

**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY  
IN WRITING DESCRIPTIVE TEXT  
AT MTS NURUL IMAN SIDODADI**

**A Thesis**

(Submitted to as a Partial Fulfillment of Requirements for S1-Degree)

**By:**

**NADA FIRDAUSA**

**NPM 1611040364**



**Study Program : English Education**  
**Advisor : Syofnidah Ifrianti, M. Pd**  
**Co-Advisor : Satria Adi Pradana, M. Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
1444 H / 2023 M**

**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND  
THEIR ABILITY IN WRITING DESCRIPTIVE TEXT AT MTS NURUL  
IMAN SIDODADI IN ACADEMIC YEAR 2022/2023**

**ABSTRACT**

**By:  
Nada Firdausa**

Reading is one of the many factors that affect writing. Numerous studies have established a link between reading habit and writing. This research aimed to find out the correlation between students' reading habit and students' ability in writing descriptive text at the eighth grade of MTs Nurul Iman Sidodadi. The design of this research was Correlational Research. The population of the research was the first Semester students at eighth grade which consisted of 62 students in 2 classes. The sample of this research was in 1 class only which consisted of 31 students from VIII A. The technique was Cluster Random Sampling and the data were collected by the test of reading habit and writing ability. The researcher used SPSS 25.0 to analyze the data. The result of this study shows that the mean of reading habit test was 82.85 and the mean of writing test shows that 85.68. The correlation coefficient was 0.882 at the significant level of 0.05. There was high correlation between the students' reading habit and the students' students' writing ability in descriptive text at the first semester at the eighth grade of MTs Nurul Iman Sidodadi in academic year 2022/2023. The correlation coefficient between the students' students' reading habit and the students' students' writing ability in descriptive text was 0.882. Based on this result it could be concluded that there was correlation between the students' reading habit and the students' students' writing ability in descriptive text.

**Keywords:** Correlation Research, Reading Habit, Writing Descriptive Text.

## DECLARATION

I hereby declare this thesis entitled “The Correlation Between Students’ Reading Habit And Their Ability In Writing Descriptive Text at MTs Nurul Iman Sidodadi in Academic Year 2022/2023”. Declare that this thesis is truly my own work. I am fully responsible for the contents of this thesis, and the opinions or findings of other researchers contained in this thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, Junie 2023  
Declared



Nada Firdausa  
NPM. 1611040364



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN**  
**LAMPUNG**  
**FAKULTAS TARBIIYAH DAN KEGURUAN**

**Alamat: Jl. Letkol Endro Suratmim Sukarame Bandar Lampung, Telp. (0721)703289**

**APPROVAL**

**Title : THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT AT MTS NURUL IMAN SIDODADI**

**Student's Name : Nada Firdausa**

**Student's Number : 1611040364**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, the State Islamic University, Raden Intan Lampung**

**Advisor,**

**Co-advisor,**

  
**Syofnidah Ifrianti, M. Pd**  
**NIP. 196910031997022002**

  
**Safria Adi Pradana, M. Pd**  
**NIP. 198602182015031005**

**The Chairperson of English Education Study Program**

  
**Dr. M. Muhassin, M. Hum.**  
**NIP. 197708182008011012**



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LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung, Telp. (0721)703289**

**ADMISSION**

A research thesis entitled: **THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT AT MTS NURUL IMAN SIDODADI**, by: **Nada Firdausi, NPM: 1611040364**, Study Program: **English Education** was tested and defended in the examination session held on: **Tuesday, June 20<sup>th</sup> 2023**.

**Board of Examiners:**

The Moderator : **Iwan Kurniawan, M.Pd.**

The Secretary : **Sri Suci Suryawati, M.Pd.**

The Primary Examiner : **Nurul Puspita, M.Pd.**

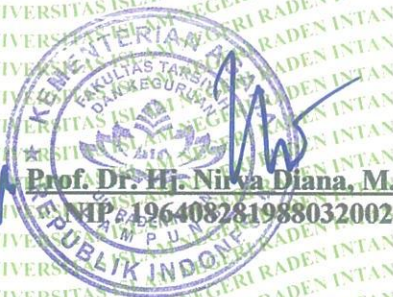
The First Co- Examiner : **Syofnidah Ifrianti, M.Pd.**

The Second Co-Examiner : **Satria Adi Pradana, M.Pd**

The Dean of  
Tarbiyah and Teacher Training Faculty

**Prof. Dr. Hj. Nilva Diana, M.Pd**

**NIP. 196408281983032002**



## MOTTO

وَمَا كُنْتَ تَتْلُوا مِنْ قَبْلِهِ ۚ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكَ ۖ إِذَا

لَأَرْتَابَ الْمُبْطِلُونَ ﴿٤٨﴾

And you (Muhammad) have never read book before (the Quran) and you have not (ever) written a book with your right hand; if (you have read and written) doubtless those who deny it.

