

DOES READING HABIT CORRELATE TO STUDENTS' WRITING ABILITY?

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ABSTRACT

This study is conducted to know the correlation between reading habits and students' writing ability. The method used is a correlation study. The respondents are fourth-semester students at STKIP Muhammadiyah Aceh Barat Daya. The total number of respondents is 30 students. The data were collected by using two techniques; a questionnaire as an instrument to survey students' reading habits and a test to measure students' writing skill. Pearson Product Moment was implemented to see whether reading habits correlate with students' ability to write narrative text. The result of the study proved that the significance (Sig. 2-tailed) value is 0.000 which indicates a significant relationship. There is a strong correlation between students' reading habits and their writing ability. Therefore, it is suggested to enhance students' reading habits to improve their writing skills.

Keywords: Narrative Text, Relationship, Reading habits, Writing

A. INTRODUCTION

According to Grab (2022), reading has an important role for English foreign language learners. By reading, they can remember vocabulary from the text. Therefore, reading skills has integrated parts in learning English because it is essential for understanding textbooks, instructions, and academic papers across all subjects (Westernoff et al., 2021). Students who are strong readers typically perform better in school as they can comprehend complex materials, extract key information, and engage critically with the content. In addition, Almasi & Fullerton (2022) claim that reading comprehension skills are essential for academic success across all subjects. Thus, in an educational environment where English is the medium of instruction, students must comprehend textbooks, articles, and instructional materials to grasp concepts and complete assignments (Perry & Miller, 2018). Proficient reading comprehension enables students to extract relevant information, analyze and evaluate ideas, and synthesize knowledge from diverse sources. Meanwhile, Nation (2021) stated that students who excel in reading are better equipped to engage critically with academic content, participate actively in discussions, and produce coherent written work, thus fostering their overall academic achievement.

Furthermore, reading is associated with writing because it links processes that mutually reinforce and enhance each other (Collins & Glover, 2021). Reading is the foundation for effective writing, providing students with exposure to language and various writing styles. Students who engage with written texts absorb linguistic patterns, structural conventions, and rhetorical strategies that they can later apply in their writing. Additionally, reading exposes individuals to diverse perspectives, ideas, and genres, expanding their knowledge base and sparking creativity. Moreover, Rahimi & Zhang, (2022) stated that the relationship between reading and writing, as each process reinforces and enriches the other. Reading provides the foundation for building writing skills and exposing individuals to different writing styles, genres, and rhetorical techniques. Through writing, students actively engage with the ideas and information they encounter, deepening their understanding and retention (Harley, 2020). Furthermore, writing fosters creativity and original thinking as individuals synthesize disparate concepts and formulate their interpretations and arguments.

According to Anggraini et al. (2020), students who read frequently demonstrate a deeper understanding of narrative text, as regular reading exposes them to various storytelling techniques, character development, plot progression, and thematic elements. This exposure equips them to construct cohesive and compelling narratives in their writing. Additionally, Rahimi & Zhang (2022) note that students with strong reading habits tend to have broader vocabularies and a richer understanding of language usage, positively influencing their narrative composition skills. These students intuitively grasp grammar, syntax, and narrative conventions, enabling them to write structurally sound, linguistically rich, and stylistically engaging narratives that captivate readers with vivid imagery and evocative language.

Reading routines involve the ability to write narrative texts as complementary skills. Reading serves as the foundation upon which writing skills are built, providing inspiration, models, and guidance for aspiring writers. Sariningsih et al., (2021) note that students with strong reading habits tend to have broader vocabularies and a richer understanding of language usage, positively influencing their narrative composition skills. Conversely, writing allows students to actively engage with the ideas and techniques they encounter in their reading, applying and refining their knowledge through practical application. By reading extensively enhances vocabulary, comprehension, and familiarity with various writing styles, all of which contribute significantly to writing proficiency.

Based on the description above it can be concluded that effective reading is crucial for enhancing writing ability. As stated by Atayeva et al., (2019) that to read effectively, students should adopt active reading strategies such as previewing, annotating, and summarizing texts, which help to deepen comprehension and retention of key information. Additionally, Habibi et. Al., (2015) argued that engaging critically with the material by asking questions, making connections, and evaluating arguments fosters a deeper understanding of content and encourages analytical thinking. By implementing effective reading, students can develop a stronger grasp of language conventions, narrative structures, and rhetorical techniques, ultimately enhancing their writing ability and facilitating the creation of compelling and coherent written narrative works. By understanding the relationship between reading and writing, students can understand the capability of expressing themselves creatively and persuasively across a variety of genres and contexts.

