

**THE INFLUENCE OF STUDENTS' READING HABIT OF
SHORT STORIES ON THEIR ABILITIES OF WRITING
NARRATIVE TEXT**

THESIS

**Submitted in Partial Fulfillment of The Requirement for Gaining The
Degree of Bachelor of Education in English Language Education**



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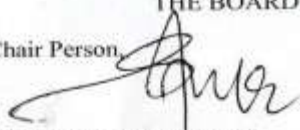
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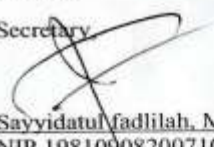
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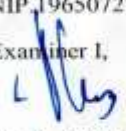
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Short Stories and Their Abilities of Writing Narrative
Text**

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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munasqiyah session.

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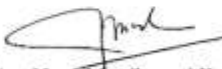
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ABSTRACT

**TITLE: THE INFLUENCE OF STUDENTS' READING
HABIT OF SHORT STORIES ON THEIR ABILITIES OF
WRITING NARRATIVE TEXT.**

NAME: AZIZAH

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This research is based on Krashen' statement that reading can enhance reading comprehension, writing style, vocabulary knowledge and spelling skill. The writer looked the influence of reading habit of short stories to the abilities of writing narrative text. The aims of this study are to explain the level of students' reading habit of short stories, to explain the students' writing ability of narrative text, to explain the influence of students' reading habit of short stories on their abilities of writing narrative text. The method of this research is quantitative method. The data obtained by filling questionnaire and writing a narrative text. The data analyzed by regression. The result of regression analysis is obtained the score of $F = 1.287$ with the score of significancy 0.264. Because of $F_{\text{count}} = 1.287$ and $F_{\text{table}} = 4.12$ ($1.287 < 4.12$), it means that ($F_{\text{count}} < F_{\text{table}}$), so, H_a is rejected and H_o is accepted. So, there is no influence of students' reading habit of short stories to the writing abilities of narrative text at the tenth grade of MA NU Raudlatul Mu'allimin Wedung, Demak, in the academic year of 2018/2019.

Key words: Narrative Text, Reading Habit, Writing Abilities

MOTTO

The sincere heart and the pious supplications are soldiers which never be
defeated

- Ibn al Qayyim -

DEDICATION

I modestly dedicated this thesis to:

1. My dearest parents for their never ending support and prayers and also my beloved sisters who always care me.
2. All my friends of English Department '15 and my classmates of English Department A. Especially my close friends, Erlia S.Amalia, Zika Hatifa and, Khusnaturrohmah.
3. All my boarding house friends who always care me, motivate me, and support me. Especially my roommate Nisa Izakyya, and my partners in doing the final project, they are Siti Niswatun Ni'mah, Nuril Wafi, and Sisca Elita.

The researcher realizes that this thesis is far from being perfect. Therefore, the suggestions and criticism to make it perfect are needed. The writer hopes this thesis would be beneficial to everyone.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim, in the name of Allah, the Most Gracious, the Most Merciful. First of all, I would like to thank Allah for His blessing and mercy that given to me during my study and in completing the final project.

Sholawat and *salam* may always be upon Prophet Muhammad SAW who had guided and led us from darkness into lightness.

I would like to say thank you to all the people who have contributed to this project. I'm sure that this project would not be completed without help, support, advice, and guidance. I would like to express the great gratitude to

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The researcher realizes that this thesis is far from being perfect. Therefore, the suggestions and criticism to make it perfect are needed. The writer hopes this thesis would be beneficial to everyone.

Semarang, 20 July 2019

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TABLE OF CONTENT

TITLE	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
LIST OF APPENDIXES	xiv
LIST OF TABLES	xv
CHAPTER I : INTRODUCTION	
A. Background of The Study	1
B. Research Questions	4.
C. Objectives of The Study	5
D. Limitation of the Study	5
E. Significances of The Study.....	6
F. Definition of Key Terms.....	6

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Previous Research.....	8
B. Review of Related Literature	
1. The Scope of Reading.....	11
a. The Definition of Reading Habit.....	11
b. The Purposes of Reading	13
c. Frequency and Duration in Reading.....	14
d. Reading Comprehension and Strategies.....	15
e. Reading for Short Stories	18
2. The Scope of Writing.....	19
a. The Definition of Writing	19
b. Steps in Writing	21
3. Narrative Text	22
a. The Scope of Narrative.....	22
b. The Generic Structure of Narrative.....	22
c. The Language Features of Narrative.....	24
d. The Example of Narrative	25
e. Conceptual Framwork	26

CHAPTER III: RESEARCH METHOD

A. Research Design.....	28
-------------------------	----

B. Research Setting and Time	29
C. Population and Sample	30
D. Hypothesis	30
E. Variable and Indicator of Research	31
F. The Technique of Data Collaction	32
G. The Technique of Data Analysis	37

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Findings.....	41
1. Instrumental Analysis	41
a. The Validity of The Test.....	42
b. The Reliability of The Test.....	42
2. Introductory Analysis.....	43
a. The Result of Reading Habit.....	43
b. The Result of Writing Abilities.....	47
3. Pre Requisite Test of Data Analysis	51
a. The Normality Test.....	51
b. The Hypothesis Test	52
1. The Correlation Analysis	53
B. Discussion.....	54

CHAPTER V : CONCLUSION

A. Conclusion	57
B. Suggestion	58

BIBLIOGRAPHY

CURRICULUM VITAE

LIST OF APPENDIXES

- Appendix 1 The Validity of Questionnaire Items
- Appendix 2 The Respondents List of Questionnaire Test
- Appendix 3 The Respondents List of Research
- Appendix 4 The Guidelines for Reading Habit Questionnaire
- Appendix 5 The Questionnaire Test
- Appendix 6 The Questionnaire of The Research
- Appendix 7 The Form of Students' Writing Sheet
- Appendix 8 The Rubric Form of of Writing
- Appendix 9 The Score of Reading Habit Questionnaire
- Appendix 10 The Score of Writing Test
- Appendix 11 The Frequency Distribution of Reading Habit
- Appendix 12 The Frequency Distribution of Writing Abilities
- Appendix 13 Descriptive Statistics of Reading Habit
- Appendix 14 Descriptive Statistics Students Writing of Narrative Text
- Appendix 15 The Result of Normality Test
- Appendix 16 The Correlation Between Two Variables

Appendix 17	Coefficient Table
Appendix 18	ANNOVA Table
Appendix 19	Students' Worksheet of Questionnaire
Appendix 20	Students' Worksheet of Writing
Appendix 21	The Letters of Research
Appendix 22	The Pictures of Research Activity

LIST OF TABLES

Table 1.1	The Likert Scale Table	34
Table 4.1	The Validity Test of Reading Habit	42
Table 4.2	The Reliability Test of Reading Habit	43
Table 4.5	The Quality of Students' Reading Habit	45
Table 4.8	The Quality of Students' Writing Ability.....	47
Table 4.11	The Corelation Table	49

CHAPTER I

INTRODUCTION

This chapter deals with the introduction of the study that consists of a background of study, research questions, objectives of the study, limitations of the study, significances of the study and the definition of key terms.

A. Background of The Study

Reading has been something critical, through reading people can get data and information that they don't know before. Not only that, but reading also makes our mindset broad. When we read, we additionally observe, analyze, and imagine the text that we are reading. All of them will train our brains to think and be active. When we read, we think what occurs straightaway, what importance it is and so on. As it's been said, reading is a window of the world, which implies that anyone who opens the window can see and know everything that occurred.

Allah also ruled his servant to read, as stated in Surah al Alaq verses 1-5, which was revealed to Prophet Muhammad SAW.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Means: “ Read! in the Name of your Lord Who has created (all that axis). Has created man from a clot. Read! and your Lord is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not (Q.S. al-‘Alaq/96:1-5).

People like reading, sometimes it can be a repeated activity. When reading is done continuously, it becomes a habit. Reid in Asep Suhana and Acep Haryudin additionally states reading habit is a behavior to read which is done consistently to get data and get information from composed material. There are few components impacting habit, for example, interests, motivation, and condition. The elements are coordinated, so that is they can't be separated.¹

Another thing that can't be separated from a reading habit is the types of books. A certain book can be a favorite one for people, but not others. There are many reasons why people read. One of the reason is reading for pleasure. Clark and Rumbold in Duncan states that there are a few advantages of reading for pleasure including reading enhancements and writing attainment, development of vocabulary, confidence and get enjoy in reading, social mindfulness grows, comprehension of others are

¹ Acep Haryudin and Asep Suhana, " Effects of Reading Habit Towards Students' Reading Comprehension At Private Senior High School in Purwakarta", *Eltin Journal*, (Vol. 5, No.2, 2017), p. 57.

increment and more prominent network support.² So, from the explanation that mentioned above, we can said that through reading people can improve their writing skills. Writing skill is expression thoughts in a written form. The students are taught to expand their skills and to express their feeling to write something and to understand how to compose well with the part of writing.³

Writing and reading are skills that can't be separated, both are related to each other. Llach in Nahid Egresh states that reading and writing, known as the literacy skills of the language. Improving academic literacy causes improvement in education and capability, especially in terms of academic writing.⁴ Besides that Krashen in SuHua states that reading can enhance students' reading comprehension, writing style, vocabulary knowledge, and spelling skill.⁵ From the explanation above, it can be said that reading can enhance students' writing. Writing itself is included in the Indonesian curriculum.

² Sam Duncan, "*Understanding Reading for Pleasure for Emerging Adult Readers*", (London: NRDC Institute of Education, 2010), p. 4.

³ Arif Pamuji, "The Correlation Between Reading Achievement and Writing Achievement to the Eight Graders of Bilingual Class At SMP Negeri 1 Palembang", *Premise Journal*, (Vol. 4, No. 1, 2015), p. 2.

⁴ Hossein Saadabadi Motlaq and Nahid Egresh, "The Relationship between Reading Ability and Writing Quality among Iranian EFL Academic Writers", *International Journal of Humanities and Cultural Studies*, (Vol. 3, No. 2, 2016), p. 127.

