

THE CORRELATION BETWEEN STUDENYS' READING HABIT OF NOVEL AND THEIR ABILITY IN WRITING RECOUNT

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ABSTRACT

This paper entitled **The correlation between students' habit of reading novel and their ability in writing recount text.** This paper aimed to know the level of habit in reading novel of the fourth semester of Bale Bandung University in the academic year of 2017, examining their writing ability in recount text, and finding out whether there is correlation between students' reading habit of novel and their ability in writing recount text. 30 students were taken as the sample of this research through random sampling technique. Researcher used questionnaire to know students' level of reading habit in reading novel and writing test to measure students' ability of writing recount text as research instruments. After gave and calculating the instruments, researcher find out the average of the sample have good reading habit and fair ability in writing recount text. Then the result was analyzed by using Pearson Product Moment Correlation method. The calculation showed that the score of r is 0.272. Thus, the r value is between 0.200-0.400 and included into low category. It means that the degree of the correlation is low and positive. The value of t observed is 1.264. The critical value t table is 2.408, as the value of the t observed is smaller than the value of critical t (t -table) $1.264 < 2.408$. Based on the data above the researcher concludes that the correlation between students' habit of reading novel and their writing ability in recount text done at fourth semester of Bale Bandung University in academic year 2017 is low, positive and not significant. Even though the result showed there is no significant between reading habit of novel and writing ability, students need to improve their reading habit and writing ability because they are very important to be mastered.

Key Words: Correlation, Reading habit, Writing, Recount text.

ABSTRAK

Skripsi ini berjudul Korelasi antara kebiasaan membaca novel siswa dan kemampuan mereka menulis teks recount. Tulisan ini bertujuan untuk mengetahui tingkat kebiasaan membaca novel semester empat Universitas Bale Bandung pada tahun ajaran 2017, meneliti kemampuan menulis mereka dalam teks recount, dan mencari tahu apakah ada korelasi antara kebiasaan membaca novel siswa dan kemampuan mereka menulis teks recount. 30 siswa diambil sebagai sampel penelitian ini melalui teknik random sampling.

Peneliti menggunakan kuesioner untuk mengetahui tingkat kebiasaan siswa dalam membaca novel dan tes tulis untuk mengukur kemampuan siswa dalam menulis teks recount sebagai instrumen penelitian. Setelah memberi dan menghitung instrumen, peneliti mengetahui rata-rata sampel memiliki kebiasaan membaca yang baik dan kemampuan yang rata-rata dalam menulis teks recount. Kemudian hasilnya dianalisis dengan menggunakan metode Pearson Product Moment Correlation. Hasil perhitungan menunjukkan bahwa nilai r sebesar 0.272. Dengan demikian, nilai r adalah antara 0,200-0,400 dan termasuk dalam kategori rendah. Artinya tingkat korelasi rendah dan positif. Nilai t yang diamati adalah 1.264. Nilai t tabel adalah 2,408, karena nilai t yang diamati lebih kecil dari nilai t (t -tabel) $1.264 < 2.408$. Berdasarkan data di atas peneliti menyimpulkan bahwa korelasi antara kebiasaan membaca novel siswa dan kemampuan menulis mereka dalam teks recount yang dilakukan pada semester empat Universitas Bale Bandung pada tahun ajaran 2017 rendah, positif dan tidak signifikan. Meski hasilnya menunjukkan tidak ada yang signifikan antara kebiasaan baca novel dan kemampuan menulis, siswa perlu meningkatkan kebiasaan membaca dan kemampuan menulis karena sangat penting untuk dikuasai.

kata kunci: korelasi, kebiasaan menbaca, menulis, teks recount

BACKGROUND

Language as a main tool of communication is very important to be learnt, because by using language people can communicate with other people. There are many languages in this world that are used by human, for example English. Indonesian people should study about English because English is universal language. If people can master English, they can get information easily. By entering English subject in curriculum, it makes English is very important to be mastered, because by mastering English we can face this globalization era confidently.

Generally, students get difficulties in learning English, especially writing. The students often face many difficulties in the use of the correct grammar or develop their idea in writing. In writing process, students should pay attention of some important thing, such as, selecting the correct words, using the correct grammar, generating ideas, and developing ideas about specific topics. For example when they try to make a recount text.

The reason why the researcher chooses recount text as the specific genre is because its familiarity to students' life. It also can be a media for students to give and share their experience with others. According to Martin (2006:183) "recount text tells an event or experience that have already happened in the past." It means that recount text is written form of someone's experience. But they have some problems when they try to make a recount text.

