

**THE CORRELATION BETWEEN STUDENTS' READING  
HABIT AND THEIR WRITING ABILITY OF EIGHTH GRADE  
AT SMP N 1 PAGUYANGAN, BREBES REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of  
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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### STATEMENT OF ORIGINALITY

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This thesis, entitled

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*Assalamu'alaikum Wr.Wb.*

After conducting guidance, review, direction, and correction, then through this letter I convey that:

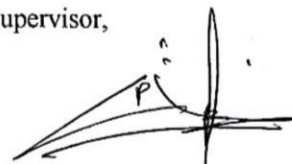
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*Wassalamu'alaikum Wr.Wb.*

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## MOTTO

*“For Indeed, with hardship (will be) ease. Most certainly, there is easy with hardship.”*

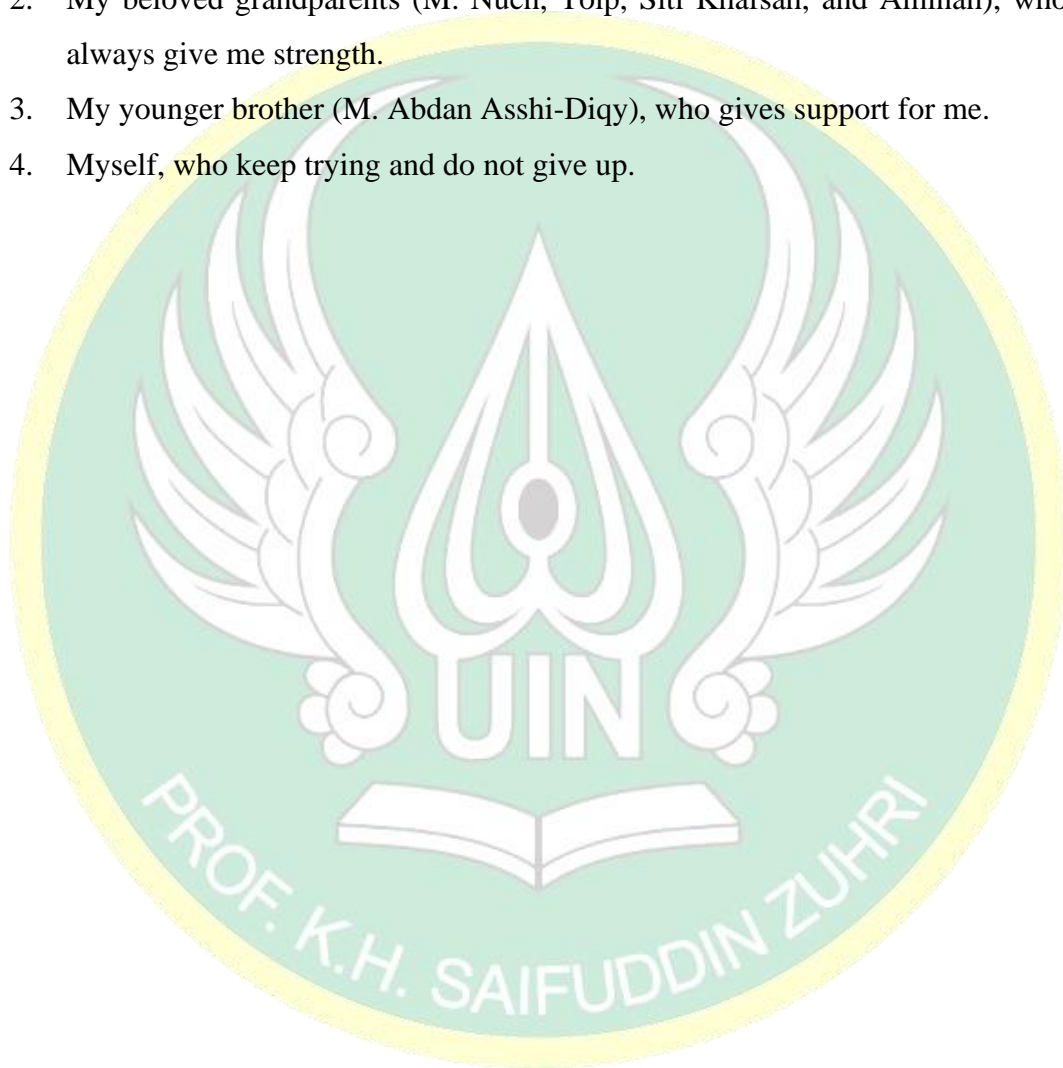
*-Al-Insyirah: verse 5-6*



## DEDICATIONS

This research is dedicated to:

1. My beloved parents (Abdul Rosyid Toip and Maria Ulfah), who always give support and pray for me.
2. My beloved grandparents (M. Nuch, Toip, Siti Khafsah, and Aminah), who always give me strength.
3. My younger brother (M. Abdan Asshi-Diqy), who gives support for me.
4. Myself, who keep trying and do not give up.



## PREFACE

First, the researcher would like to say all the gratitude and praises for Almighty God, Allah SWT, for all the blessings and graces that provide health and opportunities to the researcher that this thesis can be finished with the title “*The Correlation between Students’ Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency*”. This is prepared to obtain Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, may peace and salutation always be given to our prophet Muhammad SAW, who has brought brightness to this world with syiar Islam.

The researcher realizes that without the guidance and motivation from many people, this thesis would never complete. Therefore, in this occasion researcher would to express the deepest thanks to:

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6. Abdal Chaqil Harimi, M.Pd.I., as the Secretary of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

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13. Ika Maylani, S.Pd., who help to analyze the data as an expert judgement.
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Finally, this research is expected could give advantages to the readers. The researcher realized that this is far from being perfect. Therefore, openly accepts criticism and suggestions of this research for better result.

Purwokerto, 27 Maret 2024

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**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND  
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**Abstract:** The research aimed to find out the correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan, Brebes Regency. Quantitative was the type of this research. Then, descriptive statistic and inferential statistic were chosen as the analysis techniques in this research. There were two instruments for collecting data in this research. Questionnaire was chosen as the instrument to measure students' reading habit. Furthermore, students' writing ability was measured by writing test. The population of this research was eighth grade student of SMP N 1 Paguyangan. VIII B which consist of 32 students was chosen as the participant of this research. The result of this research showed students' reading habit was on moderate level with the average score 53.75. Then, students' writing ability was on average level with the mean score 58.38. Furthermore, the correlation between reading habit and their writing ability was measured by Pearson product moment. It showed the correlation between two variables was low with correlation coefficient 0.284. The significance value of Pearson correlation showed 0.116 which more than 0.05. Therefore, there was an insignificant correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan.

**Keywords:** correlation, reading habit, writing ability.

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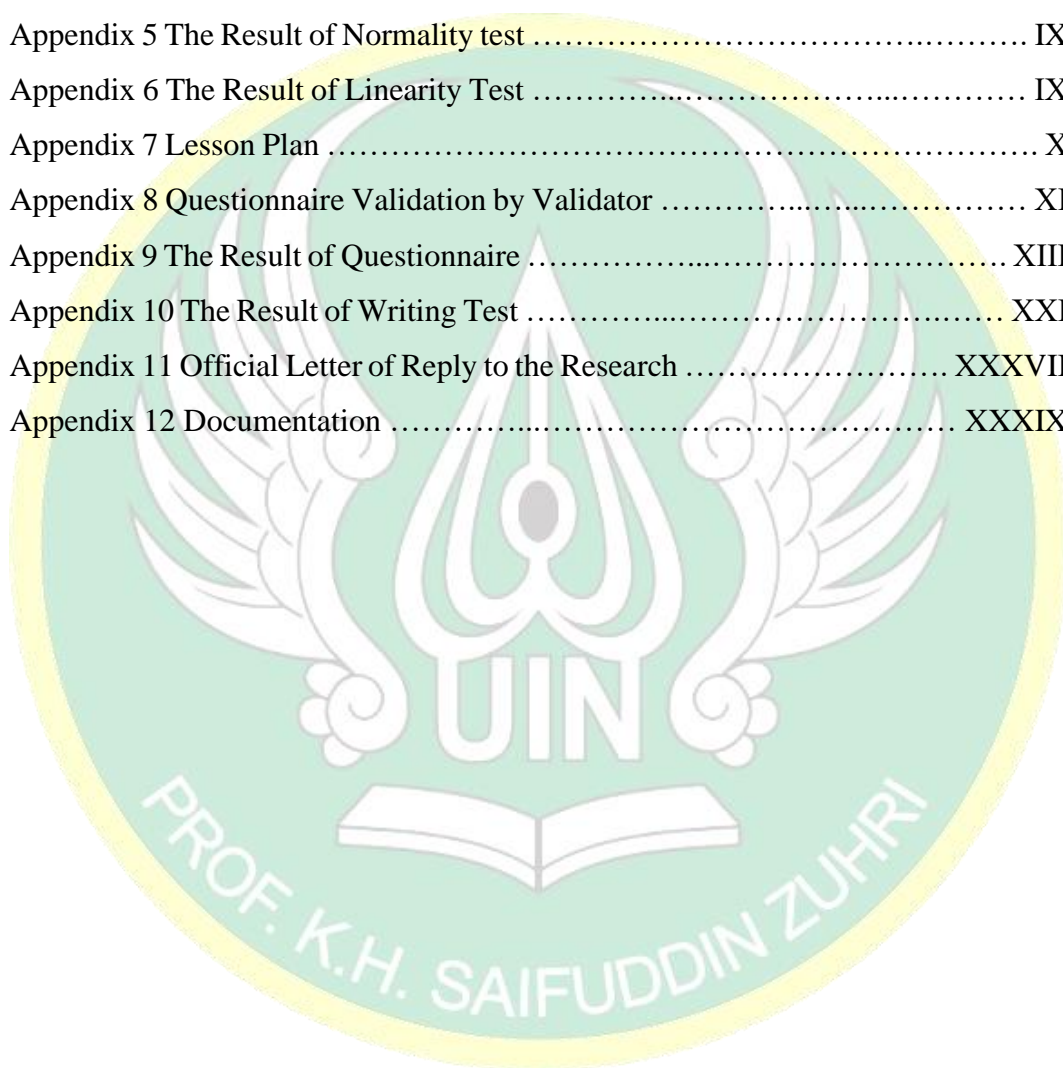
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

According to Bambang Setiyadi, *et al.*, reading is a complex activity because it is a combination from some abilities.<sup>1</sup> Reading is complex because readers have to do some things at the same time, such as read the content and process it first to be understood about that. Students are required to be able to multitask in reading activity. It is because students also need to try to understand the content of the reading. It supported by a theory from Yulian Purnama who stated that in reading, there is a composite activity of thinking, evaluating, judging, visualizing, logical reasoning, and resolving problems.<sup>2</sup> The more students carry out reading activity, the more it will help them to have a good reading habit. In order that, it can help them in developing their critical thinking.

Furthermore, writing is an activity that helps someone to share what is in their mind and produce it into a written form. This statement is supported by Hasriati Nur that stated that writing is a written form of someone's thought and sense.<sup>3</sup> It shows that to have a good writing ability, students need to increase their critical thinking, in order that they can express what are in their thought into written form. As mentioned before, in developing critical thinking can be achieved from reading. That means reading ability has connection with writing ability. It is also supported by the theory from Endar and Yohanes who stated that reading habit has influences in student' writing ability.<sup>4</sup> Students get a lot

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<sup>1</sup> Bambang Setiyadi, *et al.* *Teaching Language Skills: Preparing Materials and Selecting Techniques*. Yogyakarta: Graha Ilmu. 2018. P. 90

<sup>2</sup> Yulian Purnama. "Machine Translation in Enhancing English Vocabulary Mastery for University Students". *Seybold Report*. Vol. 18. 2023. P. 1429

<sup>3</sup> Hasriati Nur. "Improving Students' Writing Skill through Folktales". *Didaktika Jurnal Kependidikan*. Vol. 11. No. 1. 2017. P. 97

<sup>4</sup> Endar Rachmawaty Linuwih and Yohanes Kurniawan Winardi. "The Influence of Reading Habit on Students' Writing Skill". *Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*. Vol. 11. No 1. 2020. P. 37

of vocabularies from reading activity. In order that, they can create paragraph or text. The more vocabularies they get, will affect in their writing skill and help them to increase their writing skill with various types of vocabularies.<sup>5</sup>

Then, according to Devina, someone who has good writing ability must be a good reader too.<sup>6</sup> Therefore, this research was conducted to find out how was the relationship between reading habit and writing ability. It is expected to be something that can help students and teachers to know that reading habit has connection with writing ability. In order that, students realize the correlation between them and try to develop their reading habit. In addition, students can improve their reading habit to get a good writing with various vocabularies, sentences and more. Then, this can help teachers to know their students' reading habit and students' writing skills. Therefore, teachers can find new or various methods to help in developing students' reading habit and their writing ability. One of the examples is to apply the habit of reading at the beginning of learning activity. It helps students improve their reading habit as well as their writing ability. This research is also expected as an inspiration for the future researchers.

In addition, this research was conducted after PPKM (*Pemberlakuan Pembatasan Kegiatan Masyarakat*) was officially stopped. Throughout the pandemic, government implemented learning from home (online class). There is research said that students' interest in reading decreased during pandemic era.<sup>7</sup> It becomes a reason this research is different from the previous research. Researcher expects this can show how students' reading habit especially in SMP N 1 Paguyangan, and it has correlation with their writing ability.

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<sup>5</sup> Rizki and Syahrul. "The Correlation between Reading Habit and Students' Vocabulary Mastery at XII Grade in SMAN 5 Bukittinggi". *Indonesian Journal of Learning Studies*. Vol. 1. No. 2. 2021. P. 124

<sup>6</sup> Devina Wildasari, et al. "Reading Habit as a Determining Factor in Writing Skill". *SEMNARA*. 2021. P. 65

<sup>7</sup> Sintya Aryandani, et al. "Minat Baca dan Peran Orang Tua di Masa Pandemi COVID-19 Terhadap Keterampilan Membaca Bahasa Indonesia". *Journal Mimbar PGSD Undiksha*. Vol. 9. No. 3. 2021. P. 460

SMP N 1 Paguyangan was chosen as the location of this research. The reason why researcher chose this school because after carried out observation to some school, researcher found SMP N 1 Paguyangan had interesting issue to be researched which related to reading and writing skills. In addition, SMP N 1 Paguyangan is one of favorite schools in this district. Then, the population of this research was eighth grade students of SMP N 1 Paguyangan. Eight grade students were chosen because they had been studied more about one of English texts and grammar that relate to this research. Therefore, they were chosen because they were more suitable than the other grades.

Based on the statements above, researcher was interested to carry out the research about how students' reading habit and writing ability in SMP N 1 Paguyangan have connection to each other. Furthermore, the researcher conducted the research with the title "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency."

## **B. Conceptual Definition**

### **1. Correlational Research**

Correlational research is a study which tries to find out the connection or relationship between two or more variables.<sup>8</sup> Correlational research helps to examine whether there is increase or decrease between those variables. This statement is supported by Gay et al., in their book about correlational research, which is type of research to establish the degree of relationship between two or more variables.<sup>9</sup> Therefore, this is about the relationship between variables not about cause and effect.

### **2. Reading Habit**

According to Anderson as cited in Octova Seventilofa, reading is an activity when someone is looking for the meaning of written form.<sup>10</sup> Then,

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<sup>8</sup> Leonard Tan. *Correlational Study*. In W. F. Thompson (Ed.), *Music in the social and behavioral sciences: An encyclopedia* (P. 269-271). Thousand Oaks: SAGE Publications. 2014. P. 269

<sup>9</sup> L. R. Gay, et al. *Educational Research: Competencies for Analysis and Applications Tenth Edition*. New York: Pearson Education. 2012. P. 9

<sup>10</sup> Octova Seventilofa. "Mastering Reading Skill Faster". *Jurnal Ganec Swara*. Vol.16. No. 2. 2022. P. 1674



reading habit is an activity when someone reads book and carries it out frequently. Furthermore, it is not just about how often someone reads but also about the amount and kind of book. This statement is supported by the theory from Shen as cited in Kushmeeta Chettri, reading habit is related to the frequency, quantity, and type of the book that student read.<sup>11</sup>

### 3. Writing Ability

Writing is an activity that helps someone to share what is in their mind and produce it into a written form. This statement is supported by Hasriati Nur that stated that writing is a written form of someone's thought and sense.<sup>12</sup> In addition, according to Roy Johnson, writing is an art that should be did frequently in order to keep that skill in a good way.<sup>13</sup>

## C. Research Questions

Based on the background of the research, this research tries to answer the problem as follow:

1. How is the students' reading habit in eighth grade of SMP N 1 Paguyangan?
2. How is the students' writing ability in eighth grade of SMP N 1 Paguyangan?
3. Is there any significant correlation between reading habit and writing ability of eighth grade at SMP N 1 Paguyangan?

## D. Objectives and Significances of Research

### 1. Objectives of the Research

Based on the problem statement of the research, this research has objectives as follow:

- a. To find out how is the students' reading habit in eighth grade of SMP N 1 Paguyangan.

<sup>11</sup> Kushmeeta Chettri. "Reading Habits - An Overview". *IOSR Journal of Humanities and Social Science*. Vol. 14. No. 6. 2013. P. 14

<sup>12</sup> Hasriati Nur. "Improving Students' Writing Skill through Folktales". *Didaktika Jurnal Kependidikan*. Vol. 11. No. 1. 2017. P. 97

<sup>13</sup> Roy Johnson. *Improve Your Writing Skill*. Manchester: Clifton Press. 2012. P. 24

- b. To find out how is the students' writing ability in eighth grade of SMP N 1 Paguyangan.
- c. To find out is there any significant correlation between reading habit and writing ability of eighth grade at SMP N 1 Paguyangan.

## 2. Significances of the Research

Theoretically, this research is expected to be significance as an object to help the readers get more knowledge and increase readers' perception. It also can be used to be a reference for developing knowledge especially in learning English. This study is expected to be a reference to the future researchers who conduct research that related to this topic. In addition, the result of this study can be used as input to understanding how students' reading habit has correlation with their writing ability.

Practically, there are some benefits that can be took from this research, as follows:

- a. For the teachers, this research is expected to be something which can help to find out how students' reading habit and as a benchmark to find another various or new strategies in improving students' reading habit especially in school. In addition, this study helps teachers know how their students' ability in writing.
- b. For the students, this research is expected to be something which can help them know their writing ability. In addition, it also helps them to understand how reading habit has impact to their writing ability. It helps students to know how important to have a good reading habit. This also can be motivation for them to develop their reading habit. In order that, it helps improving their vocabulary mastery and create a good writing.
- c. This research is expected can be the strengthen and reference for the other researchers that conduct with the topic that related to this research. In addition, this is expected can be an inspiration to carry out new research.