(QS. Al-Ankabut:48)<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf 'Ali, The Holy Qur'an English Translation of the Meanings, (New Johar: The King Fahd Holy Quran Printing Complex, 1987), p. 321

## **DEDICATION**

This thesis is dedicated to:

1. Allah Almighty who always keeps me everywhere and every time.
2. The biggest inspiration in my life, my beloved parents, Mr. Muhammad Safarudin and Mrs. Musiyati, who never stop praying and supporting me from time to time.
3. My sister, Nur Baiti, and My brother, Fathul hamim who have prayed for, supported my success and encouraged me to finish this thesis.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

Nada Firdausa was born on April, 20<sup>th</sup> 1998 in Wargomulyo, Pardasuka, Pringsewu. She is the last child of Mr. Muhammad Safarudin and Mrs. Musiyati. She has one sister, her name is Nur Baiti and one brother his name is Fathul Hamim.

Completed his formal education at MI Al-Huda Wargomulyo in 2010. She continued at MTs Nurul Iman Sidodadi, and finished in 2013. After that he continued his studies at MA Nurul Iman Sidodadi and graduated in 2016. After completing his studies at MA, she decided to studied at the English Language Education Program, Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung.



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In the name of Allah, the most gracious, the most beneficent. Praise be to Allah , the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis was submitted as one of the requirements to fulfill the requirements for obtaining a bachelor's degree in the English Education study program at the Tarbiyah and Teaching Faculty of Raden Intan Lampung State Islamic University (UIN Raden Intan Lampung).

This thesis would never be finished without the help of other parties. Many people have helped during the writing of this thesis and it is impossible to mention all of them. However, he would like to express his highest gratitude and appreciation to:

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Finally, it is fully realized that there are still deficiencies in this thesis. Therefore, criticism, comments, corrections and suggestions from readers are expected to improve the quality of this thesis.

Bandar Lampung, Junie 2023

Declared

Nada Firdausa

NPM. 1611040364

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## CHAPTER I INTRODUCTION

### A. Title Confirmation

The title provided an overview so that there are no misunderstandings in making the proposal. It is necessary to explain the terms associated with this title. The title was "the correlation between students' reading habit and their ability in writing descriptive text". As for the explanation of the descriptions of several terms in this proposal as follows:

Correlation is a measure of a monotonic association between two variables.<sup>1</sup> First, the relationship between two variables where one variable is good, the value of one variable increases and so does the other variable. Second, if the value of one variable increases, the value of the other variable decreases.

Students' reading habits are repeated events so that students are able to produce writing. Reading habit is considered to be very helpful for enhancing students' writing skill due to the fact that writing is basically a product of reading.<sup>2</sup> Reading is a complex process that involves not only the ability to read texts but provides an experience for them to understand. Reading habits are very important for students to get information and knowledge.<sup>3</sup> It is even impossible for student or any person to write if their never reads. It gives us definite indication that students who develop good reading habit will have better skill at creating a written text than those who do not cultivate a reading habit as part of their daily activities.

Writing ability is an aspect of language that has a role in education and knowledge, this is because science, information and

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<sup>1</sup>Patrick Schober, MD, PhD, et, al. Correlation Coefficients: Appropriate Use and Interpretation, *Journal ANESTHESIA & ANALGESIA*, May 2018, Vol. 126, No. 5, p. 1763

<sup>2</sup>Fajar Erlangga, READING HABIT AMONG STUDENTS AND ITS EFFECTON RECOUNT WRITING SKILL, *Journal of English Language Teaching*, March 2017, Vol. 01, No. 02, p. 132

<sup>3</sup>Syofnidah Ifrianti, INCREASING STUDENTS' READING COMPREHENSION BY USING JIGSAW TECHNIQUE, *Journal Tradis Bahasa Inggris*, 2013, Vol.5 No. 1, p. 144

technology are contained in the languagewriting.<sup>4</sup>In the accordance with academic writing skill, reading played essential part in the writing process. Without reading, the writing process would not run well. As we knew that writing is a process of producing a final product of student proficiency in learning the language. Producing a writing product is required long process because writing have some sequential steps that should be passed.<sup>5</sup>So, good writing is the result of good reading, because reading triggers to write.

Descriptive text is a text that describes objects, animals and people. Descriptive text is text for a writer who is trying to imagine what they are drawing.<sup>6</sup> The type of descriptive text is not too difficult but there are some students who still find it difficult in making this essay.

The purpose of this research, from some of the words above which were the subject of this proposal with the title “The Correlation Between Students’ Reading Habit and Their Ability in Writing Descriptive Text at MTS Nurul Iman Sidodadi to find out whether there was correlation between students’ reading habit and ability in writing descriptive text.

