1996, p. 303) states that there is no doubt that writing is the most difficult skill to be mastered for learners. Besides that, writing ability is more demanding than other language skills.

In short, building writing habit is one thing that educators shall take into account. Harmer (1995, p. 329) reports that teachers help students to build writing habit so they will recognize writing as being normal part of classroom practice and they come to writing task with as much enthusiasm as they do other activities. One way of doing this, teacher must give them attractive and fascinate tasks to do.

2.11 Students Writing Achievement

Writing achievement is the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing test. The result of the test is assigned in the form of grades. In this study, students' writing achievement is the result of writing performance test of English major students at UIN Raden Fatah Palembang in the academic year 2016-2017 that will be given in the form of an academic essay writing test. It will be conducted to those who have finished with all the writing courses (Writing I, Writing II, Writing III , Writing III and Writing IV).

Here, academic essay writing is different from the other forms of writing as it is directly related to academic life purposes and has a well-informed idea in formal structure. Hence, it is as a kind of writing mostly used in high school and college classes. In this context, writing an essay has three prominent parts: introduction (including general statement and thesis statement); body (topic

sentence, supporting sentences and concluding sentences); and conclusion. Furthermore, the process of producing academic writing involves some steps. Grenville (2001, p. 7) describes the six steps on how to write a good academic writing, especially academic essay writing:

1. Getting ideas (in no particular order).
2. Choosing (selecting the ideas you think will be most useful).
3. Outlining (putting these ideas into the best order—making a plan).
4. Drafting (doing a first draft from beginning to end, without going back).
5. Revising (cutting, adding or moving parts of this draft where necessary).
6. Editing (proofreading for grammar, spelling and paragraphs).

2.12 The Correlation between Reading Habit and Writing Achievement

Some studies argue that reading habit correlates with writing achievement. Camacho (2005, p. 29) states that the relationship between reading and writing are as follows:

- 1) Good writers tend to be better readers than those who are less able writers.
- 2) Good writers tend to read more frequently and widely and to produce more syntactically complex writing
- 3) Writing itself does not tend to influence reading comprehension, but it is taught for the purpose of enhancing reading.
- 4) Reading experiences have great effect on writing ability including in grammar and mechanics.

International Reading Association (2012) states that to simplify the consideration of the connection between reading and writing, reading is defined as

the ability to decode written text quickly and accurately and to comprehend what is read. Meanwhile, writing is defined as the ability to produce connected text that communicates an idea or information.

Jackson (2009, p. 154) stated that how scholars have gone about researching the connections between reading and writing is based on whether they view reading and writing as consumption versus production, as constructing meaning from a text and constructing a text to convey meaning, or both as creating a conversation. Writing instruction was regarded as the critical factor to develop writing skill by Krashen (1984, p. 34) as mentioned earlier. His argument over writing skills also included the influences of inputs from extensive reading for pleasure. Following this theory, a number of studies on reading and writing relationships in L1 have been conducted. Stotsky (1984, p. 48) reviewed these studies, and she concluded that research results could be generalized to have confirmed Krashen's claim: there were interrelationships between achievement levels of reading and writing.

Muschla (2006, p. 3) claims that reading plays important role in the classroom to support writing. Reading introduces various forms of writing, idea development, and author's technique. It cannot be denied that all writers are readers. Zainal and Husin (2002, p. 8) state that their findings as in the following:

1. Reading has positive effects on the students' writing achievement. Their writing achievement scores better after they do reading the text.

2. The findings also reveal that the students think about the reading that they had done previously during the writing and the students agree that they used some words from the reading text in their writing.
3. Generally, the students face the difficulties in writing without reading the text. The students agree that they have no ideas what to write in the essay.
4. Referring to the findings, the students state that the reading gives them some ideas and information in writing the essay.

From those findings, it can be concluded that reading is the appropriate input as the primary model which writing skill is learnt. As the students read and write, the processes of comprehending and composing reinforce each other. These have been the evidence that reading and writing are two skills that are connected to each other.

In fact, to be good readers can give many benefits, one of them is supporting writing skill. For example, by reading can practice the sentences and the organizational structure of a piece of writing. It can be helpful to comprehend ideas, follow arguments, and comprehend implied meaning of the text. It is possible to determine the meaning of many unfamiliar words from the context. In summary, good readers can get benefit from the written text what is important for the particular task they are employed in.

Some studies have also suggested that extensive reading leads to greater writing proficiency. For instance, Janopoulos (1986) as cited in (Asraf & Ahmad, 2003) finds that writing achievement correlates positively with the quantity of time spent on reading for pleasure in the second language.

2.13 Previous Related Study

There are some previous studies which are related to the writer's present study. The first study was written by Saropah (2009) who conducted a research entitled a study on the correlation between reading habit and writing skill of the fourth semester students English department teacher and education Muhammadiyah university of purwokerto. The participants are 34 students. The instrument was used reading habit questionnaire and for writing skill using a picture. She found that the students' reading habit was no correlated with the writing skill.

The second study was written by Setyaningsih (2012) who conducted a research entitled the relationship among reading habit, vocabulary mastery, and reading comprehension achievement of the students of SMPN 3 Sungai Lilin. The instruments were used reading habit questionnaire from Janthong and Sripethpun (2010) and for reading comprehension test was taken from students' reading book. She found that reading habit and vocabulary mastery were giving significant contribution on reading comprehension achievement. This study discussed also about reading habit of tertiary students and there was significant contribution of reading habit to writing performance.

The thirth study was written by Fitria (2013) who conducted a research entitled the correlation among reading habit, reading speed, and reading comprehension of the second semester of English study program of IAIN STS Jambi. The participants were 122 students. The instrument was used reading habit questionnaire from Janthong and Sripethpun (2010) and for reading

comprehension test was taken from the English-Language Arts Standards Test. She found that there was a significant correlation between reading habit and reading comprehension, reading speed and reading comprehension.

The fourth study was written by Yorina (2014) who conducted a research entitled the correlation between reading habit, writing efficacy and writing performance of English literature department students of IAIN Sultan Thaha Saifuddin Jambi. The participants are 77 students. The instruments were used reading habit questionnaire from Janthong and writing test. She found that the students' reading habit was correlated with writing performance.

2.14 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between reading habit and writing achievement of undergraduate English major students of UIN Raden Fatah Palembang.

H_a : There is a significant correlation between reading habit and writing achievement of undergraduate English major students of UIN Raden Fatah Palembang.

2. H_0 : Students reading habit does not significant influence to writing achievement.

H_a : Students reading habit does significant influence to writing achievement.

2.15 Criteria of Testing the Hypotheses

To test the hypothesis above the researcher uses these criteria based on Fraenkel, Wallen and Hyun (2012, p. 229) :

1. If p -value is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_a is rejected.
2. If p -value is lower than 0.05 ($p < 0.05$), H_0 is rejected and H_a is accepted.

CHAPTER III

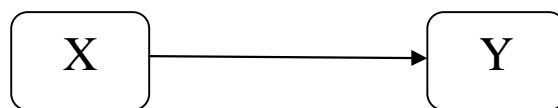
METHOD OF RESEARCH

This chapter presents: (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) data instrument analysis and (7) data analysis.

3.1 Research Design

This research is a correlational research design that had determined the answer of the objectives of the study. Those were finding out the correlation between students' reading habit and their writing achievement and the influence of students' reading habit and their writing achievement. According to Fraenkel, Wallen and Hyun (2012, p. 331), correlational studies investigate the possibility of relationship between two variables, although investigation of more than two variables are common.

The procedure had been that, first; by using the reading habit questionnaire by Janthong and Sripethpun, the researcher identified the students reading habit by using the questionnaire. Second, the researcher obtained the students' writing test as the data of their writing achievement. Next, the researcher found out the correlation between students' reading habit and their writing achievement by using SPSS based on questionnaire result and their writing achievement. Finally, the researcher found the influence of students' reading habit to their writing achievement.



X = Students' reading habit

Y = Students' writing achievement

3.2 Research Variables

According to Fraenkel (2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or *dependent*. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable was students' reading habit, while the dependent variable was students' writing achievement.

3.3 Operational Definitions

The title of this research was "The Correlation between Reading Habit and Writing Achievement of Undergraduate English Major Students of UIN Raden Fatah Palembang". The terms needed to be explained were students' reading habit, writing achievement and undergraduate English major students.

First, reading habit, it refers to students' attitude toward reading that can be seen from the frequency and the purpose of reading. In this study, students'

reading habit was measured by reading habit questionnaire from Janthong and Sripethpun (2010). The questionnaire covered reading attitude, frequency, books read, and reading accessed.

Second, writing achievement, it refers to the score that had been obtained from the students' writing test on the given topic. In this study, students' writing achievement was measured by writing test from Diablo Valley College (2012). The aspects were measured in the writing test are ideas, organization, sentences, mechanics, and vocabulary.

