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

(A Correlational Study on the Eleventh Graders of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015)

a final project
submitted in partial fulfilment of the requirements
for degree of *Sarjana Pendidikan*
in English

by
INAYATUL MAULA

2201411051

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF SEMARANG
2015

APPROVAL

The final project was approved by Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on September 2015.

Board of Examination:

1. **Chairman**
   Prof. Dr. Agus Nuryatin, M. Hum.
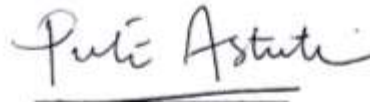   NIP. 196008031989011001

2. **Secretary**
   Dr. Dwi Anggani Linggar B. M.Pd.
   NIP. 195901141989012001

3. **First Examiner**
   Puji Astuti, S. Pd., M.Pd.
   NIP. 197806252008122001

4. **Second Examiner/ Second Advior**
   Maria Johana Ari W. S.S., M.Si.
   NIP. 197405162001122001

5. **Third Examiner/ First Advisor**
   Drs. La Ode Musyaridun
   NIP. 194612271983011001

Approved by:
The Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

ii

DECLARATION

Dengan ini saya,

Nama : Inayatul Maula
NIM : 2201411051
Prodi / Jurusan : Pendidikan Bahasa Inggris / Bahasa Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project yang berjudul:
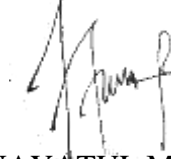
THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY OF WRITING NARRATIVE TEXT (A Correlational Study on the Eleventh Graders of SMA N 1 Kajen Pekalongan in the Academic Year of 2014/2015)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan, atau ujian. Semua kutipan baik yang langsung maupun dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri.

Jika kemudian ditemukan ketidaksesuaian kaidah atau tata tulis dalam penulisan skripsi ini, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, Juni 2015
Yang membuat pernyataan

INAYATUL MAULA
NIM. 2201411051

iii

MOTTO AND DEDICATION

"Surely there is ease after hardship"
(Al-Inshirah: 5)

To:

- ❖ My beloved Ibu and Bapak
- ❖ My brother and sister
- ❖ My Opi, Tyas, Trisna, Ria, Roro
- ❖ My English Department friends, year 2011

ACKNOWLEDGEMENTS

First of all, I would like to praise Allah the Almighty for the blessing and mercy given to me during my study and in completing this final project.

I am grateful to many people who contributed their ideas and time given to me in completing my final project. I would like to express my sincere gratitute to Drs. Suprapto, M.Hum. as the first advisor for giving me guidances and helps to finish the final project. I would like to extend my sincere thanks to Mr. Rohani, S.Pd., M.A, my second advisor for his patience in improving my final project for its finalization. I would like to express my special thanks to Mrs. Intan Permata Hapsari, S.Pd., M.Pd., my first examiner for the most valuable suggestion.

I would like to dedicate my deepest gratitude to my father and mother who have supported financially, spritualually and prayers for my success. I would like to give my deepest appreciation to all my best friends for their support during my study, and all people who might not be mentioned individually here.

Semarang, September 15th 2015

Inayatul Maula
NIM. 2201411051

ABSTRACT

Maula, Inayatul. 2015. A Final Project. *The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text (A Correlational Study on the Eleventh Graders of SMA N 1 Kajen Pekalongan in the Academic Year of 2014/2015).* Final Project. English Department. State University of Semarang. Advisor I: Drs. Suprapto, M.Hum., and Advisor II: Rohani, S.Pd., M.A.

Key words: reading habit, writing ability.

This final project discussed the correlation between the students' reading habit and students' ability of writing narrative text. The basic problem the writer wanted to discuss in this final project was the importance of reading habit which impacts the ability of writing narrative text of the eleventh graders of SMAN 1 Kajen Pekalongan. The research was aimed at finding out the level of reading habit of the eleventh graders of SMAN 1 Kajen in the academic year of 2014/2015, examining their writing ability, and finding out whether there is a correlation between students' reading habit and their ability of writing narrative text.

The population of this final project was the eleventh graders of SMAN 1 Kajen in the academic year of 2014/2015 and it was 309 students. 34 students were taken as the samples in this research through random sampling technique. A questionnaire was used to measure how good the students' reading habit and guided writing test to measure students' ability of writing narrative text. After conducting the research, it was found that the average score of the students' reading habit was 61.1%, that was in good level and the average score of the ability of writing narrative text was 72.4 that was categorized good as well. Moreover, the result of data analysis using SPSS shows that the correlation coefficient between the two variables (reading habit and writing ability) is 0.629, while the critical value for 34 students with 95% confidence is 0.339. Since the correlation coefficient obtained (0.629) is higher than the table value (0.339). It was concluded that there was a positive correlation between students' reading habit and their ability of writing narrative text.

Based on the research findings, it is suggested that the teachers should find a new way of teaching writing because writing style does not come from actual writing experience, but from reading. Many researches strongly suggest that learning to write is by reading, to be more precise in acquiring writing style, the special language of writing, by reading.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

In chapter I, the writer presents about several parts. They are the background of the study, the reasons for choosing the topic, the research problems, the purposes of the study, the significance, and the outline of the report.

1.1   Background of the Study

English is an important language spoken in international affairs and is used as the medium of information flow on science, technology, and culture as well. Since we are in a developing country, we need to have an effort to communicate using English to make firm relationships with other countries so that we can apprehend the mastery of the science, technology and culture in the world.

Since globalization emerged, English language has become the global language. Based on Harmer (2001: 2-3), English becomes one of the second languages or International languages because historically, British has many colonies. It makes its language used in the countries British colonized. The second reason is that English language is easy to learn because English has complete and organized grammar rules and also great development of vocabularies. The other reason is that Great Britain is a powered country which has great knowledge, cultures, and technologies that influence the world. It is why English language is

used in many International affairs. By considering those reasons, Indonesia conducts English subject in School curriculum.

The four main skills of the English language are listening, speaking, reading, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form. (Pamela, 1991:130).The four basic English language skills are divided into two categories such as receptive skills and productive skills. Productive knowledge of a word is traditionally defined as what one needs to know about a word in order to use it while speaking or writing (productive channels); receptive knowledge is what one needs to know in order to understand a word while reading or listening (receptive channels), (Crow, 1986:24). In order to achieve the productive knowledge, the learners need to get lots of exposure of the target language by listening and reading as much as possible. According to Report of the commission on reading in the United States, reading is a cornerstone for success, not just in school but throughout life. The Commission noted, "Without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost" (Gallik, 1999:1). Based on the quotation above reading is very important for the students because all of the students learning activities will involve reading skills, and the success of their study also depends for the greater part on their ability to read. The more they read books, the more successful they will be in learning. They need reading skills not only for learning something (lessons), but also for getting experience, knowledge and everything

which can support their future study in higher education. Therefore, it is obvious that reading is an important part in their life.

Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004:5). It allows us to learn about other people, about history and social studies, the language arts, sciences, mathematics, and the other content subjects that must be mastered in school. Since the success of their study depends to a greater part, on their ability to read. If their reading skill is poor they are very likely to fail in the study, or at least they will have difficulty in making progress. On the other hand, if they have a good reading ability, they will have a better chance to succeed in their study at school.

Reading skill is important throughout the lifespan, recreational reading has been found to improve reading comprehension, writing style, vocabulary, spelling, and grammatical development (Krashen in Gallik, 1999:1). Reading provides writers with knowledge of the language of writing, the grammar, vocabulary, and discourse style writers use. By taking a look in this power of reading, Krashen (2004:11) states,

> When children or less literate adults start reading for pleasure, however, goodthings will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts easier to read. Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve.

In other words, those who do pleasure reading have a chance, however, those who do not develop the pleasure reading habit simply do not have a chance. They will have a very difficult time reading and writing at a level high enough to

deal with the demands of today's world. In addition to improve reading skill, pleasure reading has been found to be associated with improved writing skill.

Writing is linked to reading process and both of the processes are heavily dependent on vocabulary. But when reading once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the shortcut of examining the context in which a word is used, he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly.Writing skill as stated before is productive knowledge of words. Learners who have larger receptive vocabulary are likely to know more of those words productively than learners who have smaller receptive vocabulary (Webb, 2008:79). This shows that those who read more acquire more of the written language as Smith (1994:560) undoubtedly right when he advises "To learn to write for newspapers, you must read newspapers; textbooks about them will not suffice. For magazines, browse through magazines rather than through correspondence courses on magazine writing ...To write poetry, read it."

Based on the explanation of the theories and some former studies, students' reading habit have correlation to their writing ability. Therefore, the writer would like to know whether students' reading habit have positive correlation to writing skill of the Indonesian students of English, especially in SMA Negeri 1 Kajen. In

addition, she conducts her research entitled, "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text on the eleventh graders of SMA Negeri 1 Kajen, in the academic year of 2014/2015".

1.2   Reasons for Choosing the Topic

Students reading habit plays an important role in writing ability. The lack of confidence during writing because of vocabulary they have still cannot increase their confidence. Many studies found that to learn how to write students need to read, by reading they could increase their vocabulary and their confident in writing as well.

There are some reasons why the writer chooses the topic:

1) One of the basic problems in writing recently is the lack of vocabulary, which make the students difficult in expressing their idea in communication and reading is one of the ways to improve their vocabulary.

2) To examine whether or not there is a correlation between reading habit and writing ability of narrative text. The writer chooses narrative text because in writing narrative text the students concern to a story, a fiction and with the lack of vocabulary mastery and general knowledge which can be acquired by reading, it will lead the students to difficulties.

