READING HABITS AND THE STUDENTS' WRITING SKILL AMONG EFL LEARNERS

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Abstract

The study aims to find out the reading habits of EFL students to find out the writing skill of students and to find out a significant relationship between students' reading habits and the writing skill of students in the informatics engineering study program UNISLA. The method of study is quantitative with a correlation descriptive design. The data collection is documentation of students' score in portfolio writing and the questionnaire's score of reading habits. The instruments of research are the report mark of students' writing ability and the questionnaire. The finding showed that the value of "r" is 0.41. It means that the correlation between students' reading habits and writing skill between English learners of Informatics Engineering at UNISLA in the academic year 2021/2022 were "Fairly High Correlation". A grade of r (0.41) ≥ of r-table (0.317) proves that Ha is accepted, so there is a significant relationship between students' reading habits and writing skill between Informatics Engineering study program learners at UNISLA in the academic year 2021/2022. Finally, researchers suggested to English teachers should get students interested in reading books by providing facilities and motivation to students. If the student has a high reading habit, the student will write easily in English.

Keywords: *Reading Habits; Writing Skill; Correlation*

INTRODUCTION

Reading and writing are interconnected activities. All the materials studied are all the same. However, what distinguishes both are in reading activities learners do not need to express their thoughts because in reading activities students only need to understand text and analyze the components of the text, meanwhile in writing, the

students need to express their ideas or thoughts in a piece of writing to create a good text or essay and its easy for readers to understand. Reading centers around making importance with texts, and writing thinks about crowd and reasons, yet composing are likewise being changed literally, socially, spatially, and transiently (Pamuji, 2015).

The most important thing to do with both skills is that students must understand the type of text, generic structure, generic feature, and vocabulary used. This is due to reading is a determinant of writing, intercessions may profit from investigating this connection at the word, sentence and message levels (Ahmed et al., 2014). Reading and writing share language and mental assets generally, then, at that point, improvement of those abilities would impact both reading and writing (Kim et al., 2018).

Writing and reading have for quite some time been viewed as having a social aspect, however the rise of new media composing is changing the connections among peruses and journalists and among writing and understanding themselves. Notwithstanding, reading and writing in all actuality do have comparable properties and understudies are bound to profit from the guidance that makes reading and writing exercises remain closely connected and supplement one another. All the more significantly, understudies should be told to understand that both reading and writing are acts with open purposes and are indivisible.

Reading is a multi-layered process, which can be depicted at different time and formative stages as a reasoning cycle. Consequently, the capacity to peruse the text of any perusing will give advantages to the reading. These motivations behind reading require great perusing abilities as well as becoming acclimated to it in perusing. It implies understanding something is the primary objective read. As to significance of reading, it is a fundamental that students who learn English as their unknown dialect (in the future, EFL understudies) lay out great English perusing propensities since they are particularly engaged with and significantly benefit from English understanding practices (Iftanti, 2012). Perusing propensities are thought

of as one of the persuasive variables in the outcome of composing papers. Reading skill is significant all through the life expectancy, sporting perusing has been found to further develop understanding perception, composing style, jargon, spelling and syntactic turn of events, it is important to further develop students' understanding propensities (Rahmi, 2022).

The habits of reading are laid out in a person during a process of everything working out. A habit is a result of learning, though reading is a specialty of deciphering written discourse. A habit of reading isn't just developed in an individual yet in addition impacted by a few outside elements like environment education, social foundation, and facilities. A term "factor" in this study alludes to "realities, conditions or specific circumstances that effectively add to an achievement, result or cycle" (Iftanti, 2015). The advantages of the habit for reading are colossal; perusing propensities will permit understudies to expand their viewpoint. Thus, the propensity for perusing will assist understudies with talking certainly and construct abilities. The reading habits is a significant apparatus for people's character advancement and intellectual ability improvement (Chalukya, 2021). Reading habits are viewed as one of the persuasive elements in the progress of writing essays. In view of the significance of reading, the improvement of good EFL reading habits is crucial for the obtaining of all language abilities (Jaramillo-Ponton et al., 2019).

Writing is one of the significant abilities in correspondence. By writing, understudies can move data and information to others by emptying their thoughts into composing. In the event that the students' of college in writing English can't be judged, it likewise restricts how they might interpret the rightness of the English language, since English composing can reflect issues, for example, grammar, sentence structure, and expressing the emotion (Jian, 2022). It means, writing English for the college student is a challenge especially EFL learners. Writing is one of the abilities that require your complete focus. However writing is significant expertise since composing is the method for sharing and convey our thought in our

cerebrum into composing language and composing likewise is apparatus of correspondence by implication to communicate what is thought and felt.