⁵ Su Hua Huang, et.al, "Reading Habits of College Students in the United States", *Reading Psychology*, (Vol. 35, 2014), p. 437.

In the Indonesian curriculum, students are expected to be able to write, and one of the texts that taught in school is narrative text. One of the ways to increase writing ability is the method, strategy, or approach that we used. Besides that, there is a supporting factor that affects writing ability as like explained above.

So, the writer is interested in finding the influence of students' reading habit of short stories on their abilities of writing narrative text. Therefore, the writer would like to know whether a influence of students' reading habit of short stories to the abilities of writing narrative text. The writer conducts her research entitled, "*The Influence of Students' Reading Habit of Short Stories on Their Abilities of writing Narrative Text at The Tenth Grade of MA NU Raudlatul Mu'allimin Wedung Demak in the academic year of 2018/2019*".

B. Research Questions

1. How is the students' reading habit of short stories at the tenth grade of MA NU Raudlatul Mu'allimin Wedung Demak?
2. How is the students' abilities of writing narrative text at the tenth grade of MA NU Raudlatul Mu'allimin Wedung Demak?
3. Is there any influence of students' reading habit of short stories on their abilities of writing narrative text at the tenth grade of MA NU Raudlatul Mu'allimin Wedung Demak?

C. Objectives of The Study

1. to measure the students' reading habit of short stories at the tenth grade of MA NU Raudlatul Mu'allimin Wedung Demak
2. to measure the students' abilities of writing narrative text at the tenth grade of MA NU Raudlatul Mu'allimin Wedung Demak
3. to explain the influence between students' reading habit of short stories and their abilities of writing narrative text at the tenth grade of MA NU Raudlatul Mu'allimin Wedung Demak

D. Limitations of The Study

1. The problem of this study was limited to reading habit of short stories in relation to writing skill of narrative text of the tenth grade students of MA NU Raudlatul Mu'allimin Wedung, Demak, in the academic year of 2018/2019.
2. Another problem in this study could come from many factors such as students' condition and situation when fulfilling the questionnaire or when conducting the writing test and the environment in which the tests took place.

E. Significances of The Study

By conducting this research, For the teachers the writer hopes the result of this research will be useful and contribute to English language teaching as follows:

1. For Teacher

The writer hopes the result of this research will be useful in teaching and learning of English, especially in teaching writing in order to improve the writing ability of students. Through this research, the teacher can encourage the students to read more.

2. For students

The writer hopes this finding will motivate students to increase their reading time in order to improve their writing ability, and also increase their vocabularies in English.

3. For the other researcher

The writer hopes this research helpful and can be a reference for further researches. It can be a recommendation for other researchers in case they will carry out any further research.

F. Definition of Key Terms

There are three key terms in this study, those are influence, reading habit, and writing abilities. First, narrative text, it is an account of occasions that entitle following a period grouping sequential request.⁶ Second, reading habit, it refers to choice of topic or preference for a

⁶ R.R Jordan, *Academic Writing Course*, (England: Pearson Education Limited, 1999) p. 27.

genre of literature being read.⁷ Third, writing ability. it is a skill of conveying thoughts or ideas in a written form in addition an oral form.⁸

⁷ Ms. Kushmeeta Chettri and S.K Rout, “Reading Habit- an overview”, *IOSR Journal of Humanities and Science*, (Vol 14, 2013), p.13.

⁸ Ayu Lestari, et.al, The Correlation among Undergraduate EFL Students’ Reading Habit, Multiple Intelligences, and Writing Mastery, *Indonesian Journal of Applied Linguistics*, (Vol 8, No 1, 2018), p.110.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, presents about previous studies and some theories are provided to support the research. This chapter explains the general concepts of reading habit, narrative text and writing ability and the conceptual framework .

A. Previous Research

There are some studies have been done related to the title. The studies investigate the correlation between reading habit and reading comprehension, etc. This part will refer to some of them:

First, Asep Suhana & Acep Haryudin (2017) conducted their research entitled “The Effects of Reading Habit towards Students’ Reading Comprehension at Private Senior High School in Purwakarta”. The purpose of this research is to find out the effects of reading habit towards students’ reading comprehension. Kind of their research was survey method. The samples itself were 80 students with a simple random technique. The data was collected by distributing questionnaires directly to the sample and test of reading comprehension. The data analysis using descriptive statistics and the research was conducted from March to July 2015. The result showed: 1). There are any significant effects of reading habit towards students’ reading comprehension.⁹ The similarity between

⁹ Acep Haryudin and Asep Suhana, " Effects of Reading Habit.....p. 57.

their research and this study are both have two variables and use a questionnaire to measure students' reading habits. Meanwhile, the differences between both are the dependent variable. The dependent variable of their research is reading comprehension, meanwhile, in this study is writing ability. The data collection of the dependent variable is by formative test, meanwhile, in this study, the data collection of the dependent variable is by writing a test.

Second, Hossein Saadabadi Motlaq and Nahid Egresh (2016) conducted his research entitled “The Relationship between Reading Ability and Writing Quality among Iranian EFL Academic Writers”. His research reports on a correlational study on the relationship between reading ability and the quality of academic writing among Iranian EFL academic writers. The results of the research revealed that there is a significant relationship between reading ability and writing quality among Iranian EFL academic writers.¹⁰ The similarities between his research and this study are the skill that focused. Both focus on reading and writing. His research looking for the correlation between reading and writing. The difference of both is in the test. In his research he used a graph. Meanwhile, in this study the writer uses questionnaire to measure students’ reading habit. The participants of his research were given a

¹⁰ Hossein Saadabadi Motlaq and Nahid Egresh, "The Relationship between Reading Ability p. 1270.

topic to write an essay. Meanwhile, in this study, the participants create a narrative text and choose topic freely.

Third, conducted his research entitled "The Correlation between Translation Ability and Reading Habit towards Writing Ability" at twelfth-grade students of MAN 2 Surakarta in the Academic Year 2015/2016. The purpose of his is to find out the correlation between translation ability and reading habit toward writing ability. The result of the study is there is a significant correlation between translation ability and writing ability, the correlation between students' reading habits and writing ability, the correlation between translation ability and reading habits toward writing ability.¹¹ The similarity between his thesis and this study is the tests. Both use a questionnaire to measure students' reading habit level and use a writing test to measure students' writing ability. The differences between both are the variables and the text. In his thesis, there are three variables. Meanwhile, in this study only two variables. Another difference is the text that used. He used descriptive text. Meanwhile, this study use narrative text.

Fourth, Ayu Lestari S, Sofendi, and Ismail Petrus (2018) conducted their research entitled "The Correlations among Undergraduate EFL

¹¹ M Doni Prasetyo, 11.32.21.079, Islamic Education and Teaching Training Faculty, "The Correlation between Translation Ability and Reading Habit toward Writing Ability" *Thesis* (Surakarta: The State Islamic Institute of Surakarta, 2016), p.5 .

students' Reading Habit, Multiple Intelligences, and Writing Mastery” the study aimed to investigate the correlations among undergraduate EFL students’ reading habit, multiple intelligences, and their writing mastery. It also aims to identify the types of reading habit and multiple intelligences that mostly influence students’ writing mastery. In this correlational study, the data were collected through questionnaires and tests. The data were analyzed using correlation and linear regression analyses. The results show that there are no significant correlations between reading habit and writing mastery, between multiple intelligences and writing mastery, and between predictor variables and the criterion variable.¹² The similarities between their research and this study are both looking for students’ reading habit level. The data collection technique used questionnaires and tests. The differences between their research and this study are the variables. In their research, there are three variables. Meanwhile, in this study, there are two variables.

B. Review of Related Literature

1. The Scope of Reading

a. The Definition of Reading Habit

¹². Ayu Lestari, et.al, The Correlation among Undergraduate EFL Students’ Reading Habit..... p.111.

Before we know what reading habit is, we have to know what reading is. Many scientists elaborate on the definition of reading. Johnson states that reading is an activity to create meaning by using text. There are two key words, creating and meaning. If there is no meaning being created, there is no reading taking place.¹³ Meanwhile, Arief Pamuji states that reading is an act of comprehending and understanding writings by looking at the aspects of reading. Another definition comes from Fisher B in Oriogu Chuks Daniel et al he expresses reading is an activity that framed by working on reading since youth and a habit for reading. From definitions above we can say that reading is an activity to create meaning in order to get information and knowledge in written form.

Odabaş & Polat in Erdem define, habit is a characteristic behavioral pattern that is learned and strengthened in a way acknowledged for each situation automatically.¹⁴ So, reading habit is the basis of long-lasting learning. With the end goal of the individual being somebody that learns all through his/her life, it is important for the act of reading to be directed normally all through

¹³Andrew Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (USA: Rowman & Littlefield Education, 2008), p. 3.

¹⁴ Hossein Saadabadi Motlaq and Nahid Egresh, "The Relationship between Reading Ability..... p. 3984.

life. Another definition comes from Shen in Ayu Lestari, Shen states that reading habit is about the recurrence of reading and what kind of writings are read.¹⁵

b. The Purposes of Reading

Many scientists mentioned their opinions about the purpose of reading, include Beatrice and Linda, they mentioned 4 purposes of reading as follows:

1. To obtain information

Through reading, the reader gets any information, data, and idea that they do not know before. They can find out new information, problem-solving, and facts through reading.

2. To understand ideas or theories, etc.

Sometimes we don't understand certain theories and don't have an idea about that. So to make it clear that readers need books to understand easily and get the information. That's why reading is a direction of getting sources of theories and ideas.

3. To discover the authors' viewpoint

¹⁵ Ayu Lestari, et.al, The Correlation among Undergraduate EFL Students' Reading Habit, p.111.

To find out the author's viewpoints, readers need to read the text and understand it. Usually, the authors' viewpoint is not stated in the text. So, the readers need to understand it well.

