

**THE CORRELATION BETWEEN STUDENTS'
READING HABIT
AND THEIR ABILITY IN WRITING DESCRIPTIVE
TEXT**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By:

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Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE OF ISLAMIC UNIVERSITY

STUDIES OF RADEN INTAN

LAMPUNG

2023

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TEXT**

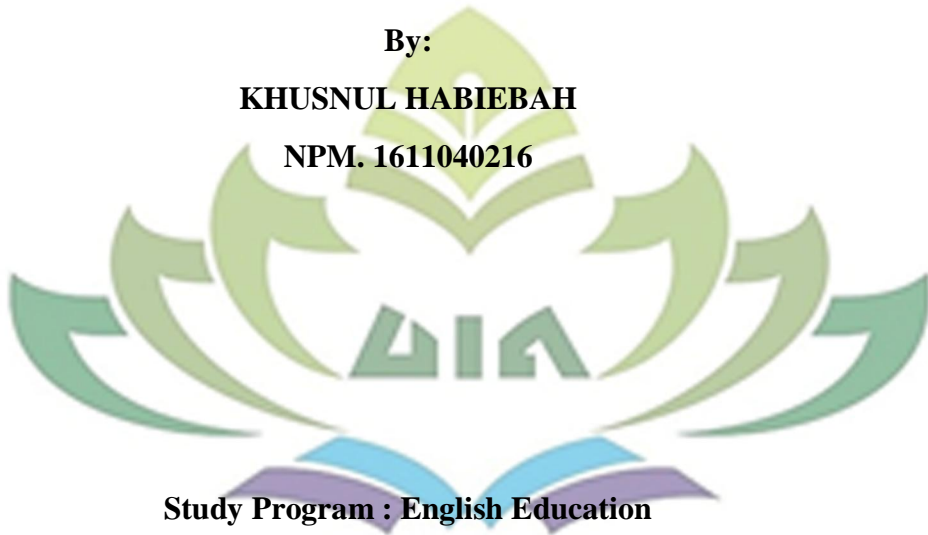
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RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT

By:
KHUSNUL HABIEBAH

Reading not only habits help students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure periods. The problem from reading and writing is learning to read and write can be very difficult. There are a wide variety of reasons why a child may be having a hard time. Problem for Reading and writing can occur alone but are often present together. some problems that the students faced in learning English especially in writing. Most students' writing ability were good yet not. In addition, the teacher said that she seldom taught writing skill to the students and just focused on how to enable students to do the assessment test. He just thought about making students expert in answering questions in the examination instead of teaching the language skills. Moreover, there was no writing test in the examination, so writing was considered less important to teach. Another reason why the teacher seldom taught writing was because it was time consuming to correct. This reserach was intend to investigate whether or not there is a correlation between students' reading habit and ability in writing descriptive text correlates each other.

The research used quantitative method through correlational research as a research design. The population of this research students of the second semester of eighth grade of Mts Al Fatah Natar in the academic year of 2022/2023, it consists of 193 students divided into 6 classes. The sample of this study were 30 students that had been selected. The sample was determined by using random sampling technique since six classes have the same level of English competency. In this case, 30 students from VIII A until VIII F

The result from the this reseach showed reading habit and ability in writing was rather different with the other research, reading habit had good correlation with ability in writing descriptive text. In other words it was supported by this research and it was proved by testing hypothesis of the research, it is found that reading habit have the significant correlation to students' ability in writing descriptive text at at the second semester of eighth grade of MTs Al-Fatah Natar. It can be seen from the computation in which the total possitive correlation of the students' 0.503, the total was categorized there was a medium correlation So, it is clearly reading habit have the significant correlation to students' ability in writing descriptive text. Reading habit is needed and really important in writing

Keywords: *Readin,g Habit, writing, Descriptive, Text*

DECLARATION

I am a student with the following identity:

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I hereby declare that this thesis is completely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung,, August 2023
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A Thesis entitled: **The Correlation Between Students' Reading Habit and Their Ability in Writing Descriptive Text**, by: **Khusnul Habiebah**, NPM: 1611040216, Study Program: English Education was tested and defended in the examination session held on: Tuesday, June 20st 2023

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MOTTO

وَلَمَّا سَكَتَ عَن مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابَ ۖ وَفِي
نُسخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ لِرَبِّهِمْ يَرْهَبُونَ

Then, when the anger of Moses abated, he took up the tablets, and in their inscription there was guidance and mercy for all those who fear their Lord. (154)¹



¹ Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*, (New Delhi: Milla Book Centre, 2006),

DEDICATION

Price and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my heart and great love, this thesis is proudly dedicated to:

1. My beloved father and my beloved mother, Mr. Suhendro and Mrs. Rodiah, who always supporting me, pray for all my success, thanks for all the motivations and your support, I love you forever. I love you more and more.
2. My beloved Brother and Sister Bondan Aritanto, Nico Baskoro, and also all my big family for the love, support and motivations to me.
3. My beloved friends Falihatul Kholidiyah, Arifah Hasanah, and All friends that you support me in finishing my study.
4. My beloved the Future Husband Fitriani Belia Ramadhan for the love, and always beside me.
5. Me, myself and I. Thank you so much for survived this far. Thank you so much for always tried to think positively and never give up. Keep it up!
6. My beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The writer's name is Khusnul Habiebah. She was born in Lampung on May, 17th 1998. She is the first child of Mr. Suhendro and Mrs. Rodiah. She has two elder brother namely Bondan Aritanto and Nico Baskoro. She lives in Tanjung Enim.

