THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY

THESIS

Submitted by

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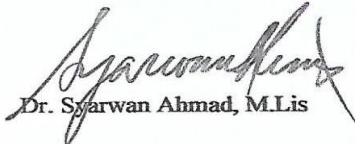Of the Requirement for Sarjana Degree (S-1)

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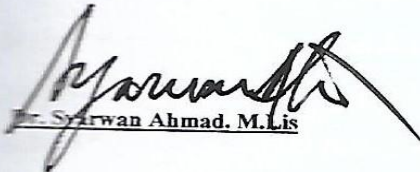
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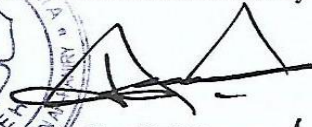Dr. Jarjani, S.Ag., S.S., M.Sc.,MS   Habiburrahim, M.S., Ph.D

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I realize that this thesis is very far from perfection. Therefore, constructive criticisms and suggestions are expected for the sake of future improvement.

Banda Aceh, December 3, 2018

Nurul Khalisa

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

The present study was carried out to explore the students' English reading habit and to examine whether there is a correlation between students' reading habit and their writing ability. The research was conducted to second year students at SMAN 4 Kota Banda Aceh. 40 students out of 271 were randomly taken as the sample of this study. The quantitative research was used to collect the data by using questionnaires and test in order to find out students' English reading habit and their writing ability respectively. Twenty (20) items of questionnaire and writing test were given to the participant at SMAN 4 Kota Banda Aceh. The data were analysed by using Likert scale and the correlation coefficient by Pearson. The result of questionnaires show that students have a high reading habit. The majority of them enjoyed reading English very much using online sources; however only few agree to spent 15-30 minutes each day to read English although they spend their time periodically to read English every week. In addition, most of them also affirmed that reading English is purposed to improve their writing skill as they think that reading English is supported their intentions. This fact is highly correlated to the result of correlation coefficient which shows that the correlation between students' reading habit and their writing ability is 0.899 (high correlation). Therefore, it can be concluded that the students have high reading habit even though only few agree to spent 15-30 minutes of their time to read English each day while they know that reading highly impacts their writing ability. Hence, it implies that students should provide more time to read voluntarily because it gives significant effect to their writing ability.

Keywords: *Reading habit, writing ability, senior high school student, English writing*

CHAPTER I

INTRODUCTION

A. Background of study

Maintaining English writing is equally crucial to the other skills, this is so because writing is one of the complex kinds of communication and it is produced in written forms. Moreover, writing skill is also one of the highest levels of communication skills because only people who truly have great attention to the knowledge progress that can understand the nature of writing. Besides, writing is not only the process of arranging the alphabets into words or sentences, but it also about expressing people's idea in the written text (Mahyar, 2012).

There have been many attempts to improve students' writing ability, such as by having a reading habit. The relationship between students' reading habit and students' writing ability are very close. According to Ferris and Hedgcock (as cited in Ilham) reading is the basis of writing because the data gained through reading contains print-encoded messages and pieces of information about how the pragmatic, and rhetorical constitutes combine to make the message important (2012).

Many studies have been carried out on the effect of reading habit on students' writing ability. Krashen (2014) states that writing style does not originate from actual writing experience, but rather from reading. Many researchers concurred that the individuals who read more, create the more elevated amount of proficiency. It is also believed that extensive reading leads to greater writing proficiency, by reading much,

the students will get numerous vocabularies. Clearly, the good acquisition of vocabularies will ease and help them in writing skills. Parry states, "to establish a firm foundation for the vocabulary building to be done in academic courses, we should encourage our students to read as much as they can before they leave the classes" (1991).

In addition, individuals who want to write, should have the capacity to read and comprehend one's reading material. Reading helps them to have a better writing style, progressed grammatical competence and great spelling. Eckhoff (cited in Ilham) reported that reading activity influences children's written work, demonstrating that youngsters mirror the type of composing that they are exposed after they read (2012).

There are also several studies related to this research. The first one is the study conducted by Maula. The research discusses the correlation between students' reading habit and their ability to write narrative text. The study was conducted for the grade 11 of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015. Based on the result of her research, it shows that there is a significant positive correlation between student' reading habit and their ability to write narrative text on grade 11 of SMAN 1 Kajen Pekalongan Academic Year of 2014/2015. The study concluded that the students' reading habits are strongly correlated with the students' writing ability (2015).

Another research presented by Nanik Rahmawati discusses a correlative study between the students' reading interest and their writing ability of the third semester of international class program students of IAIN Salatiga in the academic year of 2015/2016. She found that there was a positive and significant correlation between reading interest and writing ability. It can be described at the level of significance at 1% (0.01), which is 0.708. It was proven by r-calculation which is higher than the r-table because r-calculation is 0.855 while r-table is 0.708. Consequently, the research shows that students' reading interest and their writing ability are highly correlated (2015).

Even though many studies have been carried out on the influence of reading habit on students' writing ability, little is known about the impacts of students' reading habit and their ability of writing of second year students of SMAN 4 Kota Banda Aceh. The study intends to fill in the gap by investigating the correlation between students' reading habit and their writing ability.

B. Research questions

The following research questions were investigated for this research:

1. How is the English reading habit of second year students of SMAN 4 Kota Banda Aceh?

2. Is there any correlation between students' reading habit and their writing ability?

C. The aims of study

The purposes of this research are:

1. To investigate the English reading habit of second year students of SMAN 4 Kota Banda Aceh.

2. To find out whether there is any correlation between students reading habit and their ability of writing.

D. Significance of study

This study is significant because:

1. For Teachers

It can be beneficial for English teachers to know students' reading habit in English, it leads the teacher to find out students' need in learning. Moreover, this research will draw a wider understanding to the teacher that students are needed to be motivated to read more, one of the ways is by providing enough time and several kinds of book to read.

In addition, the result also helps the teachers to develop a lesson plan in writing class based on their reading habit because the reading habit is significantly influenced students' writing ability.

2. For students

It develops students' awareness of their own reading habit and the importance of reading habit toward their writing. Having known the importance of it, the students are expected to have a better motivation to increase their habit in reading English texts/books.

E. The key terms

To avoid misunderstanding, there are some terms which need further detail to be explained. The terms are Reading Habit and Writing Ability.

a. *Reading Habit*

Habit is a repeated action. According to Sangkeo (1991) reading habit refers to behavior which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes her or his reading, how often, how much and what the readers read. In addition, according to Zwiers (2014) reading habit more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. In accordance to the discussion above, the reading habit meant by the writer is the automatic process as the readers read the English text.

b. *Writing Ability*

      Writing is a way to produce language and communicate with others on the written way. According to Boardman (2002) writing is a continuous process of thinking and organizing, rethinking and reorganizing. It can be concluded that writing is a way to produce language that comes from thought on the written way. However, unlike speaking, writing needs a continuous process of editing and reorganizing. The ability of writing means the skill of formulating, organizing, and finding the right word to present a written text. From the discussion, it can be concluded that the writing ability meant by the writer is the students' ability in writing an English text. Furthermore, in this research, the writer measured student' ability in writing descriptive text.

CHAPTER II

LITERATURE REVIEW

This chapter reviewed the important theory on the correlation between students' reading habit and writing ability which covers the general concept of reading habit, the writing ability and descriptive text. Furthermore, it explains the correlation between reading habit and writing ability and the previous studies done on the correlation between those two variables.

A. General Concept of Reading Habit

1. Definition of Reading

Reading is the process of understanding written text. It is an activity which involves perception and thought. According to Linse (2006) reading is a set of skills that include making sense and getting significance meaning from printed work. Patel and Jain (2008) also state that reading is purposed to comprehend the significance of printed words into writing symbols. It is an active process which consist of word acknowledgement and comprehension skill. Pang, et.al (2003) add that the word acknowledgement is the way toward seeing how written symbols correspond to one's spoken language while comprehension is way to understand words, sentences and associated content. In addition, Manzo (1995) states that the act of reading ought to be made in two parts: the process and the product. The process indicates as a function or operations that someone's encounter in obtaining meaning

whereas the product specifies as the concrete insight and information obtained as a result of reading.

Moreover Collins (1979) states that reading is an essential and important aptitude educated in school. It is highly valued by students and teachers since it is a complex activity of problem solving in which the reader attempts to understand a content not simply from the words and sentences on the page yet additionally from thoughts, memories and knowledge evoked by those words and sentences (Schoenbach, 2012). Collins (1979) also adds that reading is a mental process. Despite the fact that the eyes are associated with sending the data about printed word into the mind, mind plays out the genuine activity of reading. Therefore, it can be deduced that reading is a mental process which includes determining importance and sending data about printed word to the mind till being the genuine activity of reading.