## **B. Background of the Problem**

In this era, in Indonesia English is foreign language and it is an obligatory subject for students in junior high school and senior high school. One of important conference for teachers of second or foreign language reading is how to make their reading classes interesting and relevant for their students.<sup>7</sup> The purpose of

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<sup>4</sup>Fardengki, et, al. KORELASI KEMAMPUAN MEMBACA PEMAHAMAN DAN KEMAMPUAN MENULIS RESENSI SISWA KELAS IX SMP NEGERI 3 LINGGO SARI BAGANTI, *Journal Pendidikan Bahasa dan Sastra Indonesia*, September 2012, Vol. 1 No. 1, p. 639

<sup>5</sup>Khoirunnisa, Ida Dwi Safitri, Reading habits and its effect on academic writing skill: a study of master degree students, *Journal of English Language and Education*, June 2018, Vol. 4, No. 1, p. 44

<sup>6</sup>Lailatul Husna, AN ANALYSIS OF STUDENTS’ WRITING SKILL IN DESCRIPTIVE TEXT AT GRADE X1 IPA 1 OF MAN 2 PADANG, *Journal Ilmiah Pendidikan Scholastic*, Vol. 1 No.1, p. 17

<sup>7</sup>Bambang Setiyadi, et, al. *Teaching Language Skills: Preparing Materials and Selecting Techniques*, Yogyakarta: Graha Ilmu, ( Ed. 1<sup>st</sup>), 2018, p. 77

teaching English in Indonesia is to introduce students the important of learning foreign language. In addition, when learning English, we have already known that English has four skills to be learned. There are, listening, speaking, reading and writing. Every language skill has a close relationship between language skills with one another.<sup>8</sup>EFL students cannot use English properly when they cannot master all skill well. Moreover, reading and writing is correlated. The more students read a book, news, novel or an article, the more they can find ideas and write it down into a piece of paper.

Reading habit is the one of essential skills to increase our English. Through reading we can acquire new information and enrich our knowledge. Reading habits require a relatively long time.<sup>9</sup> Therefore, the formation of reading habits begins early in life, namely from childhood. Reading as a thinking activity, processing whatever is received from the sentence read.<sup>10</sup> It means that, reading is source of information and knowledge for many people choose their hobby because it is help them to get ideas, information, technology, news, etc. Therefore, reading habit is already implemented in some schools in Indonesia. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge.<sup>11</sup>

In learning English, reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency.<sup>12</sup> So, reading

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<sup>8</sup>Ade Asih Susiantari Tari, Hubungan antara Kebiasaan Membaca dan Penguasaan Kosa kata dengan Kemampuan Membaca Pemahaman, *Journal ACARYA PUSTAKA*, Volume 2, No. 1, 2016, Dosen Prodi Pendidikan Bahasa dan Sastra Indonesia, Undiksha, p. 2.

<sup>9</sup>Dalman, *Keterampilan Membaca*, Depok: Rajawali Pers, 2021, p. 37

<sup>10</sup>Cicilia Nanik Kurniawati, et, al. Reading Habits and Grammar Mastery Impact on Efl Students Descriptive Writing Skills, *Journal of English Language Teaching* Vol. 3, No. 3, December 2020 - March 2021p. 185.

<sup>11</sup>Asep Suhana & Acep Haryudin, The Effects Of Reading Habit Towards Students' Reading Comprehension At Private Senior High School in Purwakarta STIB Perdana Mandiri Purwakarta STKIP Siliwangi Bandung, *ELTIN JOURNAL* , Volume 5/II , 2017, p. 57

<sup>12</sup>Noorizah Mohd. Noor, Reading Habits And Preferences of Efl Post Graduates: A Case Study, *CONAPLIN JOURNAL Indonesian Journal of Applied Linguistics*, Vol. I No. 1 (July 2011) p. 3

habit and writing ability in learning language are related. Reading habit is assumed to give much contribution in writing skills. Ability to read and write is one of the ways of social interactions and it enriches one's personal life.<sup>13</sup> When students have a good reading habit it is assumed that the students will also have a good writing. Through reading habit, students get much information that they do not know before and learning new vocabulary. By reading, students do not only acquire information but also new words and meaning. In this case, students already have background knowledge before writing. It can ease them to write a text. Thus, reading habit is associated with improved writing skill. In this research, the researcher chose descriptive text as for the test. This type of text was chosen because descriptive text is one of the texts which is taught in their semester based on curriculum of K13.

Writing ability is an expression of thoughts or feelings through a symbol (writing).<sup>14</sup> The symbol or writing must use the agreement between language users who understand each other. If someone is asked to write then they will express their thoughts and feelings in writing. So, writing is an action taken in connection with writing. Writing is one of the productive skills for students in the form of effective passages or texts.<sup>15</sup> Good writing will be known from how extensive the content or study revealed by the author in a text. Please note that each type of text has its own structure. Each existing text structure has its own thinking structure. Thus, the more types of texts that students understand, the more thinking structures that students can use. Students' understanding of the text must be immediately channeled in

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<sup>13</sup> Anthony Ugboja, et. al. Reading to Write: A Strategy for Improving the Writing Performance of Students of English Language: A Case Study of Ogba/Egbema/Ndoni Local Government Area of Rivers State, *Journal English Linguistics Research* Vol. 7, No. 1; 2018, p. 44.

