The Effect of Reading Habit on Students' Writing Performance

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan kualitas kebiasaan membaca dari siswa kelas sepuluh dari salah satu Sekolah Menengah Atas di Gresik dan untuk mengetahui apakah kebiasaan membaca mempengaruhi kinerja menulis mereka atau tidak. Penelitian ini menggunakan kuantitatif ex post-facto sebagai metodologi penelitian dikarenakan variabel independen yang sudah terjadi hingga sekarang dan hasilnya akan diwujudkan dalam bentuk angka. Subjek dari penelitian ini adalah 57 siswa dari salah satu Sekolah Menengah Atas di Gresik yang akan dikategorikan menjadi tiga grup berdasarkan tingkat kebiasaan membaca mereka; siswa dengan tingkat membaca yang baik, sedang, dan buruk. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dan tes menulis. Kuesioner diberikan untuk mengukur kualitas kebiasaan membaca mereka dan tes menulis diberikan untuk menemukan efek kebiasaan membaca terhadap kinerja menulis. Berdasarkan hasil data yang didapat, kualitas kebiasaan membaca dari siswa adalah sedang. Sementara itu, Analisis Varians digunakan dalam menganalisis tes dan hasilnya mengindikasikan adanya perbedaan diantara semua grup. Uji Beda Nyata Terkecil (BNT) juga dilakukan dengan tujuan untuk mengetahui grup mana yang mempunyai perbedaan yang signifikan dan hasilnya menunjukkan bahwa grup dengan tingkat membaca buruk mempunyai hasil yang sangat berbeda diantara semua grup. Selain itu, komponen menulis yang sebagian besar terpengaruhi oleh membaca terhadap kinerja menulis adalah konten.

Kata kunci: Membaca, Kebiasaan Membaca, dan Menulis.

Abstract

The aim of this study is to describe the reading habit quality of tenth grade students of a Senior High School in Gresik and to find out whether or not there is a significant difference among students who have different reading habit. This research used a quantitative ex-post facto as the research methodology since the independent variable has happened and the result would be in the form of number. The subjects of this research were 57 students of a Senior High School in Gresik which were categorized into three groups based on their reading habit; students with good, moderate, and poor reading level group. The instruments used in this research were questionnaire and writing test. The questionnaire was administered to measure the quality of their reading level and the writing test was used to find out the effect of reading habit on writing performance. Based on the result, the quality of students' reading habit was moderate. Meanwhile, the Analysis of Variance (Anova) test were administered on analysing the writing test and the result indicated a difference among groups. The Least Significant Difference (LSD) test was also administered in order to know which group was significanlty different and the result showed that the poor reading level was highly different among groups. Moreover, the writing components that was mostly influenced by reading to writing performance was the content.

Keywords: Reading, Reading Habit, and Writing.

INTRODUCTION

The main objective of teaching English is to enable the learners to communicate. Reading, writing, speaking, and also listening are part of language skills that support communication. Therefore, it is necessary for the learners to master those language skills because that supports English acquisition as a second language. Writing and speaking belong to productive skills which become the main focus of teaching nowadays. The other skills such as reading and listening becoming a process before producing the output belong to receptive skills. However, the receptive skills are mostly given less attention in some cases so that students are not quiet well in mastering them.

Reading is a great method of understanding the messages of text or passages involving the development of comprehension ability, writing style, vocabulary, spelling and grammar (Krashen, 2014). Linse and Nunan (2005) define reading as a set of abililties that includes decoding, making sense and also delivering meaning of a words from printed book or written text. In order to begin reading, learners need to be able to understand of each symbol printed in the written text, decode it as the way they comprehend what they read. Reading can also be defined as interpreting and translating the written form

that impacts learner's thought, moral, behavior and judgement (Issa et al, 2012). Reading activity is important to be given as the material, especially for high school students since it has several point to be considered. Novotny (2011) stated that high school students are requiring reading many materials and understanding them. She also asserted a problem that high school students in America are having less ability in comprehending the text rather than languages.