4. To seek evidence for their point of view

It helps the readers know their point of view through writing an essay, article, or journal. Through reading, the readers can write a lot of information and they can know their point of view easily.¹⁶

c. Frequency and Duration in Reading

Everyone has their own reading frequency. Between one and another is different. Some people read once a week, some people read twice a week, and some people read in a whole week. According to Cambridge dictionary, frequency is the occasions something occurs inside a specific period, or the reality of something happening regularly or a large number of times. Not only frequency, in reading likewise known a term of duration. Duration is the time allotment that something endures.¹⁷ From the definition above, we can say that frequency is the intensity or the occurrences of time in doing something. Meanwhile, duration is the length of the work that exists.

¹⁶ Beatrice Mikulecky and Linda Jeffries, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*, (USA: Pearson Education, 2001), p.143.

¹⁷ <http://dictionary.cambridge.org>, accessed on July, 10 2019.

d. Reading Comprehension and Strategies

In reading texts or books we have to comprehend it. Comprehension itself is a procedure that starts with distinguishing words by utilizing information outside the content, accessing word meaning in context, recognizing grammatical structures, drawing inferences, and self observing to guarantee that the content is seeming well and good.¹⁸ In another word, comprehension is a strategy readers use to retrieve information and construct meaning.¹⁹ So, we can said that in comprehending the text we need to use a strategy. There are seven kinds of reading strategies.

1. Monitoring Comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

2. Metacognition

¹⁸ David A. Sousa, *How The Brain Learns to Read*, (USA: Corwin, 2017), p. 78.

¹⁹ Andrew Johnson, *Teaching Reading and Writing: A Guidebook*..... p. 3.

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

3. Graphic and Semantic Organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.²⁰

4. Answering Questions

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to

²⁰ <https://www.readingrockets.org>, accessed on January 12, 2019.

answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the students' own background knowledge.

5. Generating Question

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6. Recognizing Story Structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.²¹

²¹ <https://www.readingrockets.org>, accessed on January 12, 2019.

7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students.

e. Reading for Short Stories

There are many definitions of short stories. Short stories are a piece prose fiction that commonly can be read in one sitting and focuses on an independent occurrence or series of the linked incident, with the intent of evoking a "single effect" or mood, however, there are numerous special cases to this. Then again, Meriam Webster characterizes, short stories are a concocted writing story shorter than a novel as a rule managing a couple of characters and going for the solidarity of impact and frequently focusing on the production of mindset as opposed to plot.²² From the definition above we can say that short stories are an unreal story which is can be read in one sitting and the purpose is for pleasure.

Hyland states that there are two various types of genre or text types. The genre itself is a term for gathering texts, representing how writers typically use language to respond to repeating circumstances. Each genre has the number of features which make it different for

²²www.criticalreading.com, accessed on March 18, 2019.

other genres, each has a particular reason, generic structure, and specific linguistic features of the text.²³ Another opinion stated by Entika and Musarokah. They state that there are two kinds of genres, those are story genre and factual genre. One of the types of story genre is narrative. In narrative itself, there some types like adventure, horror story, romance, fairy tales, epic, myth, moral tale, etc.²⁴

2. The Scope of Writing

a. The Definition of Writing

One of the English skills that have to be mastered is writing. Writing is a productive skill, which is by writing we produce paper or handwriting. Numerous researchers characterize the definition of writing. Langan states that writing is a skill that can be learned as well as it is a process of discovery which is required a number of steps. This definition gives a view about writing. It is an ability which can be learned by anybody, certainly through continuous practices, though it is considered as a procedure of discovery, the fact that to get a decent last draft of writing. Individuals are required to pursue various steps through editing or revising until

²³ Ken Hyland, *Teaching and Researching Writing*, (UK: Pearson Education, 2009), p. 15.

²⁴ Entika Prastikawati Fani and Siti Musarokah, *Writing 3: Handouts and Assignments*, (Semarang: IKIP PGRI Semarang, 2010), p. 12.

they discover their work has served its needs.²⁵ In conclusion, based on the notions with respect to the definition of writing above, writing can be considered as a complex activity that is done individually through a number of steps that 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 a public activity because not only it involves the writer's competence but also involves fulfilling and understanding the readers or audiences' needs.

As indicated by Boardman writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It can be concluded that writing is a way to produce language that comes from our thought. It does not need only one time, but it needs a lot of time to do the editing process and rewrite the text.²⁶ So, we can say that writing is an activity to share information, ideas, convey a message through written text.

b. Steps in Writing

Writing is the required number of steps. According to Donal Graves in Jonhson there are five steps in the writing process. First,

²⁵ John Langan, *Exploring Writing: Paragraphs and Essays*, (New York: McGraw-Hill, 2008), p. 7.

²⁶ Boardman, et.al, "*Writing to Communicate 2: Paragraph and Essays*" (New York: Longman, 2008), p. 11.

prewriting. It is the first process that a writer has to do. Here the writer has to generate the ideas. There are some ways to generate ideas, those are by listing, brainstorming, outlining, and silent thinking. Second, drafting. It is the second process of writing. Drafting itself is the writer's first attempt to capture ideas on paper. Third, revising is the heart of the writing process. Revising is where you shape blob, adding parts, taking parts away, and continually molding and changing. Fourth, editing, this is the stage where grammar, spelling, and punctuation errors are corrected. If a writer is editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffer. The last is publishing and share. This is where students' writing is shared with an audience. Publishing can involve putting together class books, collections of writing, school or class magazines or displaying short samples of writing in the hall or out in the community.²⁷

3. Narrative Text

a. The Scope of Narrative Text

There are many definitions of narrative text to be explained R.R Jordan defines that narrative is an account or description of occasions that entitle following a period grouping sequential

²⁷ Andrew Johnson, *Teaching Reading and Writing: A Guidebook*..... p. 109.

request. The reason for existing is to delight and to engage the reading.²⁸ Then, Mark and Kathy Anderson state that narrative is a text that tells a story. Its purpose is to present a view of the world that entertains or informs the readers or listeners.²⁹ From the definition above, the writer can conclude that narrative is a text that tells a story which is the purpose is to entertain the readers. Besides that, we can take the moral value or lesson from the story.

b. The Generic Structure of Narrative Text

Generic structure or schematic structure is the distinctive beginning - middle - end structure of a genre. In a basic word, the narrative text has generic structure as like orientation, complication, a sequence of events, resolution, re-orientation. The first is the orientation. An orientation introduces the participants and informs the time and the spot. Here the characters, settings, and time of the story built up. In orientation, the writer tells about who is in the story, when the story is occurring, and where the story occurs. Second, complication, it describes the rising crisis which influences what will occur in the story. In this part, the

²⁸ R.R Jordan, *Academic Writing Course*..... p. 27.

²⁹ Mark and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 2006), p. 29.

issue of the story is to start and created. Third, a sequence of events, it tells a condition where characters in the story respond to the complication. Fourth, resolution, it tells where the issues in the story are comprehended. The last is re-direction, it is the end of the story. It can be a happy ending or sad ending. Sometimes in this part, the writer puts a lesson from the story.³⁰

Another opinion states by Etinka and Musarokah. They mentioned five structures of narrative text, those are orientation, evaluation, complication, resolution, and re-orientation. first, orientation, it introduces the participants and sets. The writer tells who and where the story happens. The other structures are evaluation. Second, Evaluation, it is stepping back to evaluate the plight. The third is a complication, it tells the crisis. In this part, the crisis arises. Fourth is a resolution, here the crisis is resolved, for better or worse. The last is re-orientation, it is optional. Here the writer is free to make the story happy ending or sad ending.³¹ The difference between the two opinions above is on the second and third points. Those are evaluation and sequence of events. Usually, the generic structures of narrative text consist of orientation, complication, resolution, and re-orientation.

³⁰Mark Anderson and Kathy Anderson, *Text Types*..... p. 38

³¹ Prastikawati Fani and Musarokah, *Writing 3: Handouts*.....p. 31

c. The Language Features of Narrative Text

There are some language features of narrative text. First, a narrative text focuses on explicit members or characters, like Snow White, Cinderella, Rapunzel, and so on. Second, use the past tense. For instance, went, sang, worked, etc. Third, use temporal conjunction or time conjunction. It uses to relate the sequence of events, as like then, after that, afterward, finally, lastly. Fourth, use an activity action word. An activity action word is an action word that shows activity. For instance like walked, composed, ran an, etc. Fifth, use verbal and mental procedures as think, acknowledge, feel and so forth. Sixth, use direct and indirect speeches. For instance, Rapunzel stated, "I wanna go out from this pinnacle" for direct discourse utilize current state. Seventh, use descriptive language is used to make an audience's or reader's imagination. For instance, when the character said about something that amaze the person in question " Wow, it is a wonderful and enormous this manor"³²

d. The Example of Narrative Text

Orientation: Once upon a time a long, long time ago on a hill, outside a little village, there was a big place bigger than the village itself and

³² Kistono, et.al, *The Bridge English Competence* (Jakarta: PT. Ghalia, 2007), p.33.