<sup>14</sup> Mohammad Siddik, *Dasar-Dasar Menulis Dengan Penerapannya*, Malang: Tunggul Mandiri Publishing, 2016, p. 12

<sup>15</sup> Satria Adi Pradana, The Effect of English Short Story Reading Habit on Students' Ability In Writing Narrative Text, *English Education: Jurnal Tradis Bahasa Inggris*, Vol. 8 No. 1, 2015, p. 2

written form. For this reason, it is necessary to carry out writing exercises so that students' understanding can increase.

There are various types of texts studied by students in school. Students are required to be able to write various types of text that have a complete structure. To be able to write a text, students must read and understand a passage well. One of them is descriptive text, descriptive text is one form of text that must be mastered by students at school, especially in junior high school. Descriptive text that aims to describe objects by detailing objects subjectively or describing the condition of objects from the author's point of view.<sup>16</sup> Students are required to be able to write a descriptive text that fits the characteristics of the text. Descriptive text can be interpreted as capturing the object being observed, impregnated, imagined in his mind and poured in written form or describing something based on the experience of all the senses in clear and detailed words. In other words, the description is the result of observation through the five senses conveyed in words or sentences.

Based on the preliminary research conducted at MTS Nurul Iman Sidodadi. This research interviewed the English teacher. The teacher said that the students reading habit is low because students had difficulty understanding the meaning of English and it is difficulty in pronouciation and the teacher did repetition of words in reading. The students have difficulty in writing descriptive text, they are not focused and sometimes they are bored with English subject. This research also asked the writing skills of students. The teacher said that the writing skill is still difficult, especially write in the text.<sup>17</sup> Meanwhile, the KKM criteria achieved by the students which is quite sufficient with the average score. The value of KKM in English is 75. It can be seen in the table below:

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<sup>16</sup> Harsiati, Titik, dkk. 2017. *Buku Siswa. Bahasa Indonesia Kelas VII Edisi Revisi*. Jakarta: Kementerian Pendidikan dan Kebudayaan, p. 6

<sup>17</sup> English Teacher, at MTS Nurul Iman Sidodadi on January 30<sup>th</sup> 2022, An interview, unpublished

Table 1  
The Reading Score of the Students of the Eighth Grade of  
MTS Nurul Iman Sidodadi

No.	KKM	Class		Total	Percentage
		VIII A	VIII B		
1.	>75	13	16	29	46.77%
2	≤75	18	15	33	53.22%
Total		31	31	62	100%

*Source : Document of Reading Habit Score of English Grade of  
MTS Nurul Iman Sidodadi*

Based on the table above, it can be seen that more than 53.22% off students' reading score are below the minimum master criteria in English studies at MTS NurulImanSidodadi. There are only 29 students out of 62 students who passed the minimum mastery criteria. This shows that students' reading habits are still low because they have difficulty in pronouncing words.

Table 2  
The Score of Writing the Students of the Eighth Grade of MTS  
Nurul Iman Sidodadi

No.	KKM	Class		Total	Percentage
		VIII A	VIII B		
1.	>75	16	14	30	48.39%
2	≤75	15	17	32	51.61%
Total		31	31	62	100%

*Source : Document of Writing Ability Score of English Grade  
of MTS Nurul Iman Sidodadi*

Based on table 2 above, there are 32 students out of 62 students who score below the minimum mastery criteria, and only 30 students get a score according to the minimum mastery criteria. So, it means that there are still low writing skills in English because

they have low comprehending vocabulary and understand difficult meaning.

Based on interviews with some students there that students have difficulties in learning English, especially reading and writing. They say that learning English is difficult to pronounce when reading. While in writing, they have difficulty in composing sentences and lack of vocabulary.<sup>18</sup>

Based on the explanation above, the researcher wants to know students' reading habits and whether their reading habits have a relationship with their writing abilities. Because, reading habits play an important role in writing skills.