Third, undergraduate English major students refer to the undergraduate students at fifth semester whose major was English Education at UIN Raden Fatah Palembang.

3.4 Subject of the Study

To get the data of study, this research needed a subject. The subject of the study was undergraduate English major students of UIN Raden Fatah Palembang.

3.4.1 Population

According to Creswell (2005, p. 145), population is a [group](#) of [individuals](#) who have the same characteristic. The population of this research taken all active students of English Education Study Program of UIN Raden Fatah Palembang in academic year 2017-2018. The distribution of population of the study can be seen below.

Table 3.1
Distribution of Population

No	Semester	Number of Students
1.	I	153
2.	III	133
3.	V	121
4.	VII	95
5.	IX	
Total		502

*Source: Administration of English Education Study Program in
Academic Year of 2016-2017*

3.4.2 Sample

The sample of this study taken by using purposive sampling method. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). Based on Creswell (2005, p. 204), in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon whether they are “information rich”. Moreover, Johnson and Christensen (2012, p. 231) add that in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics. It is a nonrandom sampling technique in which researcher solicits persons with specific characteristics to participate in a research study.

Because the dependent variable was writing. In order to prevent the bias data of writing achievement and they have enough knowledge, vocabulary, grammar, etc among the students only the ones who already finished all of the writing courses (writing 1-4) from the population were considered as the sample.

The students of fifth semester had already finished all of them, but the students of first and thirth semester had not taken all the reading and writing courses. The students of seventh semester had not been included as the sample because they did not have a classes. Then, the students of ninth semester can not participate in this study because they were doing their thesis. Therefore, only the fifth semester students was the participants. The distribution of population of the study can be seen below.

Table 3.2
Distribution of Sample

No	Semester	Number of Students
1.	PBI A	26
2.	PBI B	22
3.	PBI C	26
4.	PBI D	29
Total		103

Source: Administration of English Education Study Program in Academic Year of 2016-2017

3.5 Data Collection

In this research, the writer collected some data about students' reading habit and writing achievement. The instruments used in this research were questionnaire and test.

3.5.1 Questionnaire

Questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent (Richard & Schmidt, 2010, p. 478). To measure students' reading habit, the researcher used the questionnaire of reading habit that

was developed by Janthong and Sripethpun (2010). It consists of 20 items in this questionnaire that the students were asked to responses to each item on a 5-point, likert scale with possible choices that range from (1) “strongly disagree”, to (5) “strongly agree”. The aspects of reading habit were reading attitude, frequency, books read and reading accessed. The participants had to complete the questionnaire in 15 minutes. The aspects of reading habit are as follows:

Table 3.3
Specification of Reading Habit

No	Specification	Item Number	Total Number
1	Reading Attitude	1, 3, 7, 8, 9, 11, 13, 14, 15, 20	10
2	Frequency	5, 6, 16, 17	4
3	Books Read	2, 4, 10	3
4	Reading Accessed	12, 18, 19	3
Total			20

Source: Janthong and Sripethpun (2010, p. 13)

3.5.2 Writing Achievement Test

Writing achievement test based on the level of the students. Students of fifth semester had finished writing courses. The researcher had asked the students to write a story based on a given topic, *The Importance of Learning English in Today's World*. This will last in 60 minutes. The students' writing test had been scored by three raters independently. They scored students' writing test based on the criteria that had showed in appendix G. After the researcher got the data, the reseracher had classified the students' writing achievement into some category.

3.6 Data Instrument Analysis

3.6.1 Validity

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012, p. 159).

3.6.1.1 Validity of Questionnaire

The researcher will not do validity test because the reading habits questionnaire is ready-made questionnaire by the 2nd International Conference on Humanities and Social Sciences by Janthong and Sripethpun (2010) to measure students' reading habit.

3.6.1.2 Validity of Writing Achievement

To find out the validity of instrument, the researcher made use of content validity to find out the validity of the writing test by having expert judgment. There had been three raters evaluating the test whether it appropriated or not. The raters had been an English fellow from UIN Raden Fatah Palembang. The results from each rater calculated in order to get the mean score. At last, the appropriateness of the test had obtained.

3.6.2 Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times (Creswell, 2012, p. 159).

3.6.2.1 Reliability of Questionnaire

Internal consistency reliability refers to measure of the degree to which the items or parts of a test are homogenous, equivalent or consistent with each other. Internal consistency reliability is often estimated by the following approaches: Cronbachalpha, Kuder-Richardson formulas or split-half reliability (Richards & Schmidt, 2010, p. 209). Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0, 70, preferably higher. Therefore, the questionnaire had reliabled if the coefficient is 0, 70 or higher. The researcher had not check the reliability of questionnaire because the author of questionnaire had checked the reliability which had examined by Cronbach's Alpha and the Cronbach's Alpha coefficient value was 0, 823.

3.6.2.2 Reliability of Writing Achievement

To get the reliability of the writing test, inter-rater reliability have been used. By using Pearson Product Moment Correlation Coefficient, the reliability of the test can be obtained since the results from each rater have been correlated.

3.7 Instrument Analysis

Before finding out the correlation between students' reading habit and their writing achievement, the researcher found out the score of the instruments.

3.7.1.1 Questionnaire of Analysis

To get the score of students' reading habit, the researcher counted the total of the scales in five scales from strongly disagree to strongly agree. The questionnaire contains of 20 items and the scale ranges were from 1 to 5 that

range from “strongly disagree” to “strongly agree”. The minimum score was 20 if the student 1 point in 20 items and the maximum score was 100 if the students get 5 points in 20 items. The following was category of the students’ reading habit:

Table 3.1
Categories of Reading Habit

No	Score Interval	Categories
1	86 – 100	Very Good
2	71 – 85	Good
3	52 – 70	Average
4	36 – 51	Poor
5	20 – 35	Very Poor

Source: Nurgiyantoro (2004, p. 35)

3.7.1.2 Writing Achievement Analysis

The students’ writing test had analyzed by the three raters, those who validate the writing test, by using the rubric for essay writing assessment from Diablo Valley College (see appendix D). There were five aspects of the writing scoring system and the scale of each aspect was from 0 to 6. As a result, the highest point of all was 30. Since there are three raters, the total points from them had determined the students’ writing achievement. After students’ writing achievement had obtained, the researcher classified students into some categories. The following was category of the students’ writing achievement:

Table 3.1
Categories of Writing Achievement

No	Score Interval	Category
1	25 – 30	Very Good
2	20 – 24	Good
3	13 – 19	Average
4	7 – 12	Poor
5	0 – 6	Very Poor

Source: Diablo Valley College (2012)

3.8 Data Analysis

After all the results of the instruments had revealed, the researcher had been analyzed the data, the steps are:

3.8.1 Data Descriptions

3.8.1.1 Distribution of Frequency Data

In distributions of frequency data, the score from reading habit questionnaire and writing achievement test were analyzed. SPSS Statistics Program was used to get the result of frequency data.

3.8.1.2 Descriptive Statistics

In descriptive Statistics, number of sample, the score of minimum, the score of maximum, mean, and standard deviation were obtained. Descriptive statistics have got from the scores of questionnaire and test. Then, SPSS Statistics Program was used to get the result of analysis descriptive analysis.

3.8.2 Pre-requisite Analysis

In terms of correlation and regression, it was necessary to know whether the data was normal for each variable and linear between two variables.

3.8.2.1 Normality Test

In this study, normality test was used to find out whether the data of reading habit questionnaire and writing achievement test was normal or not. The writer used I-Sample Kolmogorov-Smirnov in SPSS. If p-value is higher than 0,05 then it was normal and vice versa.

3.8.2.2 Linearity Test

In this study, linearity test was conducted to know whether the data of reading habit questionnaire and writing achievement test was linear or not. If the score was higher than 0,05, the two variables were linear. Linearity test in SPSS was used to see if the data was linear or not.

3.8.2.3 Correlation Analysis

After getting the result of reading habit questionnaire and writing achievement test of students, the writer used Pearson – Product Moment Correlation Coefficient to find out whether or not there was a correlation between the variables. The interpretation of coefficient correlation is found whenever Pearson r is higher than 0.05(>0.05).

3.8.2.4 Regression Analysis

Regression Analysis was used to find out whether or not reading habit influenced students' writing achievement. Simple regression analysis was used to measure two variables. The score of reading habit as independent variable and students' writing achievement as dependent variable were calculated by SPSS. The significance of influence was determined by comparing the R-Square with 0.05. The influence was significant if R-Square is higher than 0.05.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) research findings, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There were two kinds of research findings in this study: (1) the result of students' reading habit and (2) the result of students' writing achievement.