The repetition of reading activity is called reading habit. Issa et al. (2012) explained then that reading habit is an activity of reading requiring permanent and continuity of practice and becoming a part of someone's life. Reading habit can also be defined as intentional activity which is arranged consistently in order to gain knowledge related to the academic achievement (Acheaw and Larson, 2014).

According to the informal observation conducting in high school environment, young learners have been influenced by technology development. They tend to do something on their gadget such as updating the social media rather than updating their knowledge by reading books. A study by Acheaw and Larson (2014) claimed the main problem of what learners are facing now is that the lack of reading interest. They stated that it is not dealing with the inability students of reading but the interest itself. As time goes by, students tend to play their gadget rather than read a book. Palani (2012) also asserted that the existance of media technology development is becoming the main problem of why learners are not interest into reading such as books, magazines, journals, or newspaper anymore.

On the other hand, writing also plays important role as well as reading, speaking and listening. Writing is the written form of thought, expression, and feeling which is serving the communication needs of each person (Asmari, 2013). The learners would get used of learning so that they can apply the understanding through writing and this goes continuously during learning. Besides, writing is convincingly believed to be the most difficult language skill in acquiring second language (Hyland, 2003).

Therefore, writing is necessary to be taught for L2 learners since it has several points to be considered. According to Raimes (1983), writing is important to be given as materials because it deals with vocabulary, spelling, grammar and syntax which are depending on every word to express the meaning. The study conducted by Mo (2012) was discovering the lack of writing interest, incompetence linguistic understanding and minor knowledge toward cultural target language. Asmari (2013) also added that poor result of writing performance affects students' academic performance and it is caused by the lack of writing materials. However, having an ability to write well in any kinds of text is the desire of every student who learns writing. Besides, being able to deal with spelling, grammar, and syntax is not that easy and having lack of materials and inability to put words in organized way might be the problem that students have.

In addition, reading as the receptive skill and writing as the productive skill are connected to each other. Harl (2013) asserted that reading is acquiring meaning from a text while writing is process when meaning is produced. Moran and Billen (2014) stated on their research that both reading and writing are connecting because they have the same necessity goal. Through reading some books, for example reading textbooks, the readers are triggering to have more knowledge and tend to develop their critical thinking to the text they have read. It influences their way of thinking and increases their high order of thinking. It also helps the learners developing their writing performance on academic achievements. The writing ability can be reached through the habitual of reading. In addition, writing ability would increase naturally depending on what learners read. If learners read short stories or novels, the writing ability that increases most is the ability to write narrative text. So does when learners read textbooks, articles or journals, it would increase their writing ability in academic purposes. Also when learners read newspaper, it helps the learners to develop the ability in reporting news. Moreover, a case study by Li (2015) also revealed that reading is connecting to writing. It is proven that the original reading material can help learners to give a basic ideas and some pieces information to their written work. He also added that learners are figured out how to convey based on the certain topic or content they prefer to choose easily.

Besides, according to Tierney and Leys (1986) and also Harl (2013) stated that reading influences writing. They asserted that reading material, an expressed idea, and also reading comprehension are part of reading that take role in writing production. Learners used reading as the standart of how writing is supposed to be done. Moreover, Owushu-Achew (2014) revealed that reading habit affects on students' academic performance. The students with good reading habit, the academic performance shows good as well.

Moreover, Mahyar (2012) has conducted study which reveals the influence of reading habit and the students' writing skill. This previous study revealed that the student with good reading habit shows good as well in their writing production. However, she used an

experimental research which is imposible to give treatment about reading habit since reading habit is a repetition of natural activity that is happened differently to each person. The study also has not shown the result of the instrument which shows the kind of reading material, the strong interest toward reading, and the influential person who involves the reading activity. Moreover, it has not also shown how the treatment is given and the test is administered by the researcher.