## **E. Structure of The Research**

This part explains about the structure of the research, can be seen as follows:

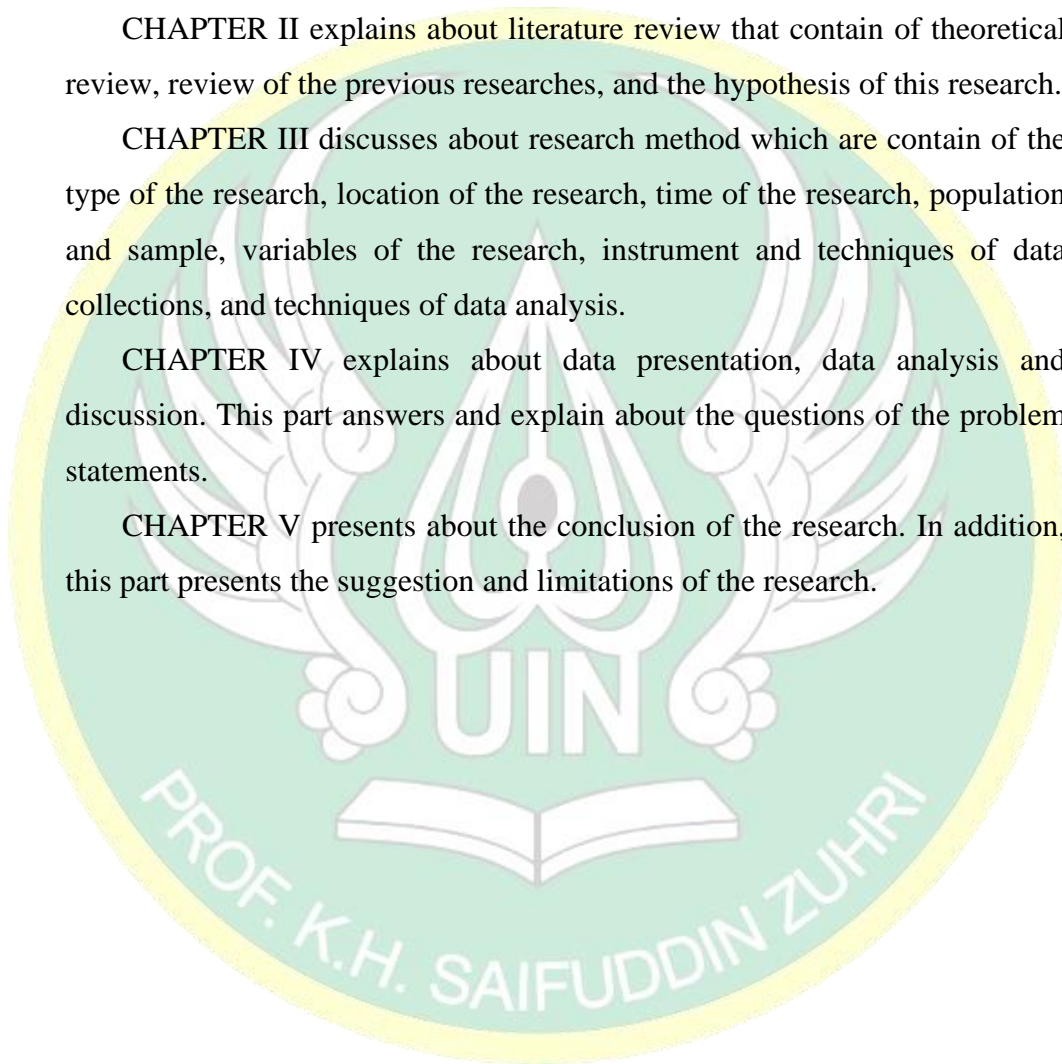
CHAPTER I discusses about the introduction of the research that consist of background of the research, conceptual definition, research questions, objectives of the research, and significances of the research.

CHAPTER II explains about literature review that contain of theoretical review, review of the previous researches, and the hypothesis of this research.

CHAPTER III discusses about research method which are contain of the type of the research, location of the research, time of the research, population and sample, variables of the research, instrument and techniques of data collections, and techniques of data analysis.

CHAPTER IV explains about data presentation, data analysis and discussion. This part answers and explain about the questions of the problem statements.

CHAPTER V presents about the conclusion of the research. In addition, this part presents the suggestion and limitations of the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Correlational Research

Correlational research is a research which has a purpose to find out whether there is relationship among two or more variables, as well as to find out how significant the correlation between them.<sup>1</sup> In addition, Burke and Larry stated that correlational research is a study of relationship among two or more variables, that are independent variable and dependent variable as well as both of them are quantitative.<sup>2</sup> According to Gay et al., this type of research does not show about cause and effect, it just explains about connection among the variables.<sup>3</sup> Based on the theories, correlation research is a research which is used to determine whether there is a symmetrical relationship between the variables of the research. As explained, this type of the research is not used to analyze cause and effect.

In addition, correlational design interprets the change in a variable will be followed by the change in another variable. The changes of the variables will determine their relationship. The result can be a positive correlation or negative correlation. According to Mundir, it can be called positive correlation when both variables have parallel changes. It means an increase of variable X is always followed by an increase of variable Y, so does a decrease of variable X is always followed by a decrease of variable Y. Then, negative correlation shows an opposite direction in the changes of the variables. It shows an increase of a variable is followed by a decrease of another variable.<sup>4</sup> Linda Rosalina, et al., stated that variable X and variable Y may have no correlation when an increase of variable X

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<sup>1</sup> Andi, et al. *Metodologi Penelitian*. Makassar: Gunadarma Ilmu. 2018. P. 47

<sup>2</sup> Burke Johnson and Larry Christensen. *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5<sup>th</sup> Edition*. Thousand Oaks: SAGE Publications. 2014. P. 97

<sup>3</sup> L. R. Gay, et al. *Educational Research: Competencies for Analysis and Applications Tenth Edition*. New York: Pearson Education. 2012. P. 205

<sup>4</sup> Mundir. *Statistika Pendidikan*. Jember: STAIN Jember Press. 2012. P. 113



is often followed by a decrease of variable Y, and it is often followed by an increase of variable Y.<sup>5</sup> In other words, two variables have no correlation when they have unsystematic changes, and the increase or decrease is not clear.

## 2. Reading Habit

### a. Definition of Reading Habit

According to Bambang Setiyadi, *et al.*, reading is a complex activity because it is a combination from some abilities.<sup>6</sup> In addition, Chaterine also stated that reading is complex.<sup>7</sup> Then, according to Maulana Mualim and Feisal Aziez, reading is an individual activity where someone does not need other people to do that kind of activity.<sup>8</sup> Based on the theories, reading is a complex activity and a communication between reader and book. Furthermore, Readers receive information from book or text which is created by author. It is complex because readers have to do some things, like read the content and process it first to be understood about that. In addition, Yulian Purnama stated that in reading, there is a composite activity of thinking, evaluating, judging, visualizing, logical reasoning, and resolving problems.<sup>9</sup> Therefore, that is why reading is called a complex process.

According to Benjamin Gardner, *et al.*, definition of habit is a behavior when something is done repeatedly.<sup>10</sup> In addition, David Neal, *et al.*, said that it is called habit when an action is done in sequence.<sup>11</sup> Sangkaeo and Shen as cited in Wahyuni Anggeriyanti, reading habit is

<sup>5</sup> Linda Rosalina, *et al.* *Buku Ajar Statistika*. Padang: CV. Muharika Rumah Ilmiah. 2023. P.82

<sup>6</sup> Bambang Setiyadi, *et al.* *Teaching Language Skills: Preparing Materials and Selecting Techniques*. Yogyakarta: Graha Ilmu. 2018. P. 90

<sup>7</sup> Chaterine Snow. *Reading for Understanding toward an R&D Program in Reading Comprehension*. Santa Monica: RAND. 2002. P. 5

<sup>8</sup> Maulana Mualim and Feisal Aziez. "Reading Portfolio as a Supplementary Activity to Leverage Students' Reading Compettency". *Journal BASIS*. Vol. 7. No. 2, 2020. P. 247

<sup>9</sup> Yulian Purnama. "Machine Translation in Enhancing English Vocabulary Mastery for University Students". *Seybold Report*. Vol. 18. 2023. P. 1429

<sup>10</sup> Benjamin Gardner, *et al.* "How Does Habit Form? Guidelines for Tracking Real World Habit Formation". *Journal Cogent Psychology*. Vol. 9. No. 1. 2022. P. 7

<sup>11</sup> David Neal, *et al.* *The Science of Habit: Creating Disruptive and Sticky Behavior Change in Handwashing Behavior*. Washington D.C: USAID from the American People. 2015. P. 3

a behavior of someone in showing the taste of reading, frequency of reading, kind of book, and how much the readers read.<sup>12</sup> Based on the theories, reading habit is an activity of reading something and it is carried out frequently by someone. In some moments, people spend their free time to read what they want or they like.

#### b. Advantages of Reading Habit

Reading has several advantages for the people who establish reading as their habitual activity. According to Jackson V. Wagstaff, there are three advantages of reading habit, and they are cognitive advantages, social advantages, and emotional/ health advantages.<sup>13</sup> Cognitive advantages relate to the students' academic achievement. Reading as habitual activity give affects to develop students' thinking skill, in order that students can improve the score of their study subject. In addition, Asia Naz, et al., said that some students read books because they have aim to develop their knowledge and vocabulary.<sup>14</sup> After reading various kinds of books, students gain knowledge from that. Especially after reading book with fiction genre and universal issues (social, politics, humanity, etc.) help people develop sense of social awareness. Last, reading habit has benefit in developing people's emotional awareness. Some kind of books help the readers learn to control their emotions through the characters of the story/ books. People learn how to process their emotions in a right way. Therefore, they may get to know how to have mentally stable and healthy emotional awareness. Khusmeeta Chettri and Rout stated that reading habit can helps to develop people's understanding other. In addition, through

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<sup>12</sup> Wahyuni Anggeriyanti. "The Correlation between Students' Reading Habit and Their Writing Skill". *ICoTE Proceedings 1st International Conference on Teaching and Education*. Vol. 1. 2017. P. 206

<sup>13</sup> Jackson V. Wagstaff. "Benefits of the Habit of Reading". *Marriott Student Review*. Vol. 3. No. 4. 2020. P. 1

<sup>14</sup> Asia Naz, et al. "Factors Affecting Reading Habits of Undergraduate Students at University Level". *Journal of Positive School Psychology*. Vol. 6. No. 9. 2022. P. 1933

reading books can cheer them up when people are doubt themselves.<sup>15</sup> In sum, a lot of benefit can be received through have good reading habit. It gives advantages with things related to people's academic, social, emotional, and health.

c. The Factors Influencing Reading Habit

There are some factors that influence reading to be a habitual activity for students. Asia Naz, et al., stated family socio-economic background, family environment, school environment, students' spare times, and the kind of book give effects to influence students' reading habit.<sup>16</sup> First, student with low socio-economic background find difficulty to compete with other students from different level of socio-economic background. When their economic is low, they are hard to buy books. Second, family environment is important in influencing reading habit. Family environment is the nearest and most of the time where students spent their time. It means if the atmosphere of students' family environment is positive and support them, it helps them to improve their reading habit. Third, school environment also influences students reading habit. School with good facilities especially the library, helps students to develop their reading habit. In addition, teachers also have important role in it. Teachers can help to develop students reading habit with suggest some good book to read, give them assignment that relate to reading, and tell the students about the advantages of reading. Fourth, students should have spare time to read, in order that to achieve reading as a habitual activity for them. Last, the kind of books mean book form, the genre and the quality of books. Most of student choose hardcopy books because it is more comfortable to read.

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<sup>15</sup> Kushmeeta Chettri and Rout. "Reading Habits - An Overview". *IOSR Journal of Humanities and Social Science*. Vol. 14. No. 6. 2013. P. 14-15

<sup>16</sup> Asia Naz, et al. "Factors Affecting Reading Habits of Undergraduate Students at University Level". *Journal of Positive School Psychology*. Vol. 6. No. 9. 2022. P. 1934



Furthermore, most of the students have interest in reading because they want to develop their knowledge. It helps them to achieve a good score in school. Then, some students gain motivation to have reading habit from themselves. They carry out that activity according to their will. In addition, usually student read book because of the recommendation from other people like their teachers and also from their self-interest. These statements are supported by theories by Ali Adnan, et al., who carried out research about the factors influencing students' reading habit.<sup>17</sup> Based on the theories as explained in the previous part, there are some factors that influence students' reading habit, as follow:

- 1) Family socio-economic background
- 2) Family environment
- 3) School environment
- 4) Students' spare times
- 5) The kind of book
- 6) The purpose of reading
- 7) Student's self-interest

#### d. Indicators of Reading Habit

There are some indicators of reading habit. According to Julio Cesar Galicia Goana and Erwin Rogelio Villuendas Gonzalez, indicators of reading habit consist of frequency of reading, number of books read, investing time in academic reading, investing time in non-academic reading, motivation in family environment, and motivation in academic environment.<sup>18</sup> The following is the explanation of each indicator of reading habit:

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<sup>17</sup> Ali Adnan, et al. "Identification of Factors Promoting Reading Habit of Students: A Case Study on Pakistan". *Research on Humanities and Social Science*. Vol. 6. No. 17. 2016. P. 59-61

<sup>18</sup> Julio Cesar Galicia Goana and Erwin Rogelio Villuendas Gonzalez. "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students". *Revista De La Education Superior*. Vol. XI. No. 157. P. 59-60



### 1) Frequency of reading

Frequency of reading is about how often someone spent their time to read. Someone with a good reading habit mostly like to spare their time to do that activity. This statement is supported by Fitri Dewi Sartika, et al., that reading frequency is the extent of how frequently someone engages in reading activity.<sup>19</sup>

### 2) Number of books read

People have to read various kinds of book, in order that they can develop their knowledge and their reading skill. It is supported by Franziska Maria Locher and Maximilian Pfost who said that people who read more books will increase their reading ability.<sup>20</sup> In other words, the number of books read is about the amount of books a person has read.

### 3) Investing time in academic reading

Investing time in academic reading means how long people spare their time to reading books, especially books for their study subject.

### 4) Investing time in non-academic reading

Investing time in non-academic reading has the same meaning with the explanation of previous point. The only difference is in the type of book. Non-academic book means book which is not related to students' study subject.

### 5) Motivation in family environment

Family environment becomes one of the indicators of reading habit. Students need positive atmosphere around them, in order that they can gain a good passion to an activity. Therefore, motivation in

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<sup>19</sup> Fitri Dewi Sartika, et al. "The Correlation between Students' Reading Habit and Their Reading Comprehension". *Journal BASIS*. Vol. 7. No. 1. 2020. P. 208

<sup>20</sup> Franziska Maria Locher and Maximilian Dfost. "The Relationship between Time Spent Reading and Reading Comprehension throughout the Life Course". *Journal of Research in Reading*. Vol. 00. No. 00. 2019. P. 4

family environment is needed to help students have good reading habit. There is a statement mention that family environment really give impact to student because it is the first place where students receive something to learn.<sup>21</sup>

#### 6) Motivation in academic environment

Motivation in academic environment is included into the indicators of reading habit. A positive school environment will help students gain their motivation to study. In this case, it helps students build a good reading habit. That statement is supported by Jefri Kurniawan, et al., stated that in the process of learning, students need good facilities and environment to help them develop their skills.<sup>22</sup>

#### e. Purposes of Reading Habit

According to Rosemary Ochaya Ogbodo, there are four purposes of reading habit. they are recreational, hobby, concentration, and deviational.<sup>23</sup> The following is the detail explanation of each point of reading habit purposes:

##### 1) Recreational

Recreational is one of the purposes of reading habit. Reading habit for recreational means some people who read something to find the joyful, serenity, and to calm readers' brains. It can be done with read a novel, magazine, newspaper, and others.

##### 2) Hobby

Some people decide reading as their hobby. It helps them to spend their free time with carry out positive activity. Reading is positive

<sup>21</sup> Jefri Kurniawan, et al. "The Effect of School Environment, Family Environment, and Learning Motivation on Students' Learning Performance". *1<sup>st</sup> International Conference on Economic Educations, Economics, Bussiness, and Management, Accounting, and Entrepreneurship: Atlantis Press*. 2018. P. 572

<sup>22</sup> Jefri Kurniawan, et al. "The Effect of School Environment, Family Environment, and Learning Motivation on Students' Learning Performance". *1<sup>st</sup> International Conference on Economic Educations, Economics, Bussiness, and Management, Accounting, and Entrepreneurship: Atlantis Press*. 2018. P. 571

<sup>23</sup> Rosemary Ochaya Ogbodo. "Effective Study Habits in Educational Sector: Counselling Implications". *Edo Journal of Counselling*. Vol. 3. No. 2. 2010. P. 231

activity because it helps people get more knowledge and also help to improve their vocabulary as well as writing skill. It really helps especially for students. In addition, Nunung Fitriyani, et al., reading as a hobby helps to develop readers' personality ability.<sup>24</sup>

### 3) Concentration

Concentration becomes the purpose of reading habit. It is usually used for the students in school who want to understand the material. Therefore, students read book to help them focus in understand the contents of the study subject.

### 4) Deviatonal

Deviational as the purpose of reading habit, this kind of purpose is bad to carry out. It has negative side because readers read just pretend to do reading activity. Therefore, this kind of purposes should be avoided.

## 3. Writing Ability

### a. Definition of Writing Ability

Writing is an activity that relate to continuously process. This statement is supported by Absharini Kardena, et al., said that writing is an ability which relates to ongoing process.<sup>25</sup> The important thing is the process in writing activity and it is not only about the result. Roy Johnson stated that writing is an activity which help the authors to connect with their readers. In addition, writing is a creation that should be carried out continuously in order to develop that skill and get a good writing.<sup>26</sup> According to Ade Dwi Jayanti, writing is an ability which is

<sup>24</sup> Nunung Fitriyani, et al. "The Effectiveness of Herringbone and Buzz Group Techniques to Teach Reading Comprehension for Students with High and Low Reading Habit". *English Education Journal*. Vol. 10. No. 3. P. 332-333

<sup>25</sup> Absharini Kardena, et al. "Analysis of Students' Point of View Regarding to Writing Skill of IAIN Bukittinggi". *Proceeding of the 2<sup>nd</sup> International Conference Innovation in Education: Atlantis Press*. Vol. 504. 2020. P. 62

<sup>26</sup> Roy Johnson. *Improve Your Writing Skill*. Manchester: Clifton Press. 2012. P. 24

used as a communication tool.<sup>27</sup> It helps people make interaction to each other indirectly. Based on the previous statements, it can be said that writing is an ability which help people make interaction with each other without being face to face. Furthermore, it has to be practiced regularly to get a good writing skill.

#### b. The Steps in Writing

In writing activity, there is some stages that have to be carried out. According to Jeremy Harmer as cited in Annisa Raudatus Sa'adah, there are four steps in writing process. They are planning, drafting, editing, and final version.<sup>28</sup> The explanation of the steps can be seen, as follow:

##### 1) Planning

Planning is the first step in writing process. It means the writers are arranging about what they want to write, the aim, the structure, language use, and the content that relates to the topic.

##### 2) Drafting

In this stage, writers are free to write their ideas. All of the ideas are written on paper without paying attention to the rules of the grammar and spelling.

##### 3) Editing

Revising and reflecting are included into editing step. After the writers put their ideas into written form, they have to revise the content. There is a rule to make a good writing. Therefore, in editing step writers should have revise some aspects such as the content, vocabulary, language use/ grammar, organization, punctuation, capitalization, and spelling.

<sup>27</sup> Ade Dwi Jayanti. "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang". *Academic Journal of English Language and Education*. Vol. 3. No. 1. 2019. P. 75

<sup>28</sup> Annisa Raudatus Sa'adah. "Writing Skill in Teaching English: An Overview". *EDUCASIA*. Vol. 5. No. 1. 2020. P. 22-24



#### 4) Final Version

After the writer is editing some aspects to make a good writing, they will get the final version. The last steps is the final version of writing after writers produce it.