4.1.1 Results of Students' Reading Habit

The descriptive statistical analysis of students' reading habit for the participants is shown in Table 4.1. The maximum score was 92, and the lowest score was 39. The mean of students' reading habit for the participants was 62.26 and the standard deviation was 11.499. The data showed in the table as follows:

Table 4.1
Descriptive Statistics of Reading Habit

Statistics	
Reading Habit	
N	Valid 90
	Missing 0
Mean	62.26
Std. Error of Mean	1.212
Median	60.00
Std. Deviation	11.499
Minimum	39
Maximum	92
Sum	5603

It was revealed that from the questionnaire, the five levels of reading habit were all perceived by the students with different numbers; “poor” as the least perceived level and “very good as the most perceived one (see appendix K). The details are as follow:

Table 4.2
Distribution of Students’ Reading Habit

No	Score Interval	Category	Frequency	Percentage
1	86-100	Very Good	3	3.3 %
2	71-85	Good	19	21.1 %
3	52-70	Average	59	65.6 %
4	36-51	Poor	9	10 %
5	20-35	Very Poor	0	0 %
Total			90	100 %

The results showed that there were 3 students (3.33%) in very good reading habit category, 19 students (21.1%) were in good reading habit category, 59 students (65.6%) were in average reading habit category, 9 students (10%) were in poor reading habit category. There were no students in very poor reading habit category. In conclusion, it revealed that from the reading habit questionnaire, average reading habit level was the most obtained by the students.

4.1.2 Result of Students’ Writing Achievement

The descriptive statistical analysis of writing for the participants is shown in Table 4.3. The maximum score is 25.00, and the minimum score is 19.33. The

mean of the writing scores for the participants is 21.7969, and the standard deviation is 1.70898. The data showed as follows:

Table 4.3
Descriptive Statistics of Writing Achievement

Statistics		
Writing Achievement		
N	Valid	90
	Missing	0
Mean		21.7969
Std. Error of Mean		.18014
Median		22.0000
Std. Deviation		1.70898
Minimum		19.33
Maximum		25.00
Sum		1,961.72

It was revealed that from the writing achievement test, the five categories of writing achievement were all obtained by the students with different numbers; “Average” as the least obtained category and “Very Good” as the most obtained category. The distribution is presented in the following table:

Table 4.4
Distribution of Students' Writing Achievement

No	Score Interval	Category	Number of Students	Percentage
1	25 - 30	Very good	7	7.8 %
2	20 - 24	Good	65	72.2 %
3	13 - 19	Average	18	20 %

4	7 - 12	Poor	0	0 %
5	0 - 6	Very poor	0	0 %
Total			90	100 %

The results showed that there were 7 students (7.8%) were in very good writing achievement, 72 students (80%) were in good writing achievement and 18 students (20%) were in average writing achievement. There were no students in poor and very poor writing achievement, In conclusion, it revealed that from the writing achievement test, good writing level was the most obtained by the students.

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' reading habit and their writing achievement in all participants.
3. The statistical analysis of regression analysis between students' reading habit and their writing achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 16th version for windows. As parametric statistics, in term of correlation and regression, and purposive sampling technique were used in this

research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 4.5 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .217 for reading habit and .117 for writing achievement (See the test of normality on appendix N).

Table 4.5
Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Reading Habit	Writing Achievement
N		90	90
Normal Parameters ^a	Mean	62.26	21.7969
	Std. Deviation	11.499	1.70898
Most Extreme Differences	Absolute	.111	.126
	Positive	.111	.126
	Negative	-.039	-.103
Kolmogorov-Smirnov Z		1.054	1.191
Asymp. Sig. (2-tailed)		.217	.117
a. Test distribution is Normal.			

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 2. Distribution of Reading Habit Data

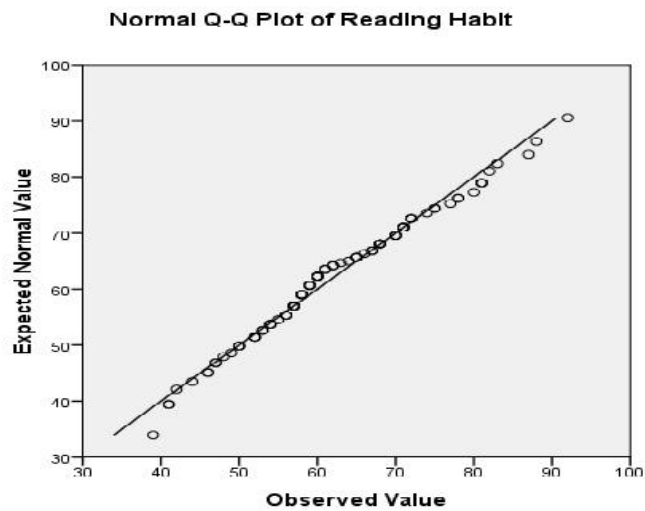
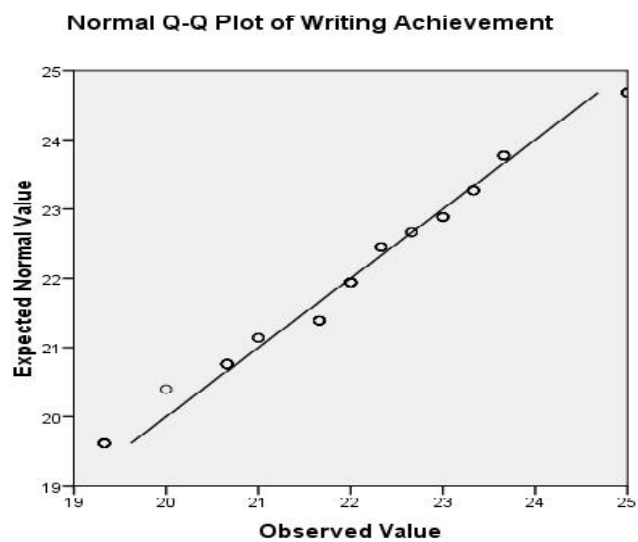


Figure 3. Distribution of Writing Achievement Data



4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between reading habit and writing achievement was .546. To sum up all the data were linear for each correlation and regression (see test of linearity on appendix O).

Table 4.6
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Habit * Writing Achievement	Between (Combined)		175.956	39	4.512	2.686	.001
	Groups	Linearity	114.608	1	114.608	68.235	.000
		Deviation from Linearity	61.348	38	1.614	.961	.546
	Within Groups		83.980	50	1.680		
Total			259.935	89			

4.2.2 Correlation between Students' Reading Habit and Their Writing Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the reading habit questionnaire and writing achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between reading habit and writing

achievement was positive. The correlation coefficient or the r -obtained (.664) was higher than r -table (.207). then the level of probability (p) significance (sig.2-tailed) was .000. It means that p (.000) was lower than .05. Thus, there was a significant correlation between the students' reading habit and their writing achievement.

Table 4.7
Correlation between Students' Reading Habit and Their Writing Achievement

		Correlations	
		Reading Habit	Writing Achievement
Reading Habit	Pearson Correlation	1	.664**
	Sig. (2-tailed)		.000
	N	90	90
Writing Achievement	Pearson Correlation	.664**	1
	Sig. (2-tailed)	.000	
	N	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

4.2.3 Influence of Students Reading Habit on Their Writing Achievement

This section answered the second research problem. By analyzing the result of descriptive statistic for the reading habit questionnaire and writing achievement.

In addition, since there was a significant correlation between the reading habit and writing achievement, it can be inferred that students' reading habit has significant influence on their writing achievement. However, regression analysis

was still used to find out if students' reading habit influenced their writing achievement.

The results indicated that the students' reading habit influenced writing achievement significantly with t_{value} (8.331) was higher than t_{table} (1.662) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between students' reading habit toward their writing achievement of English Education Study Program of UIN Raden Fatah Palembang. It means that there was a significant influence of students' reading habit on their writing achievement.

Table 4.8
The Regression Analysis of Students' Reading Habit And Writing Achievement

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.7653	.750		20.877	.000
	Reading Habit	.099	.012	.664	8.331	.000

a. Dependent Variable: Writing Achievement

In addition, to know the percentage of reading habit influence on writing achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .441. It means that students' reading habit gave significant effect in the level of 44.1 % toward writing achievement, and 55.9% was

unexplained factors value. Table 4.9 is shown as the result of Model Summary follow.

Table 4.9
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.441	.435	1.28509

a. Predictors: (Constant), Reading Habit

4.3. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation between reading habit and writing achievement. Also, there was a significant influence of reading habit on writing achievement.

First, based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between reading habit and writing achievement of undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang ($r = .664$). This means that reading habit had relation to their performance in writing achievement. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English writing practices and assignments or explores to English writing materials and interactions from printed textbooks, online media, English writing environment, and social networks. Camacho (2005, p. 29) stated

good writers tend to read more frequently and widely and to produce more syntactically complex writing.

