

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING SKILL

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Abstract

The objective of this research was to clarify the correlation between students' reading habit and their writing skill to the second semester students of IKIP-PGRI Pontianak. The method used in this research was correlational research method. The sample was chosen by using cluster random sampling and it was from A morning class at English Education Department of IKIP-PGRI Pontianak that consisted of forty four students on the second semester. Subsequently, tools for data collection were closed-questionnaire and written test. According to the findings, the result showed that $0.470 (r_{xy}) > \text{than } 0.297 (r_{table})$. If $r_{xy} > \text{than } r_{table}$, so there was significant correlation. Furthermore, the result of this research implied that reading habit gives the positive effect for students writing skill. From this research, it is recommended for the student to accustom reading so that they will get much information which will be used in their writing skill.

Keywords: Correlational Research, Reading Habit, Writing Skill

INTRODUCTION

Writing is one of the most important things that should be taught because writing is the basic language skill. Based on (Harmer, 1998, p. 79) by far for the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Besides writing, reading is also one of the basic language skills. However, many advantages can be gained from reading such as enrich vocabulary, get a lot of information and understand the contents of textbook. It supported by (Jack, 2008) states that several advantages of reading habit, they are: habit of reading help the mind performs effectively; habit of regular reading helps reader develop a good vocabulary, etc. In contrast, some students are lazy to read everything related to writing even more understand the content of it. They also quickly tired and bored with reading or accustom to read. Most of students prefer to watch television, play games, chat with friends, have fun at some places, and go to department store rather than spare their time in reading activities (Laksmi, 2007). Therefore, reading habit is another decision for students to get much information and produce ideas into meaningful words. There is hypothesis in this research. Hypothesis is the advance a prediction about what the researcher expects to find outcome of the research (Creswell, 2012, p. 125). Moreover, the hypothesis of this research is there is correlation between students' reading habit and students' writing skill to the second semester students of IKIP-PGRI Pontianak.

Review of literature

Writing skill

In this part, several experts will define the writing so that it can be used to make understanding what writing is. First, Brown (2001, p. 335) defines that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. Nevertheless, Sharples (1999, p. 1) explains that writing is a peculiar activity, both easy and difficult. The more you think about how you do it, the more difficult it becomes. However, Heaton (1988, p. 135) states that there are five aspects or main areas of writing, which must be evaluated and analyzed in writing

composition, they are; language use, the ability to write correct and appropriate sentences. The student's use of language should also be accurate, paying special attention to the rules for verbs, articles, pronouns, prepositions, sentence structures, word order, and so on. Mechanical Skill, the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling. Treatment of content, the ability to think creatively and develop thoughts, excluding all irrelevant information. Stylistic Skill/ Vocabulary, the ability to manipulate sentences and paragraphs, and use language effectively. Lastly, Judgment Skill/ Organization, the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Reading skill

As writing, reading also has some definition, which is explained by some experts. One of them is Alderson (2000, p. 3) defines that reading is a process that produces the product. It is a common place to make a distinction between the process of reading, and the result of that process, the product. The process is what we mean by 'reading' proper: the interaction between student and the text. Thus, Nunan (1998, p. 72) defines that reading is usually conceived as solitary activities in which the reader interacts with text in isolation. It can be inferred that reading is not only looking at word in the form of graphic symbol but reading is a communication process that involved an enjoyment of a reader's to interact with text. Reading is not only recognized and spells words, but it is able to understand the ideas of words that seemed it. However, Reading habit itself has some definition by the experts. For example, Sangkaeo (1999) says reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading. Similarly, Shen (2006) identifies reading habits, as how often, how much, and what the readers read. A good reading habit is important for the development of personalities and mental capacities. By reading books frequently and having a good reading habit, the reader is able to analyze other's idea, which makes one think more critically (Stanovich, 2001). For the affective students' reading habit, Gaona (2011) figure out six aspects of reading habit, they are as follows; reading frequency used to measure students' reading frequency in their spare time. Books Read, the number of many books that the students have read in the last three months was included in the questionnaires. Time Spent on academic reading, it is considered the time that students devote their time to read academic book especially for their specialist subject. Time Spent on Non-Academic Reading, it is discussed amount of time that the students used to read non-academic book, magazine, such as novel, fiction, romance, horror, etc. Motivation in the family environment, it focuses on the recommended book that purchased by the family based on the interest of the family. Motivation in the Academic Environment, it is focuses on the frequency of students' reading literature in their school environment based on the teacher report.