#### c. The Characteristic of Writing

There is research which carries out by Parupalli Srinivas Rao about the characteristics of good writing.<sup>29</sup> First, students should determine to write something with latest and interesting topic. In order that, they can produce good writing. Second, it is really great when students write something with various and effective vocabularies. In addition, students use vocabulary which suits the topic or situation of the writing. Third, grammatical structure should be noted by students. In creating good writing, they have to use effective and correct grammar structure. Some English text have identity by using a certain grammar. Fourth, sometimes some students forget to notice to the correct use of punctuation. Even though to produce good writing students should use correct punctuation. Fifth, one of the important things in producing good writing, students should have continuous thought. Therefore, they write a content that is not out of the topic which is being written. Sixth, this aspect relates to the previous aspects. Students should learn to connect the ideas by using effective vocabulary, in order that they can produce writing with the sentences and paragraphs are connected to each other. Furthermore, it is important to use simple and easy to understand language. Therefore, readers can understand the content of the writing easily. In addition, it makes readers interested to read.

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<sup>29</sup> Parupalli Srinivas Rao. "The Characteristics of Effective Writing Skills in English Language Learning". *Research Journal of English*. Vol. 2. No. 2. 2017. P. 81-82

#### d. Evaluating Writing Ability

According to Jacob cited in Douglas Brown, there are five categories in evaluating writing ability.<sup>30</sup> The following is the explanation of each category:

##### 1) Content

According to Tania Tita Shanorra, et al., content means writing, planning, and editing content ensures that the information is understandable and clear.<sup>31</sup> In this case, in writing students should give a clear information. In addition, the content should relate to the topic which is being written.

##### 2) Organization

Organization is a category where students have to link the sentences, in order that to get a good writing and the sentences connect to each other. In addition, some English texts have their own generic structures. Therefore, organization category also means students write something with a complete structure.

##### 3) Vocabulary

Vocabulary is one of the important things in language learning ability. Harun Rashid, et al., stated that vocabulary is a basic ability which students have to mastering it, in order that they can easily develop their English skill.<sup>32</sup> In this case, vocabulary means students should use effective, various, and suitable vocabulary in writing. Therefore, they will get high score in it.

##### 4) Grammar

This category relates to language use. To get a good writing, students should apply correct grammatical form. Some English texts

<sup>30</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman. 2003. P. 246

<sup>31</sup> Tania Tita Shanorra, et al. "A Writing Skill Assesment of the First Semester English Department Students of the Universitas Sumatera Utara". *BAHAS*. Vol. 32. No. 3. 2021. P. 184

<sup>32</sup> Harun Rashid, et al. "The Importance of Vocabulary in Teaching and Learning in Applied Linguistics". *Linguistics and Culture Review*. 2022. P. 542

have their own identity in using grammar. For example, in writing descriptive text, writers have to use simple present tense.

#### 5) Mechanics

In evaluating writing skill there is mechanics categories. Mechanics relate to punctuation, spelling, and capitalization. In writing, students should correct punctuation and capitalization. Sometimes, if the use of punctuation is incorrect will affect the meaning of the text. In order that readers are not misunderstand about the meaning of the sentences, it should use right punctuation.

#### 4. Reading Habit and Writing Ability

The previous paragraphs discussed about the definitions of each variable. This part is focus on the correlation between reading habit and writing ability. According to Sunethra and Hasanthy, reading has influence in other skills.<sup>33</sup> Therefore, it has effect in writing ability. In writing ability, reading habit has significant effect and also become the most influential aspect in it.<sup>34</sup> Based on the theories, reading habit has impact in developing writing ability. It can be concluded that reading habit and writing ability has connection. That statement is also supported by theory from Muhammad Taufik who said that reading habit has significant correlation with writing ability.<sup>35</sup> In addition, Devina, et al., stated that in learning, reading and writing has correlation to each other.<sup>36</sup> Through reading activity, readers can achieve some ideas and help them to think more critically. Therefore, it helps them in increasing writing ability which need ideas and various vocabulary to create a good writing.

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<sup>33</sup> Sunethra and Hasanthy. "The Impact of the Reading Habit on Writing Skills of Primary Students". *Studies in Linguistics and Literature*. Vol. 7. No. 4. 2023. P. 16

<sup>34</sup> Endar and Yohanes. "The Influence of Reading Habit on Students' Writing Skill". *Jurnal Ilmiah program Studi Pendidikan Bahasa Inggris*. Vol. 11. No. 1. 2020. P. 45

<sup>35</sup> Muhammad Taufik. "The Correlation between Students Reading Habit and Their Writing Ability of Narrative Text". *IJIELT*. Vol. 5. No. 2. P. 129

<sup>36</sup> Devina Wildasari, et al. "Reading Habit as a Determining Factor in Writing Skill". *SEMNARA*. 2021. P. 66



## 5. Descriptive Text

Descriptive text is a text which is used to describe something.<sup>37</sup> Through descriptive text, people can give detail information about something that is being described. According to Gerot and Wignel as cited in Eko Noprianto, descriptive text is a kind of texts which can be used to describe animal, thing, person, event, place by the writers.<sup>38</sup> Based on the previous statements, a text which has utility to describe everything, in order that to tell detail information of the thing.

Descriptive text has its own generic structure. The generic structure consists of identification and description. The first one is identification. It is a part where the writer introduces the thing. It introduces to the readers about something which will be discussed. The next is description. After the writer give a simple introduction, then they explain more about that. Therefore, description is the part where writers write the detail information about the thing which is being discussed.<sup>39</sup>

According to Ade Dwi Jayanti, in creating descriptive text, writers should use simple present tense.<sup>40</sup> Simple present tense is a grammatical form that is used to reveal a fact which is true in the past, present, and future.<sup>41</sup> In other words, simple present tense is used to express general assertion of reality and eternal truth. In addition, it is also used to tell daily activities or habitual actions. The following is the formula of simple present tense:

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<sup>37</sup> Chindy Hanggara Rosa Indah. "The Analysis of Generic Structure of Descriptive Text Used by Students of Elementary School 1Penambangan Probolinggo". *Journal of English Language and Pedagogy*. Vol. 5. No. 1. 2022. P. 18

<sup>38</sup> Eko Noprianto. "Student's Descriptive Text Writing in SFL Perspective". *Indonesian Journal of English Language Teaching and Applied Linguistics*. Vol. 2. No. 1. 2017. P. 67

<sup>39</sup> Novia Sartika and Mochamad Nurddin. "Students' Ability in Writing Descriptive Text based on Its Generic Structure at the Tenth Grade Student of Vocational High School". *Professional Journal of English Education*. Vol. 2. No. 4. 2019. P. 437

<sup>40</sup> Ade Dwi Jayanti. "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang". *Academic Journal of English Language and Education*. Vol. 3. No. 1. 2019. P. 78

<sup>41</sup> Betty Schramper Azar. *Understanding and Using English Grammar Third Edition*. New York: Pearson Education. 2002. P. 13



a. Verbal Sentence

(+) Subject + Verb 1 (s/es) + Object/Complement

(-) Subject + do/does + not + Verb 1 + Object/Complement

b. Nominal Sentence

(+) Subject + to be (am/is/are) + Adjective/Adverb

(-) Subject + to be (am/is/are) + not + Adjective/Adverb

## B. Review of Previous Research

The researcher decided to use some researches that related to the topic as the references. Furthermore, the comparison of this research and those previous researches can be seen in the following paragraphs.

The research with the title *“The Correlation between Students’ Reading Habit and Their Ability of Writing Narrative Text”* that was carried out by Anita Aprilia in 2021 from State Islamic Institute Bengkulu. That was conducted to find out whether there was any significant correlation between students’ reading habit and their ability in writing narrative text. Quantitative approach was used as the research method. The result of the thesis showed that the correlation between students’ reading habit and their writing ability of writing narrative was still very low. The similarities with this research were the researcher used quantitative method. Furthermore, questionnaire and writing test were decided as the techniques of data collection. Then, the differences were the level of the participant, sampling method, and the type of text that was used to test participants’ writing ability. Anita tested second semester of college students’ writing ability with narrative text as the test. Whereas, this research used descriptive text to test eight grade of junior high school students’ writing ability. In addition, Anita used purposive sampling.

The research with the title *“The Correlation between Students’ Reading Habit and Students’ Reading Comprehension at the Second Grade of MTs Negeri Parepare”* that was carried out by Najnawati in 2019 from State Islamic Institute Parepare. The research was conducted to find out about the students’ reading habit and to examine whether there was a correlation between reading habit and students’ reading comprehension. Questionnaire and test were used

as the techniques of data collection. The result of the thesis was students had high category of reading habit and reading comprehension. Furthermore, there was significant correlation between second grade students' reading habit and their reading comprehension at MTs Negeri Parepare. It had the same type of research method with this research. Quantitative with correlation design was used to test between two variables of the research. The difference with this research was the dependent variable. In Najnawati's research, reading comprehension became the dependent variable, while this research had writing ability as dependent variable. In addition, this research used cluster random sampling to decide the sample. Whereas, Najnawati used purposive sampling and based on teacher's recommendation.

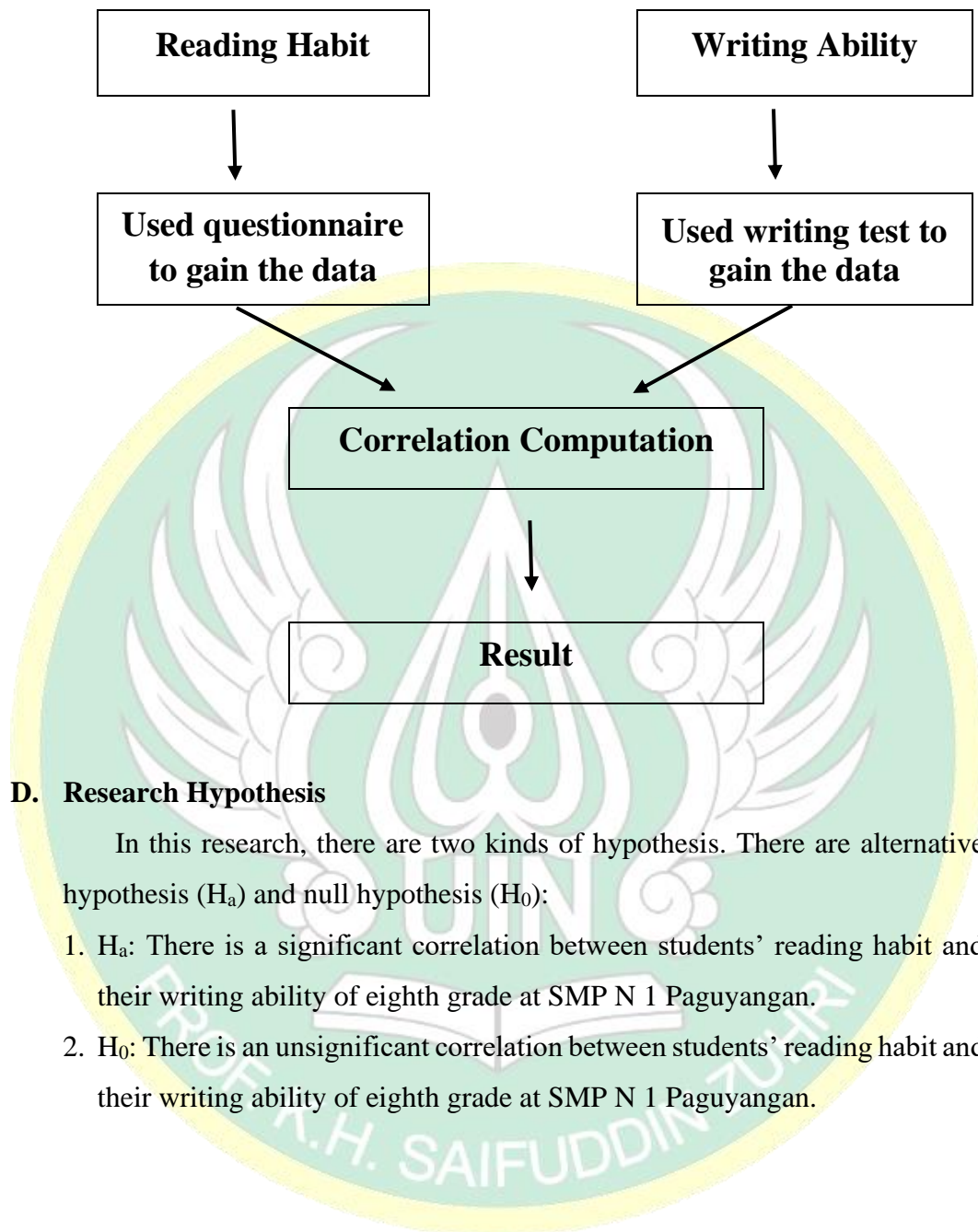
The research with the title "*The Correlation between Reading Habit and Students' Writing Ability*" which was conducted by Khairat Risman, Jufriзал, and Yenni Rozimel. This research published in International Journal of Science and Research Volume 8, Issue 5, May 2019. This research purposed to know was there any correlation between reading habit and students' writing ability. The population of this research was 172 students of eleventh grade of science at SMAN 12 Padang. XI IPA 3 was chosen as the sample of this research. The result showed that there is low correlation between students' reading habit and writing ability. The similarity with this research were cluster random sampling as the technique of sampling and quantitative method as the type of the research method. Then, the difference with this research were the type of the text that was used to test students' writing ability and the level of the participant. Khairat, Jufriзал, and Yenni used analytical exposition text to test eleventh grade students' writing ability.

The research with the title "*Correlation between Reading Habit and Writing Skill of The Eighth Grade at SMP Negeri 6 Kayuagung*" which was conducted by Riska Yohana, Dewi Sartika, and Rekha Asmara. This research published in Language and Education Journal Volume 6, No. 2, November 2021. This study aimed to find out whether was there any significant correlation between students' reading habit and their writing ability of eighth

grade at SMPN 6 Kayuagung. It used questionnaire and written test as the techniques of data collection. 124 students were chosen to be the sample in this research. The result of the research was there was a significant correlation between reading habit and writing skill of the eighth graders at SMP N 6 Kayuagung. The similarities with this research were the type of research method, the technique of data collection, and the level of the participants. Furthermore, there was a difference with this research. Riska, Dewi, and Rekha used purposive sampling to decide the sample of the research. Whereas, this research decided to use cluster random sampling as the technique of sampling.

### **C. Conceptual Framework**

In this research, there are two variables. They were reading habit and writing ability. In addition, researcher used theories as explained in the theoretical framework of this research. The theories were used to demonstrate the hypothesis, was there any significant correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan. The researcher used questionnaire as the technique of data collection to know how is the students' reading habit. Furthermore, students' writing ability was assessed by writing test. Then, the results were used to find out the correlation between those two variables. In order to help the readers to understand the focus of this research, the following is the conceptual framework of the research:



#### D. Research Hypothesis

In this research, there are two kinds of hypothesis. There are alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ):

1.  $H_a$ : There is a significant correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan.
2.  $H_0$ : There is an insignificant correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan.



## CHAPTER III METHODOLOGY

### A. Type of the Research

The type of this research was quantitative research. According to Burke Johnson and Larry Christensen, quantitative research is research that particularly conducted to test hypothesis and theory, as well uses scientific method.<sup>1</sup> In addition, Asep stated that quantitative is research which isolate the variables and connect them with the hypothesis, then it is tested with the data.<sup>2</sup> Therefore, this research was collected the data from respondents to test the hypothesis of the research used quantitative with correlation design. It tested whether there was any significant correlation between two variables or not.

In addition, according to John Creswell, correlational design is a type of research that researchers use correlational statistic to quantify and explain the connection between two or more variables.<sup>3</sup> Correlational design is type of research to test whether the relationship between variables is low or high. This statement is supported by Gay et al., who said that correlational design establishes the degree of relationship of the variables.<sup>4</sup> This research was conducted to find out the correlation between reading habit and writing ability. Therefore, this research used correlational design which included into quantitative research type.

### B. Location and Time of the Research

#### 1. Location of the Research

This research was conducted at SMP N 1 Paguyangan. It located in Jl. Pagojengan No. 01, Pagojengan Village, Paguyangan District, Brebes Regency, Central Java. This school became the location of the research

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<sup>1</sup> Burke Johnson and Larry Christensen. *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5<sup>th</sup> Edition*. Thousand Oaks: SAGE Publications. 2014. P. 109-110

<sup>2</sup> Asep Kurniawan. *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya. 2018. P. 36

<sup>3</sup> John Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*. Thousand Oaks: SAGE Publications. 2014. P. 41

<sup>4</sup> L. R. Gay, et al. *Educational Research: Competencies for Analysis and Applications Tenth Edition*. New York: Pearson Education. 2012. P. 9

because after carried out observation to some school, researcher found SMP N 1 Paguyangan had interesting issue to be researched which related to reading and writing skills. In addition, SMP N 1 Paguyangan is one of favorite schools in this district.

## 2. Time of the Research

The researcher conducted this research with the detail of the time, as follow:

- a. Observation and interview were conducted with the English teachers about the materials and conditions of the classes and students of SMP N 1 Paguyangan on August 27, 2022.
- b. The system of the course of research, questionnaire, test, and lesson plan were discussed with an English teacher of eighth grade at SMP N 1 Paguyangan on May 17, 2023.
- c. Validity and reliability test of the questionnaire was established in class VIII C of SMP N 1 Paguyangan on May 24, 2023.
- d. The research was conducted in class VIII B of SMP N 1 Paguyangan on May 31, 2023.

## C. Population and Sample

### a. Population

Population is bunch of subjects, objects, or incidents that have at least one characteristic in common.<sup>5</sup> Eighth grade students of SMP N 1 Paguyangan was decided as the population of this research. Eight grade students were chosen because they had been studied more about one of English texts and grammar that relate to this research. Therefore, they were chosen because they were more suitable than the other grades. Then, there were 11 classes: VIII A until VIII K. Every class consisted around 32 students. Then, the total for the population were 352 students.

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<sup>5</sup> Fetri, et al. *Penelitian Pendidikan*. Jakarta: Prenadamedia Group. 2018. P. 44

**Table 1**  
**Population of the research**

No	Class	Number
1	VIII A	32
2	VIII B	32
3	VIII C	32
4	VIII D	32
5	VIII E	32
6	VIII F	32
7	VIII G	32
8	VIII H	32
9	VIII I	32
10	VIII J	32
11	VIII K	32
<b>Total</b>		<b>352</b>

b. Sample

Sample is one of the important things in this research. According to Ismail and Sri Hartanti, sample is a small part taken from the population based on a procedure so that can be used to represent the population.<sup>6</sup> Then, cluster random sampling was chosen to determine the sample of this research. According to Jack Fraenkel et al., cluster random sampling has advantage to help the researcher choose the sample if it is difficult to select random sample of individuals.<sup>7</sup> Then, it can be used to select a class to be the sample of the research.

In addition, Gay et al., stated that in correlational research around 30 participants are enough to represent the population.<sup>8</sup> 30 participants can be

<sup>6</sup> Ismail Nurdin and Sri Hartanti. *Metodologi Penelitian Sosial*. Surabaya: Media Sahabat Cendekia. 2019. P. 95

<sup>7</sup> Jack, et al. *How Design and Evaluate Research in Education Eighth Edition*. New York: McGraw-Hill. 2012. P. 96

<sup>8</sup> L. R. Gay, et al. *Educational Research: Competencies for Analysis and Applications Tenth Edition*. New York: Pearson Education. 2012. P. 139

used to define whether there is any significant relationship between variables in the research. In order that, one class of eighth grade at SMP N 1 Paguyangan was chosen as the respondents in this research. The sample of this research was class VIII B which consist of 32 students. VIII B was randomly selected as the sample by the reason of the efficiency of the time which was close to the final examination at SMP N 1 Paguyangan.