2. Definition of Reading Habit

According to Wahyudi (2016) habit is a mental process of a means of thinking. Andrew (cited in Wahyudi) states that from psychology's point of view, habit is a more concrete way of thinking, willing or feeling acquired through a continue action of a mental practices (2016). Thus, reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes that involved in constructing meaning from text (Zwiers, 2004). Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading, it is meant that reading habit is also associated with someone's behaviour that expressed

their willing in reading (Sangkeo, 1999). Reading habit is also defined as the manner in which an individual arranges his understanding (Davidovitch, 2016). Acquisition of reading habits is a continuous process of learning letters, words, sentences, passages, and complete texts (Parlette, 2010). Scientists note that for reading to become a habit, reading must be encouraged. In practice, reading accompanies a child throughout her life, with the understanding that reading is a means for personal growth, it shapes the imagination, and plays a critical role that allows the individual to control language and play a role in society (Knoester, 2010). The researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Muniandy, 2013). Reading is one of the most effective ways to become good readers and good spellers, have a sufficient vocabulary and advanced grammatical competence, and build up a decent writing style as well. Reading habit accompanies individuals as they progress in age and influence their academic circumstance (Owusu-Acheaw, 2014).

3. The Advantages of Reading Habit

Reading is one of the most fundamental skills that someone needs to learn to have a success life. Wulandari (2016) states that there are many advantages that students can get, these are:

a. Helps the mind performs effectively

Having a good reading habit helps the mind activate the neuron and make the mind do its job. The more someone read, the more it sharps their mind because reading habit can make their mind performs continuously. People with a good reading habit would be able to perform effectively in front of public.

b. Develop a good vocabulary

A frequent reader would have a range of words bank, the more someone read, the more they get many vocabularies that can build up their understanding in recognizing mistake, significance meaning and would be better to catch the message that the writer trying to convey in a reading passage.

c. Boost intellectual curiosity

As a saying says that "Reading is the window to the world", so that, someone with regular reading will see the book as a source of knowledge, it is exposes them to read many types of the books and understand the complexity of different books. In addition, Frequent readers will boost their understanding about the various forms of literacy skills.

d. Habit of reading means psychological activity

As a mental activity, reading habit makes the reader's mind feels the writers' imagination and the plot of story, and experience the difference of personal player.

e. Helps readers to have positive mind

Reader with a good reading habit should give a regular feedback to the material they have read, it insists them to have an active, positive and critical mind set. They should summarize and make a judgement from the material.

4. Factors Influencing Reading Habit

The recent research shows that reading habit has gain much attention to the educators, parents and other stake holders. It is widely known that a good reading habit can help students in many aspects of academic life, it is one of the most effective ways to have better writing style, vocabulary improvement, advanced grammatical competence and good spelling. There are some other factors which influenced one's reading habit; age, gender and educational background (Ross 2002). As reviewed by Ross (2002) "heavy readers" are more likely to be female than male, younger than older and the one who has achieved a higher education than society at large. Moreover, Dalila (2018) states that there are factors influencing reading habit, the factors are:

a. Peer influence

A study of young people in Britain aged between 11 to 18 years found that peer influence was the top most reason for reading book. It is widely known that peer can be something very important on someone's habit, many people intends to have the same habit as what their close friends have.

b. Personal interest

Personal interest is also believed to have an important role in obtaining the reading habit. A research found that the most important factor motivating students' reading habit is students' personal interest. In this case, the research shows that the students' personal interest is highly correlated with gender, age, educational background, academic performance and professional growth.

c. The library's condition

Another factor influencing students' reading habit is library's condition, the National Library and Documentation Service (NLDB) in Sri Langka carried out a research and found that the reading habit of students is poor because the condition of library was insufficient as the book collections were old and most of students read light material, such as magazine, novels, comic and newspaper.

d. Library's reading resource

A reading resource also influences students' reading habit. A reading habit will increase if the resource in the library appropriate to students' reading preference. A survey in Britain investigated that students had very diverse reading sources. A survey conducted in Denmark on student between nine-twelve years found that over a month, the students read a total of 159 fictions and non-fictions written by more than 700 authors. Among Singaporian students, adventure and mystery stories were the most popular. In Australia, student like reading action adventure, science fiction and

fantasy. In Britain, fantasy fiction was at the top followed by humour, horror and thriller book.

5. The Indicators of Reading Habit

According to Cesar, Gaona & Gonzalez (2010) there are six indicators of reading habit:

a. Reading frequency; the individual reports of books read in someone's leisure time. It is an activity where somebody read for few minutes or hours.

b. Books read; the individual report of the sum of books having read by someone in the last three months.

c. Time spent on academic reading; the time spent by someone to read their academic book, it is identified with the subject of their study.

d. Time spent on non-academic reading; the time spent by someone to read the book that are not specifically associated with the subject of their study.

e. Motivation in the family environment; it is correlated to someone's will to buy books, recommended books and reading interest in the family.

f. Motivation in the academic environment; it is correlated to the teachers' command to read books.

B. General Concept of Writing Ability

   1. Definition of writing

   Writing skill is considered as more complicated than any other language skills because writing needs a well-structured way to present the thoughts in an organized and planned way (Braine & Yorozu, 1998). Moreover, while composing a writing, students not only focus on writing style but also on the content, organization, vocabulary, grammar, and language use at the same time. Mahyar (2012) states that writing is a process of acquiring idea and composing something into written form. It is meant that writing not only the process writing symbols but also pouring the thoughts into written form. Hyland (2003) mentions that writing is a way to develop individual perspective on a topic where someone is pouring their point of view toward a content or a topic in a written form. It is supposed to produce language and communicate with other on a written way and to express their opinions, thoughts, feeling then organize them in a written form. The purpose of writing is to give some information to other people by writing it down.

   2. Definition of writing ability

   Writing is considered as one of four skills in English language in addition to listening, speaking and reading. Writing is considered as one of complex kind of communication, besides it is produced in written forms, the writing skill is one of the most difficult skill and the highest level of communication skill. In this

case writing ability is defined as a specific skill which helps writers put their thoughts into word in a meaningful form to mentally interact with the message (Mahyar, 2012). Thus, it can be assumed that writing ability is the skill of putting together what they think or what they want to say using words, which is who read is able to know their thoughts, ideas, feeling and what they want to convey with grammatical rules, punctuation, composition and methods.

3. The characteristics of writing

Rahmawati (2015) as cited in Langan states that there are four characteristics of writing. They are unity, support, coherences, and sentence skills. The detail explanation of the characteristics are as follows:

a. Unity

The word "unity" is synonymous with "oneness". The sentences in a passage should focus on one aspect expressed in the topic sentence.

b. Support

The sentences that the writer write should be equipped with supporting details that support the previous sentences.

c. Coherences

Coherence is one of the most crucial roles in paragraph making. The related paragraph should support the connected idea related to the previous sentences.

d. Sentence skills

It is the skill where someone constructing a paragraph in their own way. It can be supported by students' skill in determining the exact vocabulary for the passage.

4. The steps in writing

According to Maula (2015), in composing writing text, the writer generally follows a series of steps, the steps are:

a. Exploring Ideas

Writing first involves discovering ideas. Writers should consider the subject, the purpose, and the audience targeted. As in speaking, writers must have something to say, a reason for saying it, and someone to say it to.

b. Prewriting

The second step of the writing process involves writing the writers' thoughts on a paper or a computer. The writers may use some methods such as brainstorming, clustering, or free writing.

c. Organizing

After putting the ideas into words, writers can begin to organize them. They need to think again about their purpose and audience. The process of organizing involves selecting the best idea or part from the prewriting process, subtracting the

parts of the prewriting that are not related to writers' choice, adding some other information, and arrange them in a certain outline.

d. Writing a First Draft

In this step, writers start to develop their outline into paragraph. Writers may add new ideas by putting them in a note.

e. Revising the Draft

Revising is the most important steps of writing, especially for people who write in second or foreign language. Writers read the first draft, add ideas, remove ideas that do not fit, rearrange sections, say sentences differently and make a clean copy of the draft in this step.

f. Producing the Final Copy

This step includes editing and proofreading. Editing means that writers check carefully the grammar, word choice, verb forms, punctuation, and the spelling then correct them if there is an error made. Proofreading means carefully examining the final copy again and check the corrections the writers made.

The six writing steps need to be applied not only by book writer or experts but also by students as language learners in order to get better writing product.

C. General Concept of Descriptive Text

1. Definition of descriptive text

According Artono (cited in Prasetyo) "Description is the part of the paragraph that describe the character". In other word, we can say that descriptive text is a text which describes how something, someone, or a certain place is like (2016, p.15).

Descriptive writing is focused on one subject and uses specific detail to describe something that students are focused. It creates a vivid picture of an idea, place or person. For example, if the students are asked to write about their parents, their writing will not only tell the name of their parents and how they look like, but also describe their characteristic and what experience that they ever had (Prasetyo, 2016).