METHOD

In doing the research, the researcher used correlational method. It is used to obtain data on the correlation between reading habit and writing skill to the students of English Study Program at IKIP-PGRI Pontianak.

Sampling

The sample consisted of 44 students in a class which is selected by cluster random sampling. However, Cohen L (2005) state that in a cluster random sample the parameters of the wider population are often drawn very sharply (p, 101) where the selection is not random individually, but groups or classes and a morning class was selected as the sample by lottery that consisted of 44 students.

Instrument

Hence, for collecting students' reading habit data, the researcher used closed-questionnaire by likert-scale while written test as the tool for measuring students' writing skill. The technique that used in this research is measurement technique. Singh (2006, p. 213) says that the

measurement technique is applied to collect the data by administering the test and questionnaire, which is constructed for the purpose of this research. It is intended to measure the effect of students' reading habit toward their writing skill.

Procedures

After getting the scores of students' writing skill, then the researcher calculated the score to find mean score. The result of mean score was calculated in table of Students' Mean Score Classification. It is used to know the consistency of students' score in writing skill because the researcher gave the test two times. On the other hand, after getting the scores of independent and dependent variables, the researcher did normality and linearity test to make sure that the scores were normal distribution and linear.

Data analysis

The researcher did product moment correlation, better known as Pearson's *r*. It is used to correlate two variables and to clarify the significant effect between students' reading habit as Variable X and students' writing skill as Variable Y. Pearson Product-Moment Correlation is one of the measures of correlation that quantifies the strength as well as direction of such relationship (Explorable.com, 2009)

FINDING AND DISCUSSION

Obviously, researcher presented the data of students' writing skill (I) and writing skill (II). It could be seen in the following table:

Table 1
Students' Writing Skill (I) and Writing Skill (II) Score

No	Students' Code	Writing Skill (I)	Writing Skill (II)
1	A W	73	72
2	A F A	70	71
3	A T S	64	64
4	A N	51	53
5	A K	78	79
6	A D S	57	55
7	A R D S	60	61
8	C A	69	73
9	C O	52	50
10	D S	77	79
11	D M C	44	45
12	D S	45	48
13	D E V	76	72
14	D Y	63	65
15	D F	72	75
16	D M P	74	69
17	D T S	89	90
18	E M R	72	70
19	E E R	70	67
20	E S	68	68
21	F K	60	62
22	H K	64	63
23	H N S	78	81
24	K H G	67	69
25	K N	64	67
26	L S K	70	72

27	LF	57	56
28	L	75	78
29	Ma	65	64
30	M A Y	71	74
31	NR	69	74
32	PM	48	50
33	PK	76	74
34	R N	70	71
35	RD	57	59
36	R A D	63	65
37	Sa	65	66
38	SG	67	67
39	SEP	80	78
40	SS	63	62
41	S	58	60
42	UN	64	68
43	Y D	72	77
44	Y N	62	63
SUM		2909	2946

Mean score of writing skill (I)

$$M = \frac{\sum X}{N}$$

$$M = \frac{2909}{44}$$

$$M = 66$$

Mean score of writing skill (II)

$$M = \frac{\sum x}{N}$$

$$M = \frac{2946}{44}$$

$$M = 67$$

Based on the result of students' writing skill, the mean score of first test was 66 while the second test was 67. Then the result was categorized in this table and they had Average to Good Classification. It means that the students' skill in written test was Average to Good.