#### **D. Variables and Indicators of the Research**

##### **1. Variables of the Research**

Variable is object that will be researched. That statement is supported by Satishprakash who stated that variable is object such as animal, person, situation, place, or any phenomena which can be researched.<sup>9</sup> In addition, variable is one of the important things when carry out a research. According to Jonathan Sarwono, there were two types of variables in simple paradigm of correlation research.<sup>10</sup> The following was the explanation of those variables:

##### **a. Independent Variable**

According to Fetri, independent variable is a variable which causes, antecedent, manipulated variable, and usually it called as X variable.<sup>11</sup> Then, independent variable is a type of variables that has connection with dependent variable. Independent variable in this research was students' reading habit.

##### **b. Dependent Variable**

Ismail and Sri stated that dependent variable is variable which is influenced by the other variable.<sup>12</sup> In this research, there was not about variable which is influenced another but still had dependent variable. In

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<sup>9</sup> Satishprakash Shukla. "Variables, Hypothesis, and Stages of Research 1". *Conference: Capacity Building Programme for Social Science Faculty Members*. May 2018. Gujarat University. P. 1

<sup>10</sup> Jonathan Sarwono. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu. 2006. P. 61

<sup>11</sup> Fetri, et al. *Penelitian Pendidikan*. Jakarta: Prenadamedia Group. 2018. P. 18

<sup>12</sup> Ismail Nurdin and Sri Hartanti. *Metodologi Penelitian Sosial*. Surabaya: Penerbit Media Sahabat Cendekia. 2019. P. 114



order that, dependent variable in this research was called Y variable. It was students' writing ability.

## 2. Indicators of the Research

### a. Indicators of Reading Habit

Indicators of reading habit that were used in this research can be seen, as follow:

- 1) reading frequency
- 2) reading amount of book
- 3) time spent on academic reading
- 4) time spent on non-academic reading
- 5) motivation in the family environment
- 6) motivation in the academic environment.<sup>13</sup>

### b. Indicators of Writing Ability

In this research, there were five categories for evaluating the writing ability. According to Jacob cited in Douglas Brown, the following was the categories:

- 1) content
- 2) organization
- 3) vocabulary
- 4) grammar
- 5) mechanics.<sup>14</sup>

## E. Techniques of Data Collection

In this research, there were some instruments that used to collect the data. These were the techniques of data collection in this research.

### 1. Questionnaire

According to Burke Johnson and Larry Christensen, questionnaire is one of the techniques of data collection which is filled out by the

<sup>13</sup> Julio Cesar Galicia Goana and Erwin Rogelio Villuendas Gonzalez. "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students". *Revista De La Education Superior*. Vol. XI. No. 157. P. 59-60

<sup>14</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman. 2003. P. 246

participants of the research to complete the study.<sup>15</sup> In this research, it helped to gain the data from the respondents about their reading habits. The questionnaire was adapted from a research which was carried out by Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez. The questionnaire was being modified and adjusted, because there were some differences such as the participants and one of the variables of the research. This research was about reading habit and their writing ability, whereas Gaona and Gonzalez's research was about reading habit and academic performance. In addition, the respondents of this research were students of eighth grade, whereas the respondents of Gaona and Gonzalez's research were college students of the psychology major. Then, there were six indicators of reading habit in this research. The total number in this questionnaire was 20 questions. This research questionnaire had positive and negative statements. The negative statements were filled with sentences that lead to unfavorable statements. The questionnaire can be seen on appendix 1. Then, the table below is the indicators and the item numbers of this research questionnaire.

**Table 2**  
**Reading Habit Indicators and Item Numbers**

No	Indicators of Reading Habit	Item Number	
		Positive	Negative
1.	Reading frequency	1, 2, 3	-
2.	Number of books read	5, 6	4
3.	Investing time on academic reading	7, 9, 11	8, 10
4.	Investing time in non-academic reading	12	13
5.	Motivation in family environment	15, 16	14, 17
6.	Motivation in academic environment	18, 19, 20	-

<sup>15</sup> Burke Johnson and Larry Christensen. *Educational Research: Quantitative, Qualitative, and Mixed Approaches 5<sup>th</sup> Edition*. Thousand Oaks: SAGE Publications. 2014. P. 316

The questionnaire was given to the respondents twice. First, it was given for validity and reliability test of the questionnaire in class VIII C on May 24, 2023. Second, the questionnaire was given to the students of class VIII B on May 31, 2023. Furthermore, there was a scoring system of likert-scale in questionnaire. According to Fetri, et al., there were five types of likert scale.<sup>16</sup> There were strongly agree, agree, hesitant, disagree, and strongly disagree. However, the categories of the likert scale that were used in this research were strongly agree, agree, disagree, and strongly disagree. The score of the likert scale can be seen on the table below.

**Table 3**  
**Likert Scale of the Questionnaire**

No	Alternative Answer	Score	
		Positive Statements	Negative Statements
1.	Strongly agree	4	1
2.	Agree	3	2
3.	Disagree	2	3
4.	Strongly disagree	1	4

In addition, there was a classification of the score level of students' reading habit. It was based on the score from the questionnaire that was filled by respondents. According to Benisius Pao cited in Fitri Dewi et.al., there were 4 categories; very high, high, average, low and very low.<sup>17</sup> The detail of the classification can be seen on the table 4.

**Table 4**  
**Score Category of Reading Habit**

No	Score	Category
1	81 – 100	Very high
2	61 – 80	High

<sup>16</sup> Fetri, et al. *Penelitian Pendidikan*. Jakarta: Prenadamedia Group. 2018. P. 52

<sup>17</sup> Fitri Dewi, et.al. "The Correlation between Students' Reading Habit and Their Reading Comprehension". *Journal BASIS*. Vol. 7. No. 1. P. 212

3	41 – 60	Average
4	0 – 40	Low

## 2. Test

According to Komang Sukendra and Kadek Surya, test is one of techniques to measure someone's ability in written form which consist of questions.<sup>18</sup> In this research, test was used to measure students' ability in writing. In addition, students were asked to write a paragraph with the topic which had been established. The topic of the writing test was about describing someone you know or admire. The writing test was conducted in class VIII B on May 31, 2023. In addition, the researcher used Jacob' rubric scoring for writing test. The detail information of the rubric score can be seen on the table 5.

**Table 5**  
**Rubric Scoring of Writing Test**

Component	Score	Criteria
<b>Content (C)</b>		
Excellent to very good	30-27	The content of the text support the topic. Relevant to assigned topic.
Good to average	26-22	Most of the content support of the topic, but lacks of detail.
Fair to poor	21-17	Inadequate development of the topic.
Very poor	16-13	The content is not giving clear information or not enough to evaluate.
<b>Organization (O)</b>		
Excellent to very good	20-18	Complete and well structured generic structure (identification and description).

<sup>18</sup> Komang Sukendra and Kadek Surya. *Instrumen Penelitian*. Jombang: Mahameru Press. 2020. P.



Good to average	17-14	Rather disorganized, however the core idea is clear and has a comprehensive generic structure (identification and description).
Fair to poor	13-10	Ideas are not clear, not complete and disconnect of generic structure.
Very poor	9-7	There is no evidence of generic structure.
<b>Vocabulary (V)</b>		
Excellent to very good	20-18	It uses effective vocabulary for the text. The meaning is clear.
Good to average	17-14	Rarely shows errors of vocabulary. The meaning is clear.
Fair to poor	13-10	Frequently, it shows errors of vocabulary. It is often confusing the readers.
Very poor	9-7	Inadequate of vocabulary. It is confusing the readers.
<b>Grammar (G): use simple present tense</b>		
Excellent to very good	25-22	It demonstrates outstanding ability with grammar, either correctly and effectively.
Good to average	21-18	It shows proficiency with proper grammar use.
Fair to poor	17-11	It demonstrates an average command of grammar use. The amount of errors does have an impact on how readable the text is.
Very poor	10-5	It shows a lack of proficiency with proper grammar use.
<b>Mechanics (M)</b>		
Excellent to very good	5	It shows a few errors of spelling, punctuation, capitalization.
Good to average	4	Rarely shows errors of spelling, punctuation, capitalization.

Fair to poor	3	It frequently shows errors of spelling, punctuation, capitalization.
Very poor	2	The text is dominated by errors of spelling, punctuation, capitalization.

(Source: Anita Aprilia, 2021)

In addition, there was a classification score of students' writing ability. According to Harris cited in Muhammad Makmun, et.al., there were five categories. There were excellent, good, average, fair, and poor.<sup>19</sup> The detail of the classification can be seen on the table below.

**Table 6**  
**The Classification Score of Writing Test**

Score	Category
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

## F. Techniques of Data Analysis

### 1. Analysis of Questionnaire

#### a. Validity Test

According to Rokhmad Slamet and Sri Wahyuningsih, validity test is carried out to help researchers know whether the instrument valid or not to measure a variable.<sup>20</sup> The questionnaire of this research was validated by experts. There were two validators in this research. They are English lecturers in State Islamic University Profesor Kiai Haji

<sup>19</sup> Muhammad Makmun, et al. "An Analysis of EFL Students' Descriptive Writing Ability". *Journal of Social Humanities and Eduaction*. 2022. Vol. 1. No. 3. P. 159

<sup>20</sup> Rokhmad Slamet and Sri Wahyuningsih. "Validitas dan Reliabilitas terhadap Instrumen Kepuasan Kerja". *Jurnal Manajemen & Bisnis Aliansi*. 2022. P. 51

Saifuddin Zuhri Purwokerto. In addition, the questionnaire was also validated by SPSS (Statistical Program for Social Science) 25 version. The formula that was used in this validity test was Pearson Product Moment. The criteria for the questionnaire validations are  $r \text{ count} > r \text{ table}$ . The researcher used 5% of the significance level. In this research, there were 32 participants, in order that  $r \text{ count}$  should be higher than 0.349. If  $r \text{ count} > r \text{ table}$ , it means the item is classified into a valid item and can be used as the instrument of the research. This research used the valid items as the instrument. The result of validity test of questionnaire by SPSS can be seen on the table below.

**Table 7**  
**The Result of Validity Test of the Questionnaire**

<b>Item Number</b>	<b>Score (r count)</b>	<b>Score (r table)</b>	<b>Category</b>
1	0.681	0.349	Valid
2	0.510	0.349	Valid
3	0.362	0.349	Valid
4	0.378	0.349	Valid
5	0.264	0.349	Invalid
6	0.410	0.349	Valid
7	0.381	0.349	Valid
8	0.542	0.349	Valid
9	0.355	0.349	Valid
10	0.392	0.349	Valid
11	0.401	0.349	Valid
12	0.472	0.349	Valid
13	0.405	0.349	Valid
14	-0.308	0.349	Invalid
15	-0.105	0.349	Invalid
16	0.381	0.349	Valid

17	0.065	0.349	Invalid
18	0.386	0.349	Valid
19	0.367	0.349	Valid
20	0.456	0.349	Valid
21	0.399	0.349	Valid
22	0.724	0.349	Valid
23	0.618	0.349	Valid
24	0.492	0.349	Valid
25	0.348	0.349	Invalid

#### b. Reliability Test

Muhammad Khumaedi states that reliability test is a test to measure whether the instrument is reliable or not if it uses to measure the same things repeatedly, as well the result is stable and consistent.<sup>21</sup> In this research, the researcher used Cronbach's Alpha Formula to test the reliability of the instrument. The researcher used SPSS (Statistical Program for Social Science) 25 version to measure the reliability test. According to Wiratna cited in Agus Dharmanto, et al., the questionnaire is stated reliable if the score of Cronbach's Alpha is higher than 0.6.<sup>22</sup> Based on the result of the test, the reliability test of this questionnaire was 0.726. It showed that the questionnaire was reliable to use as the instrument of this research.

**Table 8**

#### **Reliability Test of the Questionnaire**

##### **Reliability Statistics**

Cronbach's Alpha	N of Items
.726	25

<sup>21</sup> Muhammad Khumaedi. "Reliabilitas Instrumen Penelitian Pendidikan". *Jurnal Pendidikan Teknik Mesin*. Vol. 12. No. 1. 2012. P. 26

<sup>22</sup> Agus Dharmanto, et al. "Analisis Kepuasan Pelanggan terhadap Fasilitas Pelayanan Publik pada Pengguna Trans Jakarta". *Jurnal Inovasi Penelitian*. Vol. 2. No. 11. 2022. P 3584-3585



## 2. Analysis of Writing Test

In this research, students' writing ability was examined through a writing test. The students were asked to create a paragraph about someone who they know or admire. Students' writing test was analyzed with Jacob's analytical scoring. According to Jacob as cited in Brown, there were five components of analytical scoring; content (30 points), organization (20 points), vocabulary (20 points), grammar (25 points), and mechanics (5 points).<sup>23</sup> Furthermore, students' writing test was analyzed and evaluated by an expert judgement. The expert judgement is an English teacher from MTS Al-Ma'arif Kaliwadas who has teaching experience since 2005. The following is the formula of analytical scoring of writing test:

$$\text{Total score: } X1 + X2 + X3 + X4 + X5$$

In which:

X1: Score of Content

X2: Score of Organization

X3: Score of Vocabulary

X4: Score of Grammar

X5: Score of Mechanics

**Table 9**

**Analytical Scoring for Writing Test**

No	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Grammar	25
5.	Mechanics	5
<b>Total</b>		<b>100</b>

<sup>23</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman. 2003. P. 246

### 3. Statistical Data Analysis

The type of this research was quantitative. Therefore, this research used statistical analysis as the technique. There were two types of statistical data analysis that was used in this research. There were descriptive statistic and inferential statistic.

#### a. Descriptive Statistic

Descriptive statistic is used to inform the data of the research in order to be more understandable. According to Molli Wahyuni, descriptive statistic is usually used by researcher to describe the characteristics of variable in research.<sup>24</sup> In this research, descriptive statistics analysis was done to describe the characteristics through mean, median, minimum score, and maximum score.

#### b. Inferential Statistic

The type of inferential statistic in this research was correlational design. Before did the correlation test, there were two prerequisites test in this research:

##### 1) Normality Test

Normality test is used to test whether independent and dependent variables are normally distributed or not. The normality is tested to determine the use of correlational design. This research used SPSS (Statistical Program for Social Science) 25 version to test the normality of the data by Shapiro Wilk method. According to Syafrida Hafni Sahir, there is applicable provision to determine the normality of data, can be seen as follow:

- a) If the significance value or probability value is more than 0.05, then the data is normally distributed
- b) If the significance value or probability value is less than 0.05, then the data is not normally distributed.<sup>25</sup>

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<sup>24</sup> Molli Wahyuni. *Statistik Deskriptif untuk Penelitian Olah Data Manual dan SPSS Versi 25*. Yogyakarta: bintang Pustaka Madani. 2020. P. 2

<sup>25</sup> Syafrida Hafni Sahir. *Metodologi Penelitian*. Yogyakarta: Penerbit KBM Indonesia. 2021. P. 69

## 2) Linearity Test

One of the requirements for using correlation design is that the data should be linear. According to Benny, *et al.*, linearity test becomes the most important thing in correlational research.<sup>26</sup> Linearity is when dependent and independent variable are in a straight line.<sup>27</sup> In order that, this research carried out the linearity test used SPSS 25 version. The following is the requirements for data to be stated linear:

- a) If the significance of deviation from linearity is more than 0.05, then the data is linear
- b) If the significance of deviation from linearity is less than 0.05, then the data is not linear.<sup>28</sup>

After finished the prerequisites test, the data that were obtained by questionnaire and test should be analyzed using correlational test. In this research, reading habit was decided as variable X and writing ability was variable Y. The researcher used SPSS (Statistical Program for Social Science) 25 version to measure the correlation between the variables. Furthermore, this reserach used Pearson product moment correlation formula to test the correlation between variables.<sup>29</sup>

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

In which:

$r_{xy}$ : Correlation coefficient variable X and Y

X: Reading habits score

<sup>26</sup> Benny, et al. *Metodologi Penelitian untuk Ekonomi dan Bisnis*. Banten: Media Edu Pustaka. 2022. P. 127

<sup>27</sup> Linda Rosalina, et al. *Buku Ajar Statistika*. Padang: CV. Muharika Rumah Ilmiah. 2023. P. 68

<sup>28</sup> Risa Uswatun and Fitriani. Analisis Faktor-Faktor yang Mempengaruhi Pengambilan Keputusan Masuk Universitas Muhammadiyah Metro (Studi Kasus Pada Mahasiswa FEB Angkatan 2020). *Jurnal Manajemen Diversifikasi*. 2022. P. 915

<sup>29</sup> Mundir. *Statistika Pendidikan*. Jember: STAIN Jember Press. 2012. P. 115

Y: Writing ability score

N: Number of samples

After the data was tested used Pearson product moment correlation, then it was checked to measure whether there was any significant correlation between variables. Mundir stated that in 5% significance level, if  $r_e > r_t$ ,  $H_0$  is rejected and  $H_a$  is accepted. In addition, in 1% significance level, if  $r_e < r_t$ ,  $H_0$  is accepted and  $H_a$  is rejected.<sup>30</sup> In addition, there were five categories in classification of correlation coefficient based on Jonathan Sarwono. There were no correlation, low correlation, moderate correlation, high correlation, and very high correlation.<sup>31</sup> The following was classification of the degree of the correlation.

**Table 10**  
**The Classification of Correlation Coefficient**

Correlation Coefficient (r)	Category
< 0.20	No Correlation
0.20 – 0.40	Low Correlation
>0.40 – 0.70	Moderate Correlation
>0.70 – 0.90	High
>0.90 – 1.00	Very High

<sup>30</sup> Mundir. *Statistika Pendidikan*. Jember: STAIN Jember Press. 2012. P. 119

<sup>31</sup> Jonathan Sarwono. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu. P. 150



## CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, it explained about the research findings and discussion. Based on the previous chapter, it discussed about students' reading habit according to the result of questionnaire and their writing ability according to the result of writing test. In addition, this chapter also discussed about the correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan, Brebes regency. The following was the detail explanation of the research finding and discussion.

### A. Findings

#### 1. The Result of Questionnaire

Based on the previous chapter, there were 20 items of questionnaire that were valid. Therefore, this research used those 20 valid items of questionnaire as the instrument to measure students' reading habit. The following was the table which showed the total score and the category of students' reading habit of eighth grade at SMP N 1 Paguyangan based on Benisius Pao for each respondent of this research.

**Table 11**

**Total Score and Category of Reading Habit Questionnaire**

No	Respondents	Total Score	Category
1	WP	57	Average
2	AD	45	Average
3	ZF	56	Average
4	AA	56	Average
5	GG	52	Average
6	KA	59	Average

7	DA	54	Average
8	MI	51	Average
9	GB	55	Average
10	VA	50	Average
11	MA	51	Average
12	MR	47	Average
13	MF	50	Average
14	FA	49	Average
15	NA	61	High
16	MS	59	Average
17	AN	45	Average
18	WA	55	Average
19	JR	63	High
20	MM	52	Average
21	AR	55	Average
22	LR	55	Average
23	NY	60	Average
24	SN	56	Average
25	AS	55	Average
26	EF	59	Average
27	AZ	45	Average
28	EA	62	High
29	SF	61	High
30	AF	50	Average
31	AM	48	Average
32	MH	47	Average

Based on the table above, there were four students who had high level category for reading habit. Then, twenty-eight students had average level for their reading habit score. It showed 87.5% students with average level and 12.5% with high level of reading habit. Furthermore, according to table 11, there were 32 respondents in this research. After the data was measured, the detail information of students' reading habit of eighth grade at SMP N 1 Paguyangan was gained using descriptive statistic by SPSS 25 version. The table can be seen as follow.