Therefore, reading problems such as technology development that causing a lack of reading interest, and writing problems such as a lack of reading material and inability to put words in organized way which are faced by the high school students bring the researcher to conduct this research with these research questions as follows:

1. How is the reading habit quality of tenth grade students of a Senior High School in Gresik?
2. Is there any significant difference among students who have different reading habit?

RESEARCH METHODOLOGY

The aim of the research was mainly to describe the reading quality of tenth grade students of a Senior High School in Gresik and to find out the effect of reading habit on students' writing performance. The researcher used ex-post facto research as the research design. Ary et al. (2010) state that ex-post facto design is conducted to identify and discover the relationship between two variables without manipulating them because the independent variable has happened in the past. In this case, reading habit included as independent variable so that it could not be manipulated since the reading habit is kind of willingness activity of the readers and could not be done in several times by plans.

Table 1. Reading Level Category

Total score	Reading level
121—160	Good
96—120	Moderate
32—95	Poor

The researcher divided the students into three groups based on their reading level, those are; good, moderate, and poor reading level. The category was obtained by the total score of the students' questionnaire in order to examine each groups with the writing test.

The subject of this research was the tenth grade students of a Senior High School in Gresik which has not been applying Literacy Movement in the school since the literacy movement was another factor that could be an intervening variable. The researcher chose the tenth grade students to be the population of this research. There were 4 classes of tenth grade and the total students were 139. The researcher then examined which students were having good, moderate, and poor reading level by using the questionnaire as the instrument in order to be assessed on their writing performance. There were only 19 students qualified for each group; good, moderate, and poor reading level, thus, the total sample of this research were 57 students.

In this research, the researcher used non-experimental quantitative research so that the intruments used were questionnaire and test. The first instrument that is used was close-ended questionnaire and containing of 32 questions. In order to estimate the reliability of the questionnaire, the researcher applied analysis using SPSS

Table 2. Reliability of Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.938	32

Based on the data above, analysis using SPSS showed the standardized item that was .938. The table below showed the strenght of reliability and the result should be in 0 to 1 values, which mean there was a consistent anwer in the questionnaire. According to the table, the researcher concluded that the questionnaire was reliable and it indicated a very high reliability in positive direction. Moreover, content validity was used in order to estimate the validity of the questionnaire. Ary et al (2010) stated that content validity shows the overall result of the aspect the researcher would like to measure. In order to have objective result, the researcher had specify the questionnaire based on the aspects researcher would like to know. Then, the researcher asked an expert judgement in order to know the validity of the questionnaire. The result was the questionnaire should be including the aspects; 1) reading activity, 2) reading frequency, 3) material and types of reading, 4) language used, 5) content of the book, 6) reading speed, and 7) students' perception toward the effect of reading habit to their writing performance. The researcher then developed the aspects into 32 questions of detail items and had conducted a pilot project in order to test the validity of the questionnaire. The questionnaire's result indicated that the questionnaire was valid.

The next instrument was writing test. The writing test also need to be measured the validity and the

reliability too. In order to estimate the validity, the researcher used a test which is about writing an essay, especially recount text, as stated in the curriculum. Moreover, the test contained of items measuring the use of standart writing assessment so that the researcher decided the content was valid.

In order to estimate the reliability, the researcher used a method named interrater realiability using Pearson. In order to make it objective, the researcher asked a friend with the same grade in the same university named Sunny (pseudonyme) to be the second rater. Both raters assessed the same number of students and used the same rubric assessment. The final assessment would be collected to find out the reliability of the test.

Table 3. Inter-rater Reliability of the Test

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.876**
	Sig. (2-tailed)		.000
	N	57	57
Rater 2	Pearson Correlation	.876**	1
	Sig. (2-tailed)	.000	
	N	57	57

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

According to the table, the researcher noted that with 55 degrees of freedom (N-2), r at the .01 level was .413. Since the value .876 was higher than the value of .01 that was .413 so that both raters have a significant correlation on scoring the writing result.