3) To encourage students to improve their reading habit in order to broaden their knowledge and vocabulary mastery which will improve their writing ability.

1.3   Research Problems

The problems investigated are stated as follows:

1) Is there any significant correlation between students' reading habit and their ability of writing narrative text?

2) How good is the reading habit of the eleventh year students of SMA N 1 Kajen?

3) How good is the ability of writing narrative text of the eleventh year students of SMA N 1 Kajen?

1.4   Purposes of the Study

The purposes of the study can be stated as follows:

1) to find out the correlation between students' reading habit and their ability of writing narrative text of the eleventh grade students of SMA N 1 Kajen.

2) to measure the level of reading habit of narrative text of the eleventh year students of SMA N 1 Kajen.

3) to measure the level of writing ability of the eleventh year students of SMA N 1 Kajen.

1.5   Significance of the Study

By conducting the research about the correlation between students' reading habit and their ability of writing narrative text, the writer hopes that the result of the research will be useful to give some contributions to English language teaching and learning as follows:

1) For the teachers

The result of the research will be useful as a reflection in order to increase and develop their method in teaching students about reading to improve their vocabulary and relating to its importance in their ability in writing.

2) For the students

The finding of the research will motivate them to read more than they did before and encourage them to learn English by reading a lot of books to improve their vocabulary. In addition, by improving their vocabulary mastery, they will be able to increase their writing ability.

3) For the other researchers

The finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students' reading habit and their writing ability of narrative text of the eleventh graders of SMA N 1 Kajen.

1.6 Outline of the Report

This report of the study is divided into 5 chapters. Chapter I is introduction of the study. It consists of the background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, and outline of the report.

Chapter II is the review of the related literature which discusses review of the previous studies, review of the theoretical studies, and theoretical framework.

Chapter III deals with methods of investigation. This chapter elaborates research design, object of the study, population and sample, variable and hypothesis, type of data, instrument for collecting data, and method of analyzing data.

Chapter IV is the result of the study consisting of general description, detail results, and discussion.

The last chapter is Chapter V. It consists of conclusions and suggestions of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into several parts. First is the review of previous studies; it describes related studies conducted in the past. Second is the review of theoretical studies; it contains quotations and definitions about reading habit and writing ability. Third is the theoretical framework; it shows summary of the theoretical study.

2.1 Review of the Previous Studies

Reading and writing ability are two skills which are important in communication in the target language. Some researchers conducted some studies about reading habit correlate with writing ability. Krashen (2011), Professor Emeritus at the University of Southern California has investigated many cases related to the power of reading. He emphasized on Free Voluntary Reading (FVR). FVR means reading because a person wants to. For school-age children, FVR means no book report, no questions at the end of the chapter, and no looking up every vocabulary word. He collected many researches which prove that FVR matters not only in reading comprehension but also writing comprehension, vocabulary mastery and even spelling and control of grammar.

Elley and Mangubhai (1983) conducted a research which showed that free reading habit has a dramatic effect on second language acquirers. In their study, fourth and fifth grade students of English as a foreign language were divided into

three groups for their 30 minute daily English class. One group had traditional audio-lingual method instruction, a second did only free reading, while a third did "shared reading". Shared reading is a method of sharing a good book with a class, several times, in such a way that the students are read to by the teacher, as in a bedtime story. They then talk about the book, they read it together, they act out the story, they draw parts of it and write their own caption, they rewrite the story with different characters or events. After two years, the result revealed that the free reading group and the shared reading group were far superior to the traditional group in tests of reading comprehension, writing, and grammar.

Gallik held a study in March 1999 entitled "Do they Read for Pleasure? Recreational Reading Habits of College Students". The purpose of the study was to reveal whether there is any relationship between academic achievements and the time spent in recreational reading. He conducted a survey of reading habit of the Private Liberal Arts College students. A total of 151 surveys were administered in the English composition courses. By using Pearson product-moment correlation the result showed that there was a significant correlation between cumulative grade point average and the time spent for pleasure reading. As the results shown, the students who have a good reading habit also have a better academic achievement. It could be inferred that this relationship could indicate that students who spend more time reading have, in general, superior academic skills and these skills help them achieve academic success.

There is also substantial evidence that reading, especially pleasure reading, is the source of development of literacy. Lee and Krashen (1996) reported that

those who read more write better, read better, spell better, have larger vocabularies and have superior grammatical competence. The purpose of the study was to confirm the power of reading for speakers of Chinese, to see whether those who read more showed better development of literacy. They examined the relationship between free reading and a performance on a test of writing. The major findings was that free reading, as measured by a self-report questionnaire and the Author Recognition Test, was significantly related to the performance on a writing examination.

After looking some studies about reading, the writer concerns her research on the correlation between students' reading habit and their ability of writing narrative text to make sure whether there is significance correlation between students' reading habit and ability of writing narrative or not.

2.2 Review of the Theoretical Studies

In the review of the theoretical studies, the writer gives some explanations about reading habit and writing ability. These theories support the idea which is brought in this research.

2.2.1 Reading Habit

Habit is a repeated performance. It is automated response disposition that are cued by aspects of the performance context (Neal et. al. 2004:198). It is learned through a process in which repetition incrementally tunes cognitive processors in procedural memory (the memory system that supports the minimally conscious

control of skilled action). This can be simplified that habit formation is the process by which new behaviour become automatic, the behavioural patterns of one's repeat most often are etched into neural pathways.

Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading (Sangkaeo, 1999:1). It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read. Many researchers in the past have devoted their effort in examining learners' reading habit. With their efforts, these researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Annamalai & Muniandy, 2013:33). Reading is one of the most effective ways to become good readers and good spellers, an adequate vocabulary, advanced grammatical competence and develop a good writing style as well. Krashen (2004:132) states writing style does not come from actual writing experience, but from reading. Many researches reviewed earlier show that those who read more, develop higher level of literacy. This can be seen from the plenty of evidence that those who participate in free reading programs write better and simply people deal with far more words in reading than in writing.

Language acquisition comes from input, not output; from comprehension, not production. Hypothesizing that writing style comes from reading, not writing is consistent with what is known about language acquisition: it comes from input, not output, from comprehension, not production. Thus, if one writes a page a day, his or her writing style or the command of mechanics will not improve. But by

reading some pages every day will lead to a better writing style, vocabulary improvement, advanced grammatical competence and spelling as well.

Literacy development can occur without formal instruction and reading is potent enough to do the entire job alone (Krashen, 2004:20). For example teaching vocabulary list is not efficient. The time is better spent in reading. Vocabulary teaching typically focuses on teaching simple synonyms and thus gives only part of the word and none of its social meanings or grammatical properties. Quite often, the meaning of a word is not nearly adequately represented by a synonym, words that appear to have the same meaning often refer to slightly different concept or used in slightly different ways. That's why Smith (1994:560) advises that for magazine, browse through magazines rather than through correspondence course on magazine writing. To write poetry, read it.

Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues (Kim & Anderson, 2011:30). A good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a crucial role in enabling a person to achieve language proficiency (Grabe & Stoller, 1997:98). Reading provides readers with great knowledge, 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.

2.2.1.1 Free Voluntary Reading

Free Voluntary Reading (FVR) means reading because a person wants to, no book report, no questions at the end of the chapter, and no looking up every vocabulary word (Krashen, 2004:1). It does not matter if a person reads books, comics, magazines, novels, newspapers, etc.

There are applications of Free Voluntary Reading according to Krashen (2011:9): (1) Sustained Silent Reading (SSR), a few minutes each day is devoted to recreational reading, usually between five and 15.; (2) Self-selected reading, in self-selected reading the entire class period is devoted to recreational reading, except for a small amount of time devoted to teacher-student conferences in which teachers discuss what the child read, any problems that may have come up, and recommended additional reading.; (3) Narrow reading, this means the work of one author, one genre or topic (e.g. only detective novels), rather than broad or wide reading, narrow reading is more efficient for second language acquisition.

Sustained Silent Reading (SSR) as stated before is one of the applications of Free Voluntary Reading and perhaps the common practice reading in schools or outside the school. SSR is a technique which has been proposed to provide students with the opportunity to practice their silent reading skills with books of their choice (Gambrel, 1978:480). SSR can be the component of reading program which gives students the opportunity to learn and improve their language skills in a pleasurable, independent reading experience. The practice of SSR can be done between five and 15 each day simply reading what a person wants to read.

The guidelines for SSR according to Krashen (2011:9) are:

1) Do a little each day, not a lot once a week.
2) Less is more
3) Make sure plenty of books and other reading material are available.
4) Comic books are okay.
5) Magazines are okay.
6) Graded readers, books written for language students, are okay.
7) Let students select their own reading material.
8) Impose minimum censorship on what is read
9) It is okay for readers to read "easy" books (below their "level").
10) It is okay for readers to read "hard" books (above their "level").
11) Students do not have to finish every book they start to read.
12) Sustained silent reading is not for beginners. Beginners need other kinds of comprehensible text. It also will not help advanced readers who have already established a reading habit.
13) Supplement SSR with activities that serve to make reading more comprehensible and interesting (e.g., read-alouds, trips to the library, narrative of literature).
14) Do not use rewards for reading, do not test students on what is read, and do not require book reports.
15) How about some food and drink? Let's trying eating and reading in the school.

