

THE CORRELATION BETWEEN READING HABITS OF THE THIRD YEAR ENGLISH STUDY PROGRAM STUDENTS OF UNIVERSITAS RIAU AND THEIR WRITING ABILITY

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Abstract: *This research was aimed to find out the correlation between reading habits of the third year English Study Program Students of Universitas Riau and their writing ability. The sample of this research was one of three classes of the third year students of the English Study Program that were chosen by using cluster random sampling technique. The population of this research was 36 students. There were two variables of data that were collected in this research: reading habits and writing ability. The reading habits data were gained by using a questionnaire and the writing ability data were collected from a writing test. The results revealed that the reading habits of the population was on 'high' level and their writing ability is classified as a good level. The results also showed that there is a significant correlation between reading habits and their writing ability. In conclusion, reading habits of students has a significant influence on students' ability in writing.*

Key Words: *Correlation, Reading Habits, Writing Ability.*

KORELASI ANTARA KEBIASAAN MEMBACA DARI SISWA TAHUN KETIGA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU DAN KEMAMPUAN MENULIS

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Abstrak: Penelitian ini bertujuan untuk mengetahui korelasi antara kebiasaan membaca dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris Universitas Riau dan kemampuan mereka dalam menulis. Sampel dari penelitian ini adalah salah satu kelas dari siswa tahun ketiga Program Studi Pendidikan Bahasa Inggris yang dipilih dengan menggunakan teknik pengambilan acak daerah. Populasi dari penelitian ini adalah 36 siswa. Terdapat dua variabel yang diambil pada penelitian ini; kebiasaan membaca dan kemampuan menulis. Data kebiasaan membaca diperoleh dari kuisioner dan data kemampuan menulis didapatkan dari tes menulis. Hasil penelitian menunjukkan bahwa kebiasaan membaca dari populasi berada di level tinggi dan kemampuan menulis siswa dikategorikan dalam kategori bagus. Hasil penelitian juga menunjukkan terdapat korelasi yang signifikan antara kebiasaan membaca dan kemampuan mereka dalam menulis. Pada kesimpulannya, kebiasaan membaca siswa memiliki pengaruh yang signifikan terhadap kemampuan menulis siswa.

Kata Kunci: Korelasi, Kebiasaan Membaca, Kemampuan Menulis.

INTRODUCTION

Writing is one of the complex communications and it is produced in written form. According to Mahyar (2012) writing is not only the process of arranging the alphabets into words or sentences, but it is also about expressing people's ideas in the written text. Many students have difficulties in finding the ideas and cannot think of anything interesting to write and lack grammar. Choudhury (2013:27) states that, for the four language skills, writing is obviously the most difficult skill for second and foreign language learners to master.

Reading and writing have a connection as receptive ability and produced skill. According to Harl (2013) reading is the process of obtaining meaning from the text while writing is the process when meaning is produced. As learners, reading can improve their knowledge and strengthen their essential thinking. It can additionally help learners to system the information in written form.

Chettri and Rout (2013:14) state that reading habits will lead to increased learning ability. It is a skill that by having reading habits, students get information and understanding via the textual content that can impact their learning. This data is what they can use in writing an essay to aid their ideas. Ren, et al, (2009) mention that in language learning, writing is one of important skills because it is the most effective way to show someone's English proficiency, including the ability and difficulties.

Based on the explanation above, the writer decided to conduct research entitled "The Correlation between Reading Habits of the Third Year English Study Program Students of Universitas Riau and Their Writing Ability". The objective of this research is to find out the correlation between reading habits of the third year English Study Program Students of Universitas Riau and their writing ability.

RESEARCH METHODOLOGY

The design of this research is correlational research. Correlation research means to find out the relationship between two variables or more, so, in this research bivariate correlation was used. In a bivariate variable, there are two kinds of variable: independent variable (free variable) and dependent variable (influenced variable). Arikunto (2010) says that correlation research is a study conducted by researchers to find out the level of correlation between two or more variables, without making any changes, additions or manipulation of the data. Setiyadi (2006) also states that correlation is used to determine the relationship between two variables. In this research, determine the relationship between reading habit as X variable and writing ability as Y variable.

This research was conducted from September 2020 to June 2021. Two instruments were used in this research; questionnaire and writing test. The instruments are distributed online via Google Form to students at the English Study Program of Universitas Riau, Pekanbaru. The population of this research was all of the third year English Study Program Students of Universitas Riau. Cluster random sampling was used to select the participants of this study that consisted of 36 as the sample of this research. According to Gay (2010) cluster random sampling is a techniques which the group not individual are taken randomly.

The Data Analysis Technique

There are two instruments in this research. The data from the questionnaire were analyzed to determine the reading habits of students by observing the mostly checked item. The questionnaire was rated by using Likert-Scale with five options: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Reading habit score was input and analyzed into SPSS. Second instrument, the writing test of students was analyzed by three raters by using Brown (2004). There are three raters, the total points from them determine the students' writing achievement on the essay. To find out correlation in this research, SPSS 25 is used to calculate the data. The researcher used the table below to classify correlation of this research.