Furthermore, it might be because EFL students of English Education Study Program of UIN are aware of their reading habit. They tried to push themselves to be social person, good motivation, believe on their capability brave in taking risk, positive attitude, fell confidence and respect about one's and others' feeling. Furthermore, Richards and Rinandya (1996, p. 303) argue that writing allows people to express themselves personally and publicly, to communicate with others, to gather and clarify information, to explore our thoughts and feelings, to document and transmit our findings, and to exercise our rights and duties as citizens. Writing instruction was regarded as the critical factor to develop writing skill by Krashen (1984, p. 34) as mentioned earlier. His argument over writing skills also included the influences of inputs from extensive reading for pleasure. Hence, it means that reading habit is one of aspects which is required and influenced on producing writing.

Additionally, it might be because the fifth semester students of English Education Study Program of UIN Raden Fatah are aware of their reading habit. They have developed their reading habit by practicing some skills or tasks in their writing, including teaching and learning process in the courses. Ogus, Yildiz, and Hayirsever (2009, p. 766) state that students could only become good readers through modelling. Moreover, they tried to be good readers who always tries to get knowledge and skills. Muschla (2006, p. 3) claims that reading plays important role in the classroom to support writing. He adds that reading

introduces various forms of writing, idea development, and author's technique. It cannot be denied that all writers are readers.

The result of this present study is in agreement with the studies of previous study. Yorina (2014) agreed that reading habit and each aspects of writing performance have any correlation. Moreover, reading habit was diagnosed that reading habit correlate for each aspects of writing performance such as grammar, mechanics and fluency. The results indicated that correlation between reading habit and grammar is ($r=+0.265$), reading habit and mechanics is ($r=+0.241$) reading habit and fluency is ($r=+0.237$). Findings from this study, support and motivation affecting for the students. For instance, teacher or parents always support them to read many books. The students that have reading experiences have great effect on writing ability including in grammar and mechanics. It can be argued that the academic writers use their reading habit to write high quality writing and it was supported by the results of this study.

Moreover, Setyaningsih (2012) discussed reading habit of tertiary students, there was significant contribution of reading habit to writing performance. This study showed that reading habit affected their vocabulary mastery and reading comprehension but also writing achievement. The reason why there was a significant correlation was found between reading habit that there was the factor can be affected it. The factor was environment, teacher and peer. This study supported Adetunji and Oladeji (2007) regarded the influence of environment, peer influence, school curriculum, and teacher influence as other factors which can either support better reading habits. In other words, those who

had higher level of reading habit obtained higher writing scores. It is implied that those with higher reading habit can organize their thought better and this can be correlated with using higher levels of reading habit that they use while writing.

In addition, Fitria (2013) found that the participants' reading comprehension was measured using reading test. The results showed that there was any correlation between reading habit and reading comprehension and also reading speed and reading comprehension. It had R.182 contribution towards reading habit and reading comprehension and R.301 contribution towards reading speed and reading comprehension. The factor that influence of reading habit is comprehend. This study supported Zwiers (2004, p. 3), comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habits will constantly help the readers construct meaning actively. Therefore, the students who have good reading habit, they must have good reading speed and comprehension as well, particularly in comprehend of reading. Meanwhile, the students who lack of the ability to read, they usually have poor in comprehend of reading. Because having reading habit is able the students to develop speed in reading and comprehend in reading.

In contrastly, Saropah found that the students' reading habit was no correlated with the writing skill. The results indicated that no correlation between reading habit and writing skill is ($r=+0.017$). The factors that no affecting reading habit to writing skill such as environment, support or motivation.

In short, the total contribution of students' reading habit and their writing achievement showed significant correlated and influenced. However the unexplained factors also had contribution on students' writing achievement. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between reading habit and writing achievement of the fifth semester students of English Education Study Program at UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents, (1) conclusions and (2) suggestions based on the findings of the research

5.1. Conclusions

Based on the findings and interpretations of the study, there are some conclusions can be drawn, there was a significant correlation between students' reading habit and their writing achievement ($r=.664$). The finding showed that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Based on the findings, it showed that there was significant influence (44.1%) of students' reading habit on their writing achievement. It means that students' reading habit gave dominant effect on their writing achievement. It also means that the students who is good at using their reading habit would have good achievement in writing and the students who is not good at using their reading habit would have bad achievement in writing.

5.2. Suggestions

Based on the conclusion above, It can be reached some suggestions for lecturers or teachers, the students and everyone involved in the teaching and learning process of writing skill. Teachers or lecturers are suggested to help the students to develop reading habit, because it has many impacts in students' real lives. The teachers or lecturers also are expected to design the writing course where they can teach or develop both students' reading habit and writing skill. It

is because there is significant correlation between students reading habit and their writing achievement. Students are suggested to be aware of the issues and problems happened around them. They have to analyze and evaluate it to build their reading habit. Hopefully, it can help them to improve their reading habit and writing skills as well. Syllabus designers and material developers of writing course books are suggested to see reading habit as one of the effective elements in both academic and future career success. Incorporating reading habit in course books would produce educated intellectual students with writing abilities. Other researchers are suggested to conduct further studies on reading habit and writing achievement in order to reveal any aspects that support, enhance and develop the quality of the researches of reading habit and writing achievement.

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Appendix A

1. Do you like reading?
2. Are you accustomed to reading English books?
3. Do you read in your spare time?
4. Are you motivated and interested to go to library to read English books in your spare time?
5. In your opinion, is writing difficult?
6. What are the difficulties that you face in doing writing assignment?
7. How about your score in writing?

Appendix B

Questionnaire of Reading Habit

Name of Respondent / Age :

Month :

Sex : Female / Male

*Circle

Directions:

a) Read the statements below very carefully. For each statement, among the choices 1, 2, 3, 4, and 5, tick () the most suitable for you. As the findings of this test are going to be used in for research, I kindly request you be honest while answering the questions.

1= Strongly Disagree, 2= Disagree, 3= Average Agree, 4= Agree, 5= Strongly Agree

b) Your answers are considered to be highly valuable and will also be kept confidential. *Note:* there is NO RIGHT or WRONG RESPONSE to any of the items on this survey.

c) Ask the researcher if you have a question

d) Good luck

Items	Description	1	2	3	4	5
1	I like to borrow or buy new English books.					
2	When I go to a book shop, I go to the English Corner.					

3	I like it when I see someone reading English books or text to me.					
4	I like to read advertisements, brand of goods, names of goods and labels in English.					
5	I always read printed matters or English books myself.					
6	I always read books without being forced to.					
7	When someone talks about good English books, I will try to get them to read.					
8	I like to read English books, although I don't know the meaning of some words.					
9	I don't like it when I hear someone says that he/she has no time to read.					
10	I like to read for pleasure, such as cartoons, tales, short stories, myths, news, and documentaries, etc.					

11	Although I am busy with my homework, I still can find sometime to read.					
12	I like to collect good books and I can read them.					
13	I can suggest titles of English books to my friends.					
14	I usually feel happy when reading.					
15	I feel unhappy if I haven't read books for many days.					
16	I always read books in my free time or when I feel relaxed.					
17	I always spent time for reading while I am waiting for something.					
18	Whenever I have a chance, I will read, no matter what the place is.					
19	I often invite my friends to read in the English corner or in the library.					
20	I like it when my friends spend					

	their time reading.					
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Source: Janthong, J., & Sripethpun, W. (2010). English reading comprehension and reading habit improvement: Use of questioning technique. *The 2nd International Conference on Humanities and Social Sciences*, 1-31. Retrieved from <http://fs.libarts.psu.ac.th/research/conference/Proceedings-2/3pdf/009.pdf>

Appendix D

Rubric for Essay Writing Assessment

	6	5	4	3	2	1
	A level 6 essay will be characterized by most of the following features	A level 5 essay will be characterized by most of the following features	A level 4 essay will be characterized by most of the following features	A level 3 essay will be characterized by most of the following features	A level 2 essay will be characterized by most of the following features	A level 1 essay will be characterized by most of the following features
Ideas	Displays originality and depth of thought. Expresses ideas fluently and gracefully.	Displays clear thinking. Expresses ideas clearly.	Conveys basically intelligible ideas. Style is bland, pedantic or formulaic	Conveys simplistic ideas. Lack of vocabulary hinders clarity of expression.	Reveals confusion or takes an extremely simplistic approach to the prompt.	Demonstrates confusion or inability to comprehend the prompt.
	Shows a sophisticated sense of paragraph and essay organization and links paragraphs smoothly with	Shows competence in organization but lacks sophistication. Paragraphs are well developed but lack appropriate transitions	Shows attempt to organize an essay with a thesis. Demonstrates ability to organize individual paragraphs	Shows attempt to organize an essay and limited ability to organize individual paragraphs but	Shows inability to organize an essay. Paragraphs are not carefully and logically developed.	Shows inability to organize thoughts into paragraphs. Essay may be one rambling paragraph or a series of