From the definitions discussed above, it can be concluded that reading is an interactive process. By reading the students can enlarge their points of view or their knowledge and improve the mastery of language skills with enjoyment. Enjoyment is no guarantee for effectiveness. It is, however, interesting that free voluntary reading is very enjoyable.

2.2.2 General Concept of Writing

The writing skill is considered more complicated than that of other language skills. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998:51) because when doing writing, students are required to pay attention to the content,

organization, vocabulary, grammar, and language use simultaneously. Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to others on papers or on a computer screen. Unlike speaking, writing does not happen all at once.

According Boardman (2002:11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It can be concluded that writing is a way to produce language that comes from our thought. It does not need only once time, but it needs a lot of time to do the editing process and rewrite the text.

Writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her views on a topic (Hyland, 2003:9). Writing is a way to produce language and communicate with other on a written way. It is an action for writers to express their opinions, ideas, and feelings and organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Thus, writing is one of the important skills in learning English, which has to be mastered.

2.2.2.1 Steps in Writing

According to Meyers (2005: 3), there are no two writers approaches writing process in the same way. But they generally follow a series of actions that looks something like this:

2.2.2.1.1 Exploring Ideas

Writing first involves discovering ideas. Writers should consider the subject, the purpose, and the audience targeted. As in speaking, writers must have something to say, a reason for saying it, and someone to say it to.

2.2.2.1.2 Prewriting

The second step of the writing process involves writing the writers' thoughts on a paper or a computer. The writers may use some methods such as brainstorming, clustering, or free writing.

2.2.2.1.3 Organizing

After putting the ideas into words, writers can begin to organize them. They need to think again about their purpose and audience. The process of organizing involves selecting the best idea or part from the prewriting process, subtracting the parts of the prewriting that are not related to writers' choice, adding some other information, and arrange them in a certain outline.

2.2.2.1.4 Writing a First Draft

In this step, writers start to develop their outline into paragraph. Writers may add new ideas by putting them in a note.

2.2.2.1.5 Revising the Draft

Revising is the most important steps of writing, especially for people who write in second or foreign language. Writers read the first draft, add ideas, remove ideas that do not fit, rearrange sections, say sentences differently and make a clean copy of the draft in this step.

2.2.2.1.6 Producing the Final Copy

This step includes editing and proofreading. Editing means that writers check carefully the grammar, word choice, verb forms, punctuation, and the spelling then correct them if there is an error made. Proofreading means carefully examining the final copy again and check the corrections the writers made.

The six writing steps need to be applied not only by book writer or experts but also by students as language learners in order to get better writing product.

2.2.3 Text

Text is a unit of meaning which is coherence and appropriate for its context. It can be spoken or written but mostly people think that text is only in a form of a written work.

According to Halliday and Hasan as cited by Hadini (2008), there are three main things about a text. First, a general understanding about a text which is always in written form is not true. Second, a text is not isolated words or sentences being put together. It means that a text is not only restricted on good and right dictions or choice of words and sentences, but it constitutes a

meaningful message that want to be delivered through acceptable structure. Therefore it has meaning which works and relates each other as a unified whole. Third, a text is functional. It means that in a text serves a certain function, this function is the one that differentiates and determines our dictions to construct the text.

2.2.3.1 Narrative Text

Narrative is a text which tells a story using a series of events. Its social function is to amuse, entertain and to deal with actual or vicarious experience in different ways (Gerot and Wignell 1994: 204). Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Narrative text consists of three major parts. The first part is the orientation where the writer sets the scene and introduces the participants. Then, the second part is the complication. This is the part where a crisis arises. The part when the crisis is resolved is called resolution. Narrative text has some language features such as focus on specific and usually individualized participants, use of material processes, and use of past tense. Fairy tales, myths, legends and mystery are the instances of narrative texts.

2.3 Theoretical Framework

In the previous sub chapter, The review of the theoretical studies, the writer explains some theories underlying two variables used in this research: reading habit and writing ability of narrative text. The theories will be used to test the

hypothesis: There is a correlation between students' reading habit and writing ability of narrative text of the eleventh graders of SMAN 1 Kajen Kabupaten Pekalongan.

This study will find out the correlation between students' reading habit and their writing ability of narrative text. The students' reading habit will be measured through questionnaire. On the other hand, students' writing ability will be measured by conducting written test and scored by writing rubrics. Later, the result of each test will be correlated each other to prove the hypothesis. Therefore, the way of thinking for this research can be illustrated as the following figure:
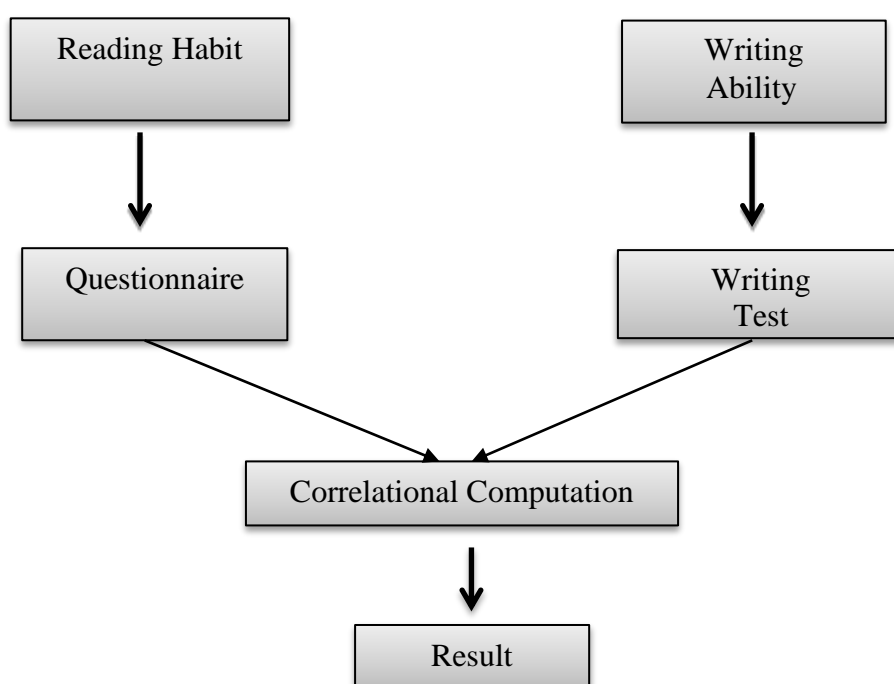
Figure 2.1 Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

Methodology is one of the important factors in the research activity. By using suitable method, the research activity will get a good result. In this chapter, the writer explains the research methods that were used. The writer presents research design, object of the study, population and sample, variable and hypothesis, type of data, instrument for collecting data, and data analysis.

3.1 Research Design

The research design in this study was descriptive quantitative. In this research the writer wants to find out and describe the correlation between students' reading habit and their writing ability to describe the problems faced by the students in learning writing.

3.2 Object of the Study

The object of the study was to reveal the correlation between students' reading habit and their ability of writing narrative text of the eleventh graders students of SMAN N 1 Kajen academic year 2014/2015.

The method of investigation was held through a quantitative research. This study used a correlational research. According to Simon and Goes (2011), correlational researcher investigates one or more characteristics of a group to discover the extent to which the characteristics vary together.

3.3 Population and Sample

The population taken in this study was all of the eleventh grade students of SMA N 1 Kajen. The total numbers of the students in the second year are about 306 students in 9 different classes. The sample taken was 10% from the population because if the population is more than 100 the researcher should take the sample between 10% -15% or 20% -25% or more (Arikunto 2006:71). The writer applied random sampling technique in taking the sample. Among 9 classes, she got the XI.H class containing 34 students.

3.4 Variable and Hypothesis

In this study, there are one independent variable and one dependent variable. The independent variable is students' reading habit, while the dependent variable is students' writing ability.

The hypothesis of this study which is going to be proven is: There is a significant correlation between students' reading habit and their ability of writing narrative text.

3.5 Type of Data

Descriptive quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with large scale research, but can also serve smaller scale investigations, with case studies, action research, correlational research and experiments (Cohen, et. al. 2007: 501). The data which were collected were the score of students reading habit and writing test. This

research is also included into quantitative research, which means that the data description was transferred into score or number to be analysed statistically.

3.6 Instruments for Collecting Data

The instruments which were used in this study were aimed to measure the students' reading habit and writing ability. Students' reading habit was measured through questionnaire and writing test was used to measure writing ability. The writer used the written form in administering reading habit questionnaire and writing test.

3.6.1 Questionnaire

Oppenheim (1992: 100) states that in a different way the word 'questionnaire' is sometimes used to distinguish a set of questions, including perhaps some open-ended ones; from more rigidly constructed scales or test.

Scoring system

Scoring of questionnaire for reading habit

Positive Statement	Options	Score	Negative Statement	Options	Score
Strongly agree/ always	A	4	Strongly agree/ always	A	1
Agree/often	B	3	Agree/often	B	2

Disagree/seldom	C	2	Disagree/seldom	C	3
Strongly	D	1	Strongly	D	4
disagree/ never			disagree/ never		

3.6.2 Writing Test

The written test of narrative text was intended to find out students' writing ability of narrative text. There was no specific topic provided, and the participants were freely to create their own writing and developed into a short narrative text composition. The participants were asked to write a short composition of narrative text with the length of words at least 100 words in 45 minutes. Knowledge of the vocabulary in a text is one of many factors that affect writing. The English language includes a very large number of infrequent words and a very small number of frequent words (Graves et. al. 2013: 13). Here is the example of just how important frequent words are: The 100 most frequent words account for 50% of the words in a typical text. If a student does not know these very frequent words, he will be repeatedly stumbling over the words.