The researcher had been collecting the data for about two weeks. The researcher first administered the questionnaire to the students then examined the result in order to divide them into the reading level. In order to examine the reading level, the researcher gave the indicator starting from 5 (strongly agree) to 1 (strongly disagree) to be chosen. By the total score, the researcher then examined which one was included in good, moderate and poor of reading level. The result of the questionnaire was also analysed using percentage analysis which showed the overall quality of students' reading habit and helped to figure out the details item of the questionnaire.

Second, the researcher asked the students to do writing task. There was no treatment given since the design of the research was ex-post facto research which mean the data was obtained by only the current situation and could not be manipulated. Then, the researcher as the first rater and the second rater assessed students' writing

test in order to make it reliable and correlate. Then, considering the writing components to be measured which content, organization, choice of words, spelling and grammar and mechanics were included. After assessing and scoring the students' work, the researcher compared between the writing result and the students' level of reading habit using Analysis of Variance (Anova) in order to find out the significant difference within those groups and using Least Significant Different (LST) analysis in order to know which group that is mostly different from all groups.

RESULT AND DISCUSSION
### The Quality of Students' Reading Habit

After collecting data through the questionnaire, the result was 135 of 139 students were returning the questionnaire.

Graphic 1. Reading Level

There were 38 students who have good reading level or as many as 28% of the total students. Then, there were 77 students who have moderate reading level or as many as 57% of the total students. Last, there were 20 students who have poor reading level or as many as 15% of the total students. The researcher conluded that the quality of students' reading habit was on moderate level.

According to the result that has been shown above, it revealed that tenth grade students of a Senior High School in Gresik had dominant students with moderate reading quality. However, students with good and poor reading quality were also existing in amount of numbers.
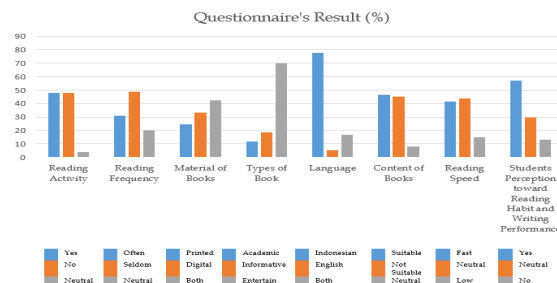
Graphic 2. Questionnaire's Result

The questionnaire given consisted of 32 questions about reading habit and had already divided into some reading components; those are reading activity, reading frequency, material and types of reading book, language used, content of reading, reading speed, and also students' perception toward the effect of reading on writing performance.

According to the questionnaire, the first aspect was the reading activity. There were 48.1% students stating they like reading. However, there were also some students stating do not like reading, they were 38%. Therefore, the rest of the percentage was 48.1% stating they were neutral.

The second aspect of the questionnaire was the reading frequency. There were 31.1% students do reading activity so often which mean they almost do reading activity every day. However, there were 20% do reading activity rarely which mean not too often or seldom. Therefore, the rest of the percentage was 48.9% stating they are neutral.

The third aspect of the reading questionnaire was reading material. There were 33.3% students stating they tended to read on printed books rather than digital books which was presented 24.5%. The rest of the sample was 42.2% stated they like to read in both printed and digital books. This findings was in line with Palani (2012) statement that said students nowadays have no longer been interest towards book since the existance of technology development. They tend to visit social media and keep updating the social life and even they read, they prefer to read the electronic book or e-book. Also, the finding agreed with Acheaw & Larson (2014) study which stated that students are only reading when they come to face the examination only and start to study. This brought the students to a bad habitual which set their mind that study and read a book was only for examination and they could make it one-night beforehand.

Moreover, the fourth aspect was the type of book. There were only 16% students read academic books and also 18.5% students read informative book. However, most of the students read entertain books which was presented as 69.7% of the population.

For the next aspect was the language used. As many as 77.8% students read Indonesian books, and there were only 5.2% students read English books. However, 17% students tended to read books in both Indonesian and English.