Organization	effective transitions.		although organization unevenly developed or formulaic and transitions generally lacking.	paragraphs are formulaic, underdeveloped and repetitive. Transitions generally lacking.	Transitions are missing or inappropriate so that relationships between ideas are illogical.	insubstantial paragraphs.
Sentences	Shows ability to structure sentences to advantage, exhibiting a sophisticated command of sentence variety. (Errors, if any, appear to be proofreading lapses.)	Uses some varied sentence patterns with only occasional errors in structure. (Errors appear due to carelessness or to mishandling of such features as colons or semicolons.)	Uses basically the same sentence patterns throughout the essay with some errors in structure. (Errors appear due to confusion with compound or complex sentences.)	Lacks sentence variety and contains errors in structure. (Errors appear due to inability to write compound or complex sentences.)	Uses simple sentences excessively. Contains frequent errors in structure. (Errors appear due to confusion with boundaries.)	Contains frequent fundamental sentence errors. May contain many run-ons and fragments. (Errors appear due to inability to write simple sentences.)
Mechanics	Virtually free of punctuation, capitalization, spelling, usage and ESL errors	Contains only occasional punctuation, capitalization spelling, usage and ESL errors.	Contains some common punctuation, capitalization spelling, usage and ESL errors.	Contains many common punctuation, capitalization spelling, usage and ESL errors, though the	Contains serious punctuation, capitalization spelling, usage, and ESL errors which interfere with meaning.	Contains frequent intrusive punctuation, capitalization spelling, usage and ESL errors which hinder

				errors are not frequent enough to be distracting.		communication.
Vocabulary	Displays sophisticated vocabulary range and exceptional facility with the language.	Shows a good vocabulary range and good command of the language.	Exhibits generally competent language use with some awkwardness in syntax.	Exhibits some problems in diction and syntax but they do not interfere with readability.	Lacks control over diction and syntax which interferes with meaning.	Diction and syntax are so garbled as to render the writing nearly incomprehensible.

Appendix E

LEVEL OF APPROPRIATES OF WRITING TEST

Name of Expert : Institution :

Occupation : Date :

Information: The writing test will be conducted for undergraduate English major students of UIN Raden Fatah Palembang who have finished with all the writing courses.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick () in the appropriate box.

No	Test Item	Level of Appropriates of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction						
2	Topic						
3	Time Allocation						
4	Content						
5	Rubric						
Comment:							

Palembang, 2016
Validated by,

Appendix F

Students' Essay Writing

Appendix G**WRITING TEST SCORE**

No	Name	Rater 1	Rater 2	Rater 3	Total	Rata-Rata
1	Student 1	23	19	16	58	19.33
2	Student 2	16	23	19	58	19.33
3	Student 3	19	23	16	58	19.33
4	Student 4	16	19	23	58	19.33
5	Student 5	22	23	17	62	20.66
6	Student 6	23	16	19	58	19.33
7	Student 7	23	17	22	62	20.66
8	Student 8	17	22	23	62	20.66
9	Student 9	22	23	17	62	20.66
10	Student 10	19	16	23	58	19.33
11	Student 11	19	25	21	65	21.66
12	Student 12	23	22	17	62	20.66
13	Student 13	17	23	22	62	20.66
14	Student 14	22	17	23	62	20.66
15	Student 15	25	25	20	70	23.33
16	Student 16	23	22	17	62	20.66
17	Student 17	17	22	23	62	20.66
18	Student 18	23	16	19	58	19.33
19	Student 19	23	19	16	58	19.33
20	Student 20	25	25	25	75	25
21	Student 21	23	22	17	62	20.66
22	Student 22	22	17	23	62	20.66
23	Student 23	23	19	16	58	19.33

24	Student 24	25	25	25	75	25
25	Student 25	24	13	21	58	19.33
26	Student 26	21	24	13	58	19.33
27	Student 27	25	25	25	75	25
28	Student 28	25	21	19	65	21.66
29	Student 29	21	25	19	65	21.66
30	Student 30	24	13	21	58	19.33
31	Student 31	21	25	19	65	21.66
32	Student 32	25	25	25	75	25
33	Student 33	21	25	19	65	21.66
34	Student 34	25	19	21	65	21.66
35	Student 35	24	21	13	58	19.33
36	Student 36	23	19	16	58	19.33
37	Student 37	21	24	13	58	19.33
38	Student 38	19	16	23	58	19.33
39	Student 39	25	25	25	75	25
40	Student 40	25	25	25	75	25
41	Student 41	21	13	24	58	19.33
42	Student 42	21	19	25	65	21.66
43	Student 43	23	22	23	68	22.66
44	Student 44	25	20	25	70	23.33
45	Student 45	25	25	20	70	23.33
46	Student 46	23	22	23	68	22.66
47	Student 47	20	25	25	70	23.33
48	Student 48	22	23	23	68	22.66
49	Student 49	24	19	23	66	22
50	Student 50	20	25	25	70	23.33

51	Student 51	23	21	23	67	22.33
52	Student 52	23	23	21	67	22.33
53	Student 53	24	23	19	66	22
54	Student 54	23	24	19	66	22
55	Student 55	19	23	24	66	22
56	Student 56	24	20	27	71	23.66
57	Student 57	23	17	23	63	21
58	Student 58	25	25	25	75	25
59	Student 59	23	22	25	70	23.33
60	Student 60	25	22	23	70	23.33
61	Student 61	27	20	24	71	23.66
62	Student 62	24	23	22	69	23
63	Student 63	23	22	24	69	23
64	Student 64	22	24	23	69	23
65	Student 65	23	19	24	66	22
66	Student 66	24	19	23	66	22
67	Student 67	22	15	23	60	20
68	Student 68	23	23	25	71	23.66
69	Student 69	19	24	23	66	22
70	Student 70	20	23	23	66	22
71	Student 71	21	21	24	66	22
72	Student 72	23	22	24	69	23
73	Student 73	25	23	23	71	23.66
74	Student 74	23	23	25	71	23.66
75	Student 75	24	21	21	66	22
76	Student 76	23	21	22	66	22
77	Student 77	24	20	22	66	22

78	Student 78	23	21	22	66	22
79	Student 79	23	20	23	66	22
80	Student 80	22	19	22	63	21
81	Student 81	25	21	25	71	23.66
82	Student 82	25	25	25	75	25
83	Student 83	25	21	23	69	23
84	Student 84	21	23	25	69	23
85	Student 85	23	25	21	69	23
86	Student 86	21	23	23	67	22.33
87	Student 87	21	21	24	66	22
88	Student 88	19	19	20	58	19.33
89	Student 89	23	23	24	70	23.33
90	Student 90	23	22	22	67	22.33

Appendix H

Tabulation Raters' Writing Score

No	Name	Rater 1					Total	Rater 2					Total	Rater 3					Total	Average	Category
		I	O	S	M	V		I	O	S	M	V		I	O	S	M	V			
1.	Student 1	5	5	4	5	5	23	5	4	3	4	3	19	4	3	3	3	3	16	19.33	Average
2.	Student 2	3	2	4	3	4	16	4	5	5	5	5	23	5	4	3	4	3	19	19.33	Average
3.	Student 3	3	5	4	3	4	19	5	4	5	5	5	23	3	2	4	3	4	16	19.33	Average
4.	Student 4	3	3	3	4	3	16	4	3	4	5	3	19	5	5	4	5	5	23	19.33	Average
5.	Student 5	5	4	4	4	5	22	5	4	5	5	5	23	4	3	4	3	3	17	20.66	Good
6.	Student 6	4	5	5	5	5	23	4	3	3	3	3	16	3	5	4	3	4	19	19.33	Average
7.	Student 7	5	5	5	5	4	23	3	3	3	4	4	17	5	4	5	4	4	22	20.66	Good
8.	Student 8	4	3	4	3	3	17	5	4	5	4	4	22	5	5	5	5	4	23	20.66	Good
9.	Student 9	5	5	4	4	4	22	5	5	5	5	4	23	3	3	4	3	4	17	20.66	Good
10.	Student 10	4	3	5	3	4	19	3	4	3	3	3	16	5	5	5	4	5	23	19.33	Average
11.	Student 11	5	3	4	4	3	19	5	5	5	5	5	25	5	5	4	4	3	21	21.66	Good