Scoring system

The text is analysed based on the social function, generic structure, and significant lexicogrammatical features. Then each of text is also analysed from these three aspects:

(1) Format and content

(2) Organization and coherence

(3) Sentence construction and vocabulary

The analysis was based on the scoring rubric suggested by Hyland (2003:243) and it can be seen on appendix 2 (page 55).

Then the score is classified based on criteria of ability as follows:

Table 3.1. Criteria of Ability

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

3.7 Procedures of Collecting Data

The procedures of collecting the data of this research involved several steps. The first was constructing questionnaire to measure students' reading habit and writing test to measure the writing ability. The next step was trying out the test and conducting the writing test and distributing the questionnaire. Then the result of the questionnaire and writing test were analysed to measure the validity and reliability. After making sure that the test was valid and reliable, the writer

conducted the real test. The last step was obtaining the scores of writing test and the result of the questionnaire then computing the data.

3.8 Procedures of Analyzing Data

To analyze the data that had been collected for this research, the writer used the analysis as follows:

3.8.1 Individual Competence

To measure the students' reading habit, the writer used questionnaire and to find the result, she used the individual competence, (Arikunto 2006: 225) by the following formula:

$$P = \frac{n}{N} x100\%$$

Where:

P : The percentage of the student's reading habit

n : The achieved score

N : The maximum score in the test

Then to know the percentage of students' reading habit, Arikunto (2006: 230) suggested these five categories.

Very good	**81-100%**
Good	61-80%
Fair	41-60%

Bad	21-40%
Very bad	0-20%

3.8.2 *Validity of the Test*

Validity is a measurement that shows the degree of instrument validity. An instrument can be said as the valid one if it can show the data from the research variable accurately (Arikunto 2006:168).

To measure the validity test, the writer used Product Moment Formula. The formula is as follows:

$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x2 - (\sum x)2\}\{N\sum y2 - (\sum y)2\}}}$$

(Arikunto 2006: 72)

In which:

r_{xy} : correlation coefficient between X and Y

$\sum XY$: the result of multiplying scores between X and Y for each respondent

$\sum X^2$: the score of squared in X (X is the score for each test item)

$\sum Y^2$: the score of squared in Y (Y is the total correct answer score)

N   : the number of student taking the test

3.8.3 *Reliability of Test*

Reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring instrument (Heaton 1979: 155).

Reliability of the test shows whether the instrument is reliable and can be used as device to collect the data. Reliability means the stability of test scores when the test is used. A test is reliable to the extent that it measures consistently, from one time to another. In this research, the writer tried to find out the reliability after computing the validity of the instrument. To measure the reliability of the test, the writer used the K.21. The formula is:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kV_t} \right)$$

(Arikunto 2006: 178)

In which:

r$_{11}$: instrument reliability

k   : the number of items in the test

M   : the mean score on the test for all students

Vt   : the variance of the total score/the total variance

3.8.4 Practicality of the Test

Brown (1988: 211) states a test ought to be practical-within the means of financial limitation, time constraint, ease of administration and scoring and interpretation. Based on the requirements above, the writer was able to say that the tests were practical enough, since the researcher provided a good quality, and readable test paper. The time to do the test was good enough. It was not either too long or too short. The things the respondents needed to do were to write down their identity

on the paper prepared by the writer and to fill answer on the provided paper, write narrative text in the prepared column as well.

3.8.5 Normality of the Test

Normality test is one of the most common assumption made in the development and use of statisctical procedures (Thode, 2002:1). One of the type is correlation analysis. This test used *One-Sample Kolmogorov-Smirnov* test with significance level 0.05. Normality test was used to know the distribution of the data analysis. The following was the hypothesis for normality test :

H_0 : the data are normally distributed

H_a : the data are not normally distributed

With :

H_0 accepted if sig (2-tailed) $\geq$ 5%.

3.8.6 Hypothesis Testing

The hypothesis testing was used in this study because the writer should check whether there is or there is not positive correlation between students' reading habit and their ability of writing narrative text. The following are the hypothesis and the method of hypothesis testing.

3.8.6.1 The Correlation between Students' Reading Habit and Their Ability of
         Writing Narrative Text

This hypothesis has one dependent variable and also one independent variable. According to Sugiyono (2009: 153), if a hypothesis has one dependent variable

and also one independent variable, product moment correlation can be used to test the hypothesis. The writer used SPSS to prove the following hypothesis:

Ho: there is not a positive and significant correlation between students' achievement of reading habit and writing ability.

Ha: there is a positive and significant correlation between students' achievement of reading habit and writing ability.

With:

Ho accepted if sig ≥ 5%.

Ho rejected if sig < 5%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the result and the discussion of the research, in this chapter the writer gives the conclusions, the pedagogical implication, and also the suggestions.

5.1 Conclusions

The purpose of the research was to answer whether or not there is a significant correlation between students' reading habit and their ability of writing narrative text.

To obtain the intended data, the writer arranged the questionnaire test to measure how good is the reading habit of the eleventh graders and writing test to measure the students' ability of writing narrative text. After conducting the research, the writer comes to some conclusions.

First, the reading habit of the eleventh grade students of SMA Negeri 1 Kajen is good. It can be seen from the average score of the students' questionnaire test is 60.1. When it is consulted to the table of category level by Arikunto, the score is categorized good.

Second, the writing ability of the eleventh grade students of SMA Negeri 1 Kajen is also good. It can be seen from the computation in which the average score of the students' writing ability is 72.4. When it is consulted to the table of category level scores by Hyland, the score is categorized good.

Third, there is 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.

Recalling the r_{xy} observed value of the correlation between students' reading habit and their ability of writing applied to the sample is 0.629, and consulting to the critical values of the *r* Product Moment with 95% confidence level and the number of subjects 34 was 0.339. It means that the result obtained from the computation is higher than its critical value. Therefore, the writer concludes that there is a significant positive correlation between students' reading habit (X) and their ability of writing narrative text (Y) on the eleventh graders of SMA Negeri 1 Kajen Pekalongan.

5.2 Suggestions

By conducting a research entitled "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text on the eleventh graders of SMA N 1 Kajen Pekalongan in the academic year of 2014/2015", there are 4 suggestions the writer gives. Firstly, by considering the result of the research, related to the students' reading habit, the English teachers of SMA N 1 Kajen should pay more attention on reading activity because language acquisition comes from input, not output, from comprehension not, not production (Krashen 2004:132). Students' result of reading habit showed a good result, this is a good start to explore more on reading activity in learning process.

In the development of the newest curriculum, students need to be active in acquiring new information. Individual task and individual learning are two things that are important. Students tend to be confident in writing English if they are good in vocabulary mastery. Students should improve their vocabulary by reading a lot, finding new words, memorization, and application. They can have pleasure time by reading books they like, get new information and enrich their vocabulary mastery which will result in a good writing.

Many teachers who teach writing by directly asking the students to write and increasing the amount of writing can be found in SMA N 1 Kajen. The teachers should try a new way of teaching writing because writing style does not come from actual writing experience, but from reading. Many researches strongly suggest that learning to write is by reading, to be more precise in acquiring writing style, the special language of writing, by reading.

The last suggestion is that further researches of similar types should be done with a greater population in order to gain a wider generalization.

REFERENCES

Anderson, M. and K. Anderson. 1997. *Text Types in English 1*. Australia: Macmillan Education.

Annamalay. and Muniandy. 2013. Reading Habit and Attitude among Malaysian Polytechnic students. *International Journal of Education and Sciences.* 5(1), 32-41.

Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Boardman, C. A. 2002. *Writing to Communicate: Paragraph and Essay.* New York: Longman.

Braine, G. & M. Yorozu. (1998). Local Area Network (LAN) Computers in ESL and EFL Writing Classes. *JALT Journal, 20 (2).*

Brown, H.D. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy.* New York: Longman.

Brown, J.D. 1988. *Understanding Research in Second Language Learning*. New York: Cambridge University Press.

Cohen et. al. 2007. *Research Method in Education*. New York: Routledge.

Crow, J.T. 1986. Receptive Vocabulary Acquisition for Reading Comprehension. *The Modern Language Journal* 70 (3), 242-250.

Elley, W. and F, Mangubhai. 1983. The Impact of Reading on Second Language Learning. *Reading Reseach Quartely*. 19: 53-67.

Gallik, Jude. D. 1999. Do they Read for Pleasure? Recreational Reading Habits of College Students. *Journal of Adolescent and Literacy* 42(6), 480-488 available at http://www.jstor.org/discover/10.2307/40014062?sid=21105343945971&uid=388665111&uid=2&uid=2134&uid=388665101&uid=3738224&uid=60&uid=3&uid=70 accessed (2/13/15).

Gambrell, B. Linda. 1978. Getting Started with Sustained Silent Reading and Keeping it Going. *The Reading Teacher* 32 (3) available at http://www.jstor.org/discover/10.2307/20194765?sid=21105979261893&uid=3738224&uid=60&uid=2&uid=3&uid=388665101 accessed(2/28/15).

Gerot, L. and P. Wignell. 1994. *Making Sense of Functional Grammar*. Australia: Antepodean Educational Enterprises.