**Table 12**  
**Descriptive Statistic of Students' Reading Habit**

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
reading	32	45	63	1720	53.75	5.249
Valid N (listwise)	32					

According to table 12, the minimum score was 45. Then, the maximum score for reading habit was 63. The total for students' reading habit score was 1720. Furthermore, the mean was 53.75 and the standard deviation was 5.249.

## 2. The Result of Writing Test

In this research, writing test was used to measure students' ability in writing. After carried out research, there was a result of the students' writing test which was corrected by an English teacher from MTS Al-Ma'arif Kaliwadas who had teaching experience since 2005. In addition, it was measured by the categories from Jacob. The categories were content, organization, vocabulary, grammar, and mechanics. The following was the detail score of the category in students' writing test of eighth grade at SMP N 1 Paguyangan.

**Table 13**  
**The Result of Students' Writing Test**

Student	Categories					Score
	C	O	V	G	M	
WP	24	15	17	19	4	79
AD	23	14	16	18	4	75
ZF	16	12	12	13	3	56
AA	23	17	17	20	4	81
GG	17	10	11	11	3	52
KA	17	13	13	17	3	63
DA	17	14	11	13	3	58
MI	17	11	11	11	3	53
GB	17	11	11	11	3	53
VA	18	11	12	13	3	57
MA	17	14	14	17	3	65
MR	14	9	9	7	2	41
MF	16	9	9	10	2	46
FA	16	9	9	10	2	46
NA	21	13	13	17	2	66
MS	21	13	14	17	3	68
AN	17	13	13	16	2	61
WA	17	13	13	17	3	63
JR	22	16	16	20	4	78
MM	17	12	13	16	3	61
AR	18	11	12	14	3	58
LR	17	13	13	14	3	60
NY	20	13	13	14	3	63
SN	14	11	11	11	2	49
AS	16	13	13	11	3	56
EF	17	11	10	7	3	48



AZ	17	14	13	13	3	60
EA	18	11	11	11	3	54
SF	17	10	10	11	2	50
AF	20	9	9	10	2	50
AM	16	9	9	7	2	43
MH	17	14	10	11	3	55

According to table 13, there were 32 respondents in this research. After the data was measured, the detail information about students' writing ability was checked using descriptive statistic by SPSS 25 version. The following was the table of the result of descriptive statistic for writing ability of eighth grade student at SMP N 1 Paguyangan.

**Table 14**  
**Descriptive Statistic of Students' Writing Ability**

<b>Descriptive Statistics</b>						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
writing	32	41	81	1868	58.38	10.159
Valid N (listwise)	32					

According to table 14 the minimum score was 41. Then, the maximum score for writing ability was 81. The total for students' writing ability score was 1868. Furthermore, the mean was 58.38 and the standard deviation was 10.159. Based on the theory from Hariss cited in Muhammad Makmun, et al., there were five classification score in writing test. Students who got score 81-100 were included into excellent category. Students who got score 61-80 were included into good category. Students who got score 41-60 were included into average category. Students who

got score 21-40 were included into fair category. Students who got score 0-20 were included into poor category.<sup>1</sup>

**Table 15**  
**The Score Category of Students' Writing Test**

Category	Frequency	Percentage
Excellent	1	3.125%
Good	11	34.375%
Average	20	62.5%
Fair	0	0%
Poor	0	0%

According to the table 15, the result of this research showed that 3.125% students were included into excellent category, 34.375% students were included into good category, and 62.5% students were included into average category.

### 3. The Result of Normality Test

Correlational research was the type of this research. As explained before, there were two prerequisites that should be done. One of them was normality test. It was used to check whether the variables in this research were normally distributed or not. In order that, normality test of this research was measured by SPSS 25 version. Furthermore, Shapiro Wilk was decided as the method to test the normality of the data. It was used because the sample was less than 50.<sup>2</sup> The result of normality test can be seen on the table 16.

<sup>1</sup> Muhammad Makmun, et al. "An Analysis of EFL Students' Descriptive Writing Ability". *Journal of Social Humanities and Education*. 2022. Vol. 1. No. 3. P. 159

<sup>2</sup> Suardi. "Pengaruh Kepuasan Kerja terhadap Kinerja Pegawai pada PT Bank Mandiri, Tbk Kantor Cabang Pontianak". *Journal Bussinnes Economics and Entrepreneurship*. Vol. 1. No. 2. 2019. P. 16

**Table 16**  
**The Result of Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Habit	.125	32	.200 <sup>*</sup>	.960	32	.272
Writing Ability	.106	32	.200 <sup>*</sup>	.958	32	.248

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According to the result of normality test, the significance value of variable of reading habit was 0.272 (Sig. value > 0.05). It showed that the data of reading habit was normally distributed. Furthermore, for the data of writing ability, the significance value was 0.248 (Sig. value > 0.05). It showed that the data of writing ability was normally distributed. In conclusion, the data of the two variables in this research was normally distributed.

#### 4. The Result of Linearity Test

After measured the normality of the data, there was one more prerequisite test called linearity test of the data. The linearity test of the data in this research was checked by SPSS 25 version. The result of the linearity test of the variables can be seen on the table 17.

**Table 17**  
**The Result of Linearity Test**

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Writing Ability * Reading Habit	Between Groups	(Combined)	1817.667	15	121.178	1.403	.254
		Linearity	257.566	1	257.566	2.982	.103
		Deviation from Linearity	1560.101	14	111.436	1.290	.310
	Within Groups	1381.833	16	86.365			
Total			3199.500	31			

According to the result of linearity test, the significance value in deviation from linearity of two variables was 0.310 (Sig. value > 0.05). It showed that variable of reading habit and writing ability in this research was linear.

## 5. The Result of Correlation Test

Based on the result of normality and linearity test, this research decided to use Pearson product moment to measure the correlation of students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan. It was tested by SPSS 25 version and the result of the correlation can be seen on the table 18.

**Table 18**  
**Correlation between Students' Reading Habit and Writing Ability of Eighth Grade at SMP N 1 Paguyangan**

		Reading Habit	Writing Ability
Reading Habit	Pearson Correlation	1	.284
	Sig. (2-tailed)		.116
	N	32	32
Writing Ability	Pearson Correlation	.284	1
	Sig. (2-tailed)	.116	
	N	32	32

According to the table above, the significance value of Pearson correlation was 0.116 (Sig. value  $> 0.05$ ). It showed that there was an insignificant correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan. Furthermore, from the table 18, the correlation coefficient was 0.284. According to Jonathan Sarwono, if the correlation coefficient around 0.20 - 0.40, it showed that the two variables had low correlation.<sup>3</sup>

<sup>3</sup> Jonathan Sarwono. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu. P. 150



## B. Discussion

Before discussed about the result of the research, there was the detail information. This research was conducted in SMP N 1 Paguyangan especially eight grade students. The population of this research was 352 students. Then, the sample of the research was class VIII B, there were 32 participants selected by cluster random sampling. The amount of the sample based on the theory from Gay, et al., stated that for correlational research 30 participants were enough as a representative of population to measure whether there was any correlation among the variables.<sup>4</sup> In addition, it was because of the efficiency of time which close to the final examination at SMP N 1 Paguyangan. Questionnaire was used to measure students' reading habit and writing test to measure students' writing ability. Furthermore, these were the detail discussion about the results of student' reading habit, students' writing ability, and the correlation between students' reading habit and their writing ability.

### 1. Students' Reading Habit

Students' reading habit was tested by questionnaire that consist of 20 items. The researcher used theory from Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez in adapting and modifying questionnaire. There were six indicators in reading habit. Those were frequency of reading, number of books read, investing time in academic reading, investing time in non-academic reading, motivation in family environment, and motivation in academic environment.<sup>5</sup>

There were 32 respondents in this research. According to the result for individual score, there were four students who had high level category for reading habit. Then, twenty-eight students had average level for their reading habit score. It showed 87.5% students with average level and 12.5% with high level of reading habit. In addition, after analyzing the data

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<sup>4</sup> L. R. Gay, et al. *Educational Research: Competencies for Analysis and Applications Tenth Edition*. New York: Pearson Education. 2012. P. 139

<sup>5</sup> Julio Cesar Galicia Goana and Erwin Rogelio Villuendas Gonzalez. "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students". *Revista De La Education Superior*. Vol. XI. No. 157. P. 59-60

of students' reading habit of eighth grade at SMP N 1 Paguyangan by descriptive statistic, the result showed the minimum score was 45. Then, the maximum score for reading habit was 63. The total for students' reading habit score was 1720. Furthermore, the majority of eighth grade student at SMP N 1 Paguyangan had average level of reading habit. In addition, the mean showed 53.75. Therefore, it indicated that the reading habit of the students was in moderate level.

Based on the result which showed students' reading habit of eighth grade at SMP N 1 Paguyangan was in moderate level. It was good because it meant some of the students were enjoy when did reading activity. However, it is still very important for students to develop their reading habit. In developing reading habit, students need to increase their self-awareness regarding their own internal indicators such as taking the time to read more about academic or non-academic reading. In addition, it is also important to have supportive academic and family environments. Through having good reading habit will help them a lot in academic performance. According to Khusmeeta Chettri and Rout, good reading habit is needed in process of intellectual growth.<sup>6</sup> Through reading activity, readers can achieve some ideas and help them to think more critically. Furthermore, Owusu-Acheaw as cited in Ulpah and Siti, stated that reading habit has influence in developing academic performance.<sup>7</sup> Writing also becomes one of the aspects in academic performance. Therefore, it related to this research. Someone who has a good reading habit will improve their critical thinking and it would help them in develop ideas in writing activity.

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<sup>6</sup> Kushmeeta Chettri and Rout. "Reading Habits - An Overview". *IOSR Journal of Humanities and Social Science*. Vol. 14. No. 6. 2013. P. 14

<sup>7</sup> Ulpah Andayani and Siti Maryam. "The Potrait of Reading Habit and Interest of Tangerang City's Community". *Atlantis Press: Advances in Social Science, Education, and Humanities research*. Vol. 302. 2019. P. 219

## 2. Students' Writing Test

Students' writing ability was measured through writing test. The students were instructed to make a paragraph to describe someone they know or admire. Before conducted the research, the first step was decided to discuss about descriptive text with the respondents especially VIII B of SMP N 1 Paguyangan. In order to help them remembered what they have learned especially about descriptive text. Furthermore, the respondents could follow the instructions when they created a simple paragraph of descriptive text. A learning lesson was also created and it was approved by the English teacher of eighth grade students at SMP N 1 Paguyangan.

Students' writing test was analyzed by an expert judgement, an English teacher who had teaching experience since 2005. The result of students writing ability showed that 3.125% students were included into excellent category, 34.375% students were included into good category, and 62.5% students were included into average category. Furthermore, after the data was analyzed by descriptive statistic, it showed the maximum score for writing ability was 81 and the minimum was 41. The total for students' writing ability score was 1868. Then, the mean score was 58.38. Furthermore, the majority of eighth grade students at SMP N 1 Paguyangan had average level of writing ability. Therefore, it indicated that students' writing ability was in moderate level.

Based on the result of students' writing ability of eighth grade at SMP N 1 Paguyangan, that showed they were on average level. It meant some of them had good writing ability. However, they still need to increase their writing skill. According to White as cited in Eka Apriyani, writing is an activity where someone can express their thought about something, such as experience, information, ideas, or science.<sup>8</sup> As mentioned before, most of eighth grade students of SMP N 1 Paguyangan were on average level for their reading habit. Reading will help them to think more

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<sup>8</sup> Eka Apriyani, et al. "The Correlation between Students' Reading Habit and Students' Writing Ability in Narrative Text". *Unila Journal of English Teaching*. Vol. 12. No. 4. 2023. P. 338



critically. In order that, they can express their thought into written form. In this research, some of the respondents got good score in some writing categories such as content, organization, vocabulary, grammar, and mechanics. They just have to train more their writing skill with practice it regularly. In addition, Sunethra and Hasanathi stated that students require particular skill in writing, such as to arrange sentences with various and appropriate vocabulary and mechanical skills.<sup>9</sup> It also can be developed through reading.

### 3. The Correlation between Students' Reading Habit and Writing Ability

Before measured the correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan, there were prerequisites tests. This research used SPSS 25 version to measure the normality and linearity of the variables. The result of normality test by Shapiro Wilk showed that the significance value of variable of reading habit was 0.272 (Sig. value > 0.05). It indicated that the data of reading habit was normally distributed. Furthermore, for the data of writing ability, the significance value was 0.248 (Sig. value > 0.05). it showed that the data of writing ability was normally distributed. In conclusion, the data of two variables in this research was normally distributed. Then, the linearity test of the variables in this research showed that the significance value in deviation from linearity of two variables was 0.310 (Sig. value > 0.05). It indicated that variables of reading habit and writing ability in this research was linear.

After did the prerequisites tests, the correlation coefficient of students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan was measured by Pearson Product Moment through SPSS 25 version. The result of the correlation showed that the significance value of Pearson correlation was 0.116 (Sig. value > 0.05). It showed that there was an insignificant correlation between students' reading habit and their

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<sup>9</sup> Sunethra and Hasanathi. "The Impact of the Reading Habit on Writing Skills of Primary Students". *Studies in Linguistics and Literature*. Vol. 7. No. 4. 2023. P. 18



writing ability of eighth grade at SMP N 1 Paguyangan. Furthermore, according to the result of correlation coefficient, it was 0.284. according to Jonathan Sarwono that was included into 0.20 - 0.40 level. That meant the two variables had low correlation. In conclusion, students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan had correlation but still low. That meant  $H_0$  was accepted and  $H_a$  was rejected.

According to Chengyu Nan, in developing language abilities can be achieved from coherency and interaction among four skills.<sup>10</sup> One of them was reading and writing. It related to this research which discussed about the correlation between reading habit and writing ability. In addition, Tierney and Leys as cited in Eka Apriyani, et al., some components that are achieved from reading include into the process of writing.<sup>11</sup> From reading activity, the readers can achieve various vocabularies and it can help them writing with those vocabularies that they get. Therefore, reading and writing had connection. It supported by Devina who stated that someone who has good writing ability must be a good reader too.<sup>12</sup>

This research had a result which was less in line with those theories. This research showed students' reading habit had low correlation with their writing ability especially in eighth grade at SMP N 1 Paguyangan. There must be some aspects that effected to the result. First, this research was conducted close to the final examination. That time, students were in their free time. It was at ineffective time of learning activity. Therefore, it influenced their mood when filling out the questionnaire and creating simple paragraph. Second, it decided to do the research in one class as the sample out of eleven classes. It was because of the efficiency of time which close to the final examination. This could be caused the result by the reason

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<sup>10</sup> Chengyu Nan. "Implications of Interrelationship among Four Language Skills for High School English Teaching". *Journal of Language Teaching and Research*. Vol. 9. No. 2. 2018. P. 422

<sup>11</sup> Eka Apriyani, et al. "The Correlation between Students' Reading Habit and Students' Writing Ability in Narrative Text". *Unila Journal of English Teaching*. Vol. 12. No. 4. 2023. P. 338

<sup>12</sup> Devina Wildasari, et al. "Reading Habit as a Determining Factor in Writing Skill". *SEMNARA*. 2021. P. 65

of lack of the total of research sample. Then, there were negative and positive statements in questionnaire. It could be one of the reasons, students lack of focus when filled the questionnaire. However, this research showed that students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan had connection to each other.



## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the previous chapter which explained the result of the data about the correlation between students' reading habit and their writing ability of eighth grade student at SMP N 1 Paguyangan, Brebes regency, here were the conclusion, suggestion, and limitation of this research.

#### A. Conclusion

First, from the result of data analysis of students' reading habit of eighth grade at SMP N 1 Paguyangan, it indicated that their reading habit was in moderate level. It was because 87.5% students were on average level and the mean score of students' reading habit was 53.75. Furthermore, students' writing ability of eighth grade at SMP N 1 Paguyangan was moderate. It was because 62.5% students were on average level of writing ability and the mean score of students' writing ability was 58.38. In addition, the correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan was in low level. It was because the result of correlation coefficient by SPSS 25 version showed 0.284 which included into low correlation. For the hypothesis of the research,  $H_0$  was accepted and  $H_a$  was rejected. It was because the significance value of Pearson correlation showed 0.116 which more than 0.05. Therefore, there was an insignificant correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan.

#### B. Suggestions

Based on the result of the research, the researcher has some suggestions. The following is the suggestions:

1. For the student, based on the result of this research, the researcher anticipates this research to be a motivation for them in improving their reading habit and their writing ability. It is because, if students have good

reading habit, it will really help them in increasing their English ability especially writing ability. In addition, it also helps in developing academic performance.

2. For the teachers, the result of this research is expected to be an inspiration to find effective ways to help in developing students' reading habit and their writing ability. In addition, teachers can give some recommendation about interesting books to read for students to develop their reading habit. Then, the school is expected to provide adequate library facilities in order to help students to be more motivated to read.
3. For the other researcher, the researcher expects this research can be inspiration in carrying out research that has topic that related to this research, such as finding techniques in increasing reading habit and writing ability. This research still has some deficiencies, such as the total of sample and the instruments. Therefore, for the next researcher is expected to carry out the research with a better method.

### **C. Limitations of the Research**

This research was carried out to find out about the correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan, Brebes Regency. The limitations of this research can be seen, as follow:

1. The focus of this research was only on the correlation between students' reading habit and their writing ability of eighth grade at SMP N 1 Paguyangan.
2. The sample of this research was VIII B which consist of 32 students. It used cluster random sampling. That was because of the efficiency of the time which was close to the final examination.