Score	Classification
80-100	Good to Excellent
56-79	Average to Good
40-55	Poor to Average
0-40	Poor

However, there was no significant difference from the first and second test. So researcher used first test because the test was consistent. Furthermore, researcher presented the data of students' reading habit and students' writing skill. It could be seen in the following table:

Table 2
Students' Reading Habit and Writing Skill Score

No	Students' Code	Reading Habit (X)	Writing Skill (Y)
1	A W	112	73
2	A F A	104	70
3	A T S	109	64
4	A N	113	51
5	A K	95	78
6	A D S	76	57
7	A R D S	73	60
8	C A	94	69
9	C O	85	52
10	D S	105	77
11	D M C	65	44
12	D S	70	45
13	D E V	95	76
14	D Y	70	63
15	D F	84	72
16	D M P	105	74
17	D T S	121	89
18	E M R	89	72
19	E E R	79	70
20	E S	58	68
21	F K	101	60
22	H K	79	64
23	H N S	104	78
24	K H G	91	67
25	K N	117	64
26	L S K	74	70
27	L F	80	57
28	L	106	75
29	Ma	87	65
30	M A Y	98	71
31	N R	95	69
32	P M	96	48
33	P K	89	76
34	R N	98	70
35	R D	90	57
36	R A D	82	63
37	Sa	87	65
38	S G	78	67
39	S E P	105	80
40	S S	92	63
41	S	78	58
42	U N	85	64
43	Y D	103	72
44	Y N	70	62
	3987	3987	2909

After obtaining the writing skill score and reading habit score, then the researcher did the normality test. It is analyzed by using SPSS Version 17 and the result of normality test could be seen in the following table:

Table 3
Result of Normality Test

Variable	Sig.	Criteria
X	0.200	Normal
Y	0.200	Normal

Based on the result above, it showed that the value of Variable X 0.200 and Variable Y 0.200 were higher than 0.05. Therefore, it can be concluded that these data were normal distribution. After computing the normality test, then the researcher did linearity test and the result of linearity test could be seen in the following table:

able 4

Result of Linearity Test

Variable	Sig.	Criteria
X*Y	0.035	Linear

Based on the result above, it showed that the significance value of Variable X and Variable Y 0.035 were higher than 0.05. Therefore, it can be concluded that these data was Linear. After computing the normality test, it showed that the data was normal distribution with the significance value 0.200. However, in linearity test showed that the data was linear with the significance value 0.035. The last, the researcher did product moment correlation to correlate between variables by using Pearson Product Formula. The following table that showed the calculation result below:

Table 5
Distribution scores of Reading Habit and Writing Skill

No	Codes	X	Y	XY	X ²	Y ²
1	A W	112	73	8176	12544	5329
2	A F A	104	70	7280	10816	4900
3	A T S	109	64	6976	11881	4096
4	A N	113	51	5763	12769	2601
5	A K	95	78	7410	9025	6084
6	A D S	76	57	4332	5776	3249
7	A R D S	73	60	4380	5329	3600
9	C A	94	69	6486	8836	4761
10	C O	85	52	4420	7225	2704
11	D S	105	77	8085	11025	5929
12	D M C	65	44	2860	4225	1936
13	D S	70	45	3150	4900	2025
14	D E V	95	76	7220	9025	5776
15	D Y	70	63	4410	4900	3969
16	D F	84	72	5904	5476	5184
17	D M P	105	74	7770	11025	5476
18	D T S	121	89	10769	14641	7921
19	E M R	89	72	6408	7921	5184
20	E E R	79	70	5530	6241	4900
21	E S	58	68	3740	3364	4624
22	F K	101	60	6060	10201	3600
23	H K	79	64	5056	6241	4096
24	H N S	104	78	8112	10816	6084
25	K H G	91	67	6097	8281	4489
26	K N	117	64	7488	13689	4096
27	L S K	74	70	5180	5476	4900
28	L F	80	57	4560	6400	3249
29	L	106	75	7950	11236	5625
30	Ma	87	65	5655	7569	4225
31	M A Y	98	71	6958	9604	5041
32	N R	95	69	6555	9025	4761
33	P M	96	48	4608	9216	2304
34	P K	89	76	6764	7921	5776
35	R N	98	70	6860	9604	4990
36	R D	90	57	5130	8100	3249
37	R A D	82	63	5166	6724	3936
38	Sa	87	65	5655	7569	4225
39	S G	78	67	5226	6084	4489

40	S E P	105	80	8400	11025	6400
41	S S	92	63	5796	8464	3936
42	S	78	58	4524	6084	3364
43	U N	85	64	5440	7225	4096
44	Y D	103	72	7416	10609	5184
	3987	Y N	2909	261725	364107	192363
	($\sum X$)	($\sum X$)	($\sum Y$)	($\sum XY$)	($\sum X^2$)	($\sum Y^2$)