However, the challenges faced by students at STKIP Muhammadiyah Aceh Barat Daya in reading can have profound effects on their writing skills. One prevalent issue is poor reading comprehension, where students struggle to grasp the meaning of the text they encounter. The problems arise from various factors, including limited vocabulary, inadequate background knowledge, or difficulties with decoding and understanding complex sentences. When students struggle to comprehend what they read, it influences their ability to get information in their writing. Without a solid understanding of the material they are reading, students produce inaccurate written work. Another problem found among students at STKIP Muhammadiyah Aceh Barat Daya is a lack of motivation or interest in reading. Many students perceive reading as a chore rather than a rewarding activity, particularly if they have not been exposed to engaging or relevant texts.

The problem with students' reading habits might can affect their writing ability. Preliminary observation indicated many students at STKIP Muhammadiyah Aceh Barat Daya do not engage in regular reading activities, limiting their exposure to new vocabulary, sentence structures, and storytelling techniques. This lack of reading impedes their ability to internalize language patterns and develop a deep understanding of how narratives are structured and conveyed. As a result, students may struggle with organizing their thoughts, maintaining coherence, and employing creative writing techniques, leading to weaker writing skills. Improving reading habits is essential to enhance their ability to write more fluently and effectively.

Based on the problems discussed, understanding the correlation between students' reading habits and their ability to write narrative texts is important whether or not between two variables have a correlation. The previous consistently indicated a significant positive correlation between as study conducted by Nazali & Mulyana (2020) that there is a significant positive correlation between two variables. Similarly, Eka (2023) found that there is a correlation between students' reading engagement and their ability to write narrative texts. This correlation implies that frequent exposure to written material cultivates a deeper understanding of narrative structures, styles, and techniques, thereby enhancing students' proficiency in constructing coherent and engaging narratives. Essentially, the findings underscore the importance of promoting reading habits among students as a means to bolster their writing skills, particularly in the realm of narrative composition. In addition, the study of Khayriah (2018) also figured out that reading habits had a positive correlation with writing. These findings suggest that frequent reading enhances students' comprehension of narrative structures, writing styles, and language use, leading to improve narrative writing skills.

Based on the background of the study above, this study tried to find out whether there is a significant correlation between students' reading habits and their ability to write narrative texts. The formulation of the research problem as follows: Is there a significant correlation between students' reading habits and writing narrative text ability?

B. METHOD

The study employed a correlational research design, where reading habits served as the independent variable (X), and the ability to write narrative texts was the dependent variable (Y). The research subjects are fourth-semester students at STKIP Muhammadiyah Aceh Barat Daya, in the academic year 2023/2024. The total number of subjects was 30 students. The data were gathered using a questionnaire to assess students' reading habits and tests to

evaluate their ability to write narrative texts. The data were analyzed by using the Pearson Product Moment Method. It is implemented to determine the strong correlation between reading habits (X) and writing narrative text ability (Y). By employing the Pearson Correlation Method in correlation design research, the researcher can quantitatively assess the extent to which reading habits and writing narrative ability are influenced, providing valuable insights into the potential influence of reading habits on students' writing narrative text skills.

C. FINDINGS AND DISCUSSION

The statistical analysis was conducted on the data collected from the questionnaire to find out students' reading habits. The frequency of students' responses to the reading habit questionnaire revealed that students perceived reading habits differently, the result of the questionnaire as shown below.

Table 1. The Questionnaires Results

Statement	Percentage %					Mean	Std. Deviation
	SA	A	N	D	SD		
I read fiction books regularly.	25	30	20	15	10	03.45	01.21
I spend a significant amount of time reading different genres of literature.	35	35	15	10	5	03,85	01.09
Reading diverse authors helps me improve my writing style.	35	30	20	10	5	0,18	01.10
I find inspiration for my narrative writing from the books I read.	45	25	15	10	5	0.190	01.17
Reading enhances my ability to create vivid and descriptive narratives.	45	30	20	5	0	04.15	0.07
I often analyze the narrative techniques used by authors in the books I read.	30	20	25	15	10	03.35	01.32
My vocabulary and language usage in writing have improved through extensive reading.	40	25	20	10	5	0.18	01.22
I can easily develop complex characters in my writing due to my reading habits.	30	20	25	15	10	03.35	01.32
The narrative structure of my stories is influenced by the books I read.	40	25	20	10	5	0.18	01.22
Regular reading has made me more confident in my narrative writing abilities.	45	30	20	5	0	04.15	0.07

The study reveals that students generally have strong reading habits, characterized by frequent reading, engagement with a variety of genres, and significant daily reading time. Enjoyment and routine in reading play a pivotal role, along with easy access to books and the use of electronic devices. These habits are likely to positively impact to master vocabulary, varied stylistic techniques, and a deeper understanding of narrative structures.