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# APPENDICES

**Appendix 1**  
**Questionnaire**

**ANGKET SISWA**

**Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul  
“The Correlation between Students’ Reading Habit and Their Writing  
Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency”**

Nama :

Kelas :

**Petunjuk pengisian:**

1. Berilah tanda ceklis (√) pada kolom **sangat setuju**, jika anda merasa sangat setuju dengan pernyataan yang tertera.
2. Berilah tanda ceklis (√) pada kolom **setuju**, jika anda merasa setuju dengan pernyataan yang tertera.
3. Berilah tanda ceklis (√) pada kolom **tidak setuju**, jika anda merasa tidak setuju dengan pernyataan yang tertera.
4. Berilah tanda ceklis (√) pada kolom **sangat tidak setuju**, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

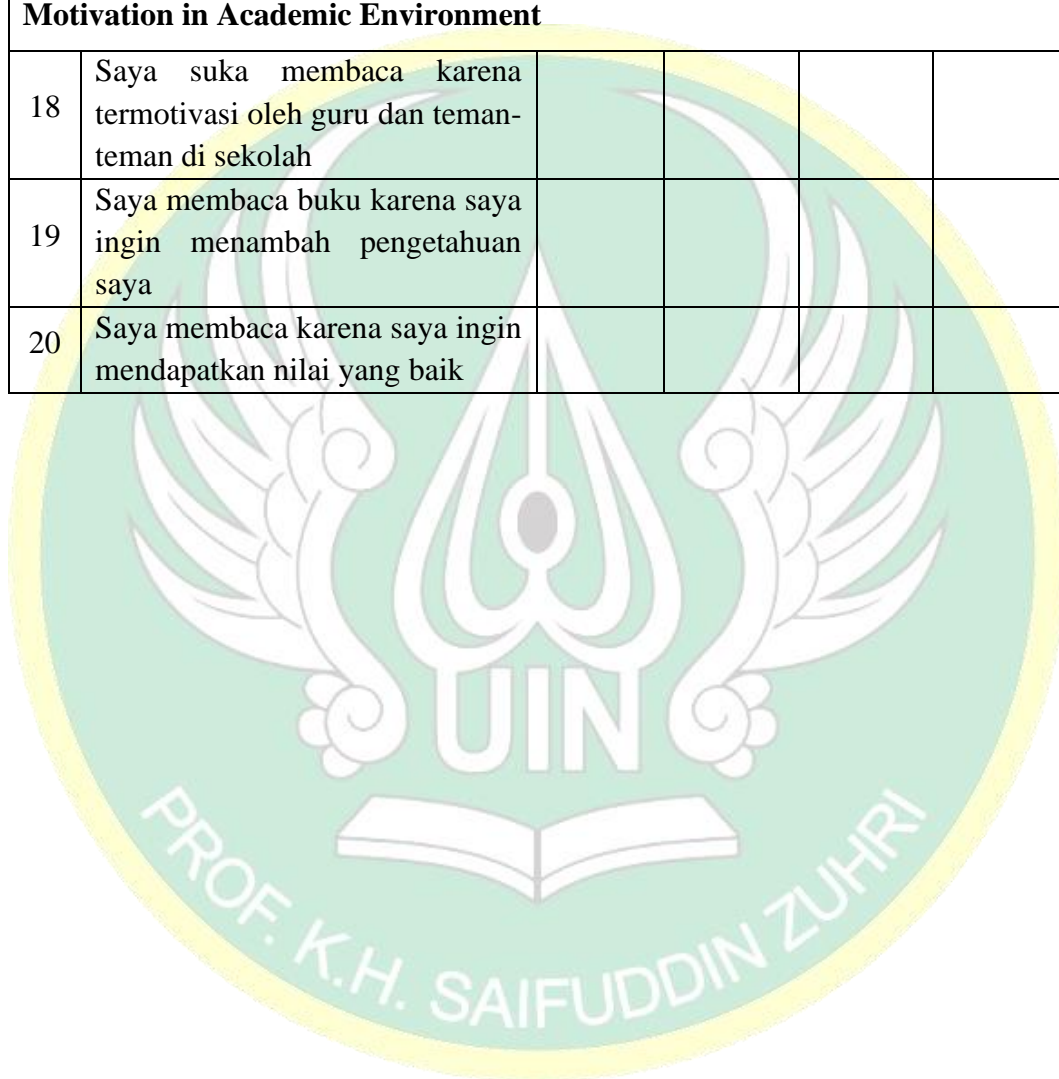
Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku				
2	Saya membaca buku untuk mengisi setiap waktu luang				
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)				
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja				

5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini				
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini				
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran				
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan				
9	Saya membaca/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dijelaskan oleh guru				
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah				
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran				
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah				
13	Saya berpikir membaca majalah/ koran/ sejenisnya itu kurang menarik				
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku				
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari				



16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca				
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif				
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena termotivasi oleh guru dan teman-teman di sekolah				
19	Saya membaca buku karena saya ingin menambah pengetahuan saya				
20	Saya membaca karena saya ingin mendapatkan nilai yang baik				



## Appendix 2

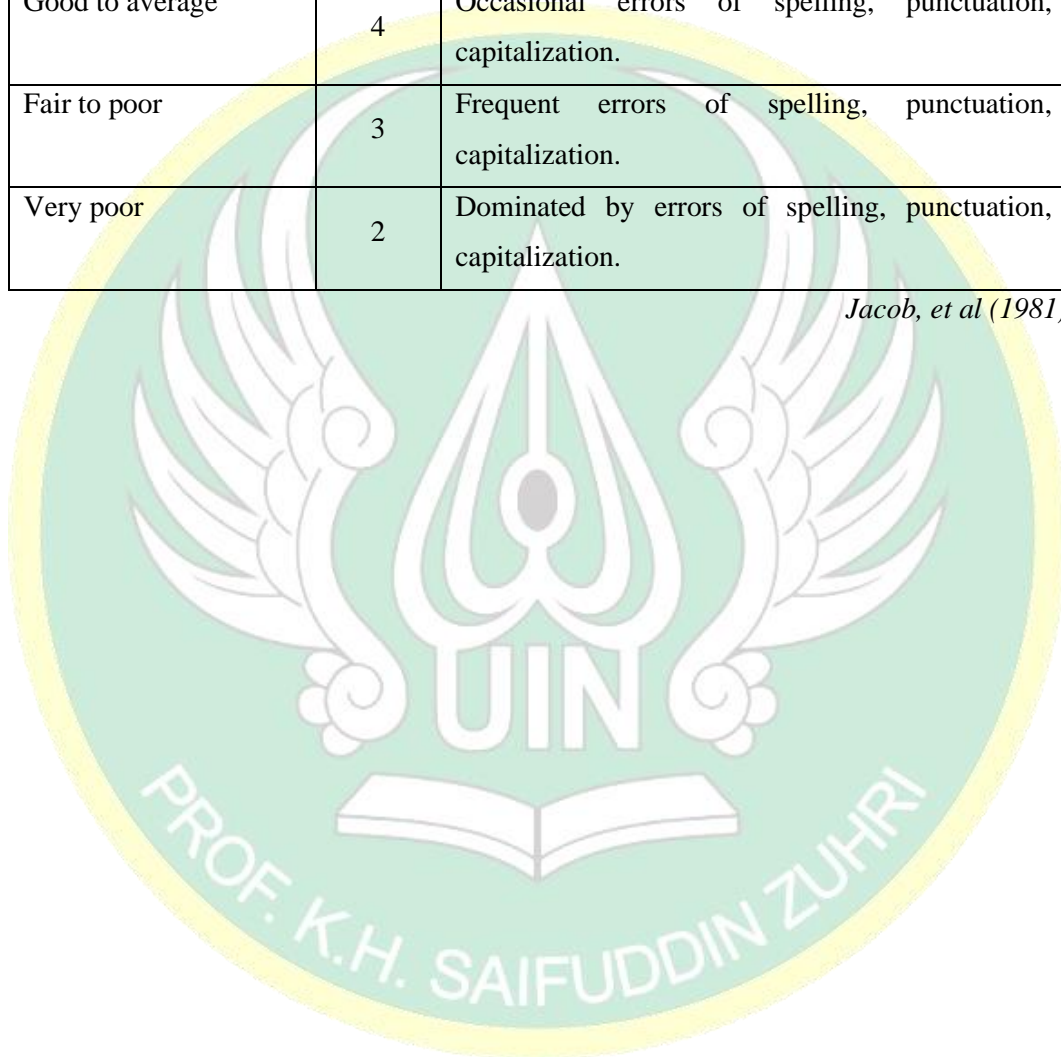
### Rubric Scoring System for Writing Test

**WRITING TEST** (Create a paragraph about “someone you know/admire”)

Component	Score	Criteria
<b>Content (C)</b>		
Excellent to very good	30-27	The content of the text support the theme. Relevant to assigned topic.
Good to average	26-22	Most of the content support of the theme, but lacks detail.
Fair to poor	21-17	Inadequate development of the topic.
Very poor	16-13	Not clear information or not enough to evaluate.
<b>Organization (O)</b>		
Excellent to very good	20-18	Well organized and complete generic structure (identification and description).
Good to average	17-14	Loosely organized but main idea stands out and complete generic structure (identification and description).
Fair to poor	13-10	Ideas confused, disconnected and some generic structure.
Very poor	9-7	It does not communicate and show generic structure.
<b>Vocabulary (V)</b>		
Excellent to very good	20-18	Effective words. The meaning is understandable.
Good to average	17-14	Occasional errors of words. The meaning is understandable.
Fair to poor	13-10	Frequent errors of words. Often make the readers confuse.
Very poor	9-7	Lack of vocabulary. Make the readers confuse.
<b>Grammar (G): use simple present tense</b>		
Excellent to very good	25-22	Show excellent ability in using grammar correctly and effectively.
Good to average	21-18	Show good ability in using grammar correctly.

Fair to poor	17-11	Show average ability in using grammar correctly. The amount of error that made does affect the readability of text.
Very poor	10-5	Show little ability in using grammar correctly.
<b>Mechanics (M)</b>		
Excellent to very good	5	Few errors of spelling, punctuation, capitalization.
Good to average	4	Occasional errors of spelling, punctuation, capitalization.
Fair to poor	3	Frequent errors of spelling, punctuation, capitalization.
Very poor	2	Dominated by errors of spelling, punctuation, capitalization.

*Jacob, et al (1981)*



**Appendix 3**  
**The Result of Questionnaire Validation**

		X19	X20	X21	X22	X23	X24	X25	XTotal
X1	Pearson Correlation	.206	.289	.202	.555**	.272	.238	.209	.681**
	Sig. (2-tailed)	.258	.108	.268	.001	.132	.189	.250	.000
	N	32	32	32	32	32	32	32	32
X2	Pearson Correlation	.302	.275	.019	.411 <sup>†</sup>	.296	.384 <sup>†</sup>	.299	.510**
	Sig. (2-tailed)	.093	.127	.917	.019	.100	.030	.097	.003
	N	32	32	32	32	32	32	32	32
X3	Pearson Correlation	.345	.107	.145	.316	.364 <sup>†</sup>	.441 <sup>†</sup>	.374 <sup>†</sup>	.362 <sup>†</sup>
	Sig. (2-tailed)	.053	.560	.429	.078	.041	.012	.035	.042
	N	32	32	32	32	32	32	32	32
X4	Pearson Correlation	.220	.266	.403 <sup>†</sup>	.102	.189	.539**	.044	.378 <sup>†</sup>
	Sig. (2-tailed)	.226	.141	.022	.579	.301	.001	.810	.033
	N	32	32	32	32	32	32	32	32
X5	Pearson Correlation	-.051	.117	-.202	.311	-.065	-.121	.032	.264
	Sig. (2-tailed)	.781	.525	.267	.083	.725	.511	.861	.145
	N	32	32	32	32	32	32	32	32
X6	Pearson Correlation	-.042	.266	.331	.359 <sup>†</sup>	.509**	.395 <sup>†</sup>	.326	.410 <sup>†</sup>
	Sig. (2-tailed)	.821	.141	.064	.044	.003	.025	.068	.020
	N	32	32	32	32	32	32	32	32



X7	Pearson Correlation	.030	.151	.188	.160	.404 <sup>*</sup>	.308	.115	.381 <sup>*</sup>
	Sig. (2-tailed)	.869	.409	.303	.382	.022	.086	.532	.031
	N	32	32	32	32	32	32	32	32
X8	Pearson Correlation	.073	.279	.156	.327	.595 <sup>**</sup>	.110	.376 <sup>*</sup>	.542 <sup>**</sup>
	Sig. (2-tailed)	.692	.123	.394	.068	.000	.548	.034	.001
	N	32	32	32	32	32	32	32	32
X9	Pearson Correlation	.342	.348	.118	.128	.024	.338	.194	.355 <sup>*</sup>
	Sig. (2-tailed)	.056	.051	.520	.486	.898	.058	.288	.046
	N	32	32	32	32	32	32	32	32
X10	Pearson Correlation	.044	.272	.310	.173	.210	-.130	-.185	.392 <sup>*</sup>
	Sig. (2-tailed)	.811	.131	.084	.345	.248	.477	.312	.026
	N	32	32	32	32	32	32	32	32
X11	Pearson Correlation	.407 <sup>*</sup>	.352 <sup>*</sup>	.206	.260	.302	.092	.095	.401 <sup>*</sup>
	Sig. (2-tailed)	.021	.048	.258	.150	.093	.617	.606	.023
	N	32	32	32	32	32	32	32	32
X12	Pearson Correlation	.541 <sup>**</sup>	.408 <sup>*</sup>	.075	.255	.272	.317	.064	.472 <sup>**</sup>
	Sig. (2-tailed)	.001	.020	.683	.159	.132	.077	.729	.006
	N	32	32	32	32	32	32	32	32
X13	Pearson Correlation	.140	.127	-.083	.371 <sup>*</sup>	.159	-.076	-.121	.405 <sup>*</sup>
	Sig. (2-tailed)	.446	.488	.652	.036	.385	.681	.508	.021
	N	32	32	32	32	32	32	32	32

X14	Pearson Correlation	-.380 <sup>*</sup>	-.289	.015	-.237	-.449 <sup>**</sup>	-.373 <sup>*</sup>	-.198	-.308
	Sig. (2-tailed)	.032	.109	.934	.191	.010	.035	.276	.087
	N	32	32	32	32	32	32	32	32
X15	Pearson Correlation	-.088	-.302	-.271	.012	-.354 <sup>*</sup>	-.305	-.035	-.105
	Sig. (2-tailed)	.630	.093	.134	.950	.047	.090	.849	.568
	N	32	32	32	32	32	32	32	32
X16	Pearson Correlation	.244	.187	.132	.217	.356 <sup>*</sup>	.033	-.162	.381 <sup>*</sup>
	Sig. (2-tailed)	.179	.305	.470	.233	.045	.859	.376	.031
	N	32	32	32	32	32	32	32	32
X17	Pearson Correlation	-.223	-.220	.145	.083	.276	-.199	-.160	.065
	Sig. (2-tailed)	.221	.226	.428	.652	.126	.274	.381	.725
	N	32	32	32	32	32	32	32	32
X18	Pearson Correlation	.060	-.065	.235	.344	.389 <sup>*</sup>	.233	.048	.386 <sup>*</sup>
	Sig. (2-tailed)	.746	.722	.195	.054	.028	.198	.793	.029
	N	32	32	32	32	32	32	32	32
X19	Pearson Correlation	1	.115	.110	.086	.130	.246	-.085	.367 <sup>*</sup>
	Sig. (2-tailed)		.531	.547	.638	.477	.174	.645	.039
	N	32	32	32	32	32	32	32	32
X20	Pearson Correlation	.115	1	-.019	.297	.131	.299	.129	.456 <sup>**</sup>
	Sig. (2-tailed)	.531		.919	.099	.475	.096	.483	.009
	N	32	32	32	32	32	32	32	32

X21	Pearson Correlation	.110	-.019	1	.158	.260	.120	-.059	.399*
	Sig. (2-tailed)	.547	.919		.387	.151	.514	.746	.024
	N	32	32	32	32	32	32	32	32
X22	Pearson Correlation	.086	.297	.158	1	.328	.302	.434*	.724**
	Sig. (2-tailed)	.638	.099	.387		.067	.093	.013	.000
	N	32	32	32	32	32	32	32	32
X23	Pearson Correlation	.130	.131	.260	.328	1	.392*	.212	.618**
	Sig. (2-tailed)	.477	.475	.151	.067		.026	.244	.000
	N	32	32	32	32	32	32	32	32
X24	Pearson Correlation	.246	.299	.120	.302	.392*	1	.459**	.492**
	Sig. (2-tailed)	.174	.096	.514	.093	.026		.008	.004
	N	32	32	32	32	32	32	32	32
X25	Pearson Correlation	-.085	.129	-.059	.434*	.212	.459**	1	.348
	Sig. (2-tailed)	.645	.483	.746	.013	.244	.008		.051
	N	32	32	32	32	32	32	32	32
XTotal	Pearson Correlation	.367*	.456**	.399*	.724**	.618**	.492**	.348	1
	Sig. (2-tailed)	.039	.009	.024	.000	.000	.004	.051	
	N	32	32	32	32	32	32	32	32

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## Appendix 4

### The Result of Reliability of Questionnaire

#### Reliability Statistics

Cronbach's Alpha	N of Items
.726	25

## Appendix 5

### The Result of Normality test

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Habit	.125	32	.200 <sup>*</sup>	.960	32	.272
Witing Ability	.106	32	.200 <sup>*</sup>	.958	32	.248

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## Appendix 6

### The Result of Linearity Test

#### ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing Ability * Reading Habit	Between Groups	(Combined)	1817.667	15	121.178	1.403	.254
		Linearity	257.566	1	257.566	2.982	.103
		Deviation from Linearity	1560.101	14	111.436	1.290	.310
	Within Groups		1381.833	16	86.365		
Total		3199.500	31				



## Appendix 7

### Lesson Plan

#### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : Sekolah Menengah Pertama  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/2  
Tahun Pelajaran : 2022/2023  
Materi : Descriptive Text  
Skill : Writing  
Alokasi Waktu : 2x40 menit (2JP)

#### A. Tujuan Pelajaran

1. Menangkap makna secara kontekstual terkait fungsi sosial teks deskriptif, sangat pendek dan sederhana terkait Someone You Know/Admire.
2. Menangkap makna secara kontekstual terkait struktur teks deskriptif, sangat pendek dan sederhana terkait Someone You Know/Admire.
3. Menangkap makna secara kontekstual terkait unsur kebahasaan dilihat dari aspek grammar teks deskriptif, sangat pendek dan sederhana terkait Someone You Know/Admire.
4. Menyusun teks deskriptif tulis, sangat pendek dan sederhana terkait Someone You Know/Admire dengan memperhatikan fungsi sosial secara benar dan sesuai konteks.
5. Menyusun teks deskriptif tulis, sangat pendek dan sederhana terkait Someone You Know/Admire dengan memperhatikan struktur teks secara benar dan sesuai konteks.
6. Menyusun teks deskriptif tulis, sangat pendek dan sederhana terkait Someone You Know/Admire dengan memperhatikan unsur kebahasaan secara benar dan sesuai konteks.

#### B. Uraian Materi Pokok

1. Fungsi sosial teks
2. Struktur teks  
Generic structure descriptive text:
  - a. Identification
  - b. Description
3. Unsur kebahasaan (aspek grammar)

- a. Menggunakan simple present tense

Contoh:

She has a pointed nose

He is very kind

My cat has a long tail

- b. Menggunakan linking verb (kata kerja penghubung)

Contoh: is, are, smell, look, sound, feel, etc.

#### C. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Guru membuka kelas dengan mengucapkan salam, dilanjutkan membaca Basmallah untuk memulai kelas</li><li>2. Guru menanyakan kabar siswa</li><li>3. Guru bertanya kepada murid tentang pengetahuan mereka mengenai materi yang akan dibahas</li><li>4. Guru memberikan gambaran tentang materi yang akan dipelajari pada pertemuan ini</li></ol>	10 menit
Inti	<ol style="list-style-type: none"><li>1. Guru menjelaskan tentang fungsi teks deskriptif, struktur teks deskriptif, dan unsur kebahasaan (grammar) teks deskriptif</li><li>2. Guru menanyakan kepada siswa apa ada yang belum dipahami dari materi tentang teks deskriptif</li><li>3. Guru memberikan contoh bagaimana menyusun beberapa kalimat untuk dijadikan text deskriptif</li><li>4. Guru meminta siswa untuk menyusun teks deskriptif</li><li>5. Guru meminta siswa untuk mengumpulkan tugas yang tadi diberikan</li></ol>	60 menit
Penutup	<ol style="list-style-type: none"><li>1. Guru memberikan apresiasi setelah melihat beberapa lembar kerja siswa</li><li>2. Guru menyampaikan kesimpulan dari materi yang dipelajari pada pertemuan ini</li><li>3. Guru menutup kelas dengan mengucapkan salam</li></ol>	10 menit

#### D. Media Pembelajaran

1. Papan tulis
2. Spidol
3. Penghapus

#### E. Sumber Belajar

1. Modul pembelajaran Bahasa Inggris kelas 8 SMP/MTs

Mengetahui,  
Guru Mata Pelajaran



Sutarjo, S.Pd.