The writer began her study at Elementary School of SDN 15 Lawang Kidul in 2004 and then graduated in 2010. Then, she continued to Junior High School SMPN 2 Lawang Kidul and finished in 2013. After graduated from Junior High School, she continued of Senior High School of SMKN 3 Bandar Lampung and finished in 2016. After finishing her study, for getting further education in higher level, in 2016 she entered to study in English Education Study Program of Tarbiyah Faculty and Teacher Training State University of Islamic Studies Raden Intan Lampung (UIN).

ACKNOWLEDGMENT

In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Correlation Between Students’ Reading Habit and Their Ability in Writing Descriptive Text at the students at the second semester of eighth grade of MTs Al-Fatah Natar in the academic year of 2022/2023” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the writer has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
2. Dr. Moh. Muhassin, M.Hum, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Dr. Moh. Muhassin, M.Hum, the first advisor and also the academic advisor of the researcher, for his guidance help and countless time given to the researcher to finish this thesis.
4. M. Ridho Kholid, S.S., M.Pd the second advisor who has spent countless hours, always patiently guided, helped supervision especially in correcting the writer to finish this thesis as well
5. All lecturers of English Education Study Program of Raden Intan State Islamic University Lampung, who have though the writer since the first year of her study.
6. My beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in class.

Finally, nothing is perfect and neither is the final project. The

writer realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final protect are always welcome.

Bandar Lampung, August 2023
Declared by

KHUSNUL HABIEBAH



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CHAPTER I

INTRODUCTION

A. Affirmation of the Title

As a first step to understand the title of this thesis, and to avoid misunderstandings, the writer feels the need to explain some of the words that make up the title of this thesis. The title of the intended thesis is the correlation between students' reading habit and their ability in writing descriptive text. The descriptions of the meanings of several terms contained in the title of this proposal are as follows:

1. Reading Habit

Habit is behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense, of awareness.¹ According to Oxford's Dictionary, habit is thing that people do often and almost without thinking.² Reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities. Reading habits is active skill to get knowledge, constructing meaning, and gaining oral and visual knowledge through reading activity.

2. Ability of Writing Descriptive Text

Writing is a skill that can be learned as well as it is a process of discovery which is required a number of steps.³ This definition gives a view about writing that it is a skill which can be learnt by anyone, certainly through continuous practices, whereas it is considered as a process of discovery because to get a good final draft of writing, individuals are required to follow a number of steps through editing or revising until they find their work has served its needs.

¹ Nilsen, Per, et. al., "Creature of Habit : Accounting for the Role of Habit in Implementation Research Clinical Behavior Change" *Implementation Sains Journal*, June 9 th 2012.

² Hornby, A.S *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 193.

³ John Langan, *Exploring Writing: Paragraphs and Essays*, (New York: McGraw-Hill, 2008), pp. 7-9.

Writing descriptive text is help the readers through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion. In the text the descriptive text can be a person, an animal, plants, a house, it can be about any topic.

Based on the affirmation of several terms contained in the title of this research thesis, the writer can conclude that the purpose of the title of this research thesis is to find out the correlation between students' reading habit and their ability in writing descriptive text.

B. Background of the Study

In Indonesia, English is the first foreign language which is taught at Primary School, Junior, and Senior High Schools up to the university level. School-curriculum is still being implemented in some schools in Indonesia, and it includes English as one of the subjects.⁴ As an international language, English can give many advantages to people who learn it.

English is taught in order to absorb science, technology and art. English also helps people to communicate with other people in other countries. English is used by most people throughout the world. Although there are some languages that become international language nowadays, people tend to use English rather than other languages.

The students are required to learn four language skills: listening, speaking, reading, and writing. All of those skills should be learned by students as the basis of communication. Those skills are important to be mastered without ignoring each other. However at the implementation, reading and writing seems to be given priority. This might be due to the fact that reading and writing are more being used than other skills. It was proven on students test or national exam.

Reading is a set of skills that involves making sense and deriving meaning from printed word. It means that reading is a process to establish the reader's comprehension which involves making sense

⁴ Depdiknas, *Peraturan Pemerintah Republik Indonesia, No. 22 Tahun 2006 Tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*, (Jakarta: Depdiknas, 2006), p. 15.

and deriving meaning from printed word with different purposes.⁵ It means that reading is the main thing in reading activities where a reader builds an understanding of a text. He combines logical thinking that is owned by a collection of letters, words, and sentences in the text.

Reading not only habits help students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure periods.⁶ It means that reading habits can help children get knowledge and information more easily. It was proven Daily reading habits can improve the mindset of the child, for example, highly correlated with better reading skills and higher academic achievement.

Writing is considered as a complex process of putting ideas down on paper to transform thoughts into words.⁷ From the definition above, writing is a person's ability to compose words that can be made as a clear sentence. We can gather ideas that are in our minds, and we can write on paper, and also the meaning contained in them can be accepted by the reader. The idea or thought is something abstract that comes from our mind. It is not easy to write words into understandable or readable forms.

The problem from reading and writing is learning to read and write can be very difficult. There are a wide variety of reasons why a child may be having a hard time. Problem for Reading and writing can occur alone but are often present together. Spelling impairment can affect both reading and writing; there is a bidirectional relationship between spelling and word reading such that difficulty or progress in one area can influence performance in the other area. The problem when student complain about how difficult it is to write in a second language, they are talking not only about the difficult of

⁵ Nunan, D.(2006). *Practical English Language Teaching: Young Learners*. Singapore: McGraw Hill.