One of many problems in writing recount text faced by students is developing ideas about subtopics. The students have difficulty in writing recount because the students can't develop ideas, but their habit of reading may help students to develop their ideas. According to Palani (2012 cited in Owusu-achew 2014:19) "reading habit is an essential and important aspect of creating the literate society, because it shapes the personality of an individual and helps him/her to develop the proper thinking methods, and create new ideas". Based on that statement researcher conclude that habit of reading may help us to develop our ideas, including the habit of reading novel.

Based on discussion or statement above, the researcher wants to know whether there is correlation between students' habit of reading novel and their writing ability. Furthermore the researcher wants to know how strong the correlation between them. So the researcher wants to conduct a research about "THE CORRELATION BETWEEN STUDENTS' HABIT OF READING NOVEL AND THEIR ABILITY IN WRITING RECOUNT TEXT."

The researcher involved the fourth semester of Bale Bandung University then the researcher used 30 sample students.

LITERARY REVIEW

To avoid the misunderstanding in interpreting the problems that the researcher gets, it is important to clarify the terms used in this paper. the researcher some of them as follows:

Recount text	:According to Martin (2006:183) "recount text tells an event or experience that have already happened in the past."
Recount writing	: According to O'maley and Pierce (1996:137)"Recount Writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play."
Reading habit	: according to Green(2001:32) "Reading habit is best formed at a young impressionable age in school, but once formed it can last one's life time."
Novel	: according to smiley (2005:15) "Novel is an experience, but the experience, but take place within the boundaries of writing, prose, length, narrative, and protagonist."

RESEARCH METHODOLOGY

Research Design

According to Hatch and Farhady (1982:192) "in correlation studies; researcher are interested in determining the degree of relationship between pairs of two or more variables". This research employs correlation method design to investigate the existence and the degree of correlation between students' reading habit of novel and their ability in writing recount text. This kind of method is used to measure the correlation between two different variables, they are students'

reading habit of novel and their ability in writing recount text. And also to see how significant the relationship between those variables.

Data Collecting

To collect the data, it is necessary to have an instrument. To get data the researcher constructs two instruments. They are questionnaire of reading habit and test of writing.

a. Questionnaire of Reading Habit

1. The purpose of reading habit questionnaire is to find out the students' reading habit
2. The questionnaire is consist of several question about their habit of reading

b. Test of Writing

1. The purpose of writing test is to find out the students' ability in writing recount text.
2. The form of writing test is essay, the students' asked to write their own recount text.

Procedure of Analyzing the Data

the data will be processed by statistic formula; the formula for correlation coefficient is as follows:

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

Burns (1994:186)

Note:

$\sum x$ = sum of the row x scores

$\sum y$ = sum of the row y scores

$\sum xy$ = sum of the products of each x multiplied by each y

$\sum x^2$ = sum of the squares of each x-score

$\sum y^2$ = sum of the squares of each y-score

$(\sum x)^2$ = the squares of total sum of x-score

$(\sum y)^2$ = the squares of total sum of y-score

N = the number of paired scores

Then to know the significance of the correlation, the researcher uses formula as follows:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{N-2}}}$$

Note:

N = the number of pairs of scores

r = degree of correlation

So, by using that pattern the researcher can know the correlation between two variables, in this research the correlation between students' reading habit of novel and their writing ability in recount text.

RESEARCH FINDING AND DISCUSSION

The research findings

The aims of this research is to find out whether or not there is correlation between students' reading habit of reading novel and their ability in writing recount text. Therefor to find out the correlation, the researcher used instruments. There were questionnaire of reading novel habit and test of writing recount text. The research is conducted in Bale Bandung University on 27th July 2017 and 3rd august 2017. The researcher used random sampling to determine sample and A class of fourth semester is chosen. It consists of 30 students. The method in this research is correlation method using Pearson product moment correlation design. The discussion of the data will be done in the following section.

a. The data of reading habit questionnaire

The reading habit questionnaire of reading habit was given to the students on Thursday, 27th July 2017. It consists of 10 questions provided with 4 option answers. There were a,b,c or d. Each answer had deferent value, positive questions a=4, b=3, c=2 and c=1 and for negative questions a=1, b=2, c=3 and d=4. After accumulating all the answer, the scores were summed and the result of the questionnaire is showed in the following table.