2. General purpose of descriptive text

Barbara (cited in Prasetyo, 2016, p.16), make a table that explains purpose for description text. The purpose as follow:

Table. 2.1 The general purpose of descriptive text

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favourite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense

	of poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music video degrades woman)	A description of a degrading music video

3. The generic structures of descriptive text

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

1. Identification/ general statement

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

2. Description

Is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities (Noprianto, 2017).

D. The correlation between reading habit and writing ability

Reading habit is one of the most important aspects in people's life. Reading is needed to master many things in life. Reading is "the window to the world", particularly when learning a foreign language. It means that reading a book gives people a broader perspective of the world than they otherwise have. Reading is a source to get information, which can be found in English book, magazine, newspaper, internet, technology and many other sources. None can get a lot of information without reading. By reading, the students can improve their vocabulary and understand some other aspects of language (Liunokas (2016). Reading itself has many advantages, such as Reading can improve writing ability, it is because writing and reading have a close correlation in learning. People start to learn through both of them. People can write easily and fluently because they read before they write. Moreover, we know that in the process of writing, we cannot ignore the contribution of reading activity. We know that reading is one of activities that can train us to be good and critical thinkers. Brookfield & Stephen (1987) states that critical thinking is generally conceptualized as an intellectual ability suitable for development by those involved in higher education. Reading is an integral part of the process. During reading, the reader transacts with the text to construct meaning, makes predictions and struggles to understand the text (Rosenblatt, 1988). The knowledge gained from the reading process is language knowledge. With a complex reading activity,

someone can gain the understanding of how ideas transferred into written form in an exact way using the correct grammar (Mahyar, 2012).

E. Previous study

The relevant information in this literature review is presented to support the present study, In the end of the section, the writer hopes that the reader has a better understanding on the basic concept of this study entitled "The correlation between students' reading habit and their writing ability of the eleventh's grade students of SMAN 4 Kota Banda Aceh. In accordance to this review, the reader is presented some information about the importance of this research to be done.

The investigation of English reading habit of EFL students in Indonesia has long been investigated, in accordance to the research of Erna Iftanti (2012) entitled "A survey of the English reading habit of EFL students in Indonesia" concluded that although the students have read English since elementary school, they do not indicate to have a good English reading habit. However, the research found that several students have a good English reading habits proposed by their eagerness to spend time reading various types of English text regularly and their motivation to read English without any enforcement.

Futhermore, the writing ability can also develop a poor reading habit. The study of Eziaku K Ukoha (2015) entitled "Impact of writing on improving the reading competence of Nigerian adolescents" showed that writing, aptitude, sex and age had

positive effects on reading. Since reading is a learnt behaviour, adolescents can improve their reading ability through practice in writing because reading is progressed in the same direction as aptitude and writing.

The following research by Ulfah Sartika Mahyar (2012) entitled "The influence of reading habit on students' writing skill at the first grade of SMPN 1 Pedes Kerawang" concluded that the alternative hypothesis was accepted because the t_{obs} is higher that T_{table} (2,57 > 2,02) which mean that the influence of reading habit on students' writing skill at the first grade of SMPN 1 Pedes Kerawang is more active.

In addition, the study of Nanik Rahmawati (2015) with the title of "A correlative study of students' reading interest toward their writing ability of the third semester of International class program students of IAIN Salatiga in the academic year of 2015/2016" concluded that the score of reading interest of the respondents was good result because the average of their score for reading interest was 66 from the scale 1-100. 70% of students were highly interested in reading and the rest 30% were interested enough in reading. the score of writing ability of respondents showed a positive result. It was proven by the result of the writing test. The highest score was 87 and the lowest score was 53 from total score of 100. 20% of the students were categorized as excellent in writing ability and the rest of two were categorized as 40% good and 40% fair in writing ability. Thus, it can be concluded that the correlation between reading interest and writing ability was very significant.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology procedures which include a brief description of the study, research design, population and sample, techniques of data collection, research procedure and techniques of data analysis.

A. The study

SMAN 4 Kota Banda Aceh is located in JL. Panglima Nyak Makam, No.19, Kec. Kuta Alam, Gampong Kota Baru, Kota Banda Aceh. It was built in 1974. This school is led by Mr. Bakhtiar, S.Pd and has 65 teachers that consist of 59 civil servants and 6 temporary employees. 6 of them are English teachers, and they are graduated from different universities such as UIN Ar-raniry, Syiah Kuala University and many more. SMAN 4 Kota Banda Aceh also has 10 staffs; they are, staffs of administration officers and librarians.

In supporting English teaching learning activity, SMAN 4 Kota Banda Aceh used curriculum 2013 revision. The curriculum provided two different kinds of teaching learning classes. The classes named "wajib" and "bakat minat". The "wajib" class provided 2 hours English learning while "bakat minat" provided 3 hours English learning. In whole, students are provided 5 hours lesson for English learning.

Aside from the curriculum, SMAN 4 Kota Banda Aceh has 779 total students in academic year 2018/2019. It can be seen clearly in the following table:

Table. 3.1 The total students of SMAN 4 Kota Banda Aceh

No	Class	The Amount of students								Total
		Science Program					Social Program			
		1	2	3	4	5	1	2	3	
1.	Class X	32	33	30	32	31	33	31	30	252
2.	Class XI	34	34	34	35	35	33	34	32	271
3.	Class XII	33	31	32	33	32	31	32	32	256
TOTAL										779

B. Research design

The research design is a quantitative and it used correlational method in which the variables correlated to each other. A quantitative design is more appropriate for this study compared to a qualitative design because the purpose of the study is to verify and measure the existence of relationships between variables, which qualitative studies do not indicate (Cozby & Bates, 2004). Quantitative is a process of getting knowledge by using a number of data as instruments to explain the subject (Margono, 2004).

A correlation research is a detection of the correlation between one variable and other variables based on the available correlation coefficient (Suryabrata, 2009). Fenton and Nail (2012) state that are three types of correlation, they are; linear

positive correlation, linear negative correlation, and no linear correlation. The type of correlation is decided by +1 to -1. If the correlation coefficient is closer to +1, the correlation is linear positive which means if one variable is high, another variable remains high, and if one variable is low, another variable remains low. In other word, if the correlation coefficient is closer to -1, the correlation is linear negative which means if one variable is high, another variable is low, and if one variable is low, another variable is high. If the correlation coefficient is 0, it means there is no linear correlation between variables. In this research, the first variable is reading habits (x), then the second variable is writing ability (y).

In accordance to the research, Product-Moment Method or also known as Pearson's Product moment is generally used to measure the correlation between two variables. This method can measure the correlation from students' score. This method is representing as *r*. In this study, the researcher decides to use the Product-Moment Method in order to measure the correlation between reading habit and writing ability (rho) (Singh, 2006).

C. Population and sample

    1. Population

    The population of this study is the students of SMAN 4 Kota Banda Aceh. Population is the overall research subject (Arikunto, 2010). The population is focused on the second year students of SMAN 4 Kota Banda Aceh. The total number of the second year students of SMAN 4 Kota Banda Aceh is 271 students.

    The researcher believed that the second year students of SMAN 4 Kota Banda Aceh are appropriate for the research because these students already learnt about descriptive text in the previous semester. Therefore, these students are eligible to be tested, especially the ability of writing descriptive text.

    2. Sample

    Sample is a representative part of the total population. According to Arikunto (2006) if the total number of populations is less than 100, it is better to take all numbers of population to be the sample and called total sampling, on the contrary, if the number of subjects more than 100, the sample could be taken for about 10-25% or more. Furthermore, in this study the researcher took sample about 15% from the population. Thus, only 40 students were chosen to be the sample of this research. In addition, the writer used random sampling technique in selecting the sample. According to Sugiyono (2013) it is called random sampling technique because it is

done randomly without categorizing anything in the population which means every member of population has equal opportunity to be the participant of the research.

D. Data collection

In conducting the research, the researcher needed various kinds of data and information to support the research. To obtain the data, the researcher uses two techniques:

1. Questionnaire

In this research, the questionnaire was handed out to measure the reading habits of second year students of SMAN 4 Kota Banda Aceh. The total questions of the questionnaire are 20 questions. Several items of the questionnaire in this instrument were adapted from some reliable sources. In addition, in selecting the items of questionnaire, the researcher had consulted the supervisors and the English teacher.