Grabe, W. and Stoller, F.L. 1997. *Reading and Vocabulary Development in a Second Language*: A Case Study. In Annamalay and Muniandy. 2013. Reading Habit and Attitude among Malaysian Polytechnic Students. *International Journal of Education and Sciences*. 5(1), 32-41.

Graves, M.F et. al. 2013. *Teaching Vocabulary to English Language Learners.* New York: Teachers College Press.

Hadini, D.E. 2008. *The Effectiveness of Weekly Report As A Portfolio Assessment for Developing Students' Writing Skill of Recount Text A Case Study of the year IX Students of SMA NEGERI I UNGARAN.* Thesis of Semarang State University.

Hartono, R. 2005. *Genre Based Writing. Handout.* Semarang: Semarang State University.

Harmer, J. 2001. *The Practice of English Language Teaching.* London: Longman Incooperation.

Heaton, J. B. 1979. *Writing English Language Test.* London: Longman Group Limited.

Holden, J. 2004. *Creative Reading.* London: Demos.

Hyland, K. 2003. *Second Language Writing.* New York: Cambridge University Press.

Kim, J. Y. and T. Anderson. 2011. Reading Across the Curriculum: A Framework for Improving the Reading Abilities and Habits of College Students. *Journal of College Literacy and Learning,* 37, 29-40.

Key, P. J. 1997. *Research Design in Occupational Education:* Descriptive Research. Available at http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage 110.htm (accessed 2/28/15).

Krashen, S. 2004. *Free Voluntary Reading:* New Research, Application and Controversies. Paper Presented at the RELC Conference, Singapore, April, 2004.

Krashen, S. 2004. *The Power of Reading: Insight from the Research.* Portsmouth: Heineman.

Krashen, S. 2011. *Free Voluntary Reading.* California: Libraries Unlimited.

Lee, S.Y. and S. Krashen. 1996. Free Voluntary Reading and Writing Competence in Taiwanese High School Students. *Perceptual and Motorskills. 83:687- 690.*

Meyers, A. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay.* New York: Longman.

Neal, et. al. 2004. Habits – A Repeated Performance. *Current Direction in Physiological Science*. 15 (4).

Oppenheim, N. A. 1992. *Questionnaire Design, Interviewing and Attitude Measurement.* New Edition. Great Britain: Biddles Ltd. Guildford and Kings Lynn.

Pamela, J.S. 1991. *Test of English as a Foreign Language (6thEd).* New York: Barron's Educational Series Inc.

Sangkaeo, S. 1999. *Reading Habit Promotion in Asia Libraries.* Paper Presented at 65th IFLA Council and General Council and General Conference. Bangkok, Thailand.

Simon, M. and Goes, J. 2011. *Correlational Research*. Available at: dissertationrecipes.com/wp-content/…/04/Correlationalresearch.pdf [accessed 2/28/15].

Smith, F. 1994. *Writing and the Writer (2nd Ed)*. Hillsdale, NJ: Erlbaum.

Sugiyono. 2009. *Metode Penelitian Kuantitatif dan Kualitatif.* Bandung: CV.Alfabeta.

Thode, H.C. 2002. *Testing for Normality*. New York: Marcel Dekker Inc.

Webb, S. 2008. *Receptive and Productive Vocabulary Sizes of Second Language Learners*. Studies in Second Language Acquisition. Pp 79-95.

APPENDICES

Appendix 1

THE OUTLINE OF READING HABIT QUESTIONNAIRE

Psychological Theories	Question	Sub skill	Item Number	Item amount

1. Reading habit is a repeated performance.
  - Unthinking routines that form the bedrock of everyday life.
  - Automated response disposition that are cued by aspect of the performance context (i.e., environment, preceeding actions). They are learned through a process in which repetition incrementally tunes cognitive processors in procedural memory
	• Apakah anda membaca bacaan yang berbahasa Inggris?
	
	• Apakah anda menyediakan waktu 15-30 menit untuk kegiatan membaca bacaan yang berbahasa Inggris setiap hari?
	
	• Apakah anda membaca buku, majalah, koran atau bacaan apapun setiap hari?
	
	• Apakah anda membaca buku sebelum pelajaran dimulai?
		Activity
		
		Activity
		
		Activity
		
		Activity
			1, 2, 3, 4	4

2. Motivational analysis of reading - A spontaneous reading is a legitimate goal of reading research, therefore, is to specify the motivational structure of this complex activity – the needs it promises to satisfy and the rewards it mediates. The reader's reinforcement are to be found not in the word and phrases of the book, but in the cognitive events that result from the interaction between book and reader.	• Ketika anda sedang bosan, apakah anda menganggap bahwa membaca menjadi salah satu aktifitas yang mengurangi kebosanan anda? • Apakah anda berfikir bahwa membaca buku lebih menyenangkan daripada bermain? • Apakah anda menemukan kesulitan vocabulary/ kosa kata dalam memahami bacaan yang berbahasa inggris? • Apabila anda menemukan kata-kata sulit dalam bacaan yang berbahasa Inggris, apakah anda mencari hubungan makna dan menyesuaikan dengan konteks kalimat? • Apakah anda mencari buku-buku yang lain dari pengarang yang anda sukai? • Ketika ingin membaca buku, apakah anda membaca cover dan halaman pertama untuk menentukkan buku yang akan anda baca?	Affective Affective Affective Activity Activity Affective	5, 6, 7, 8, 9, 10	6
3. The Frustation Index: This index can be seen as an indirect measure of motive strength to engage in reading habit at the inception of reading.	Bayangkan anda sedang berada disebuah hotel dan saat ini adalah waktu favorit anda untuk membaca, namun tidak ada satupun buku/		11, 12	2

- An uncomfortable feeling of finding that there is no book to read.	bacaan disekitar anda.
	• Apa yang anda rasakan?
	   a. Mengerikan, merasa tersesat
	   b. Frustasi
	   c. Kecewa
	   d. Tidak Peduli
	• Lalu apa yang akan anda lakukan?
	   a. Mencari toko buku dan membeli buku
	   b. Bertanya apakah ada buku yang bisa dibaca
	   c. Berkeliling
	   d. Tidak melakukan apa-apa
		Affective
		
		Activity		

4. Reading Span can be seen as an indirect measure of motive strength during reading. - Time for the reader to spend in reading.	• Ketika anda menemukan bacaan yang anda sukai, apakah anda menyelesaikan bacaan tersebut? • Apakah anda membaca beberapa buku sampai tamat dalam setahun terakhir ini?	Activity Activity	13, 14	2
5. Vehicle of Reading Habit - Any kind of reading matter can serve as the vehicle for reading habit: a torn scrap of news-print, a magazine, a novel, or a text book on a	• Ketika anda menemukan sobekan majalah, headline koran, atau judul buku apakah menarik minat membaca anda? • Saat membaca buku apakah anda merasa	Affective Affective	15, 16, 17	3

subject that the reader finds engrossing. The reading of light fiction, most usually in book form, is of special interest for at least three reasons: (1) fiction reading for most of the pleasure readers (Nell,1985), (2) the experience of being lost in a book, in absorption or entrancement, is most strongly associated with the reading of fiction and of "narrative nonfiction"(Wolfe, 1975). (3) Since the eighteenth century the reading of fiction, unlike the other kinds of reading, has been the target of merciless critical asceticism and has ever been regarded as additive.	hanyut dalam cerita dan ingin segera menyelesaikannya? • Apakah anda merasa membaca novel atau cerita nonfiksi membuat anda ketagihan?	Affective		
6. Reading as the form of play - Pleasure reading is a form of play. It is free activity standing outside ordinary life; it absorbs the players completely, is unproductive and takes place within circumscribed limits of place and time (Caillois, 1961; Huizinga, 1938/1950). Reading habit is therefore a useful descriptor of pleasure reading, reminding one that it is at root	• Apakah anda berfikir bahwa membaca adalah hal yang menyenangkan? • Apakah anda mengisi waktu luang dengan membaca bacaan-bacaan hiburan? • Pikirkan apa saja yang telah anda baca, entah itu buku, majalah, koran dsb, apakah anda mendapatkan kesenangan tersendiri ketika membacanya?	Affective Activity Affective	18, 19, 20	3

a play activity and usually paratelic, that is, pursued for its own sake (Apter,1979)				

(Nell, Victor.1988. The Psychology of Reading for Pleasure: Needs and Gratification. *Reading Research Quarterly*, Vol. 23, 6-50)

Appendix 2

The Scoring Rubrics for Writing Ability

The Scoring Rubric of Format and Content

Score	Format and Content
31-40 Excellent to very good	Fulfills task fully; correct convention for the assignment task; features of target genre mostly adhered to; good ideas/ good use of relevant information; substantial concept use; properly developed ideas; good sense of audience.
21-30 Good to average	Fulfills task quite well, although details may be underdeveloped or partly irrelevant; correct genre selected; most features of chosen genre adhered to; satisfactory ideas with some development; quite good use of relevant information; some concept use; quite good sense of audience.
11-20 Fair to poor	Generally adequate but some inappropriate, inaccurate, or irrelevant data; an acceptable convention for the assignment task; some features of chosen genre adhered to; limited ideas/ moderate use of relevant information; little concept use; barely

	adequate development of ideas; poor sense of audience.
1-10 Inadequate	Clearly inadequate fulfillment of task; possibly incorrect genre for the assignment; chosen genre not adhered to; omission of key information; serious irrelevance or inaccuracy; very limited ideas/ignores relevant information; no concept use; inadequate development of ideas; poor or no sense of audience.