Based on the result, the content that was suitable with their needs was presented as 46.7%, however, some students also stated the content they read somehow did not include with their needs, they were only 8.1% of the sample, and the rest 45.2% were stating neutral. This finding also in line with a study by Li (2015) stated that students are involving themselves to read the certain topic or content they prefer so that they can understand and acquiring the reading material easily.

According to the questionnaire, there were 41.5% students stated they were fast in reading. However, 14.8% students stated clearly they were slow in reading. The rest of the students was 43.7% stating neutral.

Finally, 57% of students claimed that reading affected their writing. However, there were also 13.3% claimed that reading did not affect their writing, and the rest 29.7% were claimed neutral. Furthermore, this findings also agreed with Acheaw & Larson (2014) finding stated that students were admitting that reading was literally could make a better academic performance. It was also proven in this research that students were admitting reading could bring them into academic achievements. They admitted that they could have a writing improvement and development through reading. This aspect came from their perception toward the effect of reading on their writing

The Significant Difference among Students who Have Different Reading Habit

In order to reveal the second research question that was whether there is any significant difference among students who have different reading quality groups or not, the writing test was needed to be administered. The writing test were administered once with a certain topic given. The topic chosen was personal recount text which mean the students only needed to retell the personal experience. The result of writing test would be used in order to compare the significant difference between all groups; good, moderate and poor reading level using Analysis of Variance (Anova).

There were some assumptions in order to do analysis of variance, they should be required, if it was not, testing using analysis of variance could not be done. First assumption was the subject have to be independent sample and the score was not depending on each group's score. This was proven by the sampling of the research. It was divided through questionnaire and measured by the reading level so it was independent groups and did not depend on each group. The second assumption was the homogeneity of the variances.

Table 4. Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.724	2	54	.031

According to the data, the significant value was .031 which mean it was higher than the .05 so that the variance of the group had been proven homogeneous. The third assumption to do anaylisis of variance was the normality of the data. This assumption aimed to know the distribution of the data was supposed to be normal.
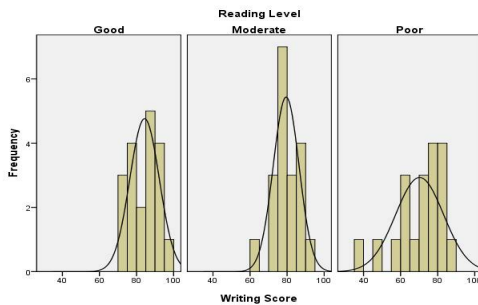
Graphic 3. Normality of the Data

According to the data, each group of reading level; good, moderate, and poor reading level are reasonable normally distributed.

After testing the required assumption beginning from sampling, homogeneity, and the normality of the data, thus, the result was possible to do a further analysis, so that the analysis of variance could be done. The average score of each group had been taken in order to analyze the significant difference using Analysis of Variance.

Table 5. Analysis of Variance Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1944.219	2	972.110	10.446	.000
Within Groups	5025.026	54	93.056		
Total	6969.246	56			

Based on the data above, the researcher noted that with 2 as the first degree of freedom (Square-1) and 54 as the second degree of freedom (N-square), F at the level 0.05 was 3.15. Since the F value showed 10.446 which was higher than F table so that researcher concluded there was a difference among students who have different reading habit in the writing result.

However, this Analysis of Variance (Anova) test did not show which group has significant difference between group so that researcher used Least Significant Difference (LSD) test in order to know which group had significant difference.

Table 6. Least Significant Difference Test

Reading Level	Reading Level	Mean	Standart Deviation	Mean Difference	Sig.
Good	Moderate			4.842	.128
	Poor	84.32	7.959	14.079*	.000
Moderate	Good			-4.842	.128
	Poor	79.47	6.971	9.237*	.005
Poor	Good			-14.079*	.000
	Moderate	70.24	12.932	-9.237*	.005

*. The mean difference is significant at the 0.05 level.

According to the table, the poor reading level showed significant difference among both good reading level and moderate reading level. This was proven by the significant value of the poor reading level that was smaller than 0.005 (.000 < .005) and also approximately close to perfect so that it considered as the significant result. This mean that the reading level group which mostly differ was the poor reading level.