In this study, the questions were translated into Bahasa in order to ease the respondents in answering the questions. The questionnaire used in this study is closed questionnaire. The questionnaire in this research was designed based on Likert scale model. Arikunto (2010) stated that "likert scale is a statement which followed by table which show the scale, for example begin from strongly agrees to strongly disagree". The indicator scoring on a Likert scale questionnaire items are as follows:

Table. 3.2 Indicator score of reading habits

No.	Alternative answer	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly disagree	1

In addition, to measure the students' reading habit, the researcher categorized the classification of students' reading habit and presented the means of reading habit questionnaire to see the ranking of their responses. The classification can be seen as follows:

Table 3.3 Classification of students' reading habit

No.	Category	Score
1.	Very High	80-100
2.	High	60-79
3.	Middle	40-59
4.	Low	20-39
5.	Very Low	0-19

Source: Rasyid, D (2012)

2. Test

According to Dalila (2017) test is needed to describe students' performance and reveals their achievement in the target content they have learnt. In this research, the test was used as the second instrument, it was given to measure the students' ability in writing. The students were given a task to write their own paragraph based on the topic given. In this research, the students were asked to write a descriptive text about *An Admiring Figure.*

The test item was analyzed and validated by the supervisors before it was implemented as the instrument to examine the students' writing ability. To examine the students' writing ability, the researcher used following indicators (See appendix 3.4).

F. Data analysis

The data were rearranged by separating reading habit score and writing ability. Reading habit is called variable X and writing ability is variable Y. The students reading habit was measured using Likert scale and the correlation between those two variables were analyzed statistically by using Pearson's correlation formula, which is:

$$r_{xy} : \frac{N\,(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\,\sum X^2 - (\sum X)^2]\,[N\,\sum Y^2 - (\sum Y)^2]}}$$

in which:

r_{xy}: Correlation coefficient variable X and Y

X: Reading habits score

Y: Writing ability score

N: Number of samples

The Pearsons' correlation formula was used when the writer intended to measure the correlation with raw data from test. The range of correlation in this formula is 1.00 until 0.00 in which 1.00 stands for a very strong correlation between both variables, and 0.00 stands for a very week or no correlation at all. To provide the better explanation, the correlation coefficient table can be seen as follow:

Table 3.5 Correlation coefficient table

Correlation coefficient (r)	Interpretation
0.00-0.20	Very low correlation
0.21-0.40	Low correlation
0.41-0.70	Moderate correlation
0.71-0.90	High correlation
0.91-1.00	Very high correlation

Source: Muawanah, S. (2014).

CHAPTER IV

DATA ANALYSIS

This chapter analyzed the data as can be seen in section A. Discussion of the research is presented in section B.

A. Research findings

The following are the research findings and discussion of questionnaires' score and writing ability's score that have been analysed.

1. The finding of the questionnaires

The finding of the questionnaires showed that the scores of students were slightly different. The scores of 20 statements were calculated for each participants.. The finding of questionnaire are as follows:

Table 4.1 The finding of reading habit questionnaire

No	Students Name	Class	Reading habit scores (X)
1.	DAN	XI-IA4	90
2.	RRD	XI-IA3	89
3.	CSR	XI-IS2	87
4.	HN	XI-IA4	86
5.	DZ	XI-IA1	85
6.	VCK	XI-IS1	85
7.	AKI	XI-IA1	84
8.	DS	XI-IA3	83
9.	MT	XI-IS2	83
10.	AM	XI-IA2	80
11.	SZ	XI-IS1	79

12.	WMU	XI-IA5	78
13.	FKH	XI-IA4	77
14.	MAR	XI-IA4	76
15.	CPS	XI-IS1	76
16.	SF	XI-IA3	74
17.	PR	XI-IA2	73
18.	CRI	XI-IA5	73
19.	TZG	XI-IS3	71
20.	CFA	XI-IA1	70
21.	FM	XI-IA5	70
22.	NF	XI-IA2	69
23.	SNM	XI-IS3	69
24.	AKP	XI-IA3	67
25.	WLD	XI-IA5	67
26.	NR	XI-IA5	66
27.	JFIP	XI-IS1	65
28.	DS	XI-IS3	64
29.	NM	XI-IS3	62
30.	NH	XI-IA1	57
31.	ZB	XI-IS2	57
32.	JF	XI-IA1	55
33.	MUA	XI-IA2	55
34.	BAF	XI-IA3	55
35.	SN	XI-IS3	54
36.	WS	XI-IS1	50
37.	MF	XI-IS2	49
38.	MDR	XI-IA4	46
39.	ZR	XI-IS2	46
40.	EA	XI-IA2	40

Table 4.1 shows that the students score is ranged from 40-90. Based on the previous discussion, it can be concluded that 9 students have very high reading habit, 20 students have high reading habit, 10 students have middle reading habit, 1 student has low reading habit and none has very low reading habit. The average result of students reading habit is 69 which classified as high. Therefore, it can be concluded that students has high reading habit,especially English reading habit. Furthermore, to know the means of each questions to students responses in questionnaire, see the (Appendix 4.2) for a better explanation.

In addition, to see the ranks of their responses to the English reading habit, the means to the questionnaires result are presented in the table below:

Table 4. 3 Students' responses to English reading habit based on means

Question No.	Students Responses	Means
6	I usually read English book/text from online sources	4.025
1	I enjoy reading English book/text	3.95
9	I like reading English fiction book/text	3.775
13	I read English book/text to improve my writing ability	3.75
18	I usually read English at night	3.5
16	I usually read English in the house	3.475
2	When I am bored, I think reading English text/book is one of the activities that decrease the boredom	3.4
4	I spare my time (min 3 times) a week to read English book/teks	3.35
10	I like reading English non-fiction book/teks	3.35

11	I already read 2 English book/teks so far	3.35
14	I read English book/text to spend my free time	3.35
15	I usually read English book/text in the school	3.325
5	I spend (min 15-30) minutes to read English book/text each day	3.275
12	I read English text/book because it's my hobby	3.15
3	I think, reading English text/book more fun than playing	3.05
7	I usually buy English book/text	3
17	I usually read English book/text at day	2.975
8	I usually borrow English book/text	2.925
20	I have no motivation t read English book/text because it difficult to understand	2.075
19	I feel pressured everytime reading English book/text	1.925

Table 4. 3 shows the average (means) of students' responses to English reading habit. Most of the means fall in between 3 (neutral), which indicates that they are either agree or disagree to the question, meaning that they give a midpoints reaction to the question, it is confirming that they have neither positive response nor negative response to the question. 1 fall into 4 (agree) as referred to question number 6, which mean that most of students agree to using online resources as one of the ways to obtain English texts/books, also 1 question fall in between 2 (disagree) as referred to question number 20 which mean that the students do not think English text/book is difficult to understand. Next, there is also 1 question fall in between 1

(strongly disagree) as in number 19 indicates that they enjoy reading English text/book because they do not feel pressured when reading it.

2. The finding of test

The finding of writing test shows that the writing test score of 40 students were ranged from 42-93. The average score was 72. The researcher used mean formula to calculate the students' average score. The table below presented a better calculation to the findings.

Table 4.4 Students' writing test score

No	Students Name	Class	Writing Ability Scores (Y)
1.	CSR	XI-IS2	93
2.	DZ	XI-IA1	91
3.	MT	XI-IS2	91
4.	VCK	XI-IS1	90
5.	MAR	XI-IA4	88
6.	AKI	XI-IA1	87
7.	DAN	XI-IA4	87
8.	RRD	XI-IA3	85
9.	FKH	XI-IA4	84
10.	WMU	XI-IA5	84
11.	HN	XI-IA4	83
12.	SZ	XI-IS1	82
13.	PR	XI-IA2	81
14.	DS	XI-IA3	80
15.	AM	XI-IA2	79
16.	NR	XI-IA5	76
17.	CRI	XI-IA5	76
18.	CPS	XI-IS1	76

19.	CFA	XI-IA1	74
20.	NF	XI-IA2	73
21.	SF	XI-IA3	71
22.	AKP	XI-IA3	71
23.	TZG	XI-IS3	71
24.	FM	XI-IA5	70
25.	DS	XI-IS3	70
26.	ZB	XI-IS2	69
27.	MUA	XI-IA2	68
28.	WS	XI-IS1	68
29.	NH	XI-IA1	67
30.	WLD	XI-IA5	67
31.	NM	XI-IS3	67
32.	JFIP	XI-IS1	64
33.	BAF	XI-IA3	59
34.	SNM	XI-IS3	58
35.	JF	XI-IA1	48
36.	EA	XI-IA2	47
37.	SN	XI-IS3	47
38.	MDR	XI-IA4	46
39.	ZR	XI-IS2	42
40.	MF	XI-IS2	42

3. The correlation between students' reading habit and their writing ability

To make it easy to interpret the finding between students' reading habit and their writing ability, there are some steps that should be made:

  a. The computation of students' reading habit and writing ability scores

The computation of students' reading habit and writing test scores can be seen as follow:

Table 4.5 The students' reading habit and writing ability scores

NO	NAME	CLASS	READING HABIT SCORES (X)	WRITING ABILITY SCORES (Y)	X^2	Y^2	XY
1.	AKI	XI-IA1	84	87	7056	7569	7308
2.	DZ	XI-IA1	85	91	7225	8281	7735
3.	CFA	XI-IA1	70	74	4900	5476	5180
4.	NH	XI-IA1	57	67	3249	4489	3819
5.	JF	XI-IA1	55	48	3025	2304	2640
6.	AM	XI-IA2	80	79	6400	6241	6320
7.	EA	XI-IA2	40	47	1600	2209	1880
8.	MUA	XI-IA2	55	68	3025	4624	3740
9.	NF	XI-IA2	69	73	4761	5329	5037
10.	PR	XI-IA2	73	81	5329	6561	5913
11.	BAF	XI-IA3	55	59	3025	3481	3245
12.	DS	XI-IA3	83	80	6889	6400	6640
13.	SF	XI-IA3	74	71	5476	5041	5254
14.	AKP	XI-IA3	67	71	4489	5041	4757
15.	RRD	XI-IA3	89	85	7921	7225	7565
16.	MDR	XI-IA4	46	46	2116	2116	2116
17.	HN	XI-IA4	86	83	7396	6889	7138
18.	MAR	XI-IA4	76	88	5776	7744	6688
19.	FKH	XI-IA4	77	84	5929	7056	6468
20.	DAN	XI-IA4	90	87	8100	7569	7830
21.	WLD	XI-IA5	67	67	4489	4489	4489
22.	FM	XI-IA5	70	70	4900	4900	4900
23.	NR	XI-IA5	66	76	4356	5776	5016
24.	CRI	XI-IA5	73	76	5329	5776	5548
25.	WMU	XI-IA5	78	84	6084	7056	6552
26.	VCK	XI-IS1	85	90	7225	8100	7650
27.	SZ	XI-IS1	79	82	6241	6724	6478
28.	CPS	XI-IS1	76	76	5776	5776	5776
29.	WS	XI-IS1	50	68	2500	4624	3400
30.	JFIP	XI-IS1	65	64	4225	4096	4160
31.	CSR	X I-IS2	87	93	7569	8649	8091
32.	ZR	XI-IS2	46	42	2116	1764	1932

33.	ZB	XI-IS2	57	69	3249	4761	3933
34.	MF	XI-IS2	49	42	2401	1764	2058
35.	MT	XI-IS2	83	91	6889	8281	7553
36.	NM	XI-IS3	62	67	3844	4489	4154
37.	SN	XI-IS3	54	47	2916	2209	2538
38.	SNM	XI-IS3	69	58	4761	3364	4002
39.	DS	XI-IS3	64	70	4096	4900	4480
40.	TZG	XI-IS3	71	71	5041	5041	5041
	Total		**2762**	**2872**	**197694**	**214184**	**205024**

The definition of variables from table above:

X: The score of students' reading habit

Y: The score of students' writing ability

X^2: The score of students' reading habit squared

Y^2: The score of students' writing ability squared

XY: The score of students' reading habit and students' writing ability

The students reading habit is as independent variable (X), shows that the highest score of the students' reading habit is 90 and the lowest score is 40. The total of students' reading habit score is 2762.

The students' writing ability is as dependent variable (Y). The highest score of students' writing ability is 93 and the lowest score of students' writing ability is 42. The table above shows that the total score of students' writing ability is 2872.

b. Computing the relationship between students' reading habit and their writing

ability

In this step, the researcher calculated the correlation coefficient *(r)* by applying

formula:

$$r_{xy} : \frac{N\ (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\ \sum X^2 - (\sum X)^2]\ [N\ \sum Y^2 - (\sum Y)^2\ ]}}$$

Which:

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

X: Reading habits score

Y: Writing ability score

N: Number of samples

$$r_{xy} : \frac{N\ (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\ \sum X^2 - (\sum X)^2]\ [N\ \sum Y^2 - (\sum Y)^2\ ]}}$$

$$r_{xy} : \frac{(40)(205024) - (2762)(2872)}{\sqrt{[(40)(197694) - 7628644][(40)(214184) - 8248384]}}$$

$$r_{xy} : \frac{8200960 - 7932464}{\sqrt{[7907760 - 7628644][8567360 - 8248384]}}$$

$$r_{xy} : \frac{268496}{\sqrt{[279116][318976]}}$$

$$r_{xy} : \frac{268496}{\sqrt{89031305216}}$$

$r_{xy:}$ 0.899

From the calculation above, it shows that the correlation between students' reading habit and their writing ability *(r)* is 0.899. In order to know to what extend both variables correlate each other, the standard of correlation coefficient proposed by Muawanah (2014) as mentioned in the previous chapter are referred.

The previous discussion shows that the interpretation of calculation result is 0.899 which indicate that there is a high correlation between students' reading habit and their writing ability. It means that the students' reading habit has a high correlation with their writing ability.

3. Computing the coefficient determinant

In order to know how much the percentage of students reading habit (variable X) influenced their writing ability (variable Y), it is better to calculate it through determination coefficient (R) formula. Determination coefficient shows to what does the variable X effect value of variable Y. The formula of determination coefficient is stated below:

$$\mathbf{R= r^2 \ x \ 100\%}$$

In which:

R: Determination coefficient

r^2: Correlation coefficient

$R= r^2$ x 100%

R= $(0.899)^2$ x 100%

R= 0.808201 x 100%

R= 80.82%

The result of R value is 80.82%. It indicates that the effect of students' reading habit (variable x) toward students' writing ability (variable y) is 80.82%. Meanwhile, another 19.18% may be affected by other factors.

B. Discussion

Having faced the results of the questionnaires and writing test, a discussion is presented in order to answer the research questions as stated in chapter 1.

1. The first research question is "How is the reading habit of the second year students of SMAN 4 Kota Banda Aceh?". From the classification, it is presented that students have high English reading habit. The statement is drawn from the calculation of students average score for each participant. The average score is 69 which classified as high. Therefore, it can be concluded that the students have high English reading habit.

In detail, the result shows that the second year students of SMAN 4 Kota Banda Aceh enjoy reading English texts/books from online sources. The majority students also spent 3 times per week and 15-30 minutes each day to read English. Most of them also confirmed that reading English is purposed to enhance

their skill in writing. This is likely influenced by their believed that reading much developed their comprehension in writing. They also tend to read English in their home rather than in their school, they prefer to read at night to day and most of them also would prefer to read English from the online sources rather than buying or borrowing from the other people. Besides, majority of students enjoy reading fiction text/book in their spare time. Although it is indisputable that most of them also read non-fiction book in their daily activity especially when they were at school.

The result of the first aims of study is relevant to the research of Erna Iftanti (2012) which also investigated the English reading habit of EFL students in Indonesia. The study showed that a good reading habit supported by their motivation in reading English and their eagerness to spend time in reading various types of English text regularly.

2. The second research question is "Is there any correlation between students' reading habit and their writing ability?". In this research, the measurement of Correlation Coefficient Formula by Pearson showed that students' reading habit has a very high correlation to students' writing ability. It is concluded from the calculation result of Correlation Coefficient Formula. The result is 0.899 which indicates a high correlation. In other word, it can be concluded that there is a high correlation between students' reading habit and their writing ability.

Moreover, it is strengthened by the result of R value which is 80.82%. It can be assumed that the effect is 80.82% toward students' writing ability. Meanwhile another 19.18% may be impacted by other factors. Those factors can be aptitude, gender, age or many others.

The result of this study is relevant to the findings of Zahra Kartal (2017) which showed that there is a significant relationship between students' reading habit and their writing ability. It was proven by the score of T_{obs} which is higher than $T_{table.}$ Therefore, it can be concluded that the more students read the better writing skill they have.

However, the findings of Agus Wahyudi (2016) contradicts the result of this study. It showed that that the t-obtained was 0.309. Accordingly, it can be concluded that there was no significant correlation between the two variables since the t-obtained was higher than 0.05. Furthermore, he stated that the condition might be influenced from some factors, they are; 1) the misperception of a good reading habit and 2) students preferred to read for pleasure while the tests were taken for academic purposed.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusion and suggestions which present to the English teachers, the students and future researchers.

A. Conclusions

Several conslusion can be made from the research. They are; first, the students has a high English reading habit, it is indicated from the average score of the calculation result from each participant which fall in between 69 (high). The result is likely influenced by their enjoyment in reading English. The students tend to enjoy reading English very much, and they use online sources as one of the way to access the English book/texts. However, although most of them enjoyed reading English, only few agree to spend 15-30 minutes to read English each day. This is also likely impacted by their preference to playing than reading. Second, most of students agree that their intention to read English is to enhance their writing skill. The finding is highly correlated to the result of the correlation coefficient which calculated the correlation between students reading habit and their writing ability. The result of correlation coefficient is 0.899 which is specified as high correlation. Therefore, it can be concluded that there is high correlation between students' reading habit and their writing ability.