The previous study discussed the relationship between reading and writing. such as a research by Choi et al., (2018) about "Examining the Relationship between Reading and Writing of Advanced Korean EFL Learners" found that 1) understanding reading and writing execution were fundamentally corresponded with one another, and jargon information, embraced as a proportion of one's English capability, was likewise essentially connected to both education capacities; 2) SEM examination showed that reading comprehension skill had genuinely critical positive impacts on writing skill while controlling for the immediate and circuitous impacts of jargon information. It means that reading habits can improve learners' abilities in writing English. Reading habits is one of the main keys for EFL learners to improve their writing skills because both support each other. The other study was conducted by Juriati et al., (2018) entitle " The correlation between reading attitude and writing achievement of eleventh grade students of SMA Muhammadiyah 6 Palembang". It found that there was correlation between reading and writing by some reasons; most of students spent their time in the library in order to get more information, students were interested to read academic and non-academic books and students involved in reading and writing activity.

Next, a study done by Koons (2008) entitle "The Reading-Writing Connection; An Investigation of the Realtionship Between Reading Ability and Writing Quality Across Multiple Grades and Three Writing Discourse Modes" The finding of this study showed that there was connection between reading skill and writing skill in all grades, yet that it fluctuates by grade. The relationship is more grounded in the upper grades that it was in the lower grades (rxy of 4th grade: 0,57; rxy of 6th grade:0,48; rxy of 8th grade: 0.67; rxy of 10th grade: 0.63; rxy of 12th grade: 0.61). One other conviction stated that there was no huge relationship between the two students' understanding reading habits and their writing interest towards their interpretation capacity on Indonesian context oriented phrases (Ridhwan, 2014) .

Considering above, the research was investigated the significant correlation between students' reading habits and the students' writing skill among EFL learners of Informatics engineering at UNISLA in the academic year 2021/2022.

METHODS

A research design is quantitative method. Quantitative researchers believe it to be of essential significance to express one's speculations and afterward test those theories with exact information to check whether they are upheld (Johnson, 2014). The data of quantitative are analyzed by statistical method. Quantitative research is making sense of peculiarities by gathering mathematical information that are broke down utilizing numerical based techniques (statistics)(Muijs, 2004). The research used descriptive correlation design that it carried out to investigate the existence or non-existence of the relationship between variables of the study in order to make predictions or suggestions. The aim of correlation research is to figure out connection between variables. Be that as it may, while different techniques tell just about the reality of relationship, the relationship exists or not, correlational examinations go above and beyond and tells how much the relationship is (Kumar, 2013).

The documentation and questionnaire were given to the 68 EFL learners (informatics engineering program study) at Unisla. The instruments for collecting the data were report mark of students' writing skill and close-ended questionnaire. In finding the correlation between the reading habits and the students' writing skill among EFL learners at Unisla , the researchers used the calculation of Pearson Product Moment Correlation. Here, "*Bivariate Correlation Analysis*" gives some several technique, and the researcher uses *"Product Moment Correlation"* that developed by Karl Pearson. Product Moment Correlation is used to measure and calculate "r-value" that used to know the value of correlation and in where "r" value

takes place on the "r-scale". The formula of Product Moment Correlation by (Sugiyono, 2010). The first steps is making table of Pearson Product Moment Calculation that consists of eight columns. Second is calculate the index correlation value "r" Product Moment between x variable and y variable (r_{xy}) by using the formula "r". third is determining the correlation by using criteria of coefficient correlation by Sugiyono (2010). The forth is classify the quality of correlation between reading habits and students' writing skill among ELF learners. The last is comparing "r-value" and "r-table" to know the hypothesis is accepted or rejected, the significant level that used is 1% and the degrees of freedom (df) is the number of cases (N) minus the number of variables (n).

FINDING AND DISCUSSION

As showed in the introduction above, the aim of study is to find out the correlation between the students' reading habits and students' writing skill among EFL learners at Unisla that conducted to the students' of second semester Informatics Engineering in the academic year 2021/2022. The first data collections were students' questionnaire to measure and determine the quality of the students' reading habits. The second data collections were students' report mark to find out and determined the quality of students' writing skill.