⁶ Patel, M.F., & Jain, P. M.(2008). *English Language Teaching*. Jaipur: Sunrise

⁷ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (2nd ed) (New York: Longman, 2001), p.336

finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.⁸

The problem may be described by difficulties in single word reading, sounding out words/letters, reading sight words, comprehension, inadequate phonological processing, for instance, they cannot understand that sentences consist of words, words are comprised of syllables which are also made up of single sounds or phonemes. The processing problem can also be seen in spelling and writing which are usually common with reading problems. For pupils with this problem, the difficulty will exist despite being combated. However, these pupils's reading ability may improve though it continues to be characterized by a slower reading rate.⁹

Based on researcher interview with an English teacher who teaches students at Mts Al-Fatah Natar, the writer found there were some problems that the students faced in learning English especially in writing. Most students' writing ability were good yet not. In addition, the teacher said that she seldom taught writing skill to the students and just focused on how to enable students to do the assessment test. He just thought about making students expert in answering questions in the examination instead of teaching the language skills. Moreover, there was no writing test in the examination, so writing was considered less important to teach. Another reason why the teacher seldom taught writing was because it was time consuming to correct.¹⁰

There are some previous studies about The Correlation Between Students' Reading Habit And Their Ability In Writing Descriptive Text. First, based on previous research by a study entitled *The Correlation between Students' Reading Habit and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung East Lampung* was carried out by Wulandari. It was

⁸ A. Raimes, *Techniques in Teaching Writing*, (Oxford: OUP, 1983), p.13

⁹ I Lundberg, *twenty five years of reading research as a basis for prediction of future development*, (London: Whurr publishers. 2002)

¹⁰ Kartika, interview with the teacher, MTs Al-Fatah Natar, November 10th, 2021

conducted to investigate whether or not there is a significant positive correlation between students' reading habit and their reading comprehension ability. The instruments used in this research were a questionnaire which assessed the students' reading habit and a reading test measuring the students' reading comprehension. Based upon the analysis conducted, it reached a conclusion that there was a positive significant correlation between students' reading habit and their reading comprehension ability with t observed obtained was 0.642.¹¹

Second, The thesis comes from Innayatul Maula was conducted in UIN Syarif Hidayatullah Jakarta. The respondents of this study consisted of 30 students. Innayatul used test to collect data about students' Writing Narrative Text. As the results shown that the students free reading habit has a dramatic effect on second language acquirers, where Students result of reading habit showed a good result, this is a good start to explore more on reading activity in learning process.¹²

Last, Dony Prasetyo M in his thesis was to reveal whether there is any relationship between translation ability and reading habit toward writing ability. He conducted a survey of reading habit of the students. A total of 151 surveys. By using Pearson product-moment correlation the result showed that there was a significant correlation between between translation ability and reading habit toward writing ability. 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

¹¹ Rahmayuni Wulandari, "*The Correlation between Students' Reading Habit in English and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung East Lampung*," A thesis at Lampung University, Bandar Lampung, 2016, unpublished.

¹² Innayatul Maula, "*The Correlation between Students' Reading Habit and their Ability of Writing Narrative Text* Jakarta 2013, accessed on <http://lib.unnes.ac.id/2050505/1/2201411051-S.pdf> retrieved on December, 10th 2021 at 9.35 p.m.

reading have, in general, superior academic skills and these skills help them achieve academic success.¹³

According to some previous researches, there are differences between the researcher and the previous research. First previous research focuses to find correlation between reading habit and reading comprehension. While this research focuses to find the correlation between reading habit and ability in writing Descriptive Text. Next, second previous research study about between translation ability and reading habit toward writing ability. It is different with this research, because this research focus on the the correlation between reading habit and ability in writing. Thus, the researcher interest to conducted the research entitle The Correlation Between Students' Reading Habit and Their Ability in Writing Descriptive Text.

Although a lot of previous research has explained the correlation between reading habits and other aspects such as reading comprehension, and much has also explained the correlation between writing ability and different variables such as translation ability. So, there has been no previous research that specifically discusses the correlation between the reading habits and writing ability descriptive text. Therefore, in this study researchers will try to find out specifically how the correlation of reading habits and writing ability descriptive text. So that later it can also be known about the ability to write, especially descriptive texts owned by the students MTs Al Fatah Natar, there is a correlation with their reading habits.

From the explanation above, to find out the empirical evidence about the problems, the writer intends to investigate whether or not there is a correlation between students' reading habit and ability in writing descriptive text correlates each other. Therefore the researcher conducted a research entitled: "The Correlation Between Students' Reading Habit and Their Ability in Writing Descriptive Text".

¹³ Gallik, Jude D., "Do they Read for Pleasure? Recreational Reading Habits of College Students", *Journal of Adolescent and Literacy* 42(6), 480-488 accessed on <http://www.jstor.org/discover/10.2307/40014062?sid=21105343945971&ui>

C. Identification of the Problem

Based on the explanation given on the background of the study above, it can be identified that the problem are:

1. To write effectively, students should have some knowledge of the subject matter of their writing which can be obtain through reading activity.
2. One of the basic problems in writing is finding, organizing, or expressing writing ideas, and reading is one of the best ways to overcome them problem Through reading people can get some new information new knowledge, facts, experiences and ideas unknown to people before.

D. Limitation of the Problem

Based on the identification of the problem, the researcher will focus on correlation between reading habit and the ability in writing skill of descriptive text on the description about things at the eighth grade students of Junior High School.