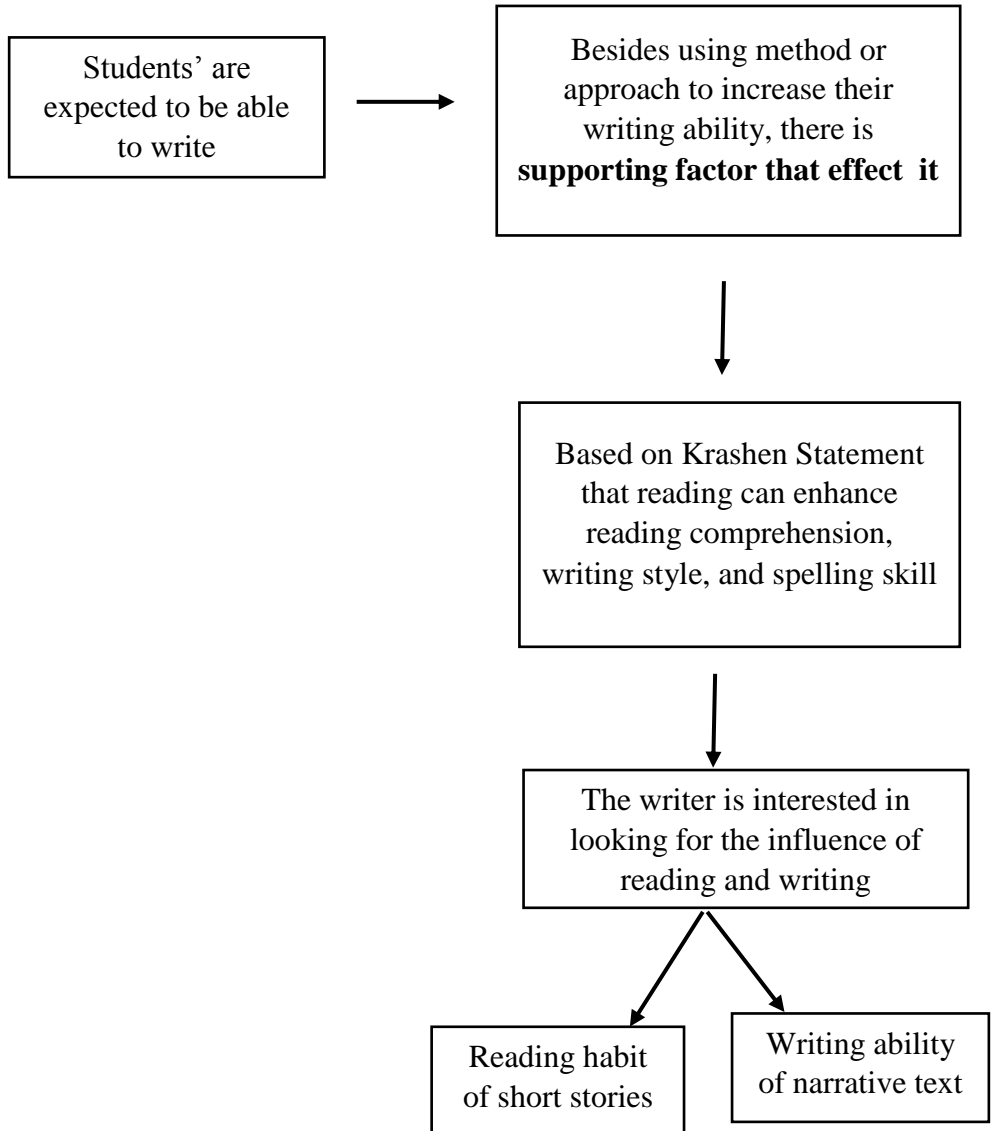
in the place lived a King. The king wanted to be reached.

Complication: Now on the day the King promised one of his gardeners three million gold if he could grow a tree throughout the entire year which bore rich golden fruit. The gardeners looked through everywhere throughout the wide open yet he couldn't locate the correct seed to grow a tree that would bear golden fruit. Along these lines, finally, he went to see the wise old owl who lived somewhere down in the backwoods and thoroughly understood numerous things. The wise old owl told what to do and where to go to get the correct seed to plant.

Resolution: The gardener went exactly where he was told and did exactly what was he told. He planted the seed and gave it some water, some fertilizer and he waited. All of a sudden the tree jumped up so rapidly that it made the gardener jump. The gardener looked as the tree bore rich golden fruit. He kept running back to the spot and took the King to see the tree. At the point when the King had remained there for quite a while, staring at it open-mouthed, the gardener requested his three million coins. So the King consented to the request, and the gardener took his cash and returned home and lived happily ever after .³³

³³ Prastikawati Fani and Musarokah, *Writing 3: Handouts.....* p. 16

C. Conceptual Framework



In the Indonesian curriculum, students are expected to be able to write, and one of the texts that taught in school is narrative text. One of the ways to increase writing ability is the method, strategy, or approach that we used. Besides that, there is a supporting factor that affects writing ability. Krashen in SuHua states that reading can enhance students' reading comprehension, writing style, vocabulary knowledge, and spelling skill.³⁴ Other definitions states by Davies (1993:133) who argues that reading purpose for organizing reading and study, a reader wishes to viewpoint, reading for language learning, to learn vocabulary, to writing and to practice pronunciation. Besides that Llach in Nahid Egresh states that reading and writing, known as literacy skills, are significantly related to each other. Meanwhile, Tsang states that reading is a central process in writing and is named as the language skill most closely linked to writing.³⁵Based on the statements above, the researcher is interested to know the influence of reading habit of short stories to writing ability of narrative text.

³⁴ Su Hua Huang, et.al, "Reading Habits of College Students in the United States", *Reading Psychology*, (Vol. 35, 2014), p. 437.

³⁵ Hossein Saadabadi Motlaq and Nahid Egresh, "The Relationship between Reading Ability and Writing Quality among Iranian EFL Academic Writers", *International Journal of Humanities and Cultural Studies*, (Vol. 3, No. 2, 2016), p. 127.

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, setting and time of the research, sample and population of the research, sources of data, data collection technique, and data analysis technique.

A. Research Design

This research used a quantitative approach. A quantitative approach is the research method based on the philosophy of positivism and used to examine specific populations or samples.³⁶ There are two instruments in this study, first, questionnaire, it is to measure students' reading habit of short stories. Second, writing test, it is to measure students' writing abilities. This research examines the correlation between dependent variable and independent variable. The independent variable in this research is reading habit of short stories. Meanwhile, the dependent variable is writing ability of narrative text.

B. Research Setting and Time

³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018), p.8.

This research was conducted at MA NU Raudlatul Mu'allimin Wedung, Demak, Central Java in May, and the research took place around two weeks. This research concerned on students' reading habit of short stories and their abilities in writing narrative text.

C. Population and Sample

a. Population

Sugiyono states that the population is a generalization area consisting of subjects or objects that have certain qualifications and characteristics set by the researcher to be studied then concluded. So, the population is not only people but objects and other things. The population is not only about the amount that is in the objects or subjects but includes all the characteristics or properties possessed by the subject or object.³⁷

The population in this study is all students at the tenth grade of MA NU Raudlatul Mu'allimin Wedung. The total number of students is about 140 which consists of 4 classes. 3 classes majoring in social and 1 class majoring in science.

³⁷ Sugiyono, *Metode Penelitian Kuantitatif*..... p.80 .

b. Sample

A sample is a part of the population. It includes total and characteristics of the population. The sampling technique of this study was a cluster random sampling technique. A cluster random sampling is a sampling technique where the classes, groups, or clusters already in existence. The selection is based on groups rather than individuals.³⁸ The researcher used lottery to determine the sample. In this case, the class that chosen is the tenth grade of mathematical science.

D. Hypothesis

Sugiyono states that the hypothesis is a temporary answer to research questions. The truth of the hypothesis must be proven through data that have been collected. Meanwhile, statistically, a hypothesis is a statement about population (parameter) which is testing the truth based on data obtained by a sample of research (statistics). So the meaning is estimated by the population through the data of the sample.

³⁸ Jack R Fraenkel, et.al, *How to Design*, p. 101.

Therefore in the statistics that tested is the null hypothesis. So, the null hypothesis is a statement that there is no difference between parameters and statistics. The opposite of the null hypothesis is an alternative hypothesis, in which there is *a difference between parameters and statistics*. In statistics is tested by the null hypothesis.

So the null hypothesis is a statement that there is no difference between parameter and statistics (data of sample). The opposite of the null hypothesis is an alternative hypothesis, states that there is a difference between parameter and statistics. The null hypothesis is given a notation H_0 , meanwhile, an alternative hypothesis is given a notation H_a .³⁹

The hypothesis of this research can be formulated as follows "There is a influence of students' reading habit of short stories and the abilities of writing narrative text at the tenth grade of MA NU Raudlatul Mu'allimin Wedung, Demak, of Central Java"

E. Variable and Indicator of The Research

1. Variable

³⁹ Sugiyono, *Metode Penelitian Kuantitatif*, p.83.

Sugiyono defines that variable is a certain attribute, characteristics, value of human, object, or activity that has specific variation which has been determined by the researcher to be observed and concluded. There are two variables of research, those are the independent variable and dependent variable as follows:

a. Independent variable

Sugiyono states that the independent variable is a variable that influences or be the cause of the change or make existence dependent variable. The independent variable of this research is the reading habit of short stories.⁴⁰ The researcher measures it by giving a questionnaire. According to Danifil (Yulianto, 2014) there are some indicators to measure someone' reading habit like 1)Frequency, 2) Duration, 3) Types of text, 4) Strategy, 5) Comprehension of text.⁴¹

b. Dependent variable

⁴⁰ Sugiyono, *Metode Penelitian Kuantitatif*, p.39

⁴¹ Yulianto, 07201244033, Language Art Faculty, "Hubungan Antara Kebiasaan Membaca Karya Sastra Dengan Keterampilan Menulis Puisi Pada Siswa Kelas XI SMAN Se-Kecamatan Ngaglik", *Thesis*, (Yogyakarta State University, 2014), p. 141.

Sugiyono states that the dependent variable is a variable that influenced or becomes a result of the existence of the independent variable.⁴² The dependent variable of this research is students' reading ability to write narrative text. The researcher measures it by testing the students' writing in narrative text.