After gaining the score of students' questionnaire and writing portofolio, the researchers calculated it. The calculation can be seen as follows;

Table 1. The Quality of the Students' Academic Achievement in Reading Habits and Writing Skill

Scale Criteria of Quality	Reading Habits					Writing Skill				
	86-100	76-85	60-75	55-59	≤ 56	86-100	76-85	60-75	55-59	≤ 56
Very Good	5	0	0	0	0	12	0	0	0	0
Good	0	25	0	0	0	0	25	0	0	0
Quite Good	0	0	38	0	0	0	0	31	0	0
Fair	0	0	0	0	0	0	0	0	0	0
Bad	0	0	0	0	0	0	0	0	0	0
Average		76.27					77.79			

Considering the table above, it showed that the average of students' reading habits was 76.27 and the average of students' writing was 77.79. Both did not show
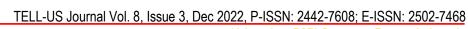
the score under 60. There were 5 students who get very good quality in reading habits, 25 students who get good quality in reading quality and 38 students who get quite good quality. No one students who get fair and bad quality. There were 12 students who get very good quality in writing skill, 25 students who get good quality in writing skills, and 31 students who get quite good quality in writing skills. Similar to the quality of reading habits, in the writing ability of students, none of them get fair and bad quality.

Then in finding out the correlation between the reading habits and the students' writing ability, the researcher uses *"Product Moment Correlation"* that developed by Karl Pearson. In this study, *"Product Moment Correlation"* is used to find out the correlation between reading habits and the students' writing skill. Product Moment Correlation is used to measure and calculate "r-value" that used to know the value of correlation and in where "r" value takes place on the "r-scale". The calculation can be seen as follows:

Table 2. The Calculation of Product Moment Correlation among EFL Learners of UNISLA

Subject	Score		Deviation		Deviation Quadrate		Deviation of X' Y'
	x	y	x'	y'	x'	y'	
1	82	88.75	5.73	10.96	32.83	120.12	62.8
2	78	75	1.23	-2.79	1.51	7.78	-3.43
3	71	73.75	-5.27	-4.04	27.77	16.32	21.29
4	71	70	-5.27	-7.79	27.77	60.68	41.05
5	80	85	3.73	7.21	13.91	51.98	24.29
6	81	88.75	4.73	10.96	22.37	120.12	51.84
7	80	78.75	3.73	0.96	13.91	0.92	3.58
8	82	82.5	5.73	5.06	32.83	25.6	28.99
9	71	70	-5.27	-7.79	27.77	60.68	41.05
10	71	75	-5.27	-2.79	27.77	7.78	14.7
11	84	88.75	7.73	10.96	59.75	120.12	84.72
12	80	83.75	3.73	5.96	13.91	35.52	22.23
13	71	71.25	-5.27	-6.54	27.77	42.77	34.46
14	66	60	-10.27	-17.79	105.47	316.48	182.7

15	78	77.5	1.23	-0.04	1.51	0.001	-0.05
16	71	70	-5.27	-7.79	27.77	60.68	41.05
17	75	75	-1.27	-2.79	1.61	7.78	3.54
18	87	90	10.73	12.21	115.13	149.08	131.01
19	87	90	10.73	12.21	115.13	149.08	131.01
20	71	65	-5.27	-12.79	27.77	163.58	67.4
21	66	67.5	-10.27	-10.04	105.47	100.08	103.11
22	71	70	-5.27	-7.79	27.77	60.68	41.05
23	84	86.25	7.73	8.46	59.75	71.57	65.39
24	82	88.75	5.73	10.96	32.83	120.12	62.8
25	71	70	-5.27	-7.79	27.77	60.68	41.05
26	71	73.75	-5.27	-4.04	27.77	16.32	21.29
27	75	77.5	-1.27	-0.04	1.61	0.001	0.05
28	80	80	3.73	2.21	13.91	4.88	8.24
29	71	70	-5.27	-7.79	27.77	60.68	41.05
30	71	73.75	-5.27	-4.04	27.77	16.32	21.29
31	87	90	10.73	12.21	115.13	149.08	131.01
32	75	77.5	-1.27	-0.04	1.61	0.001	0.05
33	80	80	3.73	2.21	13.91	4.88	8.24
34	71	73.75	-5.27	-4.04	27.77	16.32	21.29
35	84	86.25	7.73	8.46	59.75	71.57	65.39
36	75	78.75	-1.27	0.96	1.61	0.92	1.22
37	87	90	10.73	12.21	115.13	149.08	131.01
38	84	83.75	7.73	5.96	59.75	35.52	46.07
39	75	75	-1.27	-2.79	1.61	7.78	3.54
40	75	77.5	-1.27	-0.04	1.61	0.001	0.05
41	71	70	-5.27	-7.79	27.77	60.68	41.05
42	75	78.75	-1.27	0.96	1.61	0.92	1.22
43	84	83.75	7.73	5.96	59.75	35.52	46.07
44	78	78.75	1.23	0.96	1.61	0.92	1.22
45	80	80	3.73	2.21	13.91	4.88	8.24
46	87	87.5	10.73	9.71	115.13	94.28	104.19