The Scoring Rubric of Organization and Coherence

Score	Organization and Coherence
16-20 Excellent to very good	Message followed with ease; well-organized; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and references
11-15 Good to average	Message mostly followed with ease; satisfactorily organized; relevant and convincing supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over- or under use of transitions but correctly used; mostly correct references.

6-10 Fair to poor	Message followed but with some difficulty; some pattern of organization; some supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs; over- or under use of transitions with incorrect uses; incorrect use of references.
1-5 Inadequate	Message difficult to follow; little evidence of organization; few or no supporting details; no obvious progression of content; improper paragraphing; no or incorrect use of transitions; lack of references contributes to comprehension difficulty.

The Scoring Rubric of Sentence Construction and Vocabulary

Score	Sentence Construction and Vocabulary
31-40 Excellent to very good	Effective use of wide variety of correct sentences; variety of sentence length; effective use of transitions; no significant errors in tense, number, person, articles, pronouns, and prepositions; effective use of a wide variety of lexical items; word form mastery; effective choice of idiom; correct register.

21-30 Good to average	Effective use of variety of correct sentences; some variety of sentence length; use of transitions with only slight errors; no serious recurring errors in tense, number, person, articles, pronouns, and prepositions; almost no sentence fragment or run-ons; variety of lexical items with some problems but not causing comprehension difficulties; good control of word form; mostly effective idioms; correct register.
11-20 Fair to poor	A limited variety of mostly correct sentences; little variety of sentence length; improper use of or missing transitions; recurring grammar errors are intrusive; sentence fragments or run-ons evident; a limited variety of lexical items occasionally causing comprehension problems; moderate word form control; occasional inappropriate choice of idiom; perhaps incorrect register.
1-10 Inadequate	A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences; improper use of or missing transitions; many grammar errors and comprehension problems; frequent incomplete or run-on sentences; a limited variety of lexical items; poor word forms; inappropriate idioms; incorrect register.

Appendix 3

QUESTIONNAIRE AND WRITING TEST
Conducted to collect data for a research project entitled
"The Correlation between Students' Reading Habit and Their
Ability of Writing Narrative Text"

Petunjuk Umum

1. Tulislah nama dan nomor urut anda.

2. Berilah tanda silang (x) pada pilihan jawaban atas pertanyaan yang diberikan.

3. Tidak ada jawaban benar atau salah. Beberapa pertanyaan tampak memiliki arti yang hampir sama, hal ini tidak perlu anda hiraukan.

4. Anda cukup menjawab langsung sesuai apa yang pertama kali muncul di pikiran anda.

5. Kerjakan sesuai dengan keadaan dan kemampuan anda sendiri.

Nama :
No :
Pilihlah salah satu jawaban yang paling sesuai dengan anda (a, b, c atau d)

ANGKET

1. Apakah anda membaca bacaan yang berbahasa Inggris?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

2. Apakah anda menyediakan waktu 15-30 menit untuk kegiatan membaca bacaan yang berbahasa Inggris setiap hari?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

3. Apakah anda membaca buku, majalah, koran atau bacaan apapun setiap hari?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

4. Apakah anda membaca buku sebelum pelajaran dimulai?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

5. Ketika anda sedang bosan, apakah anda menganggap bahwa membaca menjadi salah satu aktifitas yang mengurangi kebosanan anda?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

6. Apakah anda berfikir bahwa membaca buku lebih menyenangkan daripada bermain?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

7. Apakah anda menemukan kesulitan vocabulary/ kosa kata dalam memahami bacaan yang berbahasa inggris?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

8. Apabila anda menemukan kata-kata sulit dalam bacaan yang berbahasa Inggris, apakah anda mencari hubungan makna dan menyesuaikan dengan konteks kalimat?
   - a. Selalu
   - b. Sering
   - c. Kadang-kadang
   - d. Tidak pernah

9. Apakah anda mencari buku-buku yang lain dari pengarang yang anda sukai?
   - a. Selalu
   - c. Kadang-kadang

b. Sering   d. Tidak pernah

10. Ketika ingin membaca buku, apakah anda membaca cover dan halaman pertama untuk menentukkan buku yang akan anda baca?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

Bayangkan anda sedang berada disebuah hotel dan saat ini adalah waktu favorit anda untuk membaca, namun tidak ada satupun buku/ bacaan disekitar anda.

11. Apa yang anda rasakan?

    e. Mengerikan, merasa tersesat   c. Kecewa

    f. Frustasi   d. Tidak Peduli

12. Lalu apa yang akan anda lakukan?

    e. Mencari toko buku dan membeli buku

    f. Bertanya apakah ada buku yang bisa dibaca

    g. Berkeliling

    h. Tidak melakukan apa-apa

13. Ketika anda menemukan bacaan yang anda sukai, apakah anda menyelesaikan bacaan tersebut?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

14. Apakah anda membaca beberapa buku sampai tamat dalam setahun terakhir ini?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

15. Ketika anda menemukan sobekan majalah, headline koran, atau judul buku apakah menarik minat membaca anda?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

16. Saat membaca buku apakah anda merasa hanyut dalam cerita dan ingin segera menyelesaikannya?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

17. Apakah anda merasa membaca novel atau cerita nonfiksi membuat anda ketagihan?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

18. Apakah anda berfikir bahwa membaca adalah hal yang menyenangkan?

    a. Selalu   c. Kadang-kadang

    b. Sering   d. Tidak pernah

19. Apakah anda mengisi waktu luang dengan membaca bacaan-bacaan hiburan?
      a. Selalu   c. Kadang-kadang
      b. Sering   d. Tidak pernah

20. Pikirkan apa saja yang telah anda baca, entah itu buku, majalah, koran dsb, apakah anda mendapatkan kesenangan tersendiri ketika membacanya?
      a. Selalu   c. Kadang-kadang
      b. Sering   d. Tidak pernah

Read the following text to make sure that you understand the structure of narrative text.

Generic Structure dari Narrative Text

- <u>**Orientation**</u> : *It is about the opening paragraph where the characters of the story are introduced*.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

- <u>**Complication**</u> : *Where the problems in the story developed*. (Permasalahan muncul / mulai terjadi dan berkembang)

- <u>**Resolution**</u> : *Where the problems in the story is solved.* Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

Kadangkala susunan *(generic structure)* narrative text bisa berisi: **Orientation, Complication, Evaluation, Resolution dan Reorientation**. Meski *"Evaluation" dan "Reorientation"* merupakan optional; bisa ditambahkan dan bisa tidak. *Evaluation* berisi **penilaian/evaluasi terhadap jalannya cerita** atau konflik. Sedangkan *Reorientation* berisi **penyimpulan isi akhir cerita.**

<p align="center">**Snow White**</p>

(Orientation)
Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)
One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

(Resolution)
Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside.

There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

Terjemahan Cerita Snow White diatas:

(Orientiation)
Suatu ketika, hiduplah seorang gadis bernama Snow White. Dia tinggal bersama paman dan bibinya, karena orangtuanya telah meninggal.

(Complication)
Suatu hari dia mendengar paman dan bibinya berbicara tentang rencana meninggalkan istana karena mereka berdua ingin pergi ke Ameria dan mereka tidak mempunyai cukup uang untuk membawa serta Snow White.

Snow White tidak ingin paman dan bibinya melakukan hal tersebut, sehingga dia memutuskan akan lebih baik jika dia pergi. Pagi harinya dia pergi dari rumah ketika paman dan bibi nya sedang sarapan. Dia lari ke dalam hutan.

(Resolution)
Kemudian dia melihat gubuk kecil. Dia mengetuk pintu tetapi tidak ada yang menjawab sehingga dia masuk dan merasa ngantuk.
Sementara itu, tujuh kurcaci telah pulang dari pekerjaannya. Mereka masuk. Di sana mereka menemukan Snow White tertidur. Kemudian Snow White terbangun. Dia melihat kurcaci tersebut. Kurcaci tersebut berkata "Siapa nama kamu?" Snow White menjawab, "Nama saya Snow White."

Doc, salah satu dari kurcaci tersebut berkata, "Jika kamu mau, kamu bisa tinggal di sini bersama kami." Snow White berkata, "Oh, bolehkah? Terima kasih." Kemudian Snow White menceritakan semua kisahnya dan akhirnya Snow White dan 7 kurcaci hidup bahagian selamanya.

Three Fishes

(Orientation)
Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.

(Complication)

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.'

But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe.'

(Resolution)

The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.

(Coda)

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died.

Terjemahan Cerita Three Fishes diatas

(Orientation)

Suatu ketika, terdapatlah tiga ikan yang hidup di sebuah kolam. Di suatu sore, beberapa nelayan melewati kolam tersebut dan melihat ikan-ikan itu. "Kolam ini penuh dengan ikan", merka berbicara satu sama lain dengan bergairah. "Kita belum pernah memancing di sini sebelumnya. Kita harus datang lagi besok pagi dengan jaring kita dan manangkap ikan-ikan ini!" Kemudian nelayan-nelayan tersebut pergi.

(Complication)

Ketika ikan yang paling tua mendengar ini, dia gelisah. Dia memanggil ikan-ikan yang lain dan berkata, 'Apakah kamu dengar apa yang dikatakan nelayan itu? Kita harus meninggalkan kolam ini. Nelayan itu akan kembali besok dan membunuh kita semua!' Ikan kedua setuju. 'Kamu benar', dia berkata. 'Kita harus meninggalkan kolam ini.'