Bumayu, 27 Mei 2023  
Mahasiswa



Dewi Hajar Utami

## Appendix 8

### Questionnaire Validation by Validator

Angket ini (taw) -  
Angket Sama

**FORM INSTRUMENT VALIDATION**  
**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY OF EIGHTH GRADE AT SMP N 1 PAGUYANGAN, BREBES REGENCY**

#### A. QUESTIONNAIRE

According to Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez, there are six indicators of reading habits:

1. *Reading frequency*, is the frequency of person to read books in their spare time.
2. *Books read*, is the number of books that have been read by person in the last three months.
3. *Time spent in academic reading*, is the time that someone reports to devote to read books on their study subjects.
4. *Time spent in non-academic reading*, is the time that the person reports to devote to read books that are not related to the subjects of their studies.
5. *Motivation in family environment*, is often reported by someone about buying books, recommending books, and reading interest in the family.
6. *Motivation in academic environment*, is related to the teacher's insistence on students reading books.<sup>1</sup>

Angket ini digunakan untuk mengumpulkan data pada penelitian mengenai "korelasi antara kebiasaan membaca siswa dan kemampuan menulis siswa".

Berilah tanda ceklis (✓) pada jawaban yang sesuai dengan anda.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya membaca/belajar setiap hari				
2	Saya membaca buku untuk mengisi waktu luang				
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)				

<sup>1</sup> Gaona & Gonzalez, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students", *Revista de la Educacion Superior Journal* Vol. XI (1), No. 157, 2011, page. 59-60.

4	Ketika membaca/saya cepet merasa bosan				
<b>Reading amount of books</b>					
5	Saya membaca bacaan (Bahasa Inggris dalam kurun waktu 1 bulan belakangan ini (sebuah jenis bacaan masuk ke dalam kategori)				
6	Saya telah membaca (minimal 2 buku novel/kumpulan cerpen/sejenisnya) berbahasa Inggris selama ini				
7	Saya hanya tertarik untuk membaca genre/jenis bacaan tertentu saja				
8	Saya menyelesaikan bacaan (buku/novel) setidaknya 1 kali dalam sebulan				
<b>Time Spent on Academic Reading</b>					
9	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran				
10	Saya membaca/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dijelaskan oleh guru				
11	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah				
12	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran				
<b>Time Spent on Non-academic Reading</b>					
13	Saya mengakses sumber bacaan secara online di rumah				
14	Saya menikmati membaca komik/webtoon/novel/ sejenisnya				
15	Saya berpikir membaca majalah/koran/ sejenisnya itu kurang menarik				
16	Saya membaca bacaan berbahasa Inggris yang tidak berkaitan dengan materi disekolah				
<b>Motivation in Family Environment</b>					
17	Keluarga saya kurang mendukung ketika saya ingin membeli buku				

18	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari				
19	Keluarga saya merekomendasikan buku yang menarik untuk dibaca				
20	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif				
<b>Motivation in Academic Environment</b>					
21	Saya suka membaca karena termotivasi oleh guru dan teman-teman di sekolah				
22	Saya membaca buku untuk menambah pengetahuan saya				
23	Saya membaca untuk mendapatkan nilai yang baik				
24	Guru saya merekomendasikan beberapa buku untuk dibaca/pelajari				

Catatan validator:

1. Beberapa item ada yang perlu disesuaikan redaksinya.
2. Beberapa item ada yang perlu di re-organise / pindah ke dalam kategori yg berbeda.

Purwokerto, 14 April 2023  
Divalidasi oleh,

Desi Wijayanti Ma'rufah, M.Pd.

**FORM INSTRUMENT VALIDATION**  
**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY OF EIGHTH GRADE AT SMP N 1 PAGUYANGAN, BREBES REGENCY**

**A. QUESTIONNAIRE**

According to Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez, there are six indicators of reading habits:

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Angket ini digunakan untuk mengumpulkan data pada penelitian mengenai "korelasi antara kebiasaan membaca siswa dan kemampuan menulis siswa".

Berilah tanda ceklis (✓) pada jawaban yang sesuai dengan anda.

No	Pernyataan	Sangat sering	Sering	Pernah	Tidak pernah
<b>Reading Frequency</b>					
1	Saya membaca/belajar setiap hari				
2	Saya membaca buku untuk mengisi waktu luang				
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya) 2 kali dalam seminggu)				

<sup>1</sup> Gaona & Gonzalez, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students", *Revista de la Educacion Superior Journal* Vol. XI (1). No. 157, 2011, page. 57-76.

*Kebiasaan membaca, saya cepat merasa bosan*

4	Saya berpikir membaca membuat saya cepat bosan				
<b>Reading amount of books</b>					
5	Saya membaca bacaan Bahasa Inggris dalam kurun waktu 3 bulan belakangan ini (semua jenis bacaan masuk ke dalam kategori)				
6	Saya telah membaca (minimal 2 buku novel/kumpulan cerpen/sejenisnya) berbahasa Inggris selama ini				
7	Saya hanya tertarik untuk membaca genre/jenis bacaan tertentu saja				
8	Saya menyelesaikan bacaan (buku/novel) setidaknya 1 kali dalam sebulan				
<b>Time Spent on Academic Reading</b>					
9	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran				
10	Saya membaca/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dijelaskan oleh guru				
11	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah				
12	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran				
<b>Time Spent on Non-academic Reading</b>					
13	Saya mengakses sumber bacaan secara online di rumah				
14	Saya menikmati membaca komik/webtoon/ novel/ sejenisnya				
15	Saya berpikir membaca majalah/koran/ sejenisnya itu kurang menarik				
16	Saya membaca bacaan berbahasa Inggris yang tidak berkaitan dengan materi disekolah				
<b>Motivation in Family Environment</b>					
17	Keluarga saya kurang mendukung ketika saya ingin membeli buku				

18	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari				
19	Keluarga saya merekomendasikan buku yang menarik untuk dibaca				
20	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif				
<b>Motivation in Academic Environment</b>					
21	Saya suka membaca karena termotivasi oleh guru dan teman-teman di sekolah				
22	Saya membaca buku untuk menambah pengetahuan saya				
23	Saya membaca untuk mendapatkan nilai yang baik				
24	Guru saya merekomendasikan beberapa buku untuk dibaca/pelajari				

Catatan validator:

*Silakan revisi kevin sekitar survey dan*

Purwokerto, 14 April 2023  
 Divalidasi oleh,

Maulana Muallim, S.Pd., M.A.









ANGKET SISWA  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"  
 Nama : Zaharal Farid Ariandio  
 Kelas : VIII B  
 Petunjuk pengisian:  
 1. Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.  
 2. Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.  
 3. Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.  
 4. Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya membaca/mengikuti materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dikerjakan oleh guru	✓			
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		

**Time Spent on Non-academic Reading**

12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ majalahnya itu kurang menarik		✓		

**Motivation in Family Environment**

14	Keluarga saya kurang mendukung ketika saya ingin membeli buku			✓	
15	Keluarga saya mendorong saya untuk belajar/membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif			✓	

**Motivation in Academic Environment**

18	Saya suka membaca karena temotivasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			

ANGKET SISWA  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"  
 Nama : Armad Dzakry Abdiq  
 Kelas : VIII - B  
 Petunjuk pengisian:  
 1. Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.  
 2. Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.  
 3. Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.  
 4. Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku			✓	
2	Saya membaca buku untuk mengisi setiap waktu luang			✓	
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)			✓	
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

ANGKET SISWA  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"  
 Nama : Widya Waji  
 Kelas : 8B  
 Petunjuk pengisian:  
 1. Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.  
 2. Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.  
 3. Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.  
 4. Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan			✓	
9	Saya membaca/mengikuti materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dikerjakan oleh guru		✓		
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		

**Time Spent on Non-academic Reading**

12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ majalahnya itu kurang menarik		✓		

**Motivation in Family Environment**

14	Keluarga saya kurang mendukung ketika saya ingin membeli buku			✓	
15	Keluarga saya mendorong saya untuk belajar/membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif			✓	

**Motivation in Academic Environment**

18	Saya suka membaca karena temotivasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			

ANGKET SISWA  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"  
 Nama : Melissa Adhara  
 Kelas : VIII (B)  
 Petunjuk pengisian:  
 1. Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.  
 2. Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.  
 3. Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.  
 4. Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku			✓	
2	Saya membaca buku untuk mengisi setiap waktu luang			✓	
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)			✓	
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya membaca/mengikuti materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dikerjakan oleh guru		✓		
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		

**Time Spent on Non-academic Reading**

12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ majalahnya itu kurang menarik		✓		

**Motivation in Family Environment**

14	Keluarga saya kurang mendukung ketika saya ingin membeli buku			✓	
15	Keluarga saya mendorong saya untuk belajar/membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif			✓	

**Motivation in Academic Environment**

18	Saya suka membaca karena temotivasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			





ANGKET SISWA

Angket ini ditujukan untuk pengumpulan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Syaiful Fauzan

Kelas : VIII-B

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

ANGKET SISWA

Angket ini ditujukan untuk pengumpulan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Adi

Kelas : VIII-B

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya membaca/mengunjungi materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diajarkan oleh guru		✓		
10	Saya hanya mencari apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Seridanya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ seputarnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif		✓		
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		
20	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		

ANGKET SISWA

Angket ini ditujukan untuk pengumpulan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Adhyan Fara Divita

Kelas : 9B

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya membaca/mengunjungi materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diajarkan oleh guru		✓		
10	Saya hanya mencari apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Seridanya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ seputarnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif		✓		
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		
20	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya membaca/mengunjungi materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diajarkan oleh guru		✓		
10	Saya hanya mencari apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Seridanya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ seputarnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif		✓		
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		
20	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		

ANGKET SISWA

Angket ini ditujukan untuk pengumpulan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : MAY G

Kelas : VIII B

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja		✓		
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya membaca/mengunjungi materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diajarkan oleh guru		✓		
10	Saya hanya mencari apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Seridanya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah		✓		
13	Saya berpikir membaca majalah/ koran/ seputarnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif		✓		
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah		✓		
19	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		
20	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		





**ANGKET SISWA**

Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : **0110 N 3**  
 Kelas : **VIII - V**

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom **sangat setuju**, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **setuju**, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **tidak setuju**, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **sangat tidak setuju**, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		3
2	Saya membaca buku untuk mengisi setiap waktu luang			✓	2
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)			✓	2
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			1
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		5
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		3
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran			✓	2

**ANGKET SISWA**

Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : **1010 A 1**  
 Kelas : **8B**

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom **sangat setuju**, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **setuju**, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **tidak setuju**, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **sangat tidak setuju**, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		3
2	Saya membaca buku untuk mengisi setiap waktu luang			✓	3
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)			✓	2
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			1
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		2
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		1
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran	✓			4

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan	✓			1
9	Saya membaca/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dijelaskan oleh guru		✓		2
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		2
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		2
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			3
13	Saya berpikir membaca majalah/ koran/ sejenaknya itu kurang menarik	✓			1
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		2
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		3
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		2
17	fasilitas tempat belajar/ membaca yang nyaman dan kondusif		✓		2
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena termotivasi oleh guru dan teman-teman di sekolah		✓		2
19	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		3
20	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		3

**ANGKET SISWA**

Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : **Milda Aya Sabrina**  
 Kelas : **VIII B**

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom **sangat setuju**, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **setuju**, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **tidak setuju**, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **sangat tidak setuju**, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		3
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		3
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		3
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			1
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		2
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		2
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran		✓		3

**ANGKET SISWA**

Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : **Joula Felicia**  
 Kelas : **8B**

Petunjuk pengisian:

- Berilah tanda ceklis (✓) pada kolom **sangat setuju**, jika anda merasa sangat setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **setuju**, jika anda merasa setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **tidak setuju**, jika anda merasa tidak setuju dengan pernyataan yang tertera.
- Berilah tanda ceklis (✓) pada kolom **sangat tidak setuju**, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku		✓		3
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		4
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		3
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			2
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini		✓		3
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini		✓		2
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran	✓			4

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan	✓			1
9	Saya membaca/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dijelaskan oleh guru		✓		3
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		3
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		3
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			4
13	Saya berpikir membaca majalah/ koran/ sejenaknya itu kurang menarik	✓			2
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		3
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		4
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		4
17	Keluarga saya mendorong saya untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		3
18	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		3
<b>Motivation in Academic Environment</b>					
19	Saya suka membaca karena termotivasi oleh guru dan teman-teman di sekolah		✓		4
20	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		4
21	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		4

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan	✓			2
9	Saya membaca/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum dijelaskan oleh guru		✓		4
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		3
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran		✓		4
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			3
13	Saya berpikir membaca majalah/ koran/ sejenaknya itu kurang menarik	✓			2
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		3
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari		✓		4
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca		✓		3
17	Keluarga saya mendorong saya untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)		✓		3
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena termotivasi oleh guru dan teman-teman di sekolah		✓		3
19	Saya membaca buku karena saya ingin menambah pengetahuan saya		✓		4
20	Saya membaca karena saya ingin mendapatkan nilai yang baik		✓		4



**ANGKET SISWA**  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Maria Maulia  
 Kelas : 08

- Petunjuk pengisian:
- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku	✓			
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)	✓			
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini	✓			
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini	✓			
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran	✓			

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan		✓		
9	Saya mencoba/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diujikan oleh guru	✓			
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran	✓			
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			
13	Saya berpikir membaca majalah/ koran/ jejaringnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari	✓			
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca	✓			
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif	✓			
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah	✓			
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			

**ANGKET SISWA**  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Afnindy Rizki Khairunnisa  
 Kelas : 08

- Petunjuk pengisian:
- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku	✓			
2	Saya membaca buku untuk mengisi setiap waktu luang	✓			
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)	✓			
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini	✓			
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini	✓			
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran	✓			

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan	✓			
9	Saya mencoba/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diujikan oleh guru	✓			
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran	✓			
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			
13	Saya berpikir membaca majalah/ koran/ jejaringnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari	✓			
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca	✓			
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif	✓			
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah	✓			
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			

**ANGKET SISWA**  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Lovely Riantori  
 Kelas : viii

- Petunjuk pengisian:
- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku	✓			
2	Saya membaca buku untuk mengisi setiap waktu luang		✓		
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)	✓			
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini	✓			
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini	✓			
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran	✓			

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan	✓			
9	Saya mencoba/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diujikan oleh guru	✓			
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran	✓			
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			
13	Saya berpikir membaca majalah/ koran/ jejaringnya itu kurang menarik	✓			
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari	✓			
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca	✓			
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif	✓			
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah	✓			
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			

**ANGKET SISWA**  
 Angket ini ditujukan untuk pengambilan data dalam penelitian dengan judul "The Correlation between Students' Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency"

Nama : Wijaya Anggrani  
 Kelas : 08

- Petunjuk pengisian:
- Berilah tanda ceklis (✓) pada kolom sangat setuju, jika anda merasa sangat setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom setuju, jika anda merasa setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom tidak setuju, jika anda merasa tidak setuju dengan pernyataan yang tertera.
  - Berilah tanda ceklis (✓) pada kolom sangat tidak setuju, jika anda merasa sangat tidak setuju dengan pernyataan yang tertera.

Catatan: Hasil dari angket ini tidak akan mempengaruhi nilai saudara.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
<b>Reading Frequency</b>					
1	Saya belajar setiap hari dengan cara membaca buku	✓			
2	Saya membaca buku untuk mengisi setiap waktu luang	✓			
3	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (setidaknya 2 kali dalam seminggu)	✓			
<b>Reading amount of books</b>					
4	Saya hanya tertarik untuk membaca jenis bacaan tertentu saja	✓			
5	Saya membaca bacaan berbahasa Inggris dalam waktu 1 bulan belakangan ini	✓			
6	Saya telah membaca minimal 2 buku/ novel berbahasa Inggris selama ini	✓			
<b>Time Spent on Academic Reading</b>					
7	Saya membaca buku paket Bahasa Inggris sebelum pembelajaran	✓			

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
8	Ketika saya membaca buku pelajaran, saya cepat merasa bosan	✓			
9	Saya mencoba/mempelajari materi (dari sumber online maupun buku lainnya) terlebih dahulu sebelum diujikan oleh guru	✓			
10	Saya hanya mencatat apa yang guru saya jelaskan, tanpa berusaha memahami/ membaca kembali di rumah		✓		
11	Setidaknya 15-30 menit dalam sehari saya membaca buku pelajaran	✓			
<b>Time Spent on Non-academic Reading</b>					
12	Saya mengakses sumber bacaan secara online di rumah	✓			
13	Saya berpikir membaca majalah/ koran/ jejaringnya itu kurang menarik		✓		
<b>Motivation in Family Environment</b>					
14	Keluarga saya kurang mendukung ketika saya ingin membeli buku		✓		
15	Keluarga saya mendorong saya untuk belajar/ membaca setidaknya 15-30 menit dalam sehari	✓			
16	Keluarga saya merekomendasikan buku yang menarik untuk dibaca	✓			
17	Keluarga kurang dalam menyediakan fasilitas tempat belajar/ membaca yang nyaman dan kondusif	✓			
<b>Motivation in Academic Environment</b>					
18	Saya suka membaca karena terinspirasi oleh guru dan teman-teman di sekolah	✓			
19	Saya membaca buku karena saya ingin menambah pengetahuan saya	✓			
20	Saya membaca karena saya ingin mendapatkan nilai yang baik	✓			

## Appendix 10

### The Result of Writing Test

Widya Puji

Write a paragraph about a person you know/admire.

My Ex

My name is Widya, here I want to tell you about my most beautiful ex, his name is Vidyan.

My ex Vidyan he is quite tall, black hair and very handsome and also cute. His favorite drink is cappuccino. He is the man I like the most out of many people who come in my life. He really likes to make me laugh with his jokes and I like his attitude like that, but not with a friendly attitude, and what I wish he was here just for me.

C : 24  
O : 15  
V : 17  
G : 19  
M : 4

---

79

Winka Ayatul

Write a paragraph about a person you know/admire.

Hi, My name is Winka

I have favorite idol his name na jaeemin he look so handsome  
He like eat strawberry he has short and black hair  
He eyes are round dan blue  
His voice so good

C : 17  
O : 13  
V : 13  
G : 17  
M : 3

---

63



Aina N.J

**Write a paragraph about a person you know/admire.**

my name is aina, I have a good friend, her name is Tiara.  
Tiara likes to play a game, she look so funny. she has long and black hair,  
her eyes are round and black, she looks tall and cute.

C : 17  
O : 13  
V : 13  
G : 16  
M : 2  

---

61

Melba Alya S MS

**Write a paragraph about a person you know/admire.**

My Best Friend

My name is Melba. I have best friend

Her name is Novita

Novita is Beautiful everyday. Novita likes to sleep. She is humble and  
friendly. she has long & brown hair.