F. The Technique of Data Collection

Based on the source of data, data collection divided into two. The first is the main data. The second is supporting data. The main data is data that directly gives information or data to the researcher. Meanwhile, supporting data is data that not directly give information or data to the researcher, for example through another person or document. There are some techniques of data collection, those are an interview, questionnaire, observation.⁴³ The main data of this research is questionnaire. Meanwhile, the supporting data is the students' writing.

a. Questionnaire

⁴² Sugiyono, *Metode Penelitian Kuantitatif*, p. 39

⁴³ Sugiyono, *Metode Penelitian Kuantitatif*, p. 96

A questionnaire is a technique of data collection done by giving some written questions or statements to participants to be answered.⁴⁴ Questionnaires can include closed-ended items (where participants must select from the responses given by researcher) and open-ended items (where participants provide answers in their own words).⁴⁵ There are two types of questionnaires that are structured questionnaire and non-structured questionnaire. A structured questionnaire is a questionnaire that arranged by providing answer choices, so the participant only marks the chosen answer. The answer form of a structured questionnaire is closed, it means that on each item various alternative answers are available. Meanwhile, a non-structured questionnaire in such a way questionnaire that the participant is free to express his opinion. The form of the answer to a non-structured questionnaire is open, which means that each item has not detailed the answer.⁴⁶ In quantitative research, the researcher used an instrument to collect the data. There is a Likert scale

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif*,..... .p.142.

⁴⁵ Larry B Christensen, et.al, *Research Method, Design, and Analysis*, (USA: Pearson, 2011), p 56.

⁴⁶ Sambas Ali Muhibbin and Maman Abdurrahman, *Analisis Korelasi, Regresi, dan Jalur Dalam Penelitian*, (Bandung: CV Pustaka Setia, 2009) p.26.

that uses to measure attitude, opinion, and someone' or groups' perceptions about social phenomena. Through Likert scale, variables measured and elaborated to be indicators of variable, then the indicators become a reference to compose items of instruments which can be in the form of questions or statements whether positive or negative. The Likert scale as follows:⁴⁷

Table 1.1
Likert Scale

Alternative answer	Code	Score	
		Positive Statement	Negative Statement
Always	A	4	1
Often	O	3	2
Seldom	S	2	3
Never	N	1	4

Be

Before a questionnaire is given to respondents, it needs to check the validity and the reliability of the questionnaire. It is to know the quality of the questionnaire itself.

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif*,..... p. 93.

1. The Validity of The Instrument

An instrument is said to be valid if the instrument can measure something with what is to be measured. The researcher determines the validity of the instrument by using SPSS. Besides that, it can be calculated by using the product moment correlation coefficient formula as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}^{48}$$

Information:

r_{xy} = Correlation coefficient variable X and variable Y

N = The number of respondents

$\sum X$ = The number of score X

$\sum Y$ = The number of score Y

$\sum X^2$ = The number squares of score X

$\sum Y^2$ = The number squares of score Y

2. The reliability of the instrument

⁴⁸ Ibnu Hadjar, *Statistik Untuk Ilmu Pendidikan, Sosial Dan Humaniora* (Semarang: PT. Pustaka Rizki Putra, 2017).

The questionnaires that used are arranged using a Likert scale with four alternative choices. To determine the reliability of the questionnaire, the researcher uses the SPSS to know the reliability. Besides that, it can be calculated by using alpha formula as follows:

$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Information:

r_{11} = The reliability of the instrument

k = The total of questions

$\sum \sigma b^2$ = The total of items

σt^2 = The total of variant

The formula of total variant:

$$\sigma t^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Information:

$\sum X$ = The total item score

$\sum X^2$ = The total of squares of item score

N = The total of respondents

If the price of $r_{\text{count}} > r_{\text{table}}$ the questions of the questionnaire are reliable.

b. Test

The test is an instrument to collect data that gives a response to the question in the instrument, and the students have to show their ability.⁴⁹ A test here is used to measure students' writing ability and to collect the data. In this research, the written test was given to the students in order to measure students' writing ability. There is no specific topic in this test, means that students are free to create their own writing of the narrative text. The duration of this test is around 45 minutes. The scoring system of this test is based on the generic structure of the text. The text was analyzed based on scoring rubric from J. Michael O'Malley and Lorraine Valdez Pierre' book which is developed by ESL

⁴⁹ Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Belajar, 2009), p.65.

teachers, Prince William Country Public Schools, Virginia
(adopted from Self (n.d).⁵⁰

G. The Technique of Data Analysis

The technique of data analysis in this research uses statistics. There are two kinds of statistics that used to analyze the data, those are descriptive statistics and inferential statistics. This research used inferential statistics. Inferential statistics is a technique of statistics that used to analyze the data of the sample which is the result applied to the population.⁵¹

a. Prerequisite test of data analysis

1. Normality test

A normality test is used to find out the data that have obtained is normally distributed or not. Data that normally distributed means that the data can represent the population. All data used for hypothesis testing need to be tested for normality. It's used to determine the statistical method used. If the data is normally distributed, the method used is a

⁵⁰ Michael O'Malley and Lorraine Valdez Pierre, *Authentic Assessment for English Language Learners: Practical Approaches for Teacher* (USA: Longman, 1996), p. 145.

⁵¹ Sugiyono, *Metode Penelitian Kuantitatif*,..... p. 148.

parametric statistical method. Meanwhile, if the data is not normally distributed the method used is a nonparametric statistical method.⁵² The writer used SPSS program to find out the normality of the data. Besides that, it can be calculated by using chi-squares test with the following statistic hypothesis below:

H₀: Normal data distribution

H_a: Not normal data distribution

The formula:

$$X^2 = \sum_{i=1}^k \frac{f_o - f_n f^n}{f_n}$$

Information:

X²: The price of chi-squared

f_o: Observed frequency

f_n: Expected frequency

2. Hypothesis Test

⁵² Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2006), p. 73.

Hypothesis is a temporary answer to research questions.⁵³ The data analyzed by using regression. The researcher calculate the regression by using SPSS. Besides that, there some steps to find regression by using formula as follows:

- a. Looking for the correlation between predictors (X) and criteria (Y) by using the correlation technique of *product moment* by Pearson.

Formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N((\sum Y^2) - (\sum Y)^2)\}}} \quad 54$$

Information:

r_{xy} = Coefficient correlation of X variable and Y variable

N = Total of respondent

$\sum X$ = Total of X score

$\sum Y$ = The total of score Y

$\sum X^2$ = The total of score X

$\sum Y^2$ = The total of squares of score Y

⁵³ Sugiyono, *Metode Penelitian Kuantitatif*, p.83.

⁵⁴ Hadjar.

Then the result of r_{xy} obtained from the calculation is compared with the r price of *product moment*. The price of the r table counted by a significant level of 5% and N appropriate with the number of students. If $r_{xy} \geq r$ table it can be tested that the item of questions is valid.

b. Looking for equations of line regression

$$\hat{Y} = a + bX, \text{ where } b = \frac{n\sum XY - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)^2}$$

Information:

\hat{Y} = The predicted subject of dependent variable

a = Price \hat{Y} when price $X=0$ (constant price)

b = Coefficient regression

\bar{X} = Mean of variable X

\bar{Y} = Mean of variable Y

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the findings of this research are presented. Firstly, the result of students' reading habit of short stories are introduced. In addition, it is supported by giving a questionnaire to the students. Secondly, the result of writing ability test is showed. In the last part, the correlation of these findings are presented. This chapter consists of two phases of analysis, those are introductory analysis and hypothetical analysis.

A. Finding

1. Instrumental Analysis

a. The Validity Test

Before the questionnaire is delivered to the sample, the researcher needs to find the validity and the reliability of the questionnaire. In questionnaire test, there were 20 question items about reading habit of short stories. It given to 30 students at the tenth grade students of social major 3 or 10 IIS 3. The validity test of this research was done by calculating the correlation between the value of r_{count} from each participant answer of r_{table} . Every item was considered as valid if r_{count} is greater than r_{table} . In this research, the researcher uses the level significance of 5%. The respondents were 37 students, and r_{table} for $N = 37$ was 0,325.

The following table below is the validity of the questionnaire of students' reading habit of short stories. For detail table of validity is attached at appendix 1.

Tabel 4.1

The Validity Test

Students' Reading Habit of Short Stories

Criteria	Question Items	Total
Valid	1, 3, 5, 7, 9, 11, 12, 13, 14, 17, 18, 20	12
Invalid	2, 4, 6, 8, 10, 15, 16, 19	8
Total		20

After conducted the questionnaire test and knowing the valid and invalid questionnaire, the researcher gave the questionnaire that has been tested to the sample. The sample was the tenth grade students of science major. The score of the questionnaire is attached at appendix 9.

b. The Reliability of The Instrument

The realibility of the instrument was taken after the instrument passed the validity test. Reliability test refers to consistency. It said to be reliable if *alpha Cronbach* is greater than r_{table} . This study uses the significance of 5%. The following table was the result of the reliability of the instrument.

Table 4.2

The Reliability Test of Reading Habit of Short Stories

Cronbach's Alpha	N of Items
.758	12

Based on the calculation of SPSS, the table showed that the value of coefficient reliability of reading habit of short stories was 0.758. It said to be reliable if the score of *Cronbach's Alpha* is greater than r_{table} . This study uses the significance of 5%, that is 0.325. Based on the table above, *Cronbach's Alpha* was 0.758 ($0.758 > 0.325$). It can be said that the questionnaire was reliable.

2. Introductory Analysis

a. The Result of Students Reading Habit of Short Stories

After knowing the result of the questionnaire, the next step was to find the frequency. It is used to know how many students got a certain score. Based on the calculation of using SPSS, it can be known that students who got score 22-29 was 9, students who got score 31-35 was 12, students who got 36-39 was 8,

students who got score 40-44 was 8. The table is attached on appendix 11.

The next step is to find out the descriptive statistics, it is used to know the mean, median, standard error, range and so on. The researcher used SPSS to find it. the table is attached on appendix 13.