Tetapi ikan yang paling muda tertawa. 'Kamu cemas tanpa ada alasan', dia berkata. 'Kita telah tinggal di kolam ini semur hidup kita, dan tidak ada nelayan yang datang kesini. Kenapa harus orang-orang itu kembali? Saya tidak akan pergi kemana-mana - keberuntunganku akan menyelamatkan ku.'

(Resolution)

Ikan tertua meninggalkan kolam tersebut pada sora hari dengan seluruh keluarganya. Ikan kedua melihat nelayan datang di kejauhan pada pagi hari dan meninggalkan kolam tersebut dengan seluruh keluarganya. Ikan ketiga tetap menolak untuk pergi.

Nelayan tersebut pun datang dan menangkap semua ikan yang tertinggal di kolam. Keberuntungan ikan ketiga tidak menyelamatkannya - dia juga tertangkap dan dibunuh.

(Coda)
Ikan yang cemas dahulu dan bertindak sebelum nelayan datang dan ikan yang tertindak ketika nelayan datang bershasil selamat. Tetapi ikan yang mempercayakan hanya pada keberuntungan dan tidak berbuat apa-apa semuanya mati.

Write a Narrative Text in the column below. Your text must have at least **100   words.**

Appendix 4

VALIDITY OF THE INSTRUMENT

No	QUESTION ITEMS																				Y	Y²
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	2	2	3	2	2	2	3	2	3	3	2	3	4	3	2	4	4	2	2	3	53	2809
2	2	2	4	2	3	2	2	4	3	3	2	3	4	2	3	3	2	3	2	3	54	2916
3	2	2	3	2	2	2	2	2	2	2	2	3	3	2	3	3	3	3	3	3	49	2401
4	2	1	2	2	2	2	3	3	1	4	2	2	3	1	3	2	2	2	2	2	43	1849
5	2	1	2	2	2	2	3	2	1	4	1	2	2	1	2	2	2	2	3	3	41	1681
6	2	2	3	2	2	2	3	3	1	4	2	2	4	3	2	4	3	2	2	3	51	2601
7	2	2	3	2	2	2	3	3	1	4	1	2	4	1	3	2	2	2	2	3	46	2116
8	2	1	2	2	3	2	4	3	2	4	2	2	4	2	2	4	4	3	3	3	54	2916
9	2	2	2	2	2	2	3	3	3	3	2	4	4	2	3	3	3	2	2	2	51	2601
10	3	2	4	2	3	2	3	4	1	2	2	3	4	3	3	2	2	2	2	3	52	2704
11	2	2	3	2	2	2	2	2	3	3	2	1	1	1	2	2	2	2	3	4	43	1849
12	2	1	2	2	2	3	3	3	2	3	3	4	2	2	2	2	2	2	2	2	46	2116
13	2	2	3	2	1	2	3	2	2	4	1	2	3	2	2	3	3	2	2	3	46	2116
14	2	2	2	1	1	1	2	2	1	3	1	2	4	1	1	2	2	2	2	2	36	1296
15	2	2	2	2	2	2	2	2	3	3	2	4	4	2	3	4	4	4	4	4	57	3249
16	3	2	3	2	3	2	3	4	2	2	2	2	2	3	3	3	2	3	4	2	52	2704
17	3	2	3	2	3	1	2	2	2	2	2	2	3	4	3	3	3	3	3	3	51	2601
18	2	1	2	2	2	2	3	2	2	3	2	3	3	2	3	2	3	3	2	3	47	2209
19	2	2	3	2	2	2	3	3	2	3	2	2	4	3	2	4	3	2	2	3	51	2601
20	2	2	2	2	2	2	2	2	2	3	2	3	2	2	2	2	3	2	1	2	42	1764
21	3	2	2	2	2	2	4	4	2	4	2	4	4	2	2	4	2	2	2	2	53	2809
22	2	2	2	2	2	2	3	3	2	3	2	3	4	2	4	4	2	3	3	4	54	2916
23	2	2	3	3	2	2	3	3	1	3	2	3	3	2	2	4	2	2	3	3	50	2500
24	4	2	3	2	2	2	3	3	1	3	2	3	4	2	2	4	3	2	4	3	54	2916
25	1	1	1	1	1	1	1	2	1	1	1	1	3	1	2	1	2	1	2	2	27	729
26	2	2	3	4	4	3	3	3	2	4	2	4	4	3	4	3	3	3	3	3	62	3844
27	2	2	3	2	2	2	4	3	2	4	2	3	3	2	2	3	3	2	2	3	51	2601

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Y	Y²
28	2	2	3	2	2	2	3	4	4	2	2	3	3	2	3	2	2	2	2	3	50	2500
29	1	1	2	2	2	2	3	2	1	1	2	1	2	1	2	2	1	2	2	1	33	1089
30	2	1	3	2	1	1	3	2	1	4	2	4	3	1	2	2	2	2	4	2	44	1936
31	2	1	2	2	3	2	3	3	1	3	2	3	3	2	2	3	2	3	2	4	48	2304
32	1	1	3	3	2	2	3	3	4	3	3	3	4	3	2	4	4	3	4	4	59	3481
33	2	1	4	2	3	2	2	4	3	4	2	3	2	2	2	3	2	2	4	2	51	2601
34	2	2	4	4	3	3	3	3	2	3	2	3	4	2	4	3	3	3	3	4	60	3600
ΣX	71	57	91	72	74	67	95	95	66	104	65	92	110	69	84	98	87	80	88	96	1661	82925
ΣX^2	159	103	261	164	176	139	279	283	154	342	131	274	380	159	224	308	241	200	250	290		
ΣXY	2695	2615	4166	3398	3447	3118	4437	4404	3003	4830	3017	4298	5051	3224	3922	4568	4030	3731	4164	4472		
r_{xy}	0.36	0.38	0.54	0.66	0.61	0.52	0.40	0.48	0.46	0.34	0.50	0.59	0.50	0.65	0.50	0.72	0.55	0.62	0.39	0.56		
r_{tabel}	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33		
Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid		
σ_b^2	0.32	0.22	0.52	0.34	0.45	0.21	0.41	0.53	0.78	0.72	0.20	0.75	0.73	0.57	0.49	0.77	0.55	0.35	0.67	0.57		

$k = 20$

$\Sigma\sigma_b^2 = 10.25$

$\sigma_t^2 = 53.95$

$r_{11} = 0.853$

Appendix 5

RELIABILITY OF THE INSTRUMENT

Formula :

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2} \right)$$

Criteria
If $r_{11} > r_{tabel}$, then the questionnaire is reliable

1. Total Varians

$$\sigma_t^2 = \frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{82925 - \frac{(1661)^2}{34}}{34}$$

$$= 53.947$$

2. Each Varians

$$\sigma_{b1}^2 = \frac{159 - \frac{(71)^2}{34}}{34} = 0.33$$

$$\sigma_{b2}^2 = \frac{103 - \frac{(57)^2}{34}}{34} = 0.23$$

.
.
.

$$\sigma_{b39}{}^2 \quad = \quad \frac{290 \quad - \quad \dfrac{\left[96\right]2}{34}}{34} \quad = \quad 0.57$$

$$\Sigma\sigma_b{}^2 \quad = \quad 10.25$$

3. Reliability Coefficient

$$r_{11} \quad = \left(\frac{20}{20 \quad - \quad 1}\right) \quad \left(1 \quad - \quad \frac{10.25}{53.947}\right)$$

$$r_{11} \quad = \quad 0.853$$

In $\alpha = 5\%$ with N = 34 gained r $_{tabel} = 0.339$. Because $r_{11} >$ r $_{table}$ it can be concluded that the questionnaire is reliable

Appendix 6

STUDENTS' CODE OF THE INVESTIGATION CLASS

NO	Students' Number	Code
1	1	R - 001
2	2	R - 002
3	3	R - 003
4	4	R - 004
5	5	R - 005
6	6	R - 006
7	7	R - 007
8	8	R - 008
9	9	R - 009
10	10	R - 010
11	11	R - 011
12	12	R - 012
13	13	R - 013
14	14	R - 014
15	15	R - 015
16	16	R - 016
17	17	R - 017
18	18	R - 018
19	19	R - 019
20	20	R - 020
21	21	R - 021
22	22	R - 022
23	23	R - 023
24	24	R - 024
25	25	R - 025
26	26	R - 026
27	27	R - 027
28	28	R - 028
29	29	R - 029
30	30	R - 030
31	31	R - 031
32	32	R - 032
33	33	R - 033
34	34	R - 034

Appendix 7

SCORES OF THE STUDENTS' WRITING ABILITY

No	Code	Format & Content	Organization & Coherence	Sentence Construction & Vocabulary	Total (Y)
1	R - 001	28	10	27	65
2	R - 002	30	12	30	72
3	R - 003	34	16	35	85
4	R - 004	25	12	26	63
5	R - 005	30	14	30	74
6	R - 006	32	15	34	81
7	R - 007	25	11	26	62
8	R - 008	30	13	29	72
9	R - 009	35	16	32	83
10	R - 010	32	13	29	74
11	R - 011	23	12	25	60
12	R - 012	27	13	30	70
13	R - 013	30	15	33	78
14	R - 014	20	7	20	47
15	R - 015	34	16	35	85
16	R - 016	30	14	30	74
17	R - 017	32	15	33	80
18	R - 018	29	11	29	69
19	R - 019	33	16	32	81
20	R - 020	28	12	30	70