B. Suggestions

      Having made the conclusion above, some suggestions are presented in this study. First, the teachers should be able to create a fun learning activities. Based on what have been observed, the second year students of SMAN 4 Kota Banda Aceh has a good writing ability. However, they tent to be lazy following all the teaching learning activities because they find it boring. Therefore, it is suggested that the teacher should be able to create an enjoyable learning actvities with appropriate methods and increase their motivation to participate all teaching learning processes voluntarily. Beside that, teachers are also suggested to provide enough time to read different kinds of English text or book. It is purposed to decrease the students' boredom in teaching learning process . After that, the students themselves also should be aware that writing is not an easy subject, that is why they need an exact method to develop their writing ability. One of them is by having a good reading habit. Therefore, it is suggested that the students should develop their interest in reading and gladly spend more time to read because it is necessary to enhance their writing ability. Yet, this study does not cover all aspects of the research. It is suggested that the future researcher not only investigate the same area of the research but also involve another area that might have a correlation to each other. Additionally, it is expected that further researcher with similar research should be done in a greater population in order to cover all aspects of information. Hence, it is expected to have a wider generalization and greater population.

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Appendix I:

Table. 3.4 Rubric of scoring writing test suggested by Brown (2004)

Aspect	Score	Criteria
Organization	20-18 Excellent to good	Appropriate title, topic is stated, leads to body, transition expression used, arrangement of material show plan, supporting evidence show the generalization.
	17-15 Good to adequate	Adequate title, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequenced is logical but transitional expression maybe absent or misused.
	14-12 Adequate to fair	Problem with the order of ideas in the body, generalization may not be fully supported by the evidence given, problem of organization intervere.
	11-6 Fair to poor	Minimally recognizable introduction, organization can barely be seen, Severe problem with ordering of ideas, inadequate effort of organization.

	5-1 Very Poor	No apparent organization of body, writer has not made any effort to organization the composition.
Content	20-18 Excellent to good	Essay addresses the topic, the ideas are concrete and thoroughly developed, essay reflects thought.
	17-15 Good to adequate	Essay addresses the issues but misses some points, ideas could be more developed
	14-12 Adequate to fair	Development of ideas not complete or essay is somewhat off the topic, paragraphs aren't divided exactly right
	11-6 Fair to poor	Ideas incomplete, essay does not reflect carefully thinking or was hurriedly written, inadequate effort in area of content
	5-1 Very Poor	Essay is completely inadequate, no apparent effort to consider the topic carefully.
	20-18 Excellent to good	Correct of preposition, modal, article, word form, and tense using, no fragment or run on sentence.
	17-15 Good to	Some grammar problems don't influence communication and no fragment or run

Grammar	adequate	sentences.
	14-12 Adequate to fair	Ideas are getting through the reader, grammar problems are apparent and have negative effort on communication, run or sentences.
	11-6 Fair to poor	Numerous serious grammar problems interfere with communication of writer's ideas, grammar review of some areas are clearly needed, difficult to read sentences.
	5-1 Poor	Severe grammar problems interfere greatly with the message, reader cannot understand what the writer was trying to say, unintelligible sentence structure.
	20-18 Excellent to good	Precise vocabulary usage, used of parallel structure, concise, register good
	17-15 Good to adequate	Attempts variety, good vocabulary, not wordy, style fairly concise.

Vocabulary	14-12 Adequate to fair	Some vocabulary misused, lacks awareness of register, may be too wordy.
	11-6 Fair to poor	Poor expression of ideas, problems in vocabulary, lacks variety of structure.
	5-1 Very Poor	Inappropriate use of vocabulary, no sentence variety.
Mechanics	20-18 Excellent to good	All needed capitals, paragraph intended, punctuation and spelling very neat
	17-15 Good to adequate	Some problems with punctuation, occasionally spelling errors interfere with ideas
	14-12 Adequate to fair	Spelling problem distract the reader, punctuation errors interfere with ideas
	11-6 Fair to poor	Part of essay not legible, errors in sentence punctuation.
	5-1 Very poor	Complete disregard for English writing convention, obvious capital missing, severe spelling problem.

Appendix II:

Table.4.2 Means of students reading habit questionnaire

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	4	4	3	5	4	5	4	3	5	4	5	5	4	5	4	4	3	4	1	1
2	5	5	4	5	5	4	5	3	5	4	5	4	4	4	3	4	3	4	1	2
3	3	4	3	3	3	4	4	3	3	3	4	4	4	4	3	4	3	4	3	2
4	3	2	3	2	2	4	1	3	3	3	2	2	3	2	4	3	2	3	1	1
5	3	2	3	2	2	3	3	4	3	2	2	3	3	3	2	4	2	2	2	3
6	4	4	3	5	4	4	3	4	5	4	5	4	3	4	3	5	4	5	2	2
7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	4
8	3	4	3	2	3	4	3	2	3	2	2	2	3	3	3	3	3	3	4	4
9	4	4	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	2	2
10	5	3	4	4	3	5	3	3	3	5	2	3	5	3	3	3	3	3	1	1
11	3	2	3	4	3	4	3	2	4	2	2	2	3	2	3	2	2	2	2	3
12	4	4	4	3	5	5	3	3	5	3	4	5	5	5	4	3	3	5	1	1
13	3	3	4	4	4	5	4	4	5	4	4	3	5	3	3	3	3	4	2	3
14	4	3	2	3	3	5	3	1	4	4	1	1	2	3	5	5	5	5	1	3
15	5	5	4	5	5	5	2	2	5	4	5	5	5	5	3	4	3	3	2	1
16	3	3	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2	4	3	5
17	5	5	4	3	3	5	3	3	5	5	4	5	5	5	4	4	3	5	1	1
18	5	3	3	4	4	3	4	2	4	4	4	3	4	4	3	5	2	5	1	1
19	5	5	3	5	5	4	3	4	4	4	4	3	3	3	4	3	3	3	2	1
20	5	5	5	5	5	5	3	4	3	3	3	4	5	5	5	5	5	5	1	1
21	3	2	2	5	3	5	3	4	4	3	3	3	4	3	4	3	4	3	3	3
22	3	3	4	3	3	5	3	3	5	3	4	3	3	3	4	3	3	5	2	3
23	4	4	3	4	3	4	2	3	3	3	3	3	4	3	1	4	3	3	2	1
24	5	3	3	5	4	5	3	3	4	4	5	4	5	3	3	3	3	3	1	1

25	4	3	3	4	4	4	4	3	3	4	4	4	5	3	4	4	3	3	3	2
26	4	4	3	4	4	5	4	4	5	4	5	4	5	4	4	5	3	4	1	1
27	4	4	3	4	4	5	3	4	5	4	4	5	4	4	3	4	3	5	3	3
28	4	3	3	3	4	5	3	3	5	4	4	3	4	5	3	4	3	5	2	2
29	5	3	2	2	2	3	2	2	3	3	2	2	2	2	2	2	2	2	3	2
30	5	4	4	3	3	3	2	2	3	2	3	3	4	4	3	4	2	2	2	1
31	5	5	4	5	5	5	5	3	5	5	5	4	4	4	3	4	3	3	1	1
32	4	2	1	2	2	3	2	2	2	2	2	2	3	2	4	2	2	2	3	4
33	3	3	3	3	2	4	3	3	3	3	2	2	3	2	3	3	3	3	3	3
34	3	2	2	2	2	2	2	3	2	2	3	2	3	3	3	2	2	2	2	3
35	5	3	4	3	3	4	4	3	5	5	5	4	5	3	5	4	4	4	1	1
36	4	3	3	2	3	3	3	3	4	3	3	2	3	3	3	3	3	2	1	2
37	4	2	2	2	2	3	3	3	3	3	1	1	3	3	3	3	3	3	2	3
38	5	4	2	2	3	4	2	2	3	3	4	4	5	3	4	3	3	3	1	1
39	3	3	2	2	3	3	3	3	3	4	3	3	4	3	4	4	4	3	3	2
40	3	4	3	3	2	5	3	4	4	3	4	3	3	4	3	3	3	5	1	2
Means	**3.95**	**3.4**	**3.05**	**3.35**	**3.275**	**4.025**	**3**	**2.925**	**3.775**	**3.35**	**3.35**	**3.15**	**3.75**	**3.35**	**3.325**	**3.475**	**2.975**	**3.5**	**1.925**	**2.075**

Reading habit questionnaire and writing test

ANGKET

ANGKET INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY"

Nama :
Kelas :
NIS :
Jenis Kelamin :

Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1.	Saya menikmati membaca bacaan berbahasa Inggris					
2.	Ketika saya bosan, saya menganggap bahwa membaca bacaan berbahasa Inggris merupakan salah satu aktifitas yang mengurangi kebosanan					
3.	Saya berfikir bahwa membaca bacaan berbahasa Inggris lebih menyenangkan daripada bermain					
4.	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (min 3x seminggu)					