E. Formulation of the Research

Based on the limitation above, the researcher will formulate the problem as follows: “Is there any correlation between students’ reading habit and their ability in writing descriptive text?”

F. Objective of the Research

The objective of this research will to find out whether there is any correlation between students’ reading habit and their ability in writing descriptive text.

G. Use of the Research

The researcher hope this research can give useful contributions in English Language Teaching in Indonesia. This research is proposed to:

1. Students

The results of this study will motivate students to read more than before. It also encourages them to learn English by reading many source such as books, journal, article and any other to

improve their vocabulary and by increasing their vocabulary mastery, they will be able to improve their writing skills.

2. Teachers

The results of the study can provide information to the teacher about students' ability in writing correlates with students' reading habits. The teacher can encourage their students to read more source such as books, journal, article, especially English material, because by reading more source students can also improve their English and they will get information about the correct writing. It also provides a simple and practical way to improve English Language Students in writing skills.

3. Researcher

The results of this study will be useful for other researchers who will conduct research in the same field. This can be a consideration at once recommendations from other studies if they will conduct further research in the same field.

H. Relevance Studies of the Research

One important thing in the research is relevance study that make research valid. There are some previous researches about Reading Habit. First, based on previous research by a study entitled *The Correlation between Students' Reading Habit and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung East Lampung* was carried out by Wulandari. It was conducted to investigate whether or not there is a significant positive correlation between students' reading habit and their reading comprehension ability. The instruments used in this research were a questionnaire which assessed the students' reading habit and a reading test measuring the students' reading comprehension. Based upon the analysis conducted, it reached a conclusion that there was a positive significant correlation between students' reading habit and

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According to some previous researches, there are differences between the researcher and the previous research. First previous research focuses to find correlation between reading habit and reading comprehension. While this research focuses to find the correlation between reading habit and ability in writing Descriptive Text. Next,

¹⁴ Rahmayuni Wulandari, "The Correlation between Students' Reading Habit in English and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung East Lampung," A thesis at Lampung University, Bandar Lampung, 2016, unpublished.

¹⁵ Innayatul Maula, "The Correlation between Students' Reading Habit and their Ability of Writing Narrative Text Jakarta 2013, accessed on <http://lib.unnes.ac.id/2050505/1/2201411051-S.pdf> retrieved on December, 10th 2021 at 9.35 p.m.

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I. Systematic Disscusion

This study will display the discussion in several chapters. The chapters will explain and describe particular topics. The systematic discussions are as follows:

1. Chapter I

Chapter I present the introduction, which consists of title affirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, use of the research, relevance studies of the research and systematic discussion.

2. Chapter II

Chapter II contains a literature review of several theories and references that form the basis for supporting studies and also the hypothesis. In this study, chapter II presents the related literature about reading habit and writing descriptive text. Further, the proposed hypothesis is also presented in this chapter.

3. Chapter III

Chapter III presents the research methodology. This chapter presents the time and place of the research, type of the research, **Population, Sample, and Technique of collecting Data**, The Operational Definition of Variable, Research Instrument, Validity, Reliability and Readability of the Test, **and the tecnique of analysis data**.

4. Chapter IV

Chapter IV presents research data and research findings. This chapter presents all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.

5. Chapter V

Chapter V presents the conclusion and suggestion of the research. This chapter presents what can be concluded from the result of the study and provides suggestion related to the conclusion

CHAPTER II LITERATURE REVIEW

A. Reading Habit

1. The Defenition of Reading Habit

Habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense, of awareness.¹⁷ According to Oxford's Dictionary, habit is thing that people do often and almost without thinking.¹⁸ Reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities. Reading habits is active skill to get knowledge, constructing meaning, and gaining oral and visual knowledge through reading activity.

Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading.¹⁹ 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.²⁰ 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 states writing style does not come from actual writing experience, but from reading.²¹ Many researches reviewed earlier show that those who read more, develop higher level of literacy. This can be seen from the plenty

¹⁷ Nilsen, Per, et. al., "*Creature of Habit : Accounting for the Role of Habit in Implementation Reasearch Clinical Behavior Change*" *Implementation Sains Journal*, June 9 th 2012.

¹⁸ Hornby, A.S *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 193.

¹⁹ Sangkaeo, Samsong, *Reading Habit Promotion in Asia Libraries. Paper Presented at 65th IFLA Council and General Council and General Conference*, Bangkok, Thailand. 1999.

²⁰ Annamalay, Muniandy, *Reading Habit and Attitude among Malaysian Polytechnic students* "*International Journal of Education and Sciences* 5(1), 32-41, 2013.

²¹ Krashen, Stephan D., *Op. Cit.*,p. 132.

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.

2. The Purpose of Reading Habit

There are some reading habit purposes which have either positive or negative result. For purpose of this, they are grouped into four segments they are hoobial, recreational, concentration and deviational.²²

a. Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes on satisfied but also positive.²³ Unlike other hobbies, reading is one of the most recommended one to shape readers personality skill. Reading book particularly can develop the knowledge of vocabulary which help in conversation. Reading as a hobby is wonderful, it hepls the readers to improve their ability to absorb and comprehend written material and help them pursue a better job.²⁴ So, this is the purpose of reading habit are make the reader knowlegeable in their ability espescially comprehend written material.

b. Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue, the example activities on reading for relaxation are reading magazine and newspaper.²⁵ So, in this the reader have relaxation in effort knowledge.

c. Concentration

²² Ochanya, Ogbodo Rosemary, Effective study Habits in Educational Sector : Counseling Implication, *Edo Journal of Counseling*, Vol. 3. No. 2, 2010, p. 231-235.