His eyes are big and black.  
she looks short.

C : ~~17~~ 21  
O : 13  
V : 14  
G : 17  
M : 3  

---

68



Novita A.N

Write a paragraph about a person you know/admire.

My Best Friend

My name is Novita. I have best friend Her name is Melda  
Melda is Beautiful everyday. melda likes to watch anime  
she is wise and kind. she has curly and black hair  
she eyes are Big and black. .  
she looks so tall

C : 21  
O : 13  
V : 13  
G : 17  
M : 2  

---

66

Fadl Ahmad

Write a paragraph about a person you know/admire.

~~My Friend~~

My name is Fadil. I have Friend His name Parhan

Parhan likes to play game.

He is polite and wise. he has Tall and long hair

His eyes are rood and black. He looks so tall

C : 16  
O : 9  
V : 9  
G : 10  
M : 2  

---

46



M. Farhan

Write a paragraph about a person you know/admire.

My Friend

my name is FARHAN. I have friend  
His name is Padi. Padi likes to play bike.  
He is polite and humble. he has Tall and wavy hair  
His eyes are Round and brown. He looks so tall

C : 16  
O : 9  
V : 9  
G : 10  
M : 2

---

46

M. Restu Ardhani

Write a paragraph about a person you know/admire.

My Friend

my name is Restu. I have friend  
his name is Danu. Danu likes foot ball  
He is polite and wise.

C : 14  
O : 9  
V : 9  
G : 7  
M : 2

---

41



M. Azzhanyy

Write a paragraph about a person you know/admire.

My Friend

My name is Ghanix, I have friend, his name is Varen  
Varen likes to play ~~football~~ foot ball, he is friendly and wise  
He has short and black hair, his eyes are round and brown  
He can jumping very high  
He was a Varen goal keeper  
but now he has retired

C : 17

O : 14

V : 14

G : 17

M : 3

---

65

Varen

Write a paragraph about a person you know/admire.

My Friend

My name is Varen, I have friend, his name is Gani

Gani likes to play foot ball, he is friendly and wise  
He has short black hair, his eyes are round and brown  
He looks so tall  
He can jumping very high  
He was a ~~gani~~ gani goal keeper  
but now he has retired

C : 18

O : 11

V : 12

G : 13

M : 3

---

57





Cema Bintang

Write a paragraph about a person you know/admire.

My Name is Aming I have friend His name is Hapies  
Hapies likes to play Football He is friendly and kind  
He has short & black hair  
His eyes are round & black He looks so tall

C : 17  
O : 11  
V : 11  
G : 11  
M : 3

---

53

M. Ikhsan Saputra

Write a paragraph about a person you know/admire.

my idol

my name is ikhsan I have an idol  
His name is Cristiano Ronaldo  
Cristiano Ronaldo is a football player  
He has short & black hair  
His eyes are round & brown he looks  
so tall

C : 17  
O : 11  
V : 11  
G : 11  
M : 3

---

53



Dylan Arya

Write a paragraph about a person you know/admire.

My name is Dylan. I have little brother

His name is Cristiano Ronaldo

Cristiano Ronaldo is a football player. He is ~~strong~~ <sup>friendly</sup> and wise.  
He has short black hair. His eyes are round and brown.  
He looks tall.

C : 17

O : 14

V : 11

G : 13

M : 3

---

58

Kaila Adika

Write a paragraph about a person you know/admire.

My friend

My name is Kaila. I have a friend name is Zaza.

My friend is thin, smart. She is very beautiful eyes.

Her hobby is singing and she is a beautiful voice.

C : 17

O : 13

V : 13

G : 17

M : 3

---

63

PROF. K.H. SAIFUDDIN ZUHR

Galih Ginanjar

Write a paragraph about a person you know/admire.

MY IDOLS CR7

My name is Galih I have idols Cristiano Ronaldo

His name is Cristiano Ronaldo

Cristiano Ronaldo likes to play football

C : 17

O : 10

V : 11

G : 11

M : 3

---

52

Azzril Akbar

Write a paragraph about a person you know/admire.

My Idol

My name is Azzril. I have an idol.

His name is Iker Casillas

Casillas was a football player.

He was the most popular football player in the world.

He has short and black hair, his eyes are round and brown.  
He looks so tall.

He can jump very high.

He was a Real Madrid goalkeeper

But now he has retired.

C : 23

O : 17

V : 17

G : 20

M : 4

---

81

PROF. K.H. SAIFUDDIN ZUHR

Zhafran Farel

Write a paragraph about a person you know/admire. my idols messi

My name is zhafran ~~zhafran~~ ~~zhafran~~  
His name is Lionel messi. I have idols messi.

messi likes to play football he is ~~short~~ short  
and handsome. its long ball.

C : 16  
O : 12  
V : 12  
G : 13  
M : 3

56

Ahmad Dzakiy

Write a paragraph about a person you know/admire.

My Friend

My name is Zaki. I have friend. His ~~name~~ name is Adam.

Adam likes to play football, He is friendly and wise.

He has short & black hair. His eyes are round & brown.

He looks tall.

C : 23  
O : 14  
V : 16  
G : 18  
M : 4

75





Adam

AM

Write a paragraph about a person you know/admire.

my Friend

my name is Adam. I have friend. His name is DZAKIY.  
DZAKIY likes to play Football, he is friendly and wise.  
He has short and black hair.  
His eyes are ~~round~~ round and brown.

C : 16  
O : 9  
V : 9  
G : 7  
M : 2  

---

43

Auliya fara Dhiba

Write a paragraph about a person you know/admire.

My friend

Her name is furi. She is always beautiful every day.  
He is white. He was always the first to come to school.  
He is always kind and friendly to the people around him.

C : 20  
O : 9  
V : 9  
G : 10  
M : 2  

---

50



Shidqon fadhil

Write a paragraph about a person you know/admire.

~~I have a friend named zofran. he is my classmate in 8B and has my best friend to~~ my friend

my name is fadhil. I have a friend name zofran she was my classmate in 8B. and he became my best friend

C : 17  
O : 10  
V : 10  
G : 11  
M : 2  

---

50

Eki Andini

Write a paragraph about a person you know/admire.

My Friend

My name is dini. I have friend her name is sevia. sevia likes to play dance. he is humble and frendly. she has long and black hair His eyes are round and brown. se looks so tall.

C : 18  
O : 11  
V : 11  
G : 11  
M : 3

---

54



Azzan Danu A2

Write a paragraph about a person you know/admire.

Len

My friend

my name is Danu. I have friend, his name is Dani  
Dani likes to play Beeminton he lives Beeminton  
he is polite and short & black hair  
his eyes are round & brown He looks so tall

C : 17

O : 14

V : 13

G : 13

M : 3

---

60

Emi Fitri

Write a paragraph about a person you know/admire.

my friend

My name is Fitri. I have friend  
her name is Nayli

Nayli likes to play sing He is kind and  
Beautiful she has long & black hair  
his eyes are round & black. She looks  
so tall.

C : 17

O : 11

V : 10

G : 7

M : 3

---

48



Anggi Asya

AS

Write a paragraph about a person you know/admire.

my best friend

My name is Anggi. I have best friend her name is Bita. Bita likes listening music, she is polite, she eyes are black. She hair short, she is height tall, she Beautiful.

C : 16

O : 13

V : 13

G : 11

M : 3

---

56

Salsabila Nur

Write a paragraph about a person you know/admire.

my best friend

My name is Bita. I have best friend Her name is Anggi. Anggi likes to sleep. She is friendly, she eyes are black. She hair long, she is height tall. She beautiful.

C : 14

O : 11

V : 11

G : 11

M : 2

---

49





Nasywa Yumna

Write a paragraph about a person you know/admire.

MY BEST FRIEND

My name is nasywa. I have a best friend  
her name is lovely. lovely like's pink color.  
She so beautiful. she has short & black hair,  
she is kind n playful. her eyes are round and black,  
she looks so short but she cute

C : 20

O : 13

V : 13

G : 14

M : 3

63

Lovely Piantari

Write a paragraph about a person you know/admire.

My Father

My name is lovely. I have a father. His name is Budi.  
My father likes to play football.  
He has short & black hair. His eyes are round & black.  
He looks so tall. He is best father in my life.

C : 17

O : 13

V : 13

G : 14

M : 3

60



Afnindy Rizqi

Write a paragraph about a person you know/admire.

my best friend

My name is Nindy. I have best friend. Her name is Furi.  
Furi likes listening music. She is friendly and kind.  
She has short and black hair.  
Her eyes round, big and black.  
She looks tall.  
She looks so beautiful.

C : 18  
O : 11  
V : 12  
G : 14  
M : 3  

---

58

Minati Mau Furi

Write a paragraph about a person you know/admire.

My Bestfriend

My name is Furi. I have best friend. Her name is Nindy.  
Nindy likes to singing. She is kind and friendly.  
She has long and black hair. Her eyes are round and black.  
She looks so tall and beautiful.

C : 17  
O : 12  
V : 13  
G : 16  
M : 3  

---

61



Jauza Fickita

Write a paragraph about a person you know/admire.

My favorite person

My name is Jauza and I have a crush named Hanan. She has nice body. She is tall, a little plump. Her hair is black. Her eyes are small. Her smile is sweet. Her personality is cool. Her hobbies are playing gems and gems that are often played in mobile legends like, watching anime. Anyway, I really love it ~~even~~ ~~the~~ even though I can't have it.

C : 22  
O : 16  
V : 16  
G : 20  
M : 4  

---

78



M. Hafiz Bayhaqi

Write a paragraph about a person you know/admire.

My friend

My name is haries. I have friend His name is Arming

Arming likes to play football. He is friendly and kind

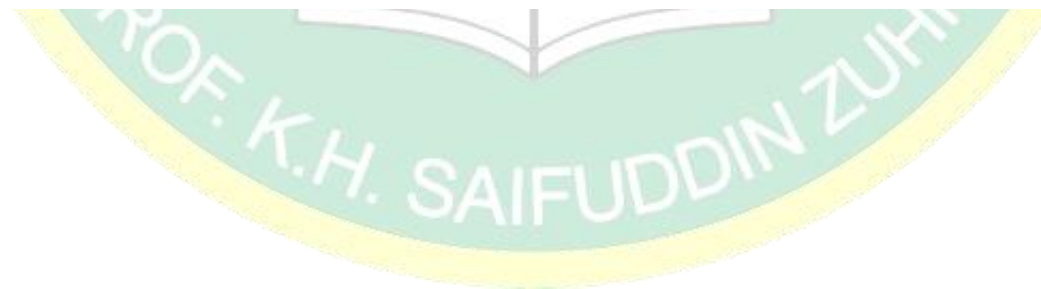
He has short and black hair

His eyes are big and black. He looks tall

C : 17  
O : 14  
V : 10  
G : 11  
M : 3  

---

55



## Appendix 11

### Official Letter of Reply to the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KHAJ HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.itk.uinszu.ac.id

Nomor : B.m.2285/Un.19/D.FTIK/PP.05.3/05/2023 16 Mei 2023  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

Kepada  
Yth. Kepala SMP N 1 Paguyangan  
Kec. Paguyangan  
di Tempat

*Assalamu'alaikum Wr. Wb.*  
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Dewi Hajar Utami
2. NIM : 1817404057
3. Semester : 10 (Sepuluh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Rt. 09/02 Krajan Lot, Kaliwadas, Bumiayu, Brebes, Jawa Tengah
6. Judul : The Correlation between Students' Reading Habit and Their Writing Ability of Eight Grade at SMP N 1 Paguyangan, Brebes Regency

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : siswa
2. Tempat / Lokasi : SMP N 1 Paguyangan
3. Tanggal Riset : 17-05-2023 s/d 17-07-2023
4. Metode Penelitian : Kuantitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah



PEMERINTAH KABUPATEN BREBES  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
UNIT PELAKSANA TEKNIS DAERAH  
**SMP NEGERI 1 KECAMATAN PAGUYANGAN**  
SEKOLAH STANDAR NASIONAL (SSN)  
Jalan. Raya Paguyangan, Paguyangan, ☎ 0289.432210 Brebes. 📠 52276  
Pos-el : [smn1paguyangan@yahoo.co.id](mailto:smn1paguyangan@yahoo.co.id) <http://www.smn1paguyangan.org>

**SURAT KETERANGAN**  
Nomor : 422.2/372/2022

Yang bertanda tangan di bawah ini :

Nama : SUPARNYO, S.Pd.,M.Pd.  
N I P : 19640417 198702 1 001  
Pangkat / Golongan Ruang : Pembina Tk. I / IV/b  
Jabatan / Pekerjaan : Guru Pembina / Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Paguyangan

Menerangkan dengan sesungguhnya bahwa :

1. Nama : Fiki Ridhona  
NPM : 1817404059  
Jurusan/Fakultas : Tadris Bahasa Inggris/Universitas Islam Negeri Purwokerto
2. Nama : Dewi Hajar Utami  
NPM : 1817404057  
Jurusan/Fakultas : Tadris Bahasa Inggris/Universitas Islam Negeri Purwokerto

Kami memberikan ijin kepada mahasiswa tersebut diatas untuk mengadakan Observasi/penelitian di SMP Negeri 1 Paguyangan mulai 27 Agustus 2022 s/d 03 September 2022

Demikian surat keterangan ijin Observasi/penelitian ini kami buat untuk dipergunakan seperlunya.







PEMERINTAH KABUPATEN BREBES  
DINAS PENDIDIKAN, PEMUDA, DAN OLAAHRAGA  
**SMP NEGERI 1 PAGUYANGAN**  
SEKOLAH STANDAR NASIONAL (SSN)

Jalan Raya Pagojengan Nomor 1 Paguyangan, Brebes 52276 Telepon (0289) 432210  
Pos-el : smpn1paguyangan@yahoo.co.id Laman : www.smpn1paguyangan.org

Nomor : 800/045/2023 22 Mei 2023  
Lampiran : -  
Perihal : Balasan Permohonan Ijin Riset Individu

Kepada  
Yth. Dekan Ketua Jurusan Tadris  
Universitas Islam Negeri  
Prof. Kiai Haji Saifuddin Zuhri  
di Purwokerto

Menanggapi surat Saudara no. B.m.2285/Un.19/D.FTIK/PP.05.3/05/2023 tanggal  
16 Mei 2023 perihal "Permohonan Ijin Riset Individu", pada mahasiswa :

1. Nama : Dewi Hajar Utami
2. NIM : 1817404057
3. Semester : 10 (Sepuluh)
4. Jurusan/ Prodi : Tadris Bahasa Inggris
5. Judul : The Correlation between Students' Reading Habit and Their  
Writing Ability of Eight Grade at SMP N 1 Paguyangan,  
Brebes Regency

Dengan ini kami mengijinkan mahasiswa tersebut untuk melakukan riset individu di  
SMP Negeri 1 Paguyangan pada tanggal 17 Mei 2023 s/d 17 Juli 2023, untuk  
pelaksanaan selanjutnya supaya mahasiswa yang bersangkutan berhubungan dengan  
bagian kurikulum SMP Negeri 1 Paguyangan.

Demikian surat balasan dari kami.

Kepala SMP Negeri 1 Paguyangan  
  
Suparoyo, S.Pd., M.Pd.  
NIP. 19640417 198702 1 001



PEMERINTAH KABUPATEN BREBES  
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA  
**SMP NEGERI 1 KECAMATAN PAGUYANGAN**  
SEKOLAH STANDAR NASIONAL (SSN)  
Jalan. Raya Pagojengan, Paguyangan, ☎ 0289.432210 Brebes, 📧 52276  
Pos-el : smpn1paguyangan@yahoo.co.id http://www.smpn1paguyangan.org

**SURAT KETERANGAN**  
Nomor : 422.2/122/2024

Yang bertanda tangan di bawah ini :

Nama : SUPARNYO, S.Pd., M.Pd.  
N I P : 19640417 198702 1 001  
Pangkat / Golongan Ruang : Pembina Tk. I / IV/b  
Jabatan / Pekerjaan : Guru Pembina / Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Paguyangan

Menerangkan dengan sesungguhnya bahwa :

1. Nama : DEWI HAJAR UTAMI
2. NIM : 1817404057
3. Semester : 10 (Sepuluh)
4. Jurusan/ Prodi : Tadris Bahasa Inggris
5. Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
6. Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri  
Purwokerto

Mahasiswa tersebut telah melaksanakan Penelitian Skripsi pada siswa di SMP Negeri 1 Paguyangan  
dari tanggal 17 Mei 2023 – 17 Juli 2023 dengan judul *"The Correlation between Student's  
Reading Habit dan Their Writing Ability of Eight Grade at SMP N 1 Paguyangan, Brebes  
Regency* untuk memperoleh data dalam rangka penyusunan Laporan Hasil Penelitian.

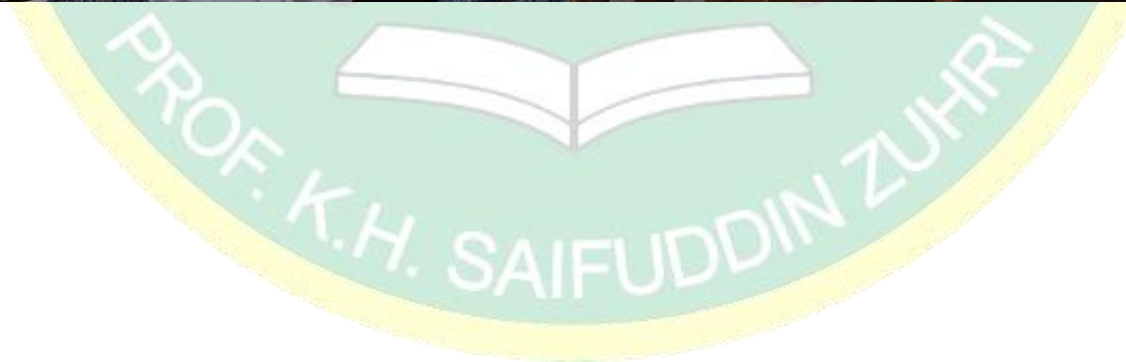
Demikian surat keterangan Penelitian ini kami buat untuk dipergunakan seperlunya.

Paguyangan, 28 Maret 2024  
Kepala Sekolah  
  
Suparoyo, S.Pd., M.Pd.  
NIP. 19640417 198702 1 001

**Appendix 12**  
**Documentation**







## Daftar Riwayat Hidup

### A. Identitas Diri

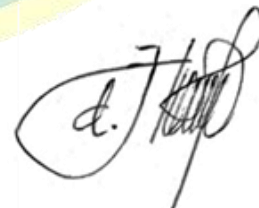
1. Nama : Dewi Hajar Utami
2. NIM : 1817404057
3. Tempat, Tanggal Lahir : Brebes, 29 April 2000
4. Alamat Rumah : RT 09/02, Kaliwadas, Bumiayu, Brebes
5. Nama Ayah : Abdul Rosyid Toip
6. Nama Ibu : Maria Ulfa

### B. Riwayat Pendidikan

#### 1. Pendidikan Formal

- a. SD/MI, tahun lulus : SD Negeri Kaliwadas 01, 2012
- b. SMP/MTS, tahun lulus : SMP Islam Ta'allumul Huda, 2015
- c. SMA/MA, tahun lulus : MAN 1 Tegal, 2018
- d. S1, tahun masuk : UIN Prof.K.H. Saifuddin Zuhri Purwokerto,  
2018

Purwokerto, 27 Maret 2024



Dewi Hajar Utami