12.	Student 12	5	5	4	5	5	23	5	5	4	4	4	22	4	3	3	3	4	17	20.66	Good
13.	Student 13	3	4	4	3	3	17	5	4	4	5	4	23	4	5	4	5	4	22	20.66	Good
14.	Student 14	4	4	4	4	5	22	4	3	4	3	3	17	5	5	5	4	5	23	20.66	Good
15.	Student 15	5	5	5	5	5	25	5	5	5	5	5	25	4	4	4	4	4	20	23.33	Good
16.	Student 16	4	5	5	5	5	23	4	5	5	4	4	22	3	3	4	4	3	17	20.66	Good
17.	Student 17	4	3	4	3	3	17	5	4	5	4	4	22	4	5	4	5	4	23	20.66	Good
18.	Student 18	5	5	4	5	5	23	3	4	3	3	3	16	4	3	5	4	3	19	19.33	Average
19.	Student 19	4	4	5	5	5	23	3	5	4	3	4	19	3	3	3	4	3	16	19.33	Average
20.	Student 20	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
21.	Student 21	5	4	4	5	4	23	4	4	4	4	5	22	4	3	4	3	3	17	20.66	Good
22.	Student 22	4	4	4	5	5	22	4	3	4	3	3	17	5	4	4	5	4	23	20.66	Good
23.	Student 23	4	4	5	5	5	23	3	5	4	3	4	19	3	4	3	3	3	16	19.33	Average
24.	Student 24	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
25.	Student 25	5	5	5	5	4	24	2	2	2	3	3	13	5	4	4	4	4	21	19.33	Average
26.	Student 26	5	4	4	4	4	21	5	5	5	5	4	24	2	2	2	3	3	13	19.33	Average

27.	Student 27	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
28.	Student 28	5	5	5	5	5	25	5	4	4	4	4	21	4	4	4	3	4	19	21.66	Good
29.	Student 29	5	4	4	4	4	21	5	5	5	5	5	25	4	3	4	4	4	19	21.66	Good
30.	Student 30	5	5	5	5	4	24	2	2	2	3	3	13	5	4	4	4	4	21	19.33	Average
31.	Student 31	5	4	4	4	4	21	5	5	5	5	5	25	4	4	4	3	4	19	21.66	Good
32.	Student 32	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
33.	Student 33	5	4	4	4	4	21	5	5	5	5	5	25	4	4	4	3	4	19	21.66	Good
34.	Student 34	5	5	5	5	5	25	4	4	4	3	4	19	5	4	4	4	4	21	21.66	Good
35.	Student 35	5	5	5	5	4	24	5	4	4	4	4	21	2	2	2	3	3	13	19.33	Average
36.	Student 36	4	4	5	5	5	23	4	4	4	3	4	19	3	4	3	3	3	16	19.33	Average
37.	Student 37	5	4	4	4	4	21	5	5	5	5	4	24	2	2	2	3	3	13	19.33	Average
38.	Student 38	4	4	4	3	4	19	3	4	3	3	3	16	4	4	5	5	5	23	19.33	Average
39.	Student 39	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
40.	Student 40	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
41.	Student 41	5	4	4	4	4	21	2	2	2	3	3	13	5	5	5	5	4	24	19.33	Average

42.	Student 42	5	4	4	4	4	21	4	4	4	3	4	19	5	5	5	5	5	25	21.66	Good
43.	Student 43	4	4	5	5	5	23	5	5	4	4	4	22	4	4	5	5	5	23	22.66	Good
44.	Student 44	5	5	5	5	5	25	4	4	4	4	4	20	5	5	5	5	5	25	23.33	Good
45.	Student 45	5	5	5	5	5	25	5	5	5	5	5	25	4	4	4	4	4	20	23.33	Good
46.	Student 46	4	4	5	5	5	23	4	5	5	4	4	22	4	4	5	5	5	23	22.66	Good
47.	Student 47	4	4	4	4	4	20	5	5	5	5	5	25	5	5	5	5	5	25	23.33	Good
48.	Student 48	5	4	5	4	4	22	4	4	5	5	5	23	4	4	5	5	5	23	22.66	Good
49.	Student 49	5	5	5	5	4	24	4	4	4	3	4	19	5	4	5	5	4	23	22	Good
50.	Student 50	4	4	4	4	4	20	5	5	5	5	5	25	5	5	5	5	5	25	23.33	Good
51.	Student 51	4	4	5	5	5	23	5	4	4	4	4	21	4	4	5	5	5	23	22.33	Good
52.	Student 52	4	4	5	5	5	23	4	4	5	5	5	23	5	4	4	4	4	21	22.33	Good
53.	Student 53	5	5	5	5	4	24	4	4	5	5	5	23	4	4	4	3	4	19	22	Good
54.	Student 54	4	4	5	5	5	23	5	5	5	5	4	24	4	4	4	3	4	19	22	Good
55.	Student 55	4	4	4	3	4	19	4	4	5	5	5	23	5	5	5	5	4	24	22	Good
56.	Student 56	5	5	5	5	4	24	4	4	4	4	4	20	5	6	6	5	5	27	23.66	Good

57.	Student 57	4	4	5	5	5	23	3	3	3	4	4	17	4	4	5	5	5	23	21	Good
58.	Student 58	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
59.	Student 59	4	4	5	5	5	23	5	4	5	4	4	22	5	5	5	5	5	25	23.33	Good
60.	Student 60	5	5	5	5	5	25	5	4	5	4	4	22	4	4	5	5	5	23	23.33	Good
61.	Student 61	5	5	6	6	5	27	4	4	4	4	4	20	5	5	5	5	4	24	23.66	Good
62.	Student 62	5	5	5	5	4	24	4	4	5	5	5	23	5	4	5	4	4	22	23	Good
63.	Student 63	4	4	5	5	5	23	5	4	5	4	4	22	5	5	5	5	4	24	23	Good
64.	Student 64	5	4	5	4	4	22	5	5	5	5	4	24	4	4	5	5	5	23	23	Good
65.	Student 65	4	4	5	5	5	23	4	4	4	3	4	19	5	5	5	5	4	24	22	Good
66.	Student 66	5	5	5	5	4	24	4	4	4	3	4	19	4	4	5	5	5	23	22	Good
67.	Student 67	5	4	5	4	4	22	3	3	3	3	3	15	4	4	5	5	5	23	20	Good
68.	Student 68	4	4	5	5	5	23	4	4	5	5	5	23	5	5	5	5	5	25	23.66	Good
69.	Student 69	4	4	4	3	4	19	5	5	5	5	4	24	4	4	5	5	5	23	22	Good
70.	Student 70	4	4	4	4	4	20	4	4	5	5	5	23	4	4	5	5	5	23	22	Good
71.	Student 71	5	4	4	4	4	21	5	4	4	4	4	21	5	5	5	5	4	24	22	Good

72.	Student 72	4	4	5	5	5	23	5	4	5	4	4	22	5	5	5	4	5	24	23	Good
73.	Student 73	5	5	5	5	5	25	4	4	5	5	5	23	4	4	5	5	5	23	23.66	Good
74.	Student 74	4	4	5	5	5	23	4	4	5	5	5	23	5	5	5	5	5	25	23.66	Good
75.	Student 75	5	5	4	5	5	24	5	4	4	4	4	21	5	4	4	4	4	21	22	Good
76.	Student 76	4	4	5	5	5	23	5	4	4	4	4	21	5	4	5	4	4	22	22	Good
77.	Student 77	4	5	5	5	5	24	4	4	4	4	4	20	5	4	5	4	4	22	22	Good
78.	Student 78	4	4	5	5	5	23	5	4	4	4	4	21	5	4	5	4	4	22	22	Good
79.	Student 79	4	4	5	5	5	23	4	4	4	4	4	20	4	4	5	5	5	23	22	Good
80.	Student 80	5	4	5	4	4	22	4	4	4	3	4	19	5	4	5	4	4	22	21	Good
81.	Student 81	5	5	5	5	5	25	5	4	4	4	4	21	5	5	5	5	5	25	23.66	Good
82.	Student 82	5	5	5	5	5	25	5	5	5	5	5	25	5	5	5	5	5	25	25	Very Good
83.	Student 83	5	5	5	5	5	25	5	4	4	4	4	21	4	4	5	5	5	23	23	Good
84.	Student 84	5	4	4	4	4	21	4	4	5	5	5	23	5	5	5	5	5	25	23	Good
85.	Student 85	4	4	5	5	5	23	5	5	5	5	5	25	5	4	4	4	4	21	23	Good
86.	Student 86	5	4	4	4	4	21	4	4	5	5	5	23	4	4	5	5	5	23	22.33	Good

87.	Student 87	5	4	4	4	4	21	5	4	4	4	4	21	5	4	5	5	5	24	22	Good
88.	Student 88	4	4	4	3	4	19	4	4	4	3	4	19	4	4	4	4	4	20	19.33	Good
89.	Student 89	4	4	5	5	5	23	4	4	5	5	5	23	4	5	5	5	5	24	23.33	Good
90.	Student 90	4	4	5	5	5	23	5	4	5	4	4	22	5	4	5	4	4	22	22.33	Good