²³ *Ibid.*, p. 231

²⁴ Trent Hamm, *Perfect Hobby? Reading Book Is Fun, Cheap And Good For You*, 2012, accessed on, <http://abcnews.go.com/Business/reading:book-fun-cheap-good/story/com>. retrieved on December, 10th 2021 at 9.36 p.m.

²⁵ Ochanya Ogbodo Rosemary, *Op. Cit.*,p. 231.

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders, this reading habit purpose shows positive result in students achievement in school.

d. Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students.if this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

3. The Aspect of Reading Habit

In gaining an effective reading habit, Julio Cesar summarized seven aspect of reading habit, they are attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non academic reading, motivation in the family environments, and then motivation in the academic environments.

b. Attitude toward reading

Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

c. Reading Frequency

Reading frequency is the frequency at which the persons reports to read books in their spare time

d. Books Read

The number of books that the person reports having read in the last three months.

e. Time Spent on Academic Reading

Time spent on academic reading is the time that person reports to devote to reading books on his or her study subjects.

f. Time Spent on Non- Academic Reading

Time spent on non- academic reading is the time that the respondent reports to devote to reading books that are not directly related to the subject of his or her studies.

g. Motivation in the Family Environments

Motivation in the family environments is often reported by the person on the purchase of books, recommending books and reading interest in the family..

h. Motivation In The Academic Environments

Motivation in the academic environments is the frequency the students reports on the teacher using activities to promote contact with psychology literature.²⁶

In this research, reading habit that were surveyed were number of hours spent daily on reading and types of reading materials then types of reading strategis used.²⁷ Measuring reading habit of students' can be doing with making some questionnaires.

Questionnaires is simply a "tool" collecting and recording information about particular issue of interest. Questionnaires was a list of question that were given to otherpeople, in order to give the respond that was appropriate to user's will.²⁸ It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used.

4. Advantages of Reading Habit

In habitual reading habitual reading, there are so many advantages that the students can learn. Reading habit is the powerful and long lasting tool in the development of students academic success. The implication of applying reading as habitual activity are students can develop the knowledge, and increase focus and concentration. Reading as a habitual activity also helps

²⁶ Galicia, Julio Cesar Gaona, *Relationship Reading Habit, University Library and Academic Performance in A Sample of Psychology Students*, *Revista de La Education Superior Journal*, Vol. XL (I), No. 157, 2011, p. 59-60.

²⁷ Kekal Abadi, *Reading Habit and Attitude in Malaysia : Analysis of Gender and Academic Programme Differences*, retrieved on December, 20th 2017 at 09.00 p.m.

²⁸ Riduan, *Belajar Mudah Penelitian Untuk Karyawan-Guru dan Penelitian pemula*, (Bandung, London, Sidney), p. 284.

the students to pleasure their understanding, helps them become more intelligent, and adding their vocabulary meaning.

Several advantage of reading habit, they are habit of reading help the mind performs effectively, habit of regular reading help us develop a good vocabulary, habit of reading boots intellectual curiosity, habit of reading means psychological activity, and then habitual reading helps readers to have positive set of mind.

a. Habit of reading help the mind performs effectively

To read frequently, the people will have abilities to communicate and think well. Acquiring reading habit will automatically active neurons and make it always a good shape. People who exhibit habit as daily activity will help them perform effectively in front of public.

b. Habit of regular reading help us develop a good vocabulary

Habitual reading develops their alertness in identifying error in a sentences. Frequent readers have a range of words bank. They will have specific information about the meaning of the word and they are able to preict the meaning based on context. Frequent readers will be better in understanding the message that the writer trying to convey.

c. Habit of reading boots intellectual curiosity

Habitual reading helps the readers to understand the complexity of different boooks. A reader become knowledgeable about various literacy skills and leads the reader to think indepently and critically.

d. Habit of reading means psychological activity

Regular habit as a psychological activity means a reader link with their mind to feel the writers imagination. The reader previews the story and goes into it and absorb as the story goes on it. The reader use their mind to figure out the scheme of the story to feel writers feeling and to experience of personal players.

e. Habitual reading helps readers to have positive set of mind

Efficient frequent reader should be active, positive mind set and critical. The readers should give feedback quickly to the

material as a respond to what they have read. They shoul also get summary and make a critical judgment from the material.²⁹

To conclude here a few important benefit for reading habit activities. By implementing habitual reading, readers are able to train their mind int the context of helping brain to work effectively. Habitual reaading enriches readers vocabulary in variours literacy skills. Moreover reading habit makes the readers open up their mind and helps them become more intelligent.

B. Ability of Writing Descriptive Text

1. The Definition of Witing Ability

Likewise the reading skill, writing constitutes one of the important language skills. This section attempts to reveal concepts related to writing skill in details. It comprises nature of writing, steps in writing, purposes of writing, and the way or method that can be used to assess writing works.

Writing is considered as the important language skill. It is the skill that can give a space for people to express ideas, feelings, and opinions, particularly in the written form. To have more understanding about nature of writing, a number of experts propose some definitions. The definitions are discussed and unraveled in details here.

Writing is regarded as an activity which is done both in terms of private and public.³⁰ Writing is considered private because it is carried out by the writer alone or individually, meanwhile it is thought as a public activity because it involves others or audience/readers, i.e. the writers attempt to convey their ideas to readers, and sometimes the piece of writing is corresponded with the readers' needs.