The results of students' writing tests serve as a critical indicator of their proficiency to write narrative text. It provides valuable insights into the students' ability to organize thoughts, convey ideas effectively, and demonstrate creativity. Moreover, writing test outcomes often reflect the result of students' writing narrative text ability as shown in the following table:

Table 2. The Classification of Students' Writing Narrative Text

Classification	Frequency	Percentage (%)
Excellent	0	0%
Very Good	3	12%
Good	11	44%
Average	9	36%
Fair	5	20%
Poor	2	8%
Total	30	100

Table 2 classifies students' abilities in narrative writing into various categories. The majority of students, 44%, demonstrate good ability in writing narrative texts. Three students (12%) are categorized as "very good," while none fall into the "Excellent" category. On the lower end, five students are classified as "Fair," and two fall into the "Poor" category. These results indicate that most students exhibit strong narrative writing skills, with a solid grasp of elements such as plot, character development, and setting. Their creativity is reflected in how they structure their stories, maintaining coherence and engagement throughout.

The data statistical analysis was presented before analyzing the hypothesis as seen in the following table.

Table 3. Statistical Data

Variable	Mean	Std. Deviation	N
Reading Habits	52	3.49	30
Writing	46.87	2.3	30

The data in Table 2 presented the statistical data of reading habits and writing narrative text. For reading habits, the mean score is 52. with a standard deviation of 3.49. This indicated that, on average, students scored 52.10 on the reading habits assessment, and the scores varied by approximately 3.50 points from the mean. The relatively low standard deviation showed that most students had similar reading habits, with little variation in their scores. Moreover, the mean score of students' writing is 46.87, with a standard deviation of 2.3. This shows that, on average, students scored 46.87 on the writing narrative assessment, with scores deviating by about 2.30 points from the mean.

Based on the analysis of the data, it can be concluded that there is a notable difference in the mean scores between reading habits and writing skills. The higher mean score for reading habits indicated that students tend to engage more positively with reading activities compared to their writing skills. The result of the analysis is shown in the following table:

Table 4. Pearson Product Moment Correlation

	Reading Habbits	Writing Narrative
Reading Habbits	Pearson Correlation	1
Sig. (2-tailed)		.000
N	30	30
Writing Narrative	Pearson Correlation	-.110
Sig. (2-tailed)	.000	1
N	30	30

The data in Table 3 showed between students' reading habits and their writing narrative ability . The significance (Sig. 2-tailed) value is 0.000 for both variables, which is typically interpreted as indicating a statistically significant relationship. However, in this context, the extremely weak correlation coefficient revealed that the relationship is statistically significant. Considering the p-value is 0.000, which is less than 0.05, it rejects the null hypothesis (H0) and accepts the alternative hypothesis (H1). This means that there is a significant correlation between students' reading habits and their writing ability in narrative text. However, given the correlation coefficient is -0.110, the nature of this significant relationship is very strong indicating that reading habits have an impact on writing narrative skills.

In addition, students who dedicate substantial time to reading often find it easier to write narrative texts due to the exposure they gain to diverse vocabulary and narrative structures. Muhyidin (2020) argues that the relationship between students' reading habits and their ability to write narrative texts is a topic that has garnered significant attention in educational research, emphasizing the importance of this connection for literacy development. Research indicates that frequent readers not only improve their language skills but also develop a deeper understanding of character development, plot progression, and thematic elements, which are essential components of effective narrative writing (Khalisa, 2018). As students engage with various genres and styles, they internalize the structure of narrative text, enabling them to express their ideas more creatively and coherently.

The result of this study indicated that reading habits can profoundly influence writing skills. It is shown by the data of questionnaire respondents that they read a lot of time, find the vocabulary meaning, and understand the structure of words that can impact their ability in reading. Reading exposes students to a wide range of vocabulary, different writing styles, and various narrative structures. According to Nazri (2016), when students engage in regular reading, they are significantly aids in their internalization of language patterns and conventions essential for effective writing. This exposure not only helps students recognize grammatical structures and diverse vocabulary but also enhances their understanding of narrative flow and coherence. Supporting this perspective, studies conducted by Safitri (2018) reveal that the students often exhibit superior writing skills compared to their less frequent reading. This is affected to their extensive interaction with various writing styles, genres, and contexts, which fosters a deeper understanding of how to construct engaging narratives.

D. CONCLUSION

This study revealed that there is a significant correlation between students' reading habits and their ability to write narrative text. It is based on the result of analyzing person product moment correlation that was obtained the value of significance level was 0.00 and under 0.05. By this result, it can be pointed out that reading habits has a strong correlation with narrative writing. This means, students who have a reading habit, they obtained a good achievement in writing. Students should increase a regular reading habits to enhance their understanding of narrative techniques and language usage, which will significantly improve their writing skills. By actively engaging with a variety of texts and practicing writing, they can develop the ability to express themselves creatively and persuasively in different genres and contexts.

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