Table 4.1
The students' reading habit score

No	Students	Reading habit score (X)
1	YC	70
2	LK	58
3	DGL	70
4	UC	60
5	KB	75
6	YR	70
7	IFS	75
8	WI	45
9	SNR	60
10	SR	70
11	RG	65
12	NSH	70
13	MR	65

14	RMI	55
15	DR	65
16	AM	60
17	MRA	60
18	SUNS	70
19	FA	70
20	NIA	65
21	DRA	75
22	ES	65
23	BSAL	65
24	IAM	45
25	ESY	70
26	FSA	60
27	GM	63
28	RH	65
29	SS	63
30	AFD	72
	N=30	$\Sigma X=1,941$

Based on the data presented above, from 30 students as the sample of reading habit questionnaire, 3 students got score from 40-55, 23 students got score from 56-70, whereas 4 students got score from 71-80. The highest score of reading habit questionnaire was 75 and it achieved by 3 students. The lowest score was 45, and it achieved by 2 students.

Table 4.2

The score distribution of the reading habit questionnaire

CATEGORY	SCORE	FREQUENCY
Very good	81-100	-
Good	61-80	22
Fair	41-60	8
Bad	21-40	-
Very bad	0-20	-

The table shows the distribution of reading habit questionnaire. It showed that 8 students included into fair category, and the rest 22 students included into good category. From the table above the researcher find out that the average of the sample had good habit in reading.

b. The data of writing test

The writing test is given to the students on Thursday, 3rd August, 2017. The researcher gave the students writing recount text test. Students should write a recount text. They could write their recount text based on their personal experience, such as unforgettable moments, saddest story or even embarrassing moment of they

life. They had to pay attention to the correct generic structure, grammar, tenses and spelling. Students should write their recount text at least 100 words. After accumulating all the students' work, all the scores were summed and the result of the writing test is showed in the following table.

Table 4.3.
The students' writing recount text scores

No	Students	Writing test score (Y)
1	YC	68
2	LK	68
3	DGL	78
4	UC	75
5	KB	81
6	YR	81
7	IFS	71
8	WI	67
9	SNR	60
10	SR	68
11	RG	85
12	NSH	80
13	MR	75
14	RMI	80
15	DR	65
16	AM	80
17	MRA	70
18	SUNS	70
19	FA	63
20	NIA	70
21	DRA	67
22	ES	65
23	BSAL	67
24	IAM	70
25	ESY	73
26	FSA	75
27	GM	70
28	RH	68
29	SS	68
30	AFD	70
	N=30	$\Sigma Y=2148$

Based on the data presented above, from 30 students as the sample of writing test, 4 students got score from 60-65, 14 students got score from 66-70, 5 students got score from 71-75, 4 students got score from 76-80 and 3 students got score from 81-85. The highest score from writing recount text test was 85 and it is

achieved by 1 student. While, the lowest score of test was 60 and it is also achieved by 1 student.

Table 4.4
The distribution of writing score

SCORE	CRITERIA	FREQUENCY
91-100	excellent	-
81-100	Very good	3
71-80	Good	11
61-70	Average	15
51-60	Fair	1
41-50	Poor	-
Less than 40	Inadequate	-

The table shows the distribution of writing recount text test. From the table the researcher find out that 1 student included into fair category, 15 students included into average category, 11 students included into good category and 3 students included into very good category. It means that the sample had various categories in writing recount ability.

A. The data analysis

After get the data of reading habit of novel and writing recount ability, the researcher analyzed the data the data to find out the correlation by using Pearson product moment correlation coefficient (r) formula. the data is showed in the following table:

Table 4.5
The Data of Correlation Analysis

No	Students	Reading habit score (X)	Writing test score (Y)	X ²	Y ²	XY
1	YC	70	68	4900	4624	4760
2	LK	58	68	3364	4624	3944
3	DGL	70	78	4900	6084	5460
4	UC	60	75	3600	5624	4500
5	KB	75	81	5625	6561	6075
6	YR	70	81	4900	6561	5670
7	IFS	75	71	5625	5041	5325
8	WI	45	67	2025	4489	3015
9	SNR	60	60	3600	3600	3600

10	SR	70	68	4900	4624	4760
11	RG	65	85	4225	7225	5526
12	NSH	70	80	4900	6400	5600
13	MR	65	75	4225	5624	4875
14	RMI	55	80	3025	6400	4400
15	DR	65	65	4225	4225	4225
16	AM	60	80	5600	6400	4800
17	MRA	60	70	3600	4900	4200
18	SUNS	70	70	4900	4900	4900
19	FA	70	63	4900	3969	4410
20	NIA	65	70	4225	4900	4550
21	DRA	75	67	5625	4489	5025
22	ES	65	65	4225	4225	4225
23	BSAL	65	67	4225	4489	4355
24	IAM	45	70	2025	4900	3150
25	ESY	70	73	4900	5329	5110
26	FSA	60	75	3600	5625	4320
27	GM	63	70	3969	4900	4410
28	RH	65	68	4225	4624	4420
29	SS	63	68	3969	4624	4284
30	AFD	72	70	5184	4900	5040
	N=30	$\sum X = 1941$	$\sum Y = 2148$	$\sum X^2 = 127211$	$\sum Y^2 = 154880$	$\sum XY = 138934$