Table 1. Interpretation of Number Correlation R Product Moment

| Magnitude "r" product moment | Interpretations |
|------------------------------|----------------------|
| 0,00-0,02 | Very low correlation |
| 0,20-0,40 | Low correlation |
| 0,40-0,70 | Fair correlation |
| 0,70-0,90 | Strong correlation |
| 0,90-0,100 | High correlation |

(Sugiyono, 2017)

RESULT AND DISCUSSION

The researcher analyzed the data of reading habits score and writing score and found out the correlation between them. The data of reading habits score of students are presented as follows:

Table 2. Reading Habits Score of Students

| Score | Classification | Frequency | Percentage |
|----------|----------------|-----------|------------|
| 80 – 100 | Very High | 0 | 0 |
| 60 – 79 | High | 32 | 88.9 % |
| 40 – 59 | Middle | 4 | 11.1 % |
| 20 – 39 | Low | 0 | 0 |
| 0 – 19 | Very Low | 0 | 0 |
| Total | | 36 | 100 % |

Table 1.2 indicates that none of the students obtained a very high level of reading habits. There are 32 students (88.9%) who obtained high scores from questionnaires. Then 4 students got a middle level score with a percentage of 11.1%.

There is no student who is categorized into low and very low level. Then, students' reading habits score was analyzed by using SPSS and the result was presented in the following table.

Table 3. Statistical Score of Reading Habits

| Statistics | | |
|----------------|---------|-------|
| Reading Habits | | |
| N | Valid | 36 |
| | Missing | 0 |
| Mean | | 68.39 |
| Median | | 70.00 |
| Mode | | 70 |
| Std. Deviation | | 5.743 |
| Minimum | | 53 |
| Maximum | | 76 |

Table 1.3 shows that the average score of the students' reading habits questionnaire is 68.39. The median score is 70.00. The mode is 70. The highest score of reading habits is 76 while the lowest score is 53. The standard deviation is 5.743.

After finding out the reading habits score and statistical result of that variable, the researcher analyzed the second variable, student's writing ability. The score of writing was gained from the test and the interpretation of data is presented as follows.

Table 4. Writing Score of Students

| Score | Classification | Frequency | Percentage |
|----------|----------------|-----------|------------|
| 81 – 100 | Excellent | 3 | 8,3% |
| 61 – 80 | Good | 33 | 91,7% |
| 41 – 60 | Mediocre | 0 | 0 |
| 21 – 40 | Poor | 0 | 0 |
| 0 – 20 | Very Poor | 0 | 0 |
| Total | | 36 | 100 % |

Table 1.4 shows the rate percentage of the students' score in writing. From 36 students, there are no students categorized in the mediocre, poor, and very poor categories. There are 33 students (91,7%) who are categorized in the good category, while the rest of the population about 3 students (8,3%) are in the excellent category in writing ability. Same with reading habits score, students writing score was analyzed by using SPSS and the result was presented in the following table.

Table 5. Statistical Score of Writing

| Statistics | | |
|----------------|---------|-------|
| Writing Score | | |
| N | Valid | 36 |
| | Missing | 0 |
| Mean | | 72.00 |
| Median | | 73.00 |
| Mode | | 80 |
| Std. Deviation | | 6.472 |
| Minimum | | 61 |
| Maximum | | 83 |

Table 1.5 shows that the average score of the students' writing score is 72.00. The median score is 73.00. The mode is 80. The highest score of students' writing is 83 while the lowest score is 61. The standard deviation is 6.472. So, it can be determined that overall, the third year students of the English Study Program of Universitas Riau are good in writing ability.

From the scores that were gained in previous points, the researcher analyzed the correlation between the two variables of this research, students' reading habits and writing ability. As stated in the previous chapter, the correlational value was determined using Pearson Product Moment formula. The result of the calculation is presented in the table below.

Table 6. Correlation Analysis

| | | Correlations | |
|----------------|---------------------|----------------|-----------------|
| | | Reading Habits | Writing Ability |
| Reading Habits | Pearson Correlation | 1 | .483** |
| | Sig. (2-tailed) | | .003 |
| | N | 36 | 36 |
| Writing Score | Pearson Correlation | .483** | 1 |
| | Sig. (2-tailed) | .003 | |
| | N | 36 | 36 |

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

The correlation value of reading habits of the third year students of English study program and writing ability is 0.483. The correlation between the two variables is a positive correlation. According to Cresswell (2012), a positive correlation (indicated by a "1" correlation coefficient), the points move in the same direction. When X increases, so does Y or alternatively, if X decreases, so does Y. Based on the definition, writing ability increases when reading habits increases too and vice versa.

Based on the interpretation by Sugiyono (2017), the correlation value is between 0.40 and 0.70, the correlation is categorized into Fair Correlation. Because the

correlation value that has been presented above is 0.483, which is between 0.40 and 0.70, it can be determined that the reading habits and writing ability has a "Fair Correlation". It can be concluded that the result of correlation value is a fair positive correlation. Finally, the researcher did the determination coefficient analysis by using SPSS. This analysis is purposed to acknowledge how much the independent variable's contribution in defining the value of the dependent variable.