Appendix I

The Results of Reading Habit

No	Name	Score
1	Student 1	55
2	Student 2	53
3	Student 3	56
4	Student 4	54
5	Student 5	70
6	Student 6	68
7	Student 7	56
8	Student 8	60
9	Student 9	65
10	Student 10	55
11	Student 11	78
12	Student 12	49
13	Student 13	66
14	Student 14	61
15	Student 15	83
16	Student 16	68
17	Student 17	63
18	Student 18	57
19	Student 19	54
20	Student 20	92
21	Student 21	68
22	Student 22	47
23	Student 23	57
24	Student 24	82
25	Student 25	59
26	Student 26	52
27	Student 27	81
28	Student 28	75
29	Student 29	71
30	Student 30	57
31	Student 31	77
32	Student 32	81
33	Student 33	71
34	Student 34	72
35	Student 35	67
36	Student 36	46
37	Student 37	57
38	Student 38	60
39	Student 39	88
40	Student 40	87

41	Student 41	62
42	Student 42	71
43	Student 43	58
44	Student 44	67
45	Student 45	72
46	Student 46	59
47	Student 47	78
48	Student 48	57
49	Student 49	52
50	Student 50	75
51	Student 51	58
52	Student 52	59
53	Student 53	59
54	Student 54	56
55	Student 55	53
56	Student 56	68
57	Student 57	58
58	Student 58	81
59	Student 59	70
60	Student 60	58
61	Student 61	68
62	Student 62	72
63	Student 63	70
64	Student 64	70
65	Student 65	54
66	Student 66	41
67	Student 67	39
68	Student 68	68
69	Student 69	50
70	Student 70	53
71	Student 71	52
72	Student 72	62
73	Student 73	65
74	Student 74	64
75	Student 75	57
76	Student 76	54
77	Student 77	58
78	Student 78	60
79	Student 79	50
80	Student 80	47
81	Student 81	65
82	Student 82	80
83	Student 83	60
84	Student 84	56

85	Student 85	50
86	Student 86	61
87	Student 87	58
88	Student 88	71
89	Student 89	74
90	Student 90	60

Appendix J

Tabulation of Students' Reading Habit

No	Name	Number of Items Reading Habit Questionnaire																				Total	Category
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Student 1	1	2	2	5	4	1	1	3	1	5	1	1	1	1	1	1	1	2	2	5	41	Poor
2	Student 2	3	2	3	3	1	2	2	2	3	4	3	2	1	3	2	3	2	1	2	1	46	Poor
3	Student 3	2	2	1	4	3	2	1	3	4	4	2	2	1	3	2	2	2	2	3	3	48	Poor
4	Student 4	3	1	4	4	4	2	1	1	2	4	3	2	1	3	1	1	2	1	1	3	42	Poor
5	Student 5	4	2	3	5	2	3	2	2	4	5	3	3	2	4	2	2	2	3	4	3	60	Average
6	Student 6	1	2	3	2	1	4	3	2	4	1	2	2	1	3	2	2	2	1	1	5	44	Poor
7	Student 7	2	4	4	4	2	3	2	4	4	2	2	2	2	3	3	2	2	3	3	3	56	Average
8	Student 8	4	3	4	4	2	3	2	4	3	4	2	2	2	3	2	2	2	4	4	4	60	Average
9	Student 9	4	5	2	4	5	3	3	4	2	3	4	3	3	3	2	4	3	2	2	4	65	Average
10	Student 10	2	3	3	4	4	4	3	4	2	4	3	1	1	3	1	2	1	3	3	4	55	Average
11	Student 11	5	4	3	4	3	5	5	2	3	5	5	4	3	5	3	5	3	3	4	4	78	Good
12	Student 12	2	4	2	4	3	3	2	3	2	4	3	1	1	3	1	4	1	1	1	4	49	Poor
13	Student 13	4	4	4	4	4	4	2	4	4	4	4	2	2	4	2	2	4	4	2	4	66	Average
14	Student 14	2	4	4	4	3	2	2	2	3	2	3	4	2	3	3	4	4	2	4	4	61	Average
15	Student 15	3	3	4	4	3	4	5	5	5	5	4	5	4	4	3	4	4	5	5	4	83	Good
16	Student 16	4	5	3	4	4	3	4	3	2	2	3	3	3	4	3	3	4	3	4	4	68	Average
17	Student 17	4	3	4	4	3	4	3	3	4	4	3	3	2	3	2	2	2	2	4	4	63	Average
18	Student 18	4	2	4	4	2	2	3	2	5	4	2	2	2	2	2	2	2	4	3	4	57	Average
19	Student 19	2	2	2	4	2	3	2	2	5	5	2	2	2	3	2	2	2	4	2	4	54	Average
20	Student 20	5	5	5	5	5	5	5	5	4	5	5	4	3	5	5	5	5	5	5	4	92	Very Good
21	Student 21	3	3	4	3	2	4	4	4	3	4	3	3	4	4	3	4	4	3	3	3	68	Average
22	Student 22	3	4	2	1	3	1	3	1	3	1	2	2	2	3	2	3	1	3	3	3	47	Poor

23	Student 23	3	2	4	2	3	2	3	2	3	5	3	3	3	4	3	3	2	2	2	3	57	Average
24	Student 24	3	4	4	5	3	5	3	5	4	5	5	4	3	5	3	5	5	4	3	4	82	Good
25	Student 25	3	3	4	3	2	4	2	3	2	5	3	5	2	5	1	3	3	2	3	1	59	Average
26	Student 26	2	3	3	4	3	3	2	3	2	3	2	3	2	3	2	3	2	2	2	3	52	Average
27	Student 27	3	2	2	4	3	5	4	4	4	5	5	5	3	5	5	5	5	5	3	4	81	Good
28	Student 28	5	5	5	5	4	3	5	4	4	5	3	3	4	3	3	2	4	2	3	3	75	Good
29	Student 29	4	5	3	4	4	3	4	3	3	5	4	3	3	4	3	3	2	3	4	4	71	Good
30	Student 30	3	4	4	4	3	3	3	3	3	4	2	3	2	2	2	2	3	2	2	3	57	Average
31	Student 31	4	4	5	4	3	4	4	5	3	5	4	4	4	4	3	3	4	3	3	4	77	Good
32	Student 32	3	4	4	4	4	5	4	4	3	4	4	4	4	5	4	4	4	4	4	5	81	Good
33	Student 33	3	4	4	4	3	3	3	4	4	4	3	3	4	4	4	3	3	3	4	4	71	Good
34	Student 34	3	2	3	4	4	4	4	4	3	4	4	4	3	4	3	4	4	4	3	4	72	Good
35	Student 35	3	4	3	5	4	3	4	2	4	5	3	2	2	2	3	3	3	4	4	4	67	Average
36	Student 36	2	2	2	2	2	2	3	2	2	5	3	2	2	2	2	3	3	1	2	2	46	Poor
37	Student 37	3	3	3	2	3	1	3	4	3	4	3	3	3	4	2	3	3	2	3	2	57	Average
38	Student 38	3	3	4	3	3	4	3	2	2	5	2	3	3	3	3	3	2	3	3	3	60	Average
39	Student 39	5	2	5	5	4	4	5	5	4	5	4	4	5	5	4	5	5	4	4	4	88	Very Good
40	Student 40	4	5	4	4	5	3	5	5	4	4	5	4	4	5	5	4	4	5	4	4	87	Very Good
41	Student 41	1	4	3	4	3	3	4	3	3	4	3	2	3	3	2	3	3	4	3	4	62	Average
42	Student 42	4	4	4	4	3	3	4	5	3	5	3	3	4	4	2	4	3	2	2	5	71	Good
43	Student 43	3	3	3	4	3	3	4	2	2	4	2	3	3	3	3	3	3	2	2	3	58	Average
44	Student 44	3	3	4	4	3	4	4	4	4	2	3	3	3	3	4	3	3	3	3	4	67	Average
45	Student 45	4	4	4	4	4	3	3	2	4	5	3	4	3	4	2	5	3	3	3	5	72	Good
46	Student 46	3	3	2	4	3	4	3	4	3	1	3	2	3	2	3	3	3	3	4	3	59	Average
47	Student 47	4	3	4	5	4	5	3	5	4	5	5	5	4	4	3	3	2	3	3	4	78	Good
48	Student 48	4	3	2	4	4	3	2	2	2	5	3	3	2	4	2	3	2	2	2	3	57	Average
49	Student 49	3	4	3	4	2	2	4	2	2	4	2	2	2	2	2	2	2	2	2	4	52	Average