No	X	Y	x'	y'	$\sum X'^2$	$\sum Y'^2$	$\sum X'Y'$
47	75	75	-1.27	-2.79	1.61	7.78	3.54
48	84	85	7.73	7.21	59.75	51.98	55.73
49	71	73.75	-5.27	-4.04	27.77	16.32	21.29
50	78	78.75	1.23	0.96	1.51	0.92	1.18
51	71	70	-5.27	-7.79	27.77	60.68	41.05
52	75	77.5	-1.27	-0.04	1.61	0.001	0.05
53	71	70	-5.27	-7.79	27.77	60.68	41.05
54	84	87.5	7.73	9.71	59.75	94.28	75.05
55	66	67.5	-10.27	-10.29	105.47	105.88	105.68
56	71	76.25	-5.27	-1.54	27.77	2.37	8.12
57	75	75	-1.27	-2.79	1.61	7.78	3.54
58	80	78.75	3.73	0.96	13.91	0.92	3.58
59	80	78.75	3.73	0.96	13.91	0.92	3.58
60	84	83.75	7.73	5.96	59.75	35.52	46.07
61	71	70	-5.27	-7.79	27.77	60.68	41.05
62	80	80	3.73	2.21	13.91	4.88	8.24
63	75	77.5	-1.27	0.04	1.61	0.001	0.05
64	75	75	-1.27	-2.79	1.61	7.78	3.54
65	71	73.75	-5.27	-4.04	27.77	16.32	21.29
66	66	66.25	-10.27	-11.54	105.47	133.17	118.52
67	71	70	-5.27	-7.79	27.77	60.68	41.05
68	66	67.5	-10.27	-10.29	105.47	105.88	105.68
$N_x = N_y = 68$	$\sum X_1 = 5187$ $\bar{X}_1 = 76.27$	$\sum Y_1 = 5289.75$ $\bar{Y}_1 = 77.79$			$\sum X'^2 = 2435.68$	$\sum Y'^2 = 3496.18$	$\sum X'Y' = 2748.34$

Based on the table above, it showed that the result of total quadrate deviation of students' general self confidences ($\sum X'^2$) was 2435.68 and the result of total quadrate deviation of students' general self confidences ($\sum Y'^2$) was 3496.18. Then, the total of standard deviation ($\sum X'Y'$) was 2748.34.

After gaining the value of each calculation that needed to calculate the Pearson Product Moment Correlation, the researcher calculated r-value as follows:

$$r = \frac{\sum X\,Y}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$= \frac{2748.34}{\sqrt{(2435.68)(3496.18)}}$$

$$= \frac{2748.34}{\sqrt{8515557.7}}$$

$$= \frac{1196.6}{2918.15}$$

$$= 0.41$$

The calculation above showed that the result of r-value was 0.41. It meant that r-value (0.41) was located on the r-scale 0.41 – 0.70. It showed that the correlation between students' reading habits and the students' writing ability at the second semester of UNISLA in the academic year 2014/2015 was **"Quite High Correlation"**.

It means that the r-value was 0.41 which the r-table 0.317 where significant level (α) was 0.01 and degree of freedom (df) was 66. It showed that the r-value was higher than r-table, in the significant level 1%. It meant that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It showed that there was significant correlation between students' reading habits and the students' writing skill among EFL learners at Unisla that conducted to the students' of second semester Informatics Engineering in the academic year 2021/2022.

CONCLUSION

The result of students' reading habits among EFL learners at mean ($\bar{x}$) was 76.27 with the total score ($\sum x$) was 5187. The mean of total score of the students'

reading habits was 76.27 was located on the scale 76-85. It means the quality of students' reading habits among EFL learners at Unisla was "Good". The questionnaire showed was "Good". While the students' writing based on on the students' documentation showed the mean ($\bar{y}$) of the total score was 77.79 with the total score ($\sum y$) was 5829.75. It means the quality of students' writing skill among EFL learners was "Good". Considering the mean ($\bar{x}$) and ($\bar{y}$) so the correlation between students' reading habits and the students' writing skill at the second semester among EFL learners of Informatics Engineering at Unisla in the academic year 2021/2022 was "Quite High Correlation". It can be seen on the result of r-value was 0.41. It means that r-value (0.41) was located on the r-scale 0.41 – 0.70 (quite high category). The r-value (0.41) $\geq$ r-table (0.317) proved that Ha was accepted, so there was a significant correlation between reading habits and the students' writing of Informatics Engineering's students at Unisla. It showed on the table below;

Table 3. The correlation between students' reading habits and writings' skill among EFL Learners

Score		Deviation Quadrate		Deviation X'Y'	
$\sum X_1$	$\sum Y_1$	$\sum X'^2$	$\sum Y'^2$	$\sum X'Y'$	r
5187	5289.75	2435.68	3496.18	2748.34	0.41

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