From the table of descriptive statistics of reading habit questionnaire, it can be known that the mean of the questionnaire score was 34.35 and the standard deviation was 5,741. After knowing the mean, median, standard deviations and so on, the next step is to determine the quality of the variable by changed *Raw Score* to standard scale value 5 or letter value; A-B-C-D-E, so, the formula is as follows:

More than Mean + 1,5 SD = $34.35 + 1,5 (5.741) = 42.9 \geq A$
(Excellent)

Mean + 0.5 SD = $34.35 + 0.5 (5.741) = 37.2 \leq B$ (Very Good)

Mean - 0,5 SD = $34.35 - 0.5 (5.741) = -31.4 \leq C$ (Good)

Mean - 1,5 SD = $34.35 - 1.5 (5.741) = -25,7 \leq D$ (Poor)

Less than Mean - 1,5 = $\longrightarrow \leq E$ (Very Poor)

After calculating the *raw score*, the category of X variable is presented as follows:

Table 4.5
The Quality of Students' Reading Habit

Mean	Interval	Value	Categories
34,35	More than 42,9	A	Excellent
B	37,2 - 42,8	B	Very Good
a	31,4 - 37,1	C	Good
s	25,7 - 31,3	D	Poor
e	Less than 25,7	E	Very Poor

d on the calculation and table above, it can be known that the mean of students' reading habit of short stories was 34.35, which is the category is good. It is on the interval 31.4 - 37.1.

b. The Result of Students' Writing Abilities

After delivered the questionnaire to the sample, the next step was testing their writing ability of narrative text. The students were freely in choosing the story they are going to write. The result of the writing test is attached at appendix 10. Meanwhile, in assessing the students' writing, the writer used scoring rubric which is attached at appendix 8.

After conducted the test and got the data, the researcher found the frequency of students' score of writing narrative text. Students who got score 5-11 was 6, students who got score 12-14 was 8, students who got 16-19 was 23. The table is attached on appendix 12.

Then the researcher looking for the descriptive statistics of students' writing of narrative text. It is to know the mean, median, standard error and so on. The researcher used SPSS to know it. The table is attached at appendix 14.

Based on the descriptive statistics table it can be known that the mean of the questionnaire score was 15.05 and the standard deviation is 3.979. The next step was determine the quality of the variable by changed *Raw Score* to standard scale value 5 or letter value; A-B-C-D-E, so, the formula is as follows.

$$\text{More than Mean} + 1,5 \text{ SD} = 15.05 + 1,5 (3.979) = 21.0 \geq \\ \text{A (Excellent)}$$

$$\text{Mean} + 0.5 \text{ SD} = 15.05 + 0.5 (3.979) = 17.0 \leq \text{B (Very Good)}$$

$$\text{Mean} - 0,5 \text{ SD} = 15.05 - 0.5 (3.979) = -13.0 \leq \text{C (Good)}$$

$$\text{Mean} - 1,5 \text{ SD} = 15.05 - 1.5 (3.979) = 9.0 \leq D \text{ (Poor)}$$

$$\text{Less than Mean} - 1,5 = \longrightarrow \leq E \text{ (Very Poor)}$$

After calculating the *raw score*, the category of variable X is presented as follows:

Table 4.6
The Quality of Students' Writing Ability of
Narrative Text

Mean	Interval	Value	Categories
15.05	More than 21,0	A	Excellent
	17.0 - 20,8	B	Very Good
B	13.0 - 16,9	C	Good
a	9,0 - 12,9	D	Poor
s	8,9 Less Than	E	Very Poor

ed on the calculation of *Raw Score* and the table above, it can be known that the mean of students' writing ability was 15.05, which is the category is good. It is on the interval 13.0 - 16.9.

3. Pre Requisite Test of Data Analysis

a. The Normality Test

A normality test is used to find out the data that obtained is normally distributed or not. Data that used in this normality test is reading habit of short stories (X) and writing ability

(Y). The technique of normality test used *Kolmogorov-Smirnov*. The result of normality test calculated by SPSS and got the result that attached on appendix 15.

Data is said to be normal if the significancy of the normality test is greater than 0.05. Based on the table above, the significancy of normality test was 0.250, it greater than 0.05 ($0.250 > 0.05$). It means that data is normal distributed.

b. The Hypothesis Test

Hypothesis is a temporary answer to research questions. The truth of the hypothesis must be proven through data that have been collected. The Technique for testing the hypothesis was through regression. The steps are as follows:

- 1) Looking for the correlation between predictors (X) and criteria (Y) by using the correlation technique of *product moment* by Pearson. The table is attached on appendix 16.

From the calculation of using *Product Moment*, it can be seen that the Pearson Correlation was 0.188. This result can be interpreted by using correlation table below.

Table 4.9
Correlation Table

	Coefficient Interval	The Degree
Based on the correlation table,	0.00 - 0.199	Very Low
	0.20 - 0.399	Low
	0.40 - 0.599	Enough
	0.60 - 0.799	Strong
	0.80 - 1.0	Very Strong

Based on the correlation table, it can be seen that the coefficient is very low, which is on the range score of 0.20 - 0.399.

2) Looking for equations of line regression

Based on the result score that researcher got, the linear regression analysis is showed on appendix 17.

Based on the linear regression table, it obtained the score of constant was 10.578 and the score of X variable was 0.130. The score of significancy was 0.264 ($0.264 > 0.05$). It means that H_0 is accepted means that the constant is not significant in influenced Y variable.

The next step is to find out the basis of decision making by using SPSS program. The table is attached on appendix 18.

Based on ANNOVA, it obtained the score of $F = 1.287$ with the score of significancy 0.264. It said to be influenced when ($F_{count} > F_{table}$). Based on the table above, the $F_{count} = 5.374$ and $F_{table} = 4.12$

($1.287 < 4.12$), it means that H_a is rejected and H_o is accepted. So, there is no influence of students' reading habit of short stories to the writing abilities of narrative text.

B. Discussion

Based on the data description above, it is found that the students' reading habit at the tenth grade of MA NU Raudlatul Mu'allimin averagely fairly good. It is indicated by the average score (mean) of students' reading habit that is 34.35. The students' narrative writing ability in average is fairly good as well. The mean score of students' narrative writing skill is 15.05. Meanwhile, based on the calculation of *product moment*, the Pearson Correlation was 0.188, which is in very low category. Meanwhile, from the regression analysis, it obtained the score of $F_{table} = 1.287$ with the score of significance 0.264. It said to be influenced when ($F_{count} > F_{table}$). Based on the calculation of regression, it obtained the $F_{count} = 1.287$ and $F_{table} = 4.12$ ($1.287 < 4.12$), it means that H_a is rejected and H_o is accepted. So, there is no influence of students' reading habit of short stories on their abilities of writing narrative text.

CHAPTER V

CONCLUSION

This chapter explains about the conclusion, and the suggestions of research.

A. Conclusion

The purpose of this study was to know whether a influence or not in students' reading habit of short stories to the abilities of writing narrative text. After conducting this research, the writer comes to some conclusions. The category of students' reading habit of short stories is good. It can be seen from the average score is 34,35. Meanwhile, the result of students writing is in good categorization. The average score is 15.05, which is the category is good. The result of regression analysis is obtained the score of $F_{\text{count}} = 1.287$ with the score of significancy 0.264. Based on the calculation of regression, it obtained the $F_{\text{count}} = 1.287$ and $F_{\text{table}} = 4.12$ ($1.287 < 4.12$), it means that H_a is rejected and H_o is accepted. So, there is no influence of students' reading habit of short sories on their abilities of writing narrative text at the students of MA NU Raudlatul Mu'allimin Demak in the academic year of 2018/2019.

B. Suggestion

By conducting research in MA NU Raudlatul Mu'allimin Wedung Demak in the academic year of 2018/2019 under the title "*The Influence of Students' Reading Habit of Short Stories to The Abilities of Writing Narrative Text*". It can be reached some suggestions for students, teacher and everyone who studied English and who involved in the teaching and learning of English, especially in writing.

1. For the teacher, should encourage students to read more and build their reading habit. Besides that, the teacher should applying reading activity before the lesson starts in order to get knowledge, increase their reading time and so on.
2. For the students, they should be aware on the importance of reading and should increase their reading time in order to get knowledge. They should increase their reading time on English text or books in order to increase their vocabulary, writing ability and so on.

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- a. Madrasah Diniyah Matholi'ul Huda Mandung (2010)
- b. Pondok Pesantren Al-marom Mandung (2011)

Semarang, July 17th, 2019

Azizah

Nim: 1503046013

Appendix 1

The Validity of Questionnaire Items

Statement	R value	R table 5%	Criteria
1	0,644	0,361	Valid
2	0,291	0,361	Tidak Valid
3	0,706	0,361	Valid
4	0,191	0,361	Tidak Valid
5	0,615	0,361	Valid
6	0,297	0,361	Tidak Valid
7	0,719	0,361	Valid
8	0,152	0,361	Tidak Valid
9	0,585	0,361	Valid
10	0,212	0,361	Tidak Valid
11	0,527	0,361	Valid
12	0,678	0,361	Valid
13	0,421	0,361	Valid
14	0,435	0,361	Valid
15	0,139	0,361	Tidak Valid
16	0,320	0,361	Tidak Valid
17	0,441	0,361	Valid
18	0,773	0,361	Valid
19	0,270	0,361	Tidak Valid

20	0,598	0,361	Valid
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Appendix 2

The Respondents List of Questionnaire Test

Class: X IIS 3

No	Name	No	Name
1	Ahmad Abdul R	16	Luthfia Ulfiana
2	Ahmad Nazmil A	17	M. Fakhrudin Umar H
3	Ahmad Shofifas	18	Mohammad Miftahul U
4	Akhmad Khusni Z	19	Muhammad Chori J
5	Alfiyatur R	20	Muhammad Irfan R
6	Ana Zulia S	21	M. Lathifudin Muzaqqi
7	Arwani	22	Nadhia Sabila
8	Chusna Amalia Zulfah	23	Naila Salsabila Pasha
9	Danu Raditya Pratama	24	Naufal Najib
10	Dewi Sukma Lulita S.	25	Naila Fadhilatur R
11	Firda Nuril Ilma	26	Nurul Khakim
12	Fitrotun Nisa'	27	Refi Frida Aurellia
13	Husnul Hilma Khitam	28	Rizky Maulidiyah
14	Izzatun Ni'mah	29	Roy Setiawan
15	Laila Khusna	30	Tasya Nur Annisa