Moreover, writing is the activity where individuals attempt to discover things that they know and feel;also, it is the activity

²⁹ Jack, Steel, *The Habit and Its Advantage- Why You Should Develops Habit of Regular Reading*, 2008, <http://voice.yahoo.com/the-habit-its-advantages.com>.retrieved on December, 10th 2017 at 9.40 p.m.

³⁰ Broughton et al., *op. cit.*, p. 116.

through which writers have communications with readers about the things they know and feel.³¹ Based on Ploeger's view above, writing can be considered as an activity which covers two steps, i.e. discovering things, which can be in the form of ideas, feelings, etc., and communicating those things to the readers in the written form. For instance, as individuals are willing to write about the Turkish culture, they must recognize anything that they know or feel about Turkish culture, for instance from its language or the way the Turkish people behave; then when they have already had those knowledge or feeling about Turkish culture, they write them down into a piece of paper in order to it can be read by their readers.

Furthermore, writing is a skill that can be learned as well as it is a process of discovery which is required a number of steps.³² This definition gives a view about writing that it is a skill which can be learnt by anyone, certainly through continuous practices, whereas it is considered as a process of discovery because to get a good final draft of writing, individuals are required to follow a number of steps through editing or revising until they find their work has served its needs.

In conclusion, based on the notions with respect to the definition of writing above, writing can be considered as a complex activity which is done individually through a number of steps started from searching the existing knowledge to publishing the work. The more people practice to write the more skillful they create a composition. Also, writing can be considered as public activity because not only it involves the writer's competence but also involves fulfilling and understanding the readers or audiences; needs.

³¹ Katherine Ploeger, *Simplified Paragraph Skills*, (Lincolnwood: NTC Publishing Group, 2000), p. 5.

³² John Langan, *Exploring Writing: Paragraphs and Essays*, (New York: McGraw-Hill, 2008), pp. 7-9.

2. Steps in Writing

Creating a good writing is not an easy matter, it is because to obtain a good composition, there are a number of steps that must be conducted. A number of experts have their own views related to the steps in writing. This section discusses the steps in writing in details.

There are some processes of writing which consist of:

a. Prewriting

This step comprises the activities such as taking considerations towards the audience or the readers, discovering ideas, narrowing the topic through brainstorming, determining a controlling idea, selecting the supporting ideas, and organizing the idea in a logical way.

b. Drafting

This step refers to the activity in which individuals start to write their ideas down into a piece of paper to form a paragraph.

c. Revising

This step constitutes the activity in which individuals revise the composition in order that the ideas are communicated plausibly and can be understood by readers.

d. Editing

This step refers to the activity in which individuals recheck the composition in terms of its grammar, punctuation, and spelling.³³

Besides that, the writing process consists of four basic stages the same as Ruetten and Pavlik's notion above (i.e. planning/prewriting, drafting/writing, revising/redrafting, and editing), but in the classroom context there are some other additional steps which stem from teachers' forces to students as follows:

³³ Mary K. Ruetten and Cheryl Pavlik, *Developing Composition Skills: Academic Writing and Grammar*, (Boston: Heinle Cengage Learning, 2012), Third Edition, pp. 20—25.

a. Responding

It is the step where teachers have some interventions or reactions to students' first draft. It is commonly carried out between the process drafting and revising. It can be in the form of oral or written response/comments.

b. Evaluating

It is the stage where teachers evaluate students' writing. The students' writing are evaluated through either by using analytical scoring (i.e. the scoring conducted based on the specific aspect of writing) or holistic scoring (i.e. the scoring conducted based on the global interpretation of the aspect of writing).

The aspect of writing comprises grammar and structure, relevance, development and organization of ideas, spelling and punctuation, the word choice, and so on. Moreover, this step can be conducted by the students themselves as well; in this case, they are encouraged to evaluate their (peers) writing based on the scoring criteria above.

c. Post writing

This step refers to the activity which is done towards the students' final writing. This is conducted as a reward or motivation that the students' writings are important and worthwhile. Some of the activities that are conducted in this step are publishing, sharing, reading aloud, transforming text for stage performance, or adhering them to the notice-board.³⁴

In conclusion, the steps writing consist of some activities, and these activities can be flexible. These are flexible because the completed piece of writing depend and are in accordance with the writers' conditions and perceptions whether or not their final draft have met the writing purpose and the readers' needs.

³⁴ Anthony Seow, "The Writing Process and Process Writing," in Jack C. Richards and Willy A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), pp. 316–319.

3. Definition of Writing Descriptive Text

Writing is one means for expressing thought or idea, the effectiveness of thought, thus of the writing is dependent upon both the natural ability and experiences of the individual”.³⁵ So, writing is the process of expressing the idea to write something.

Writing is the human mental process of inventing ideas, the thinking process about how to expresses and organizes the thoughts into statements and paragraphs that will be clear to a reader. It is both process and product.³⁶ According to A.S Hornby, writing is works of author or person’s handwriting.³⁷ So, writing is the process expresses the idea and organize appropriate structure become to good paragraph.

Further, writing is powerful process for learning for describing, synthesizing, analyzing, interpreting, and communicating experience.³⁸ Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.³⁹ According to Alice Oshima “descriptive text appeals to the senses, it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader can imagine the object, place, or person in his or her mind”.⁴⁰ From definition above can be conclude, writing is an activity in expressing idea into sentence or paragrapah into paragraph.

Descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is

³⁵ Greene, Harry A. and friend, *Developing English Language Skill in Elementary School*, (Boston, London, Sidney), p. 284.