After receiving the data, then the researcher calculated it by using SPSS and the result is:

Descriptive Statistics

	Mean	Std. Deviation	N
Reading Habit (X)	90.61	14.715	44
Written Test (Y)	66.11	9.473	44

Correlations

		Reading Habit (X)	Written Test (Y)
Reading Habit (X)	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.001
	N	44	44
Written Test (Y)	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.001	
	N	44	44

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

After the researcher calculated the formula of product moment by using SPSS version 17, it showed that the score of Pearson Correlation 0.470. To know whether there was correlation between two variables, the final score is interpreted into r_{table} where r_{xy} (0.470) > r_{table} (0.297) in the level of significant 5% (appendix IX). Likewise, there is significant correlation if sig. (2-tailed) < 0.05 meanwhile there is no significant between variables if sig. (2-tailed) > 0.05, according to the result above, 0.001 < 0.05. It means that there was correlation between students' reading habit and students' writing skill and the first question of research problem is revealed. In order to answer the second question of research problem, researcher interpreted the score into the strength of relationship between two variables in the following table:

Size of Correlation	Strength of Relationship
0 to 0.19	No relationship or weak relationship
0.20-0.34	Slight relationship detectable in sample of 100 or more
0.35-0.64	Moderately strong relationship
0.65-0.84	Strong relationship
0.84 or greater	Very strong relationship

Based on the result of the calculation above, it is known that the score of correlation between the variables are 0.470 where the correlation strength between students' reading habit and students' writing skill to the second semester of English Study Program was considered Moderately Strong Relationship. However, the score was indicated that 0.470 in between the coefficient correlation ranged from > 0.00 to < 1.00 , it means that the correlations between two variables were positive effect and the second question of research problem was clarified. For the hypothesis of this research is there is correlation between students' reading habit and students' writing skill to the second semester students of IKIP-PGRI Pontianak. The score of correlation between the variables are 0.470. Furthermore, it is accepted because if $r_{xy} > r_{table}$ the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected and it is appropriate with this hypothesis. The aimed of this research was to reveal whether there was correlation between students' reading habit and their writing skill and to clarify significant correlation between students' reading habit and their writing skill. According to the findings above, the researcher found that there was correlation between students' reading habit and their writing skill. It was proven by the result of Pearson Formula where the score was 0.470 (r_{xy}) $>$ than 0.297 (r_{table}). If $r_{xy} >$ than r_{table} , so there is significant correlation. However, the score of the result was in the range 0.637 between > 0.00 to < 1.00 . It means that the correlation between reading habit and writing skill in positive effect. It is supported by Urdan (2005, (Purwo, 1997) p. 75) if the coefficient correlation ranged from > 0.00 to < 1.00 , it means that the correlation between two variables were positive correlation. Meanwhile, there are some activities that students do when they read; for example, they underline the important things in the textbook. Then, they rewrite text notes into their own language. Subsequent, they make questions to check their understanding. Moreover, all activities carried out with the aim they read for their academic success and they also read to increase their knowledge. That is based on the result of reading habit questionnaire. Reading habit itself gave the opportunity for students to access them in getting a lot of information. It was same likes Sangkaeo (1999: 3) says reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading. So, it could be contributing factors for students' success in writing skill. Based on the result above, it is showed that there was correlation between students' reading habit and students' writing skill. Instead, Purwo (1997, p. 8) says someone who is often reading will better the quality of his/her writing. It is supported by the hypothesis that student who does the reading habit then having good writing skill because of every member of the sample or population, a higher score on one variable as reading habit is related to a higher score on the other variable as writing skill, that is why the effect of this research was positive correlation. According to the description in the previous chapter, it can be concluded as followed: There was correlation between students' reading habit towards students' writing skill to the second semester students of IKIP-PGRI Pontianak. It can be proven by the score of r_{xy} (0.637) $>$ r_{table} (0.297). It means that if $r_{xy} >$ than r_{table} , so there is correlation between variable X and Y. There was positive correlation between students' reading habit and students' writing skill to the second semester students of IKIP-PGRI Pontianak. It can be proven by the score of 0.637 between > 0.00 to < 1.00 . It means that if the coefficient correlation ranged from > 0.00 to < 1.00 . Therefore, the correlations between two variables were positive effect.

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