50	Student 50	3	4	5	5	4	4	4	4	3	4	3	4	4	3	3	4	4	4	3	3	75	Good
51	Student 51	3	3	3	4	3	3	3	4	2	3	2	2	3	3	3	3	3	2	3	3	58	Average
52	Student 52	2	2	4	2	2	4	2	2	2	5	4	4	2	4	2	5	4	2	2	4	59	Average
53	Student 53	2	2	4	3	2	3	4	4	3	5	3	3	2	2	3	2	2	3	2	5	59	Average
54	Student 54	3	4	4	3	2	3	3	5	2	3	2	3	2	3	2	3	2	2	2	3	56	Average
55	Student 55	3	3	3	3	2	2	3	3	3	3	3	4	1	2	2	2	2	2	3	4	53	Average
56	Student 56	4	4	5	4	3	3	3	4	3	4	3	3	2	4	2	3	3	2	5	4	68	Average
57	Student 57	3	2	3	4	2	3	4	4	4	5	2	3	2	3	2	2	2	2	2	4	58	Average
58	Student 58	5	5	5	3	3	5	5	5	3	5	4	5	5	3	3	4	5	4	3	3	81	Good
59	Student 59	3	3	3	5	3	3	4	5	3	5	3	4	4	3	3	4	3	3	3	3	70	Average
60	Student 60	3	3	3	4	2	3	3	2	3	3	2	2	2	3	2	3	3	2	2	3	58	Average
61	Student 61	4	3	4	4	3	3	3	3	4	4	3	4	3	3	3	4	3	3	3	4	68	Average
62	Student 62	3	5	4	3	4	3	4	4	3	5	3	3	3	4	3	4	3	3	4	4	72	Good
63	Student 63	4	4	4	4	4	4	3	4	4	4	4	4	3	3	3	2	3	3	2	4	70	Average
64	Student 64	4	3	4	4	3	3	4	3	4	3	3	5	3	3	4	3	3	4	3	4	70	Average
65	Student 65	3	4	4	4	3	2	2	4	2	2	2	3	2	3	2	3	1	1	3	4	54	Average
66	Student 66	2	4	5	5	1	1	1	2	1	4	1	1	1	2	1	4	1	1	1	2	41	Poor
67	Student 67	2	1	2	3	1	1	4	3	1	4	2	1	1	3	2	2	1	1	1	3	39	Poor
68	Student 68	4	3	3	4	3	4	3	4	2	4	4	3	2	4	3	4	3	4	4	3	68	Average
69	Student 69	2	2	3	2	2	3	2	4	2	3	2	3	2	3	2	3	2	2	3	3	50	Average
70	Student 70	2	2	3	4	2	2	2	5	3	2	1	4	1	4	2	2	2	4	3	3	53	Average
71	Student 71	4	2	4	4	3	3	2	4	2	4	2	2	2	1	2	2	2	2	3	2	52	Average
72	Student 72	4	4	4	3	3	3	2	4	2	4	4	3	3	3	1	3	3	3	3	3	62	Average
73	Student 73	2	2	4	5	4	4	4	4	2	5	1	5	3	5	2	4	2	3	2	2	65	Average
74	Student 74	3	3	4	4	4	2	4	5	2	4	3	2	4	3	2	4	3	2	3	4	64	Average
75	Student 75	2	3	4	4	2	3	2	4	3	4	2	3	2	4	4	3	2	2	1	3	57	Average
76	Student 76	2	3	3	3	2	3	2	4	2	3	2	2	2	3	2	4	3	2	3	4	54	Average

77	Student 77	1	4	3	4	1	4	2	4	3	3	4	3	1	3	2	4	2	1	5	4	58	Average
78	Student 78	4	4	2	3	3	4	3	4	2	5	3	3	2	3	3	4	2	1	2	3	60	Average
79	Student 79	3	2	3	2	3	4	2	4	4	4	2	1	2	2	2	2	1	2	2	3	50	Poor
80	Student 80	5	3	3	2	1	4	3	4	3	2	1	2	1	2	2	2	1	1	2	3	47	Poor
81	Student 81	3	5	5	4	4	5	2	5	2	3	2	4	3	2	2	2	4	2	2	4	65	Average
82	Student 82	4	4	3	4	4	5	5	4	4	3	3	3	4	5	5	4	4	4	4	4	80	Good
83	Student 83	2	2	3	2	4	4	2	4	2	4	3	4	4	3	2	4	2	2	3	4	60	Average
84	Student 84	2	3	3	3	2	4	2	4	3	4	2	2	3	4	2	3	3	2	2	3	56	Average
85	Student 85	2	3	4	4	3	3	1	4	2	4	1	3	2	3	1	3	1	2	1	3	50	Poor
86	Student 86	3	3	3	1	5	5	2	2	3	2	4	5	5	3	4	2	2	1	4	3	61	Average
87	Student 87	4	3	4	4	3	3	2	4	2	3	4	3	2	3	2	3	1	1	3	4	58	Average
88	Student 88	4	4	4	3	3	3	4	4	4	4	3	4	3	3	3	4	4	3	3	4	71	Good
89	Student 89	4	3	4	5	3	4	4	5	2	4	4	4	4	4	4	4	2	2	4	3	74	Good
90	Student 90	3	2	4	4	4	3	3	4	2	4	3	2	2	3	3	4	2	2	2	4	60	Average

Descriptive Statistics of Reading Habit

Statistics

Reading Habit

N	Valid	90
	Missing	0
Mean		62.26
Std. Error of Mean		1.212
Median		60.00
Std. Deviation		11.499
Minimum		39
Maximum		92
Sum		5603

Descriptive Statistics of Writing Score

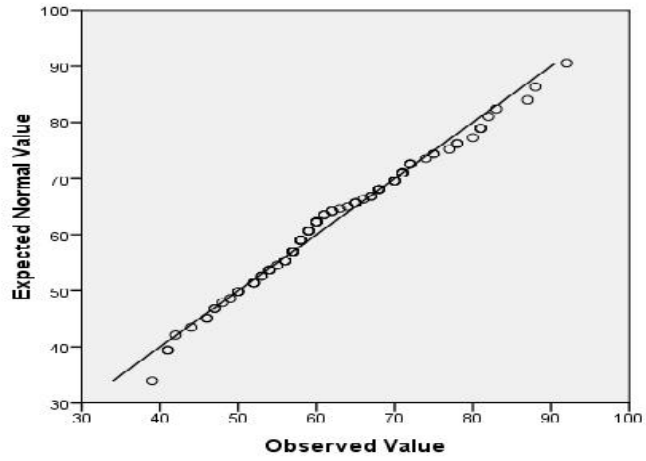
Statistics

Writing Achievement

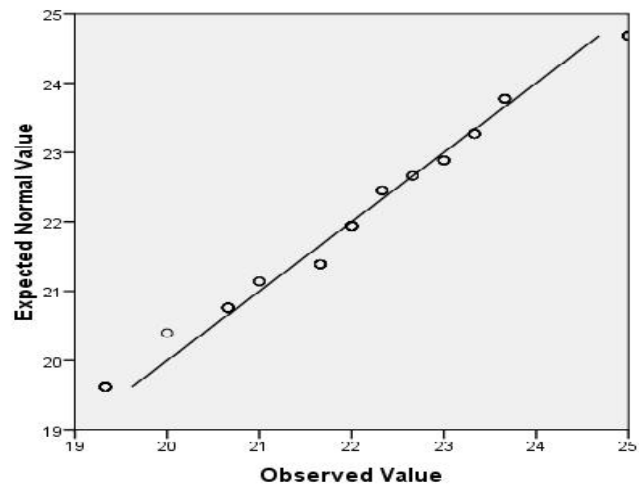
N	Valid	90
	Missing	0
Mean		21.7969
Std. Error of Mean		.18014
Median		22.0000
Std. Deviation		1.70898
Minimum		19.33
Maximum		25.00
Sum		1,961.72

Q-Q Plot of Reading Habit and Writing

Normal Q-Q Plot of Reading Habit



Normal Q-Q Plot of Writing Achievement



Appendix N

The Results of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Reading Habit	Writing Achievement
N		90	90
Normal Parameters ^a	Mean	62.26	21.7820
	Std. Deviation	11.499	1.68645
Most Extreme Differences	Absolute	.111	.127
	Positive	.111	.127
	Negative	-.039	-.107
Kolmogorov-Smirnov Z		1.054	1.205
Asymp. Sig. (2-tailed)		.217	.110
a. Test distribution is Normal.			

Appendix O

The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Habit * Writing Achievement	Between (Combined)		175.956	39	4.512	2.686	.001
	Groups	Linearity	114.608	1	114.608	68.235	.000
		Deviation from Linearity	61.348	38	1.614	.961	.546
		Within Groups	83.980	50	1.680		
		Total	259.935	89			

Appendix P

The Result of Pearson Product Moment Analysis

Correlations

		Reading Habit	Writing Achievement
Reading Habit	Pearson Correlation	1	.664**
	Sig. (2-tailed)		.000
	N	90	90
Writing Achievement	Pearson Correlation	.664**	1
	Sig. (2-tailed)	.000	
	N	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix Q

The Result of Regression Analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	15.7653	.750		20.877	.000
	Reading Habit	.099	.012	.664	8.331	.000

a. Dependent Variable: Writing Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.664 ^a	.441	.435	1.28509

a. Predictors: (Constant), Reading Habit

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