³⁶ Nunan, David, *Language Teaching Methodology, A Textbook for Teachers*, (America : The Mc. Grow Hill Companies, 2003), p. 88.

³⁷ Hornby, A.S, *Oxford Learner’s Pocket Dictionary* , (New York : University Press, 2000), p. 502.

³⁸ Holy, Mary Louise and Friends, *Action Research for Teachers* (New Jersey : Columbus , Ohio, 2005), p. 235.

³⁹ O’Malley, Michael J. and Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners* (USA : Addison-Wesley Publishing Company, 1996), p. 136.

⁴⁰ Oshima Alice and Ann Hoge, *Introduction to Academic Writing*, (USA: Pearson Longman, 2007), p. 61.

written English in which the writer describes an object. In the text, the object can be a concrete or abstract object.⁴¹

From definition above can be conclude, writing descriptive text is help the readers through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion. In the text the descriptive text can be a person, an animal, plants, a house, it can be about any topic.

4. The Purpose of Writing Descriptive Text

The purpose of writing descriptive text is to give information. It means the description it significant to make reader feeling sees, hears or sense. It also infers that social function of descriptive text is to give information for the reader. The information should explain as clear as possible.⁴² So, can conclude that the purpose of writing is giving information clearly.

Furthermore, descriptive text that used when the students describe about picture, character or place in the story and report on an animal. It means that social function descriptive text is describing about picture, character or object of description. The purpose of writing descriptive text is to engage a reader attention, to create the characters, to set a mood or a create an atmosphere to become life.⁴³ So, can conclude that is the purpose of writing is to describe something.

Based on the quotation above, the writer takes conclusion that the purpose of writing descriptive text is describing object of description, such as: somebody, something, place or animal. In other word can be said the purpose of writing descriptive text is description about an object human or non human.

⁴¹ Wishon George E. and Julia Burks, *Lets Write English*, (USA: American Book Company, 1980), p. 128.

⁴² Arief Kurniawan, *Mengeksplorasi Jenis-Jenis Teks Berbahasa Inggris*, (Jakarta : Multi Dimensi satu Delapan, 2002), p. 23

⁴³ Knapp, Peter and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assesing Writing*, (Sydney : University of New South Wales, Press Ltd, 2005), p. 98.

5. The Process of Writing Descriptive Text

The process of writing as a classroom activity incorporates the four basic, they are:

- a. Planning (prewriting) is any in the classroom that Encourage students to write
- b. Drafting (writing) is once sufficient ideas are gathered at the planning stage, the first attempt at writing that is drafting may process quickly.
- c. Revising (redrafting) is when the students revise, the students review their text on the basis of the feedback give responding stage.
- d. Editing is in this stage students are engaged in tidying up their texts as the students prepare the final draft for evaluation by the teacher.⁴⁴

So, it can be concluded that there are four the process of writing in using before make the written text.

6. The Structure Element of Writing Descriptive Text

Structural elements of writing Descriptive text means those parts or elements of a text of descriptive. The structure element of writing descriptive text are:

a. Social Function

Social function is telling what the aim of the text.⁴⁵ Description is a type of written text which has the specific function to give description about an object (human or non human). It means that social function of descriptive text is describing an object description. It describes the object as it is. The description should involve the spesific characteristic of the object.

So, it can be concluded social function of descriptive text is refers to function of the text in using. Actually, descriptive text has social function to describe an object in descriptive text.

⁴⁴ Richards, Jack C. and Willy A. Renandya, *Methodology in Language Teaching*, (United States of Amerika : Cambridge University Press), p. 316.

⁴⁵ Pardiyono, *Pasti Bisa Teachning Genre Based Writing* (Yogyakarta : Andi Offset, 2007), p. 272.

The object describe as it is. By description a reader can guest or know the object without seeing.

Generic structure of descriptive text means as component which build the descriptive text. Actually descriptive text build by identification and description. The generic structure of descriptive text are following below:

Identification : Introduction of the subject or things that will be described

Description : Information about the characteristic of the subject, such as looking of subject, quality and kinds.⁴⁶

Descriptive text build by identification and description. It means that descriptive is constructing with identification and description. In the other word the generic structure of descriptive text is identification and description. Moreover, identification is a way to introduce thing or object which will describe and description is a way to describe the thing or object. It means that the descriptive text is constructed with identification and description.⁴⁷ So, there are two the generic structure in descriptive text that used.

Ordering process which work in descriptive text include to generally names of the things and classifies. The generally names refers to the introduction of things in the text and classifies deals with its attributes, behaviors and function.⁴⁸ So, the generic structure of descriptive text are generally names of things and classifies it or identification and description.

Based on the quotation above, the writers take conclusion that generic structures of descriptive text are identification and description. Identification belongs to introduction or general name of the objects description. Meanwhile, description belongs to information or classifies of objects description in the text.

⁴⁶ Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 24.

⁴⁷ Pardiyono, *Pasti Bisa Teaching Genre Based Writing, Op.Cit.*, p.33.

⁴⁸ Knapp, Peter and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assesing Writing, Op.Cit.*, p. 100.

b. Lexicogrammatical Features

Lexicogrammatical feature of descriptive text refers to the language features which is used in the descriptive text, because descriptive text give description, thus it common uses noun, simple present tense, adjective and relational process in the text.

Descriptive text usually use lexicogrammatical feature, namely: specific noun, such as father, school, my dog, simple present tense, detail noun phrase, such as : an intelligent tall student, kind of adjective, relational process, such as : my car has four doors.⁴⁹ So, lexicogrammatical feature which is used in the descriptive text are noun, simple present tense and noun phrase.