There are some previous research about correlation between students reading habit and their ability in writing descriptive text. The first article by Khalisa with the title “The Correlation between Students’ Reading Habit and Their Ability of Writing of Second Year Students of SMAN 4 Banda Aceh City”. This research discussed the correlation between students’ reading habits and students’ writing abilities. This research conduct research in eleventh grade SMAN 4 Banda Aceh. This research used a data set using a questionnaire and testing to be able to find out the students’ reading habits and writing skills. Each of these uses data analysis using a Likert Scale and the habits are high. This study strongly correlates the results of the correlation between students’ reading habits and writing ability, namely 0.899 (high correlation). The conclusion is that students have reading habits and their writing skills are highly correlated.<sup>19</sup>

The second article by Maula, this study discusses the correlation between students' reading habits and their ability of writing narrative text for class XI SMAN 1 Kajen Pekalongan. The method used in this research is descriptive quantitative. This study

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<sup>18</sup>Eight Grade Students, *The Result with Interview to Students of Eight Grade*, on January 30<sup>th</sup> 2022, unpublished

<sup>19</sup>Nurul Khalisa, *The Correlation Between Students’ Reading Habit and Their Writing Ability*, (Banda Aceh: University Darussalam , 2018), p.1

uses random sampling for sampling. The instruments used in this study were a questionnaire to measure students' reading habits and a writing test to measure the ability to write narrative texts. This study found the average value of reading habits was 61.1% in the good category and the ability to write narrative texts was 72.4 which was categorized as good. The results of data analysis using SPSS show that the correlation coefficient between two variables is reading habits and writing skills. Concluded that there is a positive relationship between reading habits and the ability to write narrative texts.<sup>20</sup>

The third article by Wiwin this study discusses the relationship between reading habits and the ability to write fables in class VIII SMP Negeri 1 Kendawangan District, Ketapang Regency in the 2014/2015 academic year. The method used is a descriptive method with a quantitative form. The samples taken in this study were 33 students. The results of data analysis showed that the results of the calculation of students' reading habits reached 81.61%. This achievement is in the good category. The results of data analysis showed that the results of the calculation of students' writing abilities reached 76.12%. This achievement shows a good category. The results of the calculation of the correlation with the product moment formula that the results are 0.62% with a strong category.<sup>21</sup>

Based on the explanation above, the writer wanted to know the students reading habit and writing ability in descriptive text at MTS Nurul Iman Sidodadi. Therefore, the research proposal entitled “The Correlation between Students’ Reading Habit and Their Ability in Writing Descriptive Text at MTS Nurul Iman Sidodadi”.

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<sup>20</sup> Inayatul Maula, THE CORRELATION BETWEEN STUDENTS’ READING HABIT AND THEIR ABILITY OF WRITING NARRATIVE TEXT (Semarang: UNNES, 2015), p.1

<sup>21</sup>Wiwindasari, Hubungan Antara Kebiasaan Membaca Dengan Kemampuan Menulis Siswa SMP Negeri 1 Kendawangan, (Pontianak: UniversitasTanjungpura, 2015), p.1



### **C. Identification of the Problem**

1. Students have difficulty in reading pronunciation.
2. Students have difficulty in writing sentences.
3. Students have low vocabulary.

### **D. Limitation of the Problem**

Based on the problem above, the writer will focused on the correlation between students' reading habit and their ability in writing descriptive text.

### **E. Fomulation of the Problem**

Based on the background of the problem above, the formulation of this research was: is there any significant correlation between students reading habit and their ability in writing descriptive text?

### **F. Objective of the research**

To know whether there was a significant correlation between students reading habit and their ability in writing descriptive text.

### **G. Significance of the Research**

The significance of the research were as follow:

1. Theoretically,
  - This research will provide knowledge in the previous teaching process regarding students' reading habits and their writing skills. Besides that, hopefully this research can be a reasonable consideration for further research.
2. Practically,
  - a. Teacher
    - 1) Give information to English teacher about the correlative study of students reading habit and their ability in writing descriptive text.
    - 2) Give input to English teacher that to know the problems faced by students and help them improve their reading habit and writing ability.
  - b. Students
    - 1) Give the students understand about the reading habit and writing ability.
    - 2) Help the students motivate to read more than they do before and encourage them to learn English by reading a lot book to increase their writing ability.

c. School

- 1) The students can improve their reading habit and writing ability
- 2) Give the students about reading habit is very important to have the ability to write.

d. Graduation Students

- 1) Give information reading habit and writing ability in descriptive text.
- 2) Give information about correlation between reading habit in English and writing ability at different level of students.

**H. Scope of the Research**

1. Subject of the Research

The subject of this research was the students at the eighth grade.

2. Object of the Research

The objects of this research were reading habits and writing ability in descriptive text.

3. Place of the Research

This research was conducted at MTS Nurul Iman Sidodadi.

4. Time of the Research

This research was conducted at the second semester in academic year of 2022/2023.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Reading Habit

#### 1. Definition of reading habit

Reading habit is an important component in building literacy in the world of education. Tampubolon stated that the habit of reading is a reading activity that has been ingrained in a person.<sup>22</sup> Reading habits require a relatively long time.<sup>23</sup> Reading is actually an interactive activity between readers and writers. Reading activities are carried out to obtain and process information until it settles into knowledge.<sup>24</sup> Apart from being a skill, reading is an art to explore propositions in written language. Habit of reading (reading habit) is one of the individual activities related to motivation and curiosity about something or information needed and useful that comes from each individual.<sup>25</sup> In the habit forming business reading, two aspect to note, that is, interest ( the combination between desire, will and motivation) and reading skill (skill of the eyes and mastery reading techniques). Reading habit is wellplanned and deliberate pattern of study which has attained a form of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievement of students to greate extent. Both reading and academic achievement are interrelated and dependent on each other.