No.	Pernyataan					
5.	Setiap hari saya menyediakan waktu (min 15-30 menit) untuk membaca bacaan berbahasa Inggris.					
6.	Saya biasanya mengakses sumber bacaan berbahasa Inggris secara online					
7.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari membeli					
8.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari meminjam					
9.	Saya menyukai membaca bacaan fiksi berbahasa Inggris					
10.	Saya menyukai membaca bacaan non-fiksi berbahasa Inggris					
11.	Saya telah membaca setidaknya (min 2 buku) berbahasa Inggris selama ini					
12.	Saya membaca bacaan berbahasa Inggris karena hal tersebut merupakan hobby saya.					
13.	Saya membaca bacaan berbahasa Inggris untuk meningkatkan kemampuan menulis saya					
14.	Saya membaca bacaan berbahasa Inggris untuk menghabiskan waktu luang					
15.	Saya biasanya membaca bacaan berbahasa Inggris di sekolah					

16.	Saya biasanya membaca bacaan berbahasa Inggris di rumah					
17.	Saya biasanya membaca bacaan berbahasa Inggris pada siang hari					
18	Saya biasanya membaca bacaan berbahasa Inggris pada malam hari					
19.	Saya merasa tertekan setiapa kali membaca bacaan berbahasa Inggris					
20.	Saya tidak termotivasi untuk membaca bacaan berbahasa Inggris karena sulit dimengerti					

WRITING TEST

TEST INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY"

Nama   :
Kelas   :
NIS   :
Jenis Kelamin :

INSTRUKSI

   Tulislah sebuah text deskriptif berbahasa Inggris dengan tema "An Admiring Figure" (min 150 kata)!

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Appendix IV

Students' responses to questionnaire

ANGKET

ANGKET INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY"

Nama : Dara Savira
Kelas : XI-IPS 3
NIS : 1915587
Jenis Kelamin : Perempuan

Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1.	Saya menikmati membaca bacaan berbahasa Inggris			X		
2.	Ketika saya bosan, saya menganggap bahwa membaca bacaan berbahasa Inggris merupakan salah satu aktifitas yang mengurangi kebosanan			X		
3.	Saya berfikir bahwa membaca bacaan berbahasa Inggris lebih menyenangkan daripada bermain				X	
4.	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (min 3x seminggu)				X	
5.	Setiap hari saya menyediakan waktu (min 15-30 menit) untuk membaca bacaan berbahasa Inggris.			X		
6.	Saya biasanya mengakses sumber bacaan berbahasa Inggris secara online			X		
7.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari membeli			X		
8.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari meminjam			X		
9.	Saya menyukai membaca bacaan fiksi berbahasa Inggris			X		
10.	Saya menyukai membaca bacaan non-fiksi berbahasa Inggris		X			
11.	Saya telah membaca setidaknya (min 2 buku) berbahasa Inggris selama ini			X		
12.	Saya membaca bacaan berbahasa Inggris karena hal tersebut merupakan hobby saya.			X		
13.	Saya membaca bacaan berbahasa Inggris untuk meningkatkan kemampuan menulis saya		X			
14.	Saya membaca bacaan berbahasa Inggris untuk menghabiskan waktu luang			X		
15.	Saya biasanya membaca bacaan berbahasa Inggris di sekolah		X			
16.	Saya biasanya membaca bacaan berbahasa Inggris di rumah		X			
17.	Saya biasanya membaca bacaan berbahasa Inggris pada siang hari		X			
18.	Saya biasanya membaca bacaan berbahasa Inggris pada malam hari			X		
19.	Saya merasa tertekan setiap kali membaca bacaan berbahasa Inggris			X		
20.	Saya tidak termotivasi untuk membaca bacaan berbahasa Inggris karena sulit dimengerti				X	

ANGKET

ANGKET INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY"

Nama   : Wulan Mulya Utra
Kelas   : XI IPA 5
NIS   :
Jenis Kelamin : Perempuan

Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1.	Saya menikmati membaca bacaan berbahasa Inggris	X				
2.	Ketika saya bosan, saya menganggap bahwa membaca bacaan berbahasa Inggris merupakan salah satu aktifitas yang mengurangi kebosanan			X		
3.	Saya berfikir bahwa membaca bacaan berbahasa Inggris lebih menyenangkan daripada bermain			X		
4.	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (min 3x seminggu)	X				
5.	Setiap hari saya menyediakan waktu (min 15-30 menit) untuk membaca bacaan berbahasa Inggris.		X			
6.	Saya biasanya mengakses sumber bacaan berbahasa Inggris secara online	X				
7.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari membeli			X		

No.	Deskripsi	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
8.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari meminjam			X		
9.	Saya menyukai membaca bacaan fiksi berbahasa Inggris		X			
10.	Saya menyukai membaca bacaan non-fiksi berbahasa Inggris		X			
11.	Saya telah membaca setidaknya (min 2 buku) berbahasa Inggris selama ini	X				
12.	Saya membaca bacaan berbahasa Inggris karena hal tersebut merupakan hobby saya.		X			
13.	Saya membaca bacaan berbahasa Inggris untuk meningkatkan kemampuan menulis saya	X				
14.	Saya membaca bacaan berbahasa Inggris untuk menghabiskan waktu luang			X		
15.	Saya biasanya membaca bacaan berbahasa Inggris di sekolah			X		
16.	Saya biasanya membaca bacaan berbahasa Inggris di rumah			X		
17.	Saya biasanya membaca bacaan berbahasa Inggris pada siang hari			X		
18.	Saya biasanya membaca bacaan berbahasa Inggris pada malam hari			X		
19.	Saya merasa tertekan setiapa kali membaca bacaan berbahasa Inggris					X
20.	Saya tidak termotivasi untuk membaca bacaan berbahasa Inggris karena sulit dimengerti					X

ANGKET

ANGKET INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR WRITING ABILITY"

Nama : Suci Naya mazunta
Kelas : XI - IPS³
NIS : 171408
Jenis Kelamin : Perempuan

Berilah tanda silang (x) pada salah satu jawaban yang paling sesuai dengan anda!

No	Deskripsi	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1.	Saya menikmati membaca bacaan berbahasa Inggris	X				
2.	Ketika saya bosan, saya menganggap bahwa membaca bacaan berbahasa Inggris merupakan salah satu aktifitas yang mengurangi kebosanan		X			
3.	Saya berfikir bahwa membaca bacaan berbahasa Inggris lebih menyenangkan daripada bermain				X	
4.	Saya meluangkan waktu untuk membaca bacaan berbahasa Inggris selama (min 3x seminggu)				X	
5.	Setiap hari saya menyediakan waktu (min 15-30 menit) untuk membaca bacaan berbahasa Inggris.			X		
6.	Saya biasanya mengakses sumber bacaan berbahasa Inggris secara online		X			
7.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari membeli				X	

No.	Deskripsi	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
8.	Saya biasanya mendapatkan bacaan berbahasa Inggris dari meminjam				X	
9.	Saya menyukai membaca bacaan fiksi berbahasa Inggris			X		
10.	Saya menyukai membaca bacaan non-fiksi berbahasa Inggris			X		
11.	Saya telah membaca setidaknya (min 2 buku) berbahasa Inggris selama ini					
12.	Saya membaca bacaan berbahasa Inggris karena hal tersebut merupakan hobby saya.		X			
13.	Saya membaca bacaan berbahasa Inggris untuk meningkatkan kemampuan menulis saya	X				
14.	Saya membaca bacaan berbahasa Inggris untuk menghabiskan waktu luang			X		
15.	Saya biasanya membaca bacaan berbahasa Inggris di sekolah		X			
16.	Saya biasanya membaca bacaan berbahasa Inggris di rumah			X		
17.	Saya biasanya membaca bacaan berbahasa Inggris pada siang hari			X		
18.	Saya biasanya membaca bacaan berbahasa Inggris pada malam hari			X		
19.	Saya merasa tertekan setiapa kali membaca bacaan berbahasa Inggris					X
20.	Saya tidak termotivasi untuk membaca bacaan berbahasa Inggris karena sulit dimengerti					X

Appendix V

Students' writing test

TEST INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA
PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS'
READING HABIT AND THEIR WRITING ABILITY"

Nama : Dara sauta
Kelas : xi-ips 3
NIS : 151+387
Jenis Kelamin : Perempuan

INSTRUKSI

Tulislah sebuah text deskriptif berbahasa Inggris dengan tema "An Admiring
Figure" (min 300 kata)!

Paragraph

My SPecial Women

I have a very good mother. she is a very kind Person, She is
is cheerful. She likes to entertain and entertain his
children. When his son is angry, she always
motivates me to learn many things and explore
Enowledge with exPerience. she is a Patient
and though women I have ever known. She likes
to help People. she is a very good Person, as a
wife and mother. she always take care of his
family. she loves father and children very much.
She likes his house to be clean and tidy.
She does all the chores and She can also arrange
the work. she work as an office worker. she
is the best Place to share stories and she always
gives great Advice if I have a Problem.