Furthermore, descriptive text use some grammatical features or lexicogrammatical, such as present tense, relational verbs, action verbs, mental verbs, adjective, and personal noun.⁵⁰ So, in descriptive text that used can so many lexicogrammatical In addition, according to Pardiyono state that descriptive text seldom use declarative sentence, present form, and conjunction.⁵¹ So, the language feature which is always used in descriptive text are declarative sentence, present form, and conjunction.

Based on the quotation above, can be concluded, lexicogrammatical feature of descriptive text which is used, such as: present tense, relational verbs, action verbs, mental verbs, adjective and personal noun.

By doing the referene to the explanation above, the writer makes the conceptual definition that writing descriptive text can be defined as activity to write sentence or paragraph which give description about something, somebody, place, characters and animal. Furthemore, in writing descriptive text the writer

⁴⁹ Otong Setiawan Djuharie, *Genre, Op.Cit.*, p. 24-25.

⁵⁰ Knapp, Peter and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assesing Writing, Op.Cit.*, p. 99-100.

⁵¹ Pardiyono, *Pasti Bisa Teachning Genre Based Writing* (Yogyakarta : Andi Offset, 2007), p. 34.

should attention to the social function, generic structure, and lexicogrammatical feature of descriptive text.

In relation, with the above discussion, the writer can conclude that the function of descriptive text is to describe a particular person, place or thing. So that text can make the reader sees, hears, feels the writer experienced.

7. The Assessment of Writing Descriptive Text

Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. A writing prompt defines the task for the students' writing assessment. Furthermore, writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.⁵² So, clearly that assessment of writing is effectively when give the score written wit the some criteria.

The following is the example of rubric on assessing the students' writing. It focus on the students' ability in writing descriptive text.

Table 1 Rubric on Assessing the Students' Writing

Aspect	Score	Performance Description	Weighting
Content (C) 30 % -Topic -Detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -Identification -Description	4	Identification is complete and description are arranged with proper connectives	2x

⁵² O'Malley, Michael J. and Lorraine Valdez Pierce, *Op. Cit.*, p. 139.

	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% -Use Present Tense -Agreement	4	Very few grammatical or agreement in accuracies	2x
	3	few grammatical or agreement in accuracies but no affect on meaning	
	2	Numerous grammatical or agreement in accuracies	
	1	Frequent grammatical or agreement in accuracies	
Vocabulary (V) 15%	4	Effectives choice of words and words form	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms and understandable	
Mechanic (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph. content is weighted 30% since it can be more worth that the other aspects. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph. Then, Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of wellformed sentence. The Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.⁵³ The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

There are some techniques to test writing. Such as: multiple choice, short answer questions, essay test and so on, to measure students writing. In this research the researcher choose essay test questions. Essay question test is a traditional method for geting students to produce a sample of connected writing. The stimulus is normally written and can vary in length from a limited number of words to several sentences. The topics are often very general and rely heavily on the candidate providing the content out of his or her head. The candidates are not usually guided in any way as to

⁵³ Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., and Hughey, J.. *Testing ESL Composition: A Practical Approach*. Massachusetts: Newbury House, 1981), p. 90.

how they are expected to answer the question.⁵⁴ So, this is extremely easy to set familiar testing technique to the candidates.

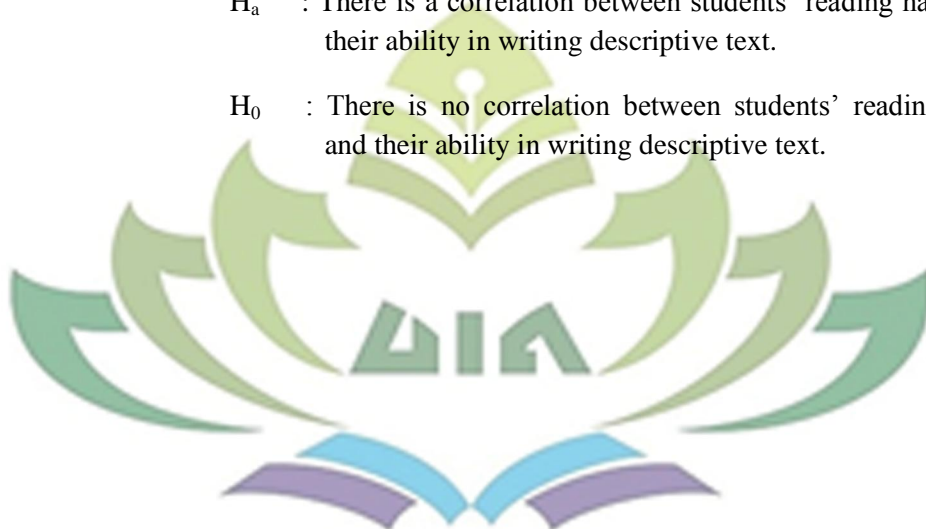
Advantages of essay test are extremely easy to set and it is a familiar testing technique to both the candidates and the users of test result. It thus has a superficial face validity in particular for the lay person. Also, it is a suitable vehicle for testing skill, such as the ability to develop an extended argument in logical manner, which cannot be tested in other ways.

C. Hypotheses

The hypotheses of the research are follow:

H_a : There is a correlation between students' reading habit and their ability in writing descriptive text.

H₀ : There is no correlation between students' reading habit and their ability in writing descriptive text.



⁵⁴ Cyril J. Weir, *Communicative language Testing*, (New York: Prentice Hall, 1990), p. 60.

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