**Table 7. Determination Coefficient
Model Summary^b**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .483 ^a | .234 | .211 | 5.748 |

a. Predictors: (Constant), Reading Habits

b. Dependent Variable: Writing Score

It can be seen on Table above that the determination coefficient value (R square) is 0.234. Therefore, it can be concluded that reading habits, as the independent variable, has a 23% contribution in writing ability of the third year students of the English study program of Universitas Riau. From that point it can also be concluded that 77% contribution of students' writing ability is gained from other factors.

DISCUSSION

Based on the results of this research, it shows that there is correlation between reading habits and writing ability. Reading habits as an independent variable has a contribution in writing ability of the third year English study program students. The correlation is 0.483 which is classified into fair positive correlation. It means that variables X and Y moved in the same direction. If reading habit increases, writing ability also increases and vice versa.

The result of this research is relevant to the research conducted by Maula (2015) which shows that there was a fair positive correlation between students' reading habit and their ability to write narrative text. Even though the previous research used different kinds of text as a second variable, the result of this research has similarity because the correlation is also in positive correlation. The correlation between students' reading habits and their writing ability applied to the sample is 0.629. The result of this research does not appear to be different from Budiyanto (2019) that Reading habits has correlation in students writing ability. That research also was designed by using tests and questionnaires to find the correlation between those two variables . It showed the coefficient of correlation between students' reading habit and their writing ability is 0.693 which is categorized as fair positive correlation. The other research about reading habits and writing ability was also conducted by Khalisa (2018). Tests and questionnaires are also used in this research to gain the data. The result showed that there was correlation coefficient in 0.899 which is specified as high positive correlation. The differences between Khalisa's research and this research are caused by different

levels of sample and population, and also different types of writing test. The various results of correlation coefficient between Maula (2015), Budiyanto (2019) and this research were affected by things such as different theory, instruments and also background study of its sample and different types of writing text. But, all three researchers showed the same level of correlation in range between 0.40 – 0.70 which is categorized as fair correlation.

Then based on this study and previous relevant studies, the result states that there is a correlation between reading habits and writing ability.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the data analysis of the research findings and interpretations, the researcher found some conclusions. First, the result of data analysis showed that the reading habits of the third year English Study Program students of Universitas Riau is on a high level. There are 32 students (88.9%) of the population categorized as students with high levels of reading habits. While the rest of the population, 4 students (11.1%) are on middle level. Secondly, from data analysis of the writing ability test, it can be concluded that the writing ability of the third year students of the English Study Program is classified to have a good level from 33 students (91.7%) out of 36 students. The researcher also found that there is a significant correlation between reading habits of the third year English Study Program students of Universitas Riau and their writing ability. The level of correlation is a fair positive correlation, meaning that while the reading habits of students' level increases, their writing ability is higher, vice versa. The result of the contribution revealed that the contribution of reading habits to writing ability of students was 23 %, leaving 77 % of unexplained factors.

The results of this research relate with some related studies. First, from Maula (2015) with the research entitled “The Correlation between Student’s Reading Habits and their Ability of Writing Narrative Text.” The average score of students’ questionnaire test is 60.1 which was categorized as good based on a table of category level by Arikunto. The computation showed the average score of the students’ writing ability is 72.4. According to category level scores by Hyland, the score was categorized good. There was a significant positive correlation between students’ reading habit and their ability of writing narrative text on the eleventh graders of SMA Negeri 1 Kajen Pekalongan in the academic year of 2014/2015 in value of 0.629. The coefficient of correlation was categorized as fair positive correlation. The similarity between Maula’s research and this research is caused by the same variables and instruments which were used in calculated data.

Another study that was conducted by Khalisa (2018) with the title ‘The Correlation between Students’ Reading Habit and Their Writing Ability’. The results showed that the students have a high English reading habit, it is indicated from the average score of the calculation result from each participant which fall in between 69 (high) and students’ writing score in 72 (good). The result also showed that there was correlation coefficient in 0.899 which is specified as high positive correlation. The

differences between Khalisa's research and this research are caused by different levels of sample and population.

Based on three raters' scores, the highest score of students' writing is on the organizational aspect. It can be concluded from this research that reading habits of students with 23% contribution has significant influence with students' organization aspect in writing.

Recommendations

With regards to the findings of this research, the following valuable contribution is concluded as follows. First, for the researcher. From conducting the research in the beginning until writing and concluding the results, the researcher got many experiences and also more knowledge particularly about reading habits and writing ability. Second, teachers, especially those who teach English writing in colleges, are recommended to consider reading habits of students in teaching writing. Based on the result of this research, reading habits have a 23% contribution to the writing ability of students. Hopefully the teacher could make the students have more intention in reading habits in order to increase their writing ability.

Then, it is hoped that this study will give some insights and information on the relationship between reading habits and writing ability for English college students in order to improve their basic skills in English. Finally, for other researchers, this research can inform them about the correlation between reading habits of the third year English Study Program students of Universitas Riau and their writing ability. This research is expected to be developed by other researchers using different samples or locations from the author. This research shows that reading habits have a 23% contribution to students' writing ability. Other researchers can use this research as reference to find out other factors that have more contribution on writing ability of students.

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