She is a very kind Person. she is very lovely, friendly
Patient, and she loves to help people. I love my mom
because she is a good example to me. she always
has smile on her face. she is so sweet and lovely
I like when i am going to sleep or went i wake up or
when i am going to go to some Places, she always
give me a kiss, and when the family have a Problem,
she always be with us to help us and gives
us all her love.

O : 10
C : 15
G : 16
V : 14
M : 18

TEST INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA
PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS'
READING HABIT AND THEIR WRITING ABILITY"

Nama   : Wulan Mulya Ulfa
Kelas   : XI IPA 5
NIS   : 00
Jenis Kelamin : Perempuan

INSTRUKSI

Tulislah sebuah text deskriptif berbahasa Inggris dengan tema "An Admiring Figure" (min 300 kata)!

GREYSON MICHAEL

Greyson Michael is my favorite singer. He is a rock singer and a pianist. In April 2010, Greyson singing show performance of lady Gaga's "paparazzi" at a music festival in sixth grade and became hits on YouTube and gets more than 44,5 million viewers. His first single, "Waiting outside the lines", was launched in october 2010. Chance's first album. Had on 'hit the Night was launched on August 2, 2011. Greyson was born in wichita Falls, Texas, USA. on August 16, 1997, now he lives in Edmond, oklahoma, Greyson is the youngest child of scott and Lisa Chance.

Greyson has straight brown hair. He has an oval face, and his skin is white. Greyson very like learning French, Greyson Michael Chance has a motto, which is "No matter what, always be yourself."

Greyson is a good singer and he is very friendly to his fans. His hobbies are reading and playing the piano. Greyson start learning piano when his age 8 years. For 3 years. He like playing piano so much. And his favorite food is pizza. His inspiration comes from lady Gaga's ; after seeing her performance of "paparazzi" at the 2009 MTV video Music Awards. Greyson also admires Christina Aguilera, the rock band Augustana, R & B singer John Legend, Singer songwriter Elton John and late beatle john Lennon.

O : 19
C : 18
G : 15
J : 15
M : 17

TEST INI DIPERGUNAKAN SEBAGAI ALAT PENGUMPULAN DATA PADA
PENELITIAN YANG BERJUDUL "THE CORRELATION BETWEEN STUDENTS'
READING HABIT AND THEIR WRITING ABILITY"

Nama : Suci Nawa Maizuhra
Kelas : XI - IS 3
NIS : 1715408
Jenis Kelamin : Perempuan

INSTRUKSI

Tulislah sebuah text deskriptif berbahasa Inggris dengan tema "An Admiring Figure" (min 300 kata)!

KANG DANIEL

Kang daniel is my favorite idol artist k-pop. I like his dance and I like when he raps with his husky voice. kang daniel was born in 10th Desember 1996 in busan south korea. his join the MMO entertainment from 2008 until now. he his win a contest and get becomes a first rank in tv show Produce 101 10 mei 2017 ago. Now he is in a group with 11 boys names wanna one, it's created on 11th July 2017 and will disband this desember.

Kang daniel wanna one he has have a cute cutes smile. I never seen when his smile, his eyeg will disapear, that's really cute thing.

Paragraph K kang daniel is a kind person, he is and too always smile at his friend. And the silly behavior that seems innocent make him look very cute.

I like when his hair coloured Pink and grey. That colour makes him so more handsome from the other. from their album I most like song Boomerang From their album Otl=I his dance so united with the song. What I'm I very very like from kang daniel is he never arrogant to his fans and other idol.

kang daniel has have a good body 's shape. he has long legs with a shape nose and doesn't like white skin. I like all of him. People said his not like spicy food that make him cry while eating and kang daniel is scates to the ghost and horor movie. Really childish idol. But I love them. kang daniel is a really childish idol, why? His look like a baby boy. He never care what people would say to him. he only did what was in his mind.

love you kang daniel!

O : 17
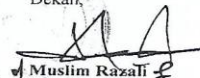C : 12
G : 7
V : 12
M : 10

85

Appendix VI

SK Bimbingan

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9087/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 2 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 16 Januari 2018 |

MEMUTUSKAN

| Menetapkan | : | |
| PERTAMA | : | Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1022/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018 |

Menunjuk Saudara:
1. Dr. Syarwan Ahmad, M.Lis   Sebagai Pembimbing Pertama
2. Dr. Jarjani S.Ag, S.Si, M.Sc, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Nurul Khalisa**
NIM	:	**140203104**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Correlation between Students' Reading Habit and Their Writing Ability**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 September 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix VII

Surat Pengumpulan Data Penelitian

Nomor : B- 7581 /Un.08/TU-FTK/ TL.00/07 /2018   26 Juli 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
     Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Nurul Khalisa
N I M	: 140 203 104
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Lingkar Kampus UIN Ar-Raniry, Lr. Jeapara, No.4, Rukoh, Kec. Syiah Kuala, Banda Aceh.

Untuk mengumpulkan data pada:

SMAN 4 Kota Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Correlation Between Students' Reading Habit and Their Writing Ability

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 8318

DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32386
Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor	: 070 / B.1 / 7556 / 2018	Banda Aceh, 08 Agustus 2018
Sifat	: Biasa	Yang Terhormat,
Lampiran	: -	Kepala SMA Negeri 4 Banda Aceh
Hal	: Izin Pengumpulan Data	di -
		Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-7581/Un.08/TU-FTK/TL.00/07/2018 tanggal 26 Juli 2018 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data Penyelesaian Skripsi", dengan ini kami memberikan izin kepada:
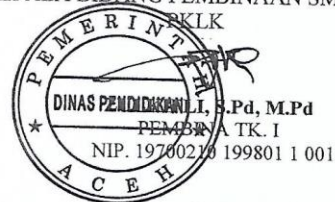
Nama	: Nurul Khalisa
NIM	: 140 203 104
Program Studi	: Pendidikan Bahasa Inggris
Judul	: *"The Correlation Between Students' Reading Habit and Their Writing Ability"*

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;

2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;

3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;

4. Mahasiswi Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK

DINAS PENDIDIKAN LI, S.Pd, M.Pd
PEMBINA TK. I
NIP. 19760218 199801 1 001

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 4 KOTA BANDA ACEH
Jl. Panglima Nyak Makam No. 19, Kota Baru – Banda Aceh
Website: sman4bna.sch.idEmail: sman4bna@yahoo.com
Telp/Fax. 0651-7555689 Kode POS : 23125

Banda Aceh, 8 Oktober 2018

Nomor : 424 / 820 /SMA/2018
Lamp   : -

Hal   : Telah Melakukan Penelitian

Kepada,
Yth. Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar -Raniry

di
Banda Aceh

Dengan hormat, sehubungan dengan surat dari Dinas Pendidikan Aceh, Nomor 070/B.1/7556. B//2018 Tanggal 8 Agustus 2018   perihal Izin Penelitian, maka bersama ini Kepala SMA Negeri 4 Banda Aceh, menerangkan bahwa :

Nama   : Nurul Khalisa

NIM   : 140 203 104

Prodi   : Pendidikan Bahasa Inggris

Yang tersebut namanya di atas telah melaksanakan Penelitian pada SMA Negeri 4 Banda Aceh pada tanggal 1 s/d 6 Oktoberr 2018, dengan Judul " **THE CORRELATION BETWEEN STUDENTS** " **READING HABIT AND THEIR WRITING ABILITY**"

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Kepala Sekolah,

Bakhtiar, S.Pd
Pembina Tk.I
NIP. 19680325 199512 1 002

Appendix VIII

The pictures of research

AUTOBIOGRAPHY

1. Name   : Nurul Khalisa
2. Place / Date of Birth   : Meudang Ara / Mei 7, 1997
3. Religion   : Islam
4. Sex   : Female
5. Nationality / Ethnic   : Indonesia / Acehnese
6. Marital Status   : Single
7. Occupation   : Student
8. Address   : Lamkeuneung, Tungkop, Aceh Besar
9. E-mail   : nurulkhalisa05@gmail.com
10. Parents
    a. Father   : Tarmizi
    b. Mother   : Nurfadhilah
    c. Occupation   : Civil Servant
    d. Address   : Meudang Ara, Pantonlabu, Aceh Utara
11. Education Background
    a. Elementary School : MIN Panteu Breuh (2003-2008)
    b. Junior High School : SMPN 1 Tanah Jambo Aye (2008-2011)
    c. Senior High School : MAS Ulumuddin (2011-2014)
    d. University   : UIN Ar-Raniry (2014-2018)

Banda Aceh, December 3, 2018

Nurul Khalisa