The habit of reading is an attitude of intellectual curiosity, wisdom, coupled with constant efforts to explore new areas of knowledge will help us to increase and expand

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<sup>22</sup>Tambupolon, *Kemampuan Membaca: Teknik Membaca Efektif dan Efisien*, Bandung: Angkasa, 2015, p. 227.

<sup>23</sup>Dalman, p. 37

<sup>24</sup>Listiyanto Ahmad, *Speed Reading: Teknik Dan Metode Membaca Cepat*, Jogjakarta: A+Plus Books, ( 4<sup>th</sup>edition), 2021, p.14

<sup>25</sup>EstikaSatriani, SumberBacaan Online DalamMembangun Reading Habit MahasiswaUniversitas IslamRiau,Universitas Islam Riau, *Lectura: JurnalPendidikan*, Vol.9 No.2 Agustus 2018 p. 168.

reading interest.<sup>26</sup> Reading can be defined as “ the process of the brain evaluating and making sense of signs and symbols perceived through the eyes ”.<sup>27</sup> Reading should become a habit and should be sustained throughout life. And this should also become among the basic objectives of education. Meanwhile, a habit is a repeated action which people do regularly, sometimes without knowing that they are doing it.

Based on explanation above, reading habit is activity reading on a regular basis that involves both physically and mentally to get the message, instruments or knowledge to be conveyed.

## 2. The purposes of reading habit

The purpose of reading is to obtain or obtain information, include content, understand the meaning of reading. meaning is closely related to the purpose, or our intensive reading. According to Anderson (cited Tarigan), the following points are important.<sup>28</sup>

- a. Read to find out the discoveries that have been made by the characters. This kind of reading is called reading to get details or facts.
- b. Read to find out if the topic is good or interesting. This kind of reading is called reading to get the main ideas.
- c. Read to find out what happened to each part of the story. This is called reading to find out the order, organization of the story.
- d. Read to find out why the characters feel the way they do. this is called reading to conclude, reading inference.
- e. Read to find out the unusual. this is called categorizing reading, reading to clarify.

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<sup>26</sup>Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, 2015, (Bandung:CV Angkasa), p. 105

<sup>27</sup>Dwi Poedjiastutie, Indonesian School Students Reading Habits: Socialcultural Perspectives, *International Journal of English Language and Literature Studies*, Vol. 7, No. 4 23 Oktober 2018 p. 94

<sup>28</sup>Henry Guntur Tarigan, *Op. Cit.*, 9-11

- f. Reading to find out if the character managed to live with a certain size. This is called reading assessing, reading evaluating.
- g. Read to find out how the characters change, his life is different from the different lives we know. this is called reading to compare.

To conclude, Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

### 3. The Indicators of Reading Habit

The gaining an effective reading habit, Julio summarized six aspect of reading habit, they are: reading frequency, books read, time spend on academic reading, time spent on non academic reading, motivation in the family environments, motivation in the academic environments.<sup>29</sup>

#### a. Reading frequency

Reading frequency is one of activity when someone do to read for someone minutes or hours as frequently. Reading frequency used to measure students' reading frequency in their spare time.

#### b. Books read

The number of many books that students have read in the last there months was included in the questionnaires.

#### c. Time spent on academic reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

#### d. Time spent on non academic reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, romance, horror, etc.

#### e. Motivation in the family environment

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<sup>29</sup>Julio Cesar Galicia Gaona, Relationship Between Reading Habits, University Library and Academic Performance in A Sample of Psychology Students, *Revista De La Education Superior Journal*, (Vol. XI (I), No. 157, 2011) p. 59-60

It is important in the students' reading habit, when students see the behavior of their families who like to read, indirectly the response of students to get used to reading will occur naturally. It focuses on the recommended book the purchased by the family based on the interest of the family.

f. Motivation in the academic environment

The frequency the student reports on the teacher using activities to promote contact with psychology literature.

In conclude, there are six aspects it gaining effective reading habit for the students, reading frequency, book read, time spent on academic reading, time spent on non academic reading, motivation in the family environment reading, this aspects are concluded in the questionnaire.

## B. Concept of Writing Ability

### 1. Definition of writing ability

Writing skills have an important role. This ability conveys an important role for messages and information to others indirectly.<sup>30</sup> Writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed. Writing is also a means of creative thinking in broadening insight, inspiration and a means of preaching, to entertaining oneself, even as a means for self-actualization.<sup>31</sup> The writing ability is the ability that will be tested in which the writer is to engage in and needs to master elements of writing itself as respond to the given stimulus.