Since the result stated that reading habit affects students' writing performance that was proven by the writing result of all groups had a difference within group, especially the poor reading level had significant difference between both good and moderate reading level, supports the theory stated by Harl (2013) that reading influences writing because it helps the learners to write well. The students who read well and continuously would have a tendency to write well since they have understood how to write. The students automatically recall their memory related to the word or vocabulary, grammatical structure, and also the comprehension they have read during their writing process.

Since the result showed that there was significant difference between all groups so the researcher would like to know which writing component was increased the most.

Table 7. Mean of Writing Components

Group	N	Mean of				
		Content	Organization	Diction	Grammar	Mechanics
Good reading level	19	72.5	64	60.5	66	50.5
Moderate reading level	19	66	56	59.5	63	53.5
Poor reading level	19	59	51	54	55.5	42

According to the table, among those writing components that were content, organization, diction, grammar, and mechanics, the one with the highest mean was the content. This mean that content be the most influential component from reading to writing.

It also supports the theory by Tierney and Leys (1986) that stated reading influences writing because some parts of reading acquisition is taking role in the writing production. Those parts are the writer's style, the expressed idea, the additional materials, and the reading acquirement itself. It was proven by the finding showed that content was being the most influential component from reading to wrting. This mean students were having a process to bring their understanding from reading material, figure out the ideas, and compose it into good writing.

CONCLUSION AND SUGGESTION
Conclusion

Reading is an activity of understanding the messages of text or passages involving the development of comprehension ability, writing style, vocabulary, spelling and grammar. The repetition and intentional activity of reading is called reading habit. There are three types of reading habit; hobby, recreational, and concentrational. Meanwhile, learners nowadays are having less attention to read a book since the development of media technology and bring them to pay less attention to read. On the other hand, writing also plays important role in communication. Writing is the way for expressing ideas considering the right words and right sentences and making relation to the thinking development. Learners are now facing the writing problem such as lack of writing material and minor knowledge toward target language. Moreover, reading and writing are connecting to each other. Reading also influences writing ability since the parts of reading acquirement take role in writing production.

The aim of this study is to describe the quality of students reading habit that becoming less because of technology development; whether it is good, moderate, or poor and also to find out whether there is or not a significant difference among students who have different reading level. The researcher has administered questionnaire and writing test in order to obtain the data to all groups. From the questionnaire, There were 38 students who have good reading level or as many as 28% of the total students. Then, there were 77 students who have moderate reading level or as many as 57% of the total students. Last, there were 20 students who have poor reading level or as many as 15% of the total students. This can be concluded that students are dominantly having moderate level of reading habit. They also admit to read often and prefer to read fiction and non-fiction books. They acknowledge that reading literally influences them in academic performance especially in writing. It is proven by the research finding that shows significant different among groups especially in the poor reading level group. Moreover, the Analysis of Variance (Anova) showed that there is a difference among those group since the F value 10.446 was higher than F table at the level .05 that was 3.15. According to the data, Least Significant Difference was also administered in order to see which group was mostly different to another group and the result revealed that poor reading level group had significant difference among those group. Moreover, based on the writing component that was most influenced by reading comprehension was the content.

Suggestion

Related to the conclusion stated previously, the researcher would like to give some recommendation for institution involved and further researchers.For the principal of the Senior High School in Gresik is suggested to have a program named literacy movement that helps the students to have a quality time on reading that makes them interest. Since reading is one of important skill that students must have, it also provides students by lots of knowledge they have not been discovered. It helps to build any other abilities such as writing production and increase students' vocabulary size. For the other researchers is suggested to have a look at the other factors that influence students' reading habit so that the process of reading is maximised. The other researchers can use qualitative design to explore deeply. Moreover, it is great to combine with a media that ease students' reading. Also, the other researchers can analyse the writing error of students with poor reading habit so that the students can learn from their mistake.

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