No	Code	Format & Content	Organization & Coherence	Sentence Construction & Vocabulary	Total (Y)
21	R - 021	30	15	30	75
22	R - 022	30	13	29	72
23	R - 023	32	15	32	79
24	R - 024	31	16	33	80
25	R - 025	25	10	23	58
26	R - 026	32	16	34	82
27	R - 027	32	15	32	79
28	R - 028	30	12	28	70
29	R - 029	30	12	28	70
30	R - 030	25	10	22	57
31	R - 031	30	12	28	70
32	R - 032	30	13	30	73
33	R - 033	33	15	33	81
34	R - 034	32	15	30	77
total		1009	452	1007	2468
average		29.67	13.29	29.61	72.58

Appendix 8

RESULT OF THE STUDENTS' READING HABIT PERCENTAGE

No	Score	%	Category
1	52	65	Good
2	54	67.5	Good
3	49	61.25	Good
4	43	53.75	Fair
5	41	51.25	Fair
6	51	63.75	Good
7	46	57.5	Fair
8	54	67.5	Good
9	51	63.75	Good
10	52	65	Good
11	43	53.75	Fair
12	46	57.5	Fair
13	46	57.5	Fair
14	36	45	Fair
15	57	71.25	Good
16	52	65	Good
17	51	63.75	Good
18	47	58.75	Fair
19	51	63.75	Good
20	43	53.75	Fair
21	52	65	Good
22	54	67.5	Good
23	50	62.5	Good
24	54	67.5	Good
25	32	40	Bad
26	60	75	Good
27	51	63.75	Good
28	47	58.75	Fair
29	45	56.25	Fair
30	44	55	Fair
31	48	60	Fair
32	59	73.75	Good
33	51	63.75	Good
34	60	75	Good
Total	1612	2015	
Average	49.17647	61.470588	Good

Appendix 9

RESULT OF THE STUDENTS' WRITING ABILITY

No	Score	Category
1	65	Average
2	72	Good
3	85	Very Good
4	63	Average
5	74	Good
6	81	Very Good
7	62	Average
8	72	Good
9	83	Very Good
10	74	Good
11	60	Fair
12	70	Average
13	78	Good
14	47	Poor
15	85	Very Good
16	74	Good
17	80	Good
18	69	Average
19	81	Very Good
20	70	Average
21	75	Good
22	72	Good
23	79	Good
24	80	Good
25	58	Fair
26	82	Very Good
27	79	Good
28	70	Average
29	70	Average
30	57	Fair
31	70	Average
32	73	Good
33	81	Very Good
34	77	Good
Average	72.45455	Good

Appendix 10

DATA TABULATION TABLE

4.2.1.1 Students' Achievement Result of Reading Habit

Table 4.1 The distribution of the students' reading habit result

Percentage Interval	Criteria	Frequency	Achievement
81 - 100	Very Good	0	
61 - 80	Good	20	58.82
41 - 60	Fair	13	38.23
21 - 40	Bad	1	2.94
Sum		34	100%
Highest		77.5%	
Lowest		33.75%	
Average		61.1%	

4.2.1.2 Students' Achievement Result of Writing Narrative Text

Table 4.2 The distribution of the students' writing achievement result

Percentage Interval	Criteria	Frequency	Achievement
91 - 100	Excellent	0	0
81 - 90	Very Good	7	20.59
71 - 80	Good	14	41.18
61 - 70	Average	9	26.47
51 - 60	Fair	3	8.82
41 - 50	Poor	1	2.94
Sum		34	100%
Highest		85	
Lowest		47	
Average		72.4	

4.2.2 Normality Test

Table of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	6.83399382
Most Extreme Differences	Absolute	.115
	Positive	.085
	Negative	-.115
Kolmogorov-Smirnov Z		.671
Asymp. Sig. (2-tailed)		.758
a. Test distribution is Normal.		

4.2.3 Hypothesis Testing

Table 4.4 Correlational Computation

Correlations

		Reading Habit	Writing Ability
Reading Habit	Pearson Correlation	1	.629[**]
	Sig. (2-tailed)		.000
	N	34	34
Writing Ability	Pearson Correlation	.629[**]	1
	Sig. (2-tailed)	.000	
	N	34	34

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

4.4 Discussion

Table 4.6 The Average Score of Students' Writing Ability

Appendix 11

The Assessment Sheet of Expert Judgment

Lembar penilaian ini diperlukan guna mengetahui validitas angket yang digunakan untuk mengukur reading habit. Adapun petunjuk dan ketentuannya adalah sebagai berikut:
1. Pengisian dengan memberikan checklist (√) pada kolom penilaian.
2. Ketentuan skor penilaian yaitu layak = 1, dan tidak layak = 0
   Skor minimum   = 0 x 5 = 0
   Skor maksimum   = 1 x 5 = 5
3. Kualitas lembar penilaian angket, yaitu:

Kualitas	Interval Skor	Interpretasi
Layak	3 < skor < 4	Lembar angket dinyatakan layak digunakan untuk pengambilan data
Tidak Layak	0 < skor < 2	Lembar angket dinyatakan tidak layak digunakan untuk pengambilan data

No.	Indikator Validitas	Penilaian	
		Ya	Tidak
1.	Penilaian sesuai dengan apa yang akan diukur		
2.	Teori psikologi sesuai dengan variable yang akan diteliti		
3.	Butir angket sesuai dengan indicator		
4.	Butir angket dirumuskan dengan singkat dan jelas		
5.	Butir angket tidak menimbulkan penafsiran ganda		
Jumlah Skor			

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : Tri Isnaeni, S.Psi

Setelah membaca, menelaah dan mencermati instrument penelitian berupa angket yang akan digunakan untuk mengukur kebiasaan membaca (reading habit) untuk penelitian yang berjudul "The Correlation between Students Reading Habit and Their Ability of Writing Narrative Text yang dibuat oleh:

Nama : Inayatul Maula

NIM   : 2201411051

Prodi : Pendidikan Bahasa Inggris

Dengan ini menyatakan instrument penelitian berupa angket tersebut:

☐ Layak digunakan untuk mengambil data

☐ Tidak layak

Catatan (bila perlu)

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, April 2015
Validator,

Tri Isnaeni, S.Psi

Appendix 12

Sample of Students' Narrative Text

Write a Narrative Text in the column below. Your text must have at least **100 words.**

The mermaid.

Orientation.
Once upon a time, in vast ocean lived a mermaid, she had a beautiful face.

Complication.
one day great storm at the sea, a prince drown out from the ship. the mermaid helped the prince and take him until the beach. then the mermaid back to the sea, but she always thinking about the prince. and finally she loved him.

then the mermaid wanted to be human, so she asked a witch to turn it, but she should lose her voice. After being human the mermaid meeted the prince, she tried to told her love but she can't talked.

then the mermaid heard that the prince getting married with princes from other kingdom. she was sad and wanted to go back into mermaid.

Orientation.
the mermaid asked a witch to turn it but she should killed the prince. finally, the mermaid killed the prince with knife and turn to mermaid again. she cried and go back to the sea.

33
16
32 +
81   Very good.

Write a Narrative Text in the column below. Your text must have at least **100** words.

Cinderella

Once upon a time there lived a beautiful girl named Cinderella. She lived with her step and step mother. because her Parents were dead. Here step sister and step mother very hate with Cinderella.

One day, there is letter circulating about a party held at the palace. Cinderella and her step sister and step mother want to went there to visited the party. But, Cinderella should not came to the palace. She should be at home.

Then, fairy came over Cinderella and helped in order to came to the palace. But, the clothes weared Cinderella did not last until 12 pm, if exceeded will changed clothes. She had to went home before 12 pm. She arived at the palace and meet the prince. She danced with the prince. Her step sister more hate with Cinderella. because seen him danced with prince. Already at 12 pm. Cinderella must went home. her shoes regions in the palace. And the shoes prince save.

The next day, the palace guards looked for a suitable girl feet with shoes, will a wedding with prince. And matched Cinderella weared the shoes. And finally Cinderella and prince lived happily ever after.

30
15
30
75 good

Write a Narrative Text in the column below. Your text must have at least **100** words.

Rabbit and turtle.

Once upon a time there lived a rabbit and turtle, they lived both in jungle.

One day a rabbit and turtle to follow the competition was held by bear. A prize from the competitionaas the fruit they likes. the feeling they are very happy.

Although they're your best friend but competition was competition. the rabbit feel he is the great and underestimate the ability of the turtle is the ran slowly that

finally the competition begins. they competed with all one's migh.

However rabbits are arrogant it eventually lost and the competition winner by a turtle who's running slow, because rabbiturssleeping at the time was made.

Rabbit could not accept and the end left the competition just like that.

finally, the turtle persuade a rabbit to not angry anymore and give a portion of the prize to a rabbit as a sign of friendship.

— end. —

32
15
32
79 · good

Write a Narrative Text in the column below. Your text must have at least **100** words.

Bawang Merah and Bawang Putih

Once upon a time, there was happy family in the village. A mother, father and daughter name Bawang Putih. But then mother die and father get married with a cruel woman. and the daughter name Bawang merah.

Bawang putih treated like servant, she must washing clothes everyday in the river.

One day when washing in the river Bawang Putih found a pumkin. Then she brought the pumkin to home. But inside the pumkin was gold and then the step mother and Bawang merah take it.

In the morning Bawang merah and his mother go to the river to search pumkin. Then they found very big pumkin but inside not gold but snake then the snake bite them and finally they died in the river.

35
16
32
___
83 ✓ good