Appendix 3

The Respondents List of The Research

Class: X MIA

No	Name	No	Name
1	M. Syauqi H	21	Fitrotul Mafaza
2	Faiqotul Ilmiyah	22	Ummu Najikhah
3	Nur Hasanah	23	Iqbal Hilmi
4	Lina Lu'luul	24	Syahrul Ihza Arhamna
5	Syaiful Amri	25	Ardia Irma Firnanda
6	Indah Nihayatur R	26	M. Khuzainul Ulum
7	Sri Wahyuningsih	27	A'an Muzaifi
8	Zeni Dewi K	28	Ulya Sari
9	Luthfiyyah Q.A	29	Nurul Mu'adhomah
10	Isna Agustin	30	Iis Intan Aini
11	Fatin Nabila	31	Nur Laila
12	Himmatul Ulya	32	Nadila Indah
13	Indah Nur Rani	33	Devi Amalia Safitri
14	Amanda Aulia P.	34	Mella Hadiani
15	Puji Rahayuni	35	Alfina Rizqiyah
16	Lusi Rahmawati	36	Dara Qurrota A
17	Firda Aprilia	37	Nida Fasihah
18	Nova Isnainiyah		
19	Amalia Nur M		
20	Tryana Sulistiani		

Appendix 4

The Guidelines for Reading Habit Questionnaire

Reading habit of short stories			Question items	Total
Variable	Indicators	Elaboration		
Reading habit of short stories	Frequency	<ul style="list-style-type: none"> - How often students spare their time to read - How often students read English book, text, story in a week - How often students read English book, text, story in a month 	3, 4, 11, 12, 14, 15, 18, 19	8
	Duration	<ul style="list-style-type: none"> -How long students read a story - How long students read English text 	6, 17	2
	Types of Texts	- Kinds of book or text that students read	1, 2, 13, 16	4
	Strategy	- Students conclude or repeat what students are reading	9, 20	2

	Comprehension of text	- How many times students read the book or text to understand it	5, 7, 8, 10	4
Total				20

Appendix 5

The Questionnaire Test

QUESTIONNAIRE SHEET

“READING HABIT OF SHORT STORIES”

General Instructions

1. Write down your name, student number, and class.
2. Answer the questions based on your circumstances by giving sign check (√) on the column.
3. You simply answer directly based on what appears first on your mind.
4. Some questions seem similar. Just ignore it.

Information:

A: Always

O: Often

S: Seldom

N: Never

No	Questions	A	O	S	N
1	Do you read books, book stories, articles, or the like in English?				
2	Do you read stories like Timun Emas, Sangkuriang, Snow White, or the like?				
3	Do you read English text at least once a week?				
4	Do you read stories, fiction texts, or books at least once a week?				
5	To understand English text, do you repeat what you have read?				
6	When you read legends, fables, or other narrative stories, do you take 15-30 minutes to finish it?				
7	Do you understand English text by				

	reading it once?				
8	Do you understand English text easily?				
9	When you finish reading a story, do you conclude it and give your opinion?				
10	In understanding English text, do you find any difficulties in vocabulary?				
11	Do you feel that read a story makes you want to read other stories?				
12	Do you think that reading stories, magazines, newspapers are fun?				
13	Do you enjoy when reading a story?				
14	When you have free time, do you use it to read stories, fiction texts, books or the like?				
15	Do you read stories, fiction texts, or books at least once in a month?				
16	Do you read books, magazines,				

	newspapers or the like every day?				
17	Do you spend at least 15 minutes to read every day?				
18	Do you read a book before the lesson starts?				
19	Do you read books, stories when you feel bored?				
20	When you read a story, do you predict what happens next?				

Appendix 6

The Questionnaire of The Research

QUESTIONNAIRE SHEET

“READING HABIT OF SHORT STORIES”

General Instructions

1. Write down your name, student number, and class.
2. Answer the questions based on your circumstances by giving sign check (√) on the column.

3. You simply answer directly based on what appears first on your mind.

4. Some questions seem similar. Just ignore it.

Information:

A: Always

O: Often

S: Seldom

N: Never

No	Questions	A	O	S	N
1	Do you read books, book stories, articles, or the like in English?				
2	Do you read English text at least once a week?				
3	To understand English text, do you repeat what you have read?				
4	Do you understand English text by reading it once?				

5	When you finish reading a story, do you conclude it and give your opinion?				
6	Do you feel that read a story makes you want to read other stories?				
7	Do you think that reading stories, magazines, newspapers are fun?				
8	Do you enjoy when reading a story?				
9	When you have free time, do you use it to read stories, fiction texts, books or the like?				
10	Do you spend at least 15 minutes to read every day?				
11	Do you read a book before the lesson starts?				
12	When you read a story, do you predict what happens next?				

Appendix 7

The Form of Students' Writing Sheet

Name	:
Student Number	:
Class	:

STUDENTS' WRITING SHEET

Create a narrative text. The text at least consists of 100 words. You can decide your story freely!

Name :

No :

Class :

Title

.....

Appendix 8

The Rubric Form of Writing

Domain score	Composing	Style	Sentence Formation	Usage	Mechanics
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4	Focuses on central ideas with an organized and elaborated text	Purposely chosen vocabulary, sentence variety, information, and voice to affect reader	Standard word order, no enjambment (run on sentences) completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions	Standard inflections (e.g., plurals, possessives, -ed, -ing with verbs and -ly with adverb), subject verb agreement (we were vs we was), standard word meaning	Effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting)
---	--	--	--	--	--

3	Central idea, but not as evenly elaborated and some digressions	Vocabulary less precise and information choose n less purposeful	Mostly standard word order, some enjambment or sentence fragments	Mostly standard inflections, agreement, and word meaning	Mostly effective use of mechanics; errors do not detract from meaning
2	Not a focused idea or more than one idea, sketchy elaboration, and many digressions	Vocabulary basic and not purposefully selected; tone flat or inconsistent	Some non standard word order, enjambment, and word omissions (e.g., verbs)	Some errors with inflections, agreement, and word meaning	Some errors with spelling and punctuation that detract from meaning

1	No clear idea, little or no elaboration, many digressions	Not control led, tone flat, sentences halted or choopy	Frequent non-standard word order, enjambment, and word omissions	shifts from one tense to another; errors in conventions (them/those, good/well, double/negatives, etc)	Misspell even simple words; little formatting evident
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Appendix 9

The Score of Reading Habit Questionnaire

Class: X MIA

No	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	4	2	1	3	2	4	2	1	3	1	3	1	27
2	3	2	1	2	1	3	1	2	3	3	3	3	27
3	4	1	2	3	4	3	4	2	1	2	1	2	29
4	2	1	3	2	2	3	2	4	1	3	1	3	27
5	3	1	3	2	4	4	2	2	3	3	3	3	33
6	4	3	2	2	2	4	1	2	3	4	3	4	34
7	4	3	3	4	4	4	2	4	1	4	1	4	38
8	4	3	4	1	4	4	4	4	3	4	3	4	42
9	4	2	1	3	2	4	2	3	1	4	1	4	31
10	4	2	1	3	2	4	4	3	4	4	4	4	39
11	4	3	1	3	2	3	2	3	4	4	4	4	37
12	4	2	1	3	1	4	2	2	1	4	1	4	29
13	2	2	3	3	2	3	2	2	1	3	1	3	27
14	4	3	2	3	4	4	2	1	4	3	4	3	37
15	4	2	2	3	4	4	2	1	4	3	4	3	36
16	4	3	1	3	2	4	2	1	3	4	3	4	34
17	3	2	2	2	2	3	2	1	4	3	4	3	31
18	4	2	2	2	2	2	2	2	1	3	1	3	26
19	2	2	3	3	2	4	2	3	3	3	3	3	33
20	2	2	3	1	2	3	1	2	1	2	1	2	22
21	4	2	3	4	3	4	3	3	4	4	4	4	42
22	4	2	3	3	3	4	3	2	4	4	4	4	40
23	4	2	4	3	3	4	4	3	4	4	4	4	43
24	4	3	3	3	4	4	3	3	4	4	4	4	43

25	4	3	1	4	4	4	4	3	1	4	1	4	37
26	4	3	4	4	4	4	3	2	4	4	4	4	44
27	4	3	1	2	1	4	2	2	1	4	1	4	29
28	4	3	1	4	1	4	1	1	4	4	4	4	35
29	4	1	1	2	1	4	2	2	3	4	3	4	31
30	4	1	1	2	1	4	2	2	3	4	3	4	31
31	3	1	1	2	4	4	2	2	3	4	3	4	33
32	3	3	4	4	3	4	2	4	4	4	4	4	43
33	4	3	1	4	4	4	3	3	4	4	4	4	42
34	3	3	2	1	3	3	1	1	3	4	3	4	31
35	3	3	1	3	4	4	2	2	4	4	4	4	38
36	4	3	1	3	3	4	2	2	3	4	3	4	36
37	4	3	1	3	3	3	2	1	3	4	3	4	34

Appendix 10

The Score of Writing Test

Class: X MIA

No	Code	Comp osing	Style	Sentenc e Formati on	Usage	Mecha nics	The Total Score
1	R-1	1	1	1	1	1	5
2	R-2	3	3	3	1	2	12
3	R-3	3	3	2	2	3	13
4	R-4	4	4	4	4	2	18
5	R-5	4	3	2	2	2	13
6	R-6	4	3	3	3	3	16
7	R-7	4	4	4	3	3	18
8	R-8	4	4	4	3	3	18
9	R-9	4	4	3	4	3	18
10	R-10	3	3	3	2	3	14
11	R-11	4	3	3	3	1	14
12	R-12	4	4	4	4	3	19
13	R-13	4	4	4	4	2	18
14	R-14	4	4	4	4	2	18
15	R-15	1	1	1	1	1	5