Note:

$\sum x$ = sum of the row x scores

$\sum y$ = sum of the row y scores

$\sum xy$ = sum of the products of each x multiplied by each y

$\sum x^2$ = sum of the squares of each x-score

$\sum y^2$ = sum of the squares of each y-score

$(\sum x)^2$ = the squares of total sum of x-score

$(\sum y)^2$ = the squares of total sum of y-score

N = the number of paired scores

From the table above, the researcher got:

$$\sum x = 1941$$

$$\sum y = 2148$$

$$\sum xy = 138934$$

$$\sum x^2 = 127211$$

$$\sum y^2 = 154800$$

$$(\sum x)^2 = 3767481$$

$$(\sum y)^2 = 4613904$$

$$N = 40$$

Then the researcher analyzed data above by using Pearson product moment correlation (r). The researcher also provide several steps in computing the data in order to find out the correlation.

Step 1: calculating the correlation

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

$$r = \frac{(30)(138934) - (1941)(2148)}{\sqrt{[(30)(127211) - (1941)^2][(30)(154880) - (2148)^2]}}$$

$$r = \frac{4180020 - 4169268}{\sqrt{[3816330 - 3767481][4646400 - 4613904]}}$$

$$r = \frac{10752}{\sqrt{[48849][32496]}}$$

$$r = \frac{10752}{\sqrt{1587397104}}$$

$$r = \frac{10752}{39482.1524}$$

$$r = 0.272$$

Based on the data above, the value of product moment correlation coefficient (r) is 0.272. it means that the degree of the correlation is low.

Table 4.6
Table of r

RANGE OF VALUE	CATEGORY
0.800-1.00	VERY HIGH
0.600-0.800	HIGH
0.400-0.600	MODERATE
0.200-0.400	LOW
0.000-0.200	VERY LOW

Step 2: calculating the significance of correlation coefficient

For calculating the significance of correlation coefficient between students' habit of reading novel and their ability in writing recount text, the researcher used the formula as follows:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{N-2}}}$$

$$t = \frac{0.272}{\sqrt{\frac{1-(0.272)^2}{30-2}}}$$

$$t = \frac{0.272}{\sqrt{\frac{1-0.07398}{28}}}$$

$$t = \frac{0.272}{\sqrt{\frac{0.92602}{28}}}$$

$$t = \frac{0.272}{\sqrt{0.0463}}$$

$$t = \frac{0.273}{0.215174348}$$

$$t = 1.264$$

Based on calculation above, it showed that the value of significance of the correlation coefficient (t-observe) is 1.264.

The discussion

The result of investigation of the correlation between students' habit of reading novel and their ability in writing recount text done in University of Bale Bandung can be describe as follows:

1. With $df = 30-2 = 28$, at $p = 05$ of two tailed, the critical value of t (t-table) is 2.048. As the value of t observe is smaller than the value of t -table ($1.264 < 2.048$), the Null Hypothesis is accepted and (H_a) is rejected. it means that there is no significant correlation between students' habit of reading novel and their ability in writing recount text.
2. After calculating data statistically, the researcher find out the correlation between the students' habit of reading novel and their ability in writing recount text is 0.272.
3. So based on the data above, the researcher assumes that if students have good habit in reading novel, it doesn't mean that they have good ability in writing recount text. Because there is no correlation between students' habit of reading novel and their ability in writing recount text.

CONCLUSION

According to the data that has been collected and analyzed by using Pearson Product Moment Correlation to find out the correlation between students' reading habit of reading novel and their writing ability in recount text. The result of the research showed that the r value is 0.272. Thus, the r value is between 0.200-

0.400 and included into low category. It means that the degree of the correlation is low and positive.

While the value of t observed is 1.264, the critical value t table is 2.408 at 28 degree of freedom and 0.5 level significance of two tailed, as the value of the t observed is smaller than the value of critical t (t -table) $1.264 < 2.408$, it means there is no significant correlation between students' habit of reading novel and their writing ability in recount text. Based on the data above the researcher concludes that the correlation between students' habit of reading novel and their writing ability in recount text done at fourth semester of Bale Bandung University in academic year 2017 is low, positive and not significant. The result of this research showed if students who have good habit in reading novel, doesn't mean that students also have good ability in writing recount text, because there is no correlation between them.

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