According to Dalman, Writing is a process in which the ability, implementation and results are obtained gradually.<sup>32</sup> This means that writing that is produced well, people generally do it repeatedly. Writing as a language skill

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<sup>30</sup>Helaluddin, Awalluddin, *Keterampilan Menulis Akademik: Panduan Bagi Mahasiswa Di Perguruan Tinggi*, Serang: Media Madani, 2020, p. 13

<sup>31</sup>Vera Sardila: Strategi Pengembangan Linguistik Terapan Melalui Kemampuan Menulis Biografi dan Autobiografi An-Nida': *Jurnal Pemikiran Islam*, Vol.40, No.2, 2015 p. 111.

<sup>32</sup>Dalman, *Keterampilan Menulis*, Depok: Rajawali Pers, 2018, p. 2

is a complex activity because writers are required to be able to compose and organize written content and put it in a variety of written languages.

It can be concluded that writing ability is an activity that is carried out repeatedly to get good writing results. so that the results of the writing can be read and enjoyed by the reader.

## 2. Process of writing ability

According to Harmer The process of writing skills can be seen from the several stages that each writing goes through. The various stages of writing are pre-writing, editing, redrafting, and finally producing the final version. The process in writing aims to understand the core of the various skills that most writers use, therefore, it is worth emulating when writing in a foreign language. Indeed, it might be possible to argue that editing and redrafting are even more important when we are writing in a foreign language than when we are writing in our first language.<sup>33</sup>

### a. Pre-writing

The first 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.

### b. Editing

The writer tend to look at issues of general meaning and over all stucture before concentrating on detailed features such as individual words and grammatical accuracy

### c. Re-drafting

The version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

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<sup>33</sup>Harmer Jeremy, *The Practice Of English Language Teaching*, 2015, CambridgeUK: Pearson Education Limited, p. 364

d. Revising

writer can proceed to the next step. It is writing and revising drafts. Revising drafts is really important to fix mistakes and create a satisfying writing.

3. Purposes of writing ability

In writing, of course the writer has various goals different. This goal is to be achieved by the author through the depiction through the language it uses. Here are some writing goals, namely:

a. Writing to information

In magazines or newspapers, the type of writing that aims provide very suitable information to use. Writer on newspapers or magazines make his writing for inform the reader about the issues or news worthy topics. Very wide range of writing broad and varied, both in the fields of law, economics, politics, education, agriculture, social, and others. Writing with this purpose only convey information as it is without there are tendencies or other hidden purposes.

b. Writing to entertain

Writing with this goal is not much different from aesthetic purpose. But there is one thing that sets it apart on the development of the substance of his writing. Writing substance this type relates to the storyline, characterization, and aspects other. Creative writing is indeed more inclined to literary writing, both prose and poetry. In writing with this aim the author required to develop the power of imagination to produce works that are different and have a goal high taste.

c. Writing to persuade

The students and learners certainly have to be able write with this purpose. This post is intentional assigned to the tasks given by the lecturer or teacher. This writing can be in the form of writing paragraphs, essays, or papers.<sup>34</sup>

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<sup>34</sup> Helaluddin & Awalludin, *Op. Cit*, p. 19



It can be concluded that the purpose of writing commonly depends on the writer. She or he can choose the purpose of writing based on her or his ideas.

#### 4. Kinds of writing

The various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of writing. The most common is writing that informs, which, depending on what it is about, is called descriptive, report, explanation, exposition, discussion, procedure, review, narrative, spoof, recount, anecdote and news item. These genres are:

- a. Descriptive text is to describe a person, place, thing and animal specifically.
- b. Report text is a result of observation, study, research, observation or study of objects, people or places.
- c. Explanation text is explaining the process of something existing or taking shape, which discusses a theory about natural phenomena
- d. Exposition text is to present the author's opinion or argument on a problem.
- e. Discussion text is proposing two or more opinions or ideas on a matter.
- f. Procedure text is to give instructions about the steps to do something.
- g. Review text is a review of a work such as films, music and similar performances.
- h. Narrative text is a story or fairy tale that entertains the reader.
- i. Spoof text is basically the same as narrative but added elements of humor or unexpected things.
- j. Recount text is content that reports events or activities that become a person's experience.
- k. Anecdote text is basically the same as recount, but anecdote ends with something funny or a play.

1. News Items are contents that report events that are worthy of being known by the news-laden public.<sup>35</sup>

It can be concluded that, kinds of writing according to Setiawan, there 12 kinds of text in English.

5. Components of writing ability

According to Heaton in cited Sukirman that the ability to write has five main components that are needed including: content, organization, vocabulary, grammar and mechanics.<sup>36</sup>Here is the explanation.