16	R-16	4	4	4	3	2	17
17	R-17	3	3	2	2	1	11
18	R-18	3	2	2	2	1	10
19	R-19	4	4	4	4	3	19
20	R-20	4	4	3	3	2	16
21	R-21	3	4	4	3	3	17
22	R-22	4	3	3	3	4	17
23	R-23	3	2	2	2	2	11
24	R-24	4	3	3	2	1	13
25	R-25	3	4	3	3	3	16
26	R-26	4	3	3	3	3	16
27	R-27	4	4	3	4	3	18
28	R-28	4	4	4	4	3	19
29	R-29	1	1	1	1	1	5
30	R-30	3	2	2	2	3	12
31	R-31	3	4	3	3	3	16
32	R-32	4	4	4	4	3	19
33	R-33	3	3	4	3	3	16
34	R-34	4	3	4	4	2	17
35	R-35	3	3	3	2	3	14
36	R-36	3	3	3	3	3	15
37	R-37	4	4	3	2	2	15

Appendix 11

The Frequency Distribution of Reading Habit

Reading					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	1	2.7	2.7	2.7
	26	1	2.7	2.7	5.4
	27	4	10.8	10.8	16.2
	29	3	8.1	8.1	24.3
	31	5	13.5	13.5	37.8
	33	3	8.1	8.1	45.9
	34	3	8.1	8.1	54.1
	35	1	2.7	2.7	56.8
	36	2	5.4	5.4	62.2

37	3	8.1	8.1	70.3
38	2	5.4	5.4	75.7
39	1	2.7	2.7	78.4
40	1	2.7	2.7	81.1
42	3	8.1	8.1	89.2
43	3	8.1	8.1	97.3
44	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Appendix 12

The Frequency Distribution of Writing Abilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5	3	8.1	8.1	8.1
10	1	2.7	2.7	10.8
11	2	5.4	5.4	16.2
12	2	5.4	5.4	21.6
13	2	5.4	5.4	27.0
14	4	10.8	10.8	37.8

16	6	16.2	16.2	54.1	Writing
17	4	10.8	10.8	64.9	
18	8	21.6	21.6	86.5	
19	5	13.5	13.5	100.0	
Total	37	100.0	100.0		

Appendix 13

Descriptive Statistics of Reading Habit

N	Valid	37
	Missing	0
	Mean	34.35
	Std. Error of Mean	.944
	Median	34.00
	Mode	31
	Std. Deviation	5.741
	Range	22
	Minimum	22
	Maximum	44

Appendix 14

Descriptive Statistics Students Writing of Narrative Text

N	Valid	37
	Missing	0
Mean		15.05
Std. Error of Mean		.654
Median		16.00
Mode		18
Std. Deviation		3.979
Range		15
Minimum		5

Maximum	20
---------	----

Appendix 15
The Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	3.87683556
	Most Extreme Differences	
	Absolute	.168
	Positive	.114
	Negative	-.168
Kolmogorov-Smirnov Z		1.019
Asymp. Sig. (2-tailed)		.250
a. Test distribution is Normal.		

Appendix 16

The Correlation Between Two Variables

Correlations

		READING	WRITING
READING	Pearson Correlation	1	.188
	Sig. (2-tailed)		.264
	N	37	37
WRITING	Pearson Correlation	.188	1
	Sig. (2-tailed)	.264	
	N	37	37

Appendix 17

Coefficient Table

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.578	3.974		2.662	.012

Reading	.130	.114	.188	1.135	.264
---------	------	------	------	-------	------

a. Dependent Variable: Writing

Appendix 18

ANNOVA Table

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	19.898	1	19.898	1.287	.264 ^a

Residual	541.075	35	15.459	
Total	560.973	36		

a. Predictors: (Constant), Reading

b. Dependent Variable: Writing

Appendix 19

The Pictures of Research Activity

Name	: Talqatul Dauliyah
Student Number	: 08
Class	: X IPA

QUESTIONNAIRE SHEET
"READING HABIT OF SHORT STORIES"

General Instructions

1. Write down your name, student number and class.
2. Answer the questions based on your circumstances by giving sign check(✓) on the column.
3. You simply answer directly based on what appears first on your mind.
4. Some questions seem similar. Just ignore it.

Information:

- A : Always
O : Often
S : Seldom
N : Never

No	Questions	A	O	S	N
1	Do you read books, book stories, articles, or the like in English?			✓	
2	Do you read English text at least once a week?	✓			
3	To understand English text, do you repeat what you have read?	✓			
4	Do you understand English text by read it once?				✓
5	When you finish reading a story, do you conclude it and give your opinion?		✓		
6	Do you feel that read a story makes you want	✓			

	to read other stories?				
7	Do you think that reading stories, magazines, newspapers is fun?	✓			
8	Do you enjoy when reading a story?	✓			
9	When you have free time, do you use it to read stories, fiction texts, books or the like?			✓	
10	Do you spend at least 15 minutes to read everyday?	✓			
11	Do you read a book before the lesson is start?			✓	
12	When you read a story, do you predict what happen next?	✓			

Name : Syariful Anwar
 Student Number : 36
 Class : X MIA

QUESTIONNAIRE SHEET
"READING HABIT OF SHORT STORIES"

General Instructions

1. Write down your name, student number and class.
2. Answer the questions based on your circumstances by giving sign effect(✓) on the column.
3. You simply answer directly based on what appears first on your mind.
4. Some questions seem similar. Just ignore it.

Information:

- A : Always
 O : Often
 S : Seldom
 N : Never

No	Questions	A	O	S	N
1	Do you read books, book stories, articles, or the like in English?			✓	
2	Do you read English text at least once a week?	✓			
3	To understand English text, do you repeat what you have read?	✓			
4	Do you understand English text by read it once?			✓	
5	When you finish reading a story, do you conclude it and give your opinion?				✓
6	Do you feel that read a story makes you want		✓		

	to read other stories?				
7	Do you think that reading stories, magazines, newspapers is fun?			✓	
8	Do you enjoy when reading a story?	✓			
9	When you have free time, do you use it to read stories, fiction texts, books or the like?			✓	
10	Do you spend at least 15 minutes to read everyday?				✓
11	Do you read a book before the lesson is start?		✓		
12	When you read a story, do you predict what happen next?				✓

Appendix 20

Students' Worksheet of Writing

Name	Alysa Kingjar
Student Number	00
Class	10 MIA

STUDENTS' WRITING SHEET

Create a narrative text! The text at least consists of 100 words. You can decide the story itself.

Title

Sura And Baya

A long time ago, there were two animals Sura and Baya. Sura was a name of a shark and Baya was a crocodile. They live in a sea.

Once, Sura and Baya were looking for some food. Suddenly Baya see a bone. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then they fought for the bone. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they won't fight again.

One day, Sura went to land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura hit Baya's tail. Baya did the same thing to Sura. He hit very hard until Sura finally gave up and went back to the sea. Baya was very happy.

Name	IA Ileana Aoi
Student Number	15
Class	X. IIS

STUDENTS' WRITING SHEET

Write a narrative text! The text at least consists of 100 words. You can decide the story freely.

Title

Candi Prambanan

Once upon a time, there was a powerful Prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Bala. Then, Bandung Bondowoso fell in love with Prabu Bala's daughter named Roro Janggrang.

Bondowoso wanted to marry the beautiful princess. However, Princess hated him because he had killed her father. Roro Janggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if she could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. Roro Janggrang wanted to foil him. She asked all the women in her village to stop working in the rice fields. The women were so busy that morning was coming. All genies left their project came afterward.

Finally Bondowoso knew that Roro Janggrang tricked him. He got very angry so he cursed Roro Janggrang into a rock statue "Ara". Roro Janggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

Appendix 21

The Letters of Research



**BADAN PELAKSANA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH RAUDLATUL MU'ALLIMIN
"TERAKREDITASI A"**

Alamat : Jl. Raya Ngawen No. 18 Wedung Demak 59554 ☎ (0291) 696097
e-mail: manarainu@yahoo.com Website: www.manarainu.ac.id

NSAF : 13123216048

NPSN : 203623894

SURAT KETERANGAN

Nomor : 421.3/212/V/MANURM/2019

Yang bertanda tangan di bawah ini :

Nama : Drs. Rohani, M.Hum
NIP. : -
Jabatan : Kepala MA NU Raudlatul Mu'allimin Wedung
Alamat : Jl. Raya Ngawen No. 18 Wedung Demak

menerangkan dengan sebenarnya, bahwa :

Nama : **AZIZAH**
NPM : 1503046013
Kampus : Universitas Islam Negeri Walisongo Semarang
Program Studi : Pendidikan Bahasa Inggris
Judul Tesis : " The Correlation between Students' Reading Habit of Short Stories and Their Abilities of Writing Narrative Text"

adalah benar-benar telah melakukan penelitian di MA NU Raudlatul Mu'allimin Wedung Demak tahun pelajaran 2018/2019 pada tanggal 29 April s.d 15 Mei 2019 untuk memenuhi tugas akhir penyusunan skripsi.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wedung, 15 Mei 2019
Kepala Madrasah

Drs. Rohani, M.Hum,
NIP. 009 630308 870720 1



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-3293/Un.10.3/D/TL.00/04/2019

25 April 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Azizah

NIM : 1503046013

Yth.

Kepala

MA NU Raudlatul Mu'allimin Wedung
di Demak

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Azizah

NIM : 1503046013

Alamat : Ds. Mandung Rt 05/01, Kec. Wedung, Kab. Demak

Judul skripsi : *"The Correlation between Students' Reading Habit of Short Stories
and Their Abilities of Writing Narrative Text"*

Pembimbing :

1. Dr. Hj. Siti Mariam, M.Pd.

2. Dra. Nuna Mustikawati Dewi, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 29 April 2019 sampai 15 Mei 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

Dekan,
Dekan Bidang Akademik
Prof. Dr. H. Fatah Syukur, M.Ag.
No. 1968/212/199403/1003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

The Pictures of Research Activity



Pict 1.1

The School of MA NU Raudlatul Mu'allimin Wedung Demak



Pict 1.2

Students fulfilling the questionnaire



Pict 1.3

Students compose a narrative text