- a. Content :the ability to think creatively and develop the mind, including all irrelevant information.
- b. Organization : the ability to write in a way that is appropriate to the intent with a certain mind reading, accompanied by the ability to select, organize, and rule relevant information.
- c. Vocabulary :the ability to write correct and precise sentences.
- d. Grammar : the ability to form sentences and paragraphs, use language effectively.
- e. Mechanics : the ability to properly use specific conventions on writing for example, spelling and punctuation.

It means that in doing writing, the students have to attend the five components of writing in order to create good writing. it can be concluded that writing ability is the ability to express ideas, feelings, and thoughts in written form to transfer a message to the readers, by fulfilling the five important points of writingincluding content, grammar, organization, vocabulary and mechanics.

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<sup>35</sup> Otong Setiawan Djuharie, *Essay Writing: Eksplorasi Model & Latihan*, 2019, Bandung: Yrama Widya, pp. 153-174

<sup>36</sup>Sukirman, Tes Kemampuan Keterampilan Menulis dalam Pembelajaran Bahasa Indonesia di Sekolah,*Jurnal Konsepsi*, Vol. 9, No. 2, Agustus 2020, pp. 73-74

### C. Concept of Descriptive Text

#### 1. The definition of descriptive text

Descriptive text is one of the essays that must be mastered by students. According to Dalman, descriptive text is an essay used by the author to transfer his impressions, observations and feelings.<sup>37</sup> In writing descriptive text to achieve this, the writer must create or allow imagination in the reader, as if the reader experienced it himself. Descriptive text aims to describe a person, place and animal specifically.<sup>38</sup> In other words, the ability to write English descriptions is an activity to express ideas, ideas, which involve an orderly way of thinking into English written form that describes, describes a certain object so that the reader seems to be able to see a certain object in real or directly.<sup>39</sup>

#### 2. General purpose of descriptive text

The general purpose of the descriptive text is as follows:

- a. To entertain: an amusing description of a teenager's bedroom
- b. To express feeling: a description of your favourite outdoor retreat so your reader understand why you enjoy it so much
- c. To relate experience: a description of your childhood home to convey a sense of poverty you grew up in
- d. To inform (for a reader unfamiliar with the subject): a description of a newborn calf for a reader who has never seen one
- e. To inform (to create a fresh appreciation for the familiar): a description of an apple to help the reader rediscover the joys of this simple fruit

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<sup>37</sup>Dalman, *Op. Cit.* p. 93

<sup>38</sup>Otong Setiawan Djuharie, *Op, Cit*, p. 153

<sup>39</sup>Heny Setiowati, Gustaman Saragih, The Influence Of Reading Habit And Self Dicipline Towards Writing Descriptive Text Skill, *Journal of English Language Teaching*, Vol. 2, No. 1, March 2019, p. 13.

- f. To persuade (to convince the reader that some music video degrades woman): a description of a degrading music video.
3. The generic structure of descriptive text
 

Like other genres of text, descriptive text also has its structure. The structures of descriptive text are:

    1. Identification or general statement
 

Is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event.
    2. Description
 

Is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities.<sup>40</sup>

#### **D. Frame of thinking**

Reading habit is one of the most important aspects in people's life. Reading is needed to master many things in life. Reading is the window to the world, particularly when learning a foreign language. It means that reading a book gives people a broader perspective of the world than they otherwise have. Reading is a source to get information, which can be found in English book, magazine, newspaper, internet, technology and many other sources. None can get a lot of information without reading. By reading, the students can improve their vocabulary and understand some other aspects of language.<sup>41</sup> Reading itself has many advantages, such as reading can improve writing ability, it is because writing and reading have a close correlation in learning. People start to learn through both of them. People can write easily and fluently because they read before they write. Moreover, we know that in the process of writing, we can not ignore the contribution of reading activity. We know that reading is one of activities that can train us to be good and critical thinkers.

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<sup>40</sup> Noprianto, E., Student's Descriptive Text Writing in SFL Perspective. *Journal of English Language Teaching and Applied Linguistics*, 2017, 2(1), p.67

<sup>41</sup> Yanpitherzon Liunokas, The Contribution of Reading Activities Towards the Students Writing Performance, *Journal Ethical Lingua*, Vol. 3, No. 2, August 2016, p. 115

Reading habits will greatly help us in writing. The more people read, the wider their insight and knowledge, so that they have enough references and will not run out of ideas for writing. Reading habits related to writing ability to students. If someone writes something, then in principle he wants the writing to be read by someone else, at least it can be read alone at other times. Based on this explanation, reading habits are related to students' writing skills. Therefore, if students have a reading habit, students will be able to write well.

#### **E. Hypothesis**

Based on theory and framework of thinking in the formulation of this research, the hypothesis as follow:

Ha : there was significant correlation between students' reading habit and their ability in writing descriptive text at MTS Nurul Iman Sidodadi.

H0 : there was no significant correlation between reading habit and their ability in writing descriptive text at MTS Nurul Iman Sidodadi.

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