



THE CORRELATION BETWEEN READING HABIT AND ABILITY  
IN WRITING DESCRIPTIVE TEXT AT GRADE X STUDENTS OF  
SMA N 6 PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)  
Padangsidimpuan as a Partial Fulfillment of the Requirement  
For the Graduate Degree of Education (S.Pd)  
in English Program*

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PADANGSIDIMPUAN

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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siswanti Ritonga**, entitled "*The Correlation Between Reading Habit and Ability in Writing Descriptive Text at Grade X Students' of SMA N 6 Padangsidimpuan.*". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

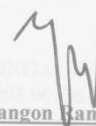
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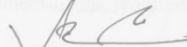
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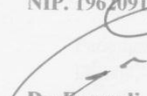
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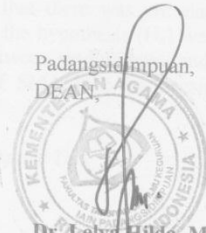
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Allah Swt. This thesis is still so far from being perfect based on the weakness of the  
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### **ABSTRACT**

This research focussed on the correlation between reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidempuan. There were some problems of the students in this research: 1) Ambiguous developed idea 2) In organizing the ideas to write a descriptive text. 3) The students find difficulties in using grammar. 4) Students have limited knowledge in using vocabulary. The purpose of this research was to know how significant the correlation reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidempuan.

The kind of this research was quantitative research with correlation method. The population of this research was the grade X students' of SMA N 6 Padangsidempuan which the total was 241 students. Then, the sample of this research was 71 students were gotten by Slovin formula and choosen randomly from 7 classes. The researcher used questionnaire to know students' reading habit and test to know students' ability in writing descriptive text on collecting the data.

To analyze the data, the researcher used Product Moment formula. After analyzing the data, the researcher found that mean score of variable X was 70.38 and mean score of variable Y was 76.71. Besides, the score of  $r_{xy}$  was higher than  $r_{table}$  ( $0.740 > 0.235$ ). The result showed that there was correlation between two variables but in good category. It means the hypothesis ( $H_a$ ) was accepted. It was concluded that there was a correlation between reading habit and ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan in good category.

**Keywords:** *Reading Habit, Writing Descriptive Text*

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Writing is one of the four basic communication skills whose learning can lead to learning a second language. Writing is a kind of practice which helps writer to store material to long-term memory, in the other words the vocabulary, grammar, and patterns are more easily learned through being carefully applied in a piece of writing. Writing is linked to reading process and both of the processes are heavily dependent on vocabulary. But when reading once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them.

Based on curriculum for senior high school, writing is one of the skill must be taught in tenth grade of senior high school. The competence of writing in English refers to develop communicative competence in written as well as in spoken form to achieve functional literacy level. They are expected to be able to communicate in written as well as in spoken form to solve problems in their daily live. In this curriculum, the English material is taught based on the text. There are many types of written form that should be learn, for example, narrative, recount, report, news item, procedure, descriptive and spoof.



There are a lot of materials of writing English like some types of text. They are report, analytical exposition, narrative, procedure, recount, spoof, anecdote, discussion, descriptive, explanation, review, hortatory exposition, news item. The researcher choose writing descriptive text. Descriptive text is a text which describes what a person or a thing is like. The main aim of descriptive text is to inform about the thing to be described. So, it provides generalized information on facts, qualities and characteristics about the object under consideration so as to get a systematic, accurate and almost photographic description. Descriptive text has structure as below Identification is identifying the phenomenon to be described and Description is describing the phenomenon in parts, qualities, and characteristics.

Writing is one of the important skills in language learning besides reading, speaking, and listening. It is one of the four language skills requires a number of condition to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary and understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When the students write composition, for example they are being creative. Writing for students is a process that should not only improve their language but also stimulate thinking and thus develop their cognitive ability.

There are some efforts of teacher can be use to improve writing descriptive text. The efforts are able to be used for students that given by

teachers such as learning more about grammar, memorizing the vocabulary, and giving more feedback to students.

The condition of the students of SMA N 6 Padangsidempuan in ability in writing descriptive text still poor. The difficulties of students' in writing descriptive text are first ambiguous developed ideas, in organizing the ideas to write a descriptive text, the students find difficulties in using grammar and then students have limited knowledge in using vocabulary.<sup>1</sup>

There are many factors of writing descriptive text, such as mood, idea, knowledge, vocabulary and reading habit. All of the factors was good, but the researcher choose reading habit because reading habit to be more precise in acquiring writing style and it show that writing style does not come from actual writing experience, but from reading.<sup>2</sup>

The researchers focus on reading habit. Reading habit is refers to the behaviour, which expresses the likeness of reading and tastes of reading.<sup>3</sup> It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read, reading habit are correlated with gender, age, educational background, academic performance and professional growth.

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<sup>1</sup>Private Interview, Teacher and Students, recorded on September 12<sup>th</sup> 2017, at 11.00 a.m., in SMA N 6 Padangsidempuan.

<sup>2</sup>Stephen D. Krashen, *The Power of Reading Insights from the Research Second Edition*, (Westport, London, 2004), p. 132.

<sup>3</sup>Samsong, Sangkaeo, *Reading Habit Promotion in Asia Libraries. Paper Presented at 65th IFLA Council and General Council and General Conference*, Bangkok, Thailand. 1999.

The important of reading habit may be regarded as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Studies have shown that schools and teachers don't have as big an influence on children as parents and friends do. The people that children spend the most time with are the ones who govern their thoughts and directions in life. To be around people who propagate learning and reading is always a good thing for a child. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the child's mental growth, without a reading habit a child can grow up with some difficulties.

Reading habit and writing have relation. The relationship between reading habit and writing are good writers tend to better readers than those who are less able writers, good writers tend to read more frequently and widely and to produce more syntactically complex writing, writing itself don't tend to the relation reading comprehension but it was taught for the purpose of enhancing reading, and reading experiences have great effect on writing ability including in grammar.

Based on the explanation above, the researcher interest to conduct the research to solve the problems about students' ability in writing decriptive text with the title **“The Correlation Between Reading Habit And Ability In Writing Descriptive Text at Grade X Students’ of SMA N 6 Padangsidimpuan.”**

## **B. Identification of the Problem**

Based on the background of the problem above, writing is one of the important skill must be mastered by students. Generally, writing is related to exploring sentences and paragraphs in a clear direct way. It can be said that writing is the activity to explore his/her ideas into sentence and then he/she arrange them into paragraph.

There are some factors that has relation to students ability in writing descriptive text, such as such as mood, idea, knowledge, vocabulary and reading habit.

## **C. Limitation of the Problem**

Based on the identification of the problem above, there are some factors that has relation to students' ability in writing descriptive text, such as mood, idea, knowledge, vocabulary and reading habit.

Here, the researcher does not discuss all of the factors. The researcher discuss one factor only. The factor was reading habit, this ways can be help the students improve their writing ability and make easier in get some information. The application of this reading habit gave the result on students writing ability.

The researcher choose this factor because this factor was correlates with writing and reading habit was one of the most common ways to get the information an knowledge. One of the purposes of reading habit was that to obtain the information, which was presented in writing form and by reading

habit, people get the ideas they want and use them in accordance with the need and also writing style does not come from actual writing experience, but from reading.

#### **D. The Formulation of The Problem**

In conducting the research, the researcher described the formulation of the problems as follows :

1. How is the reading habit of descriptive text of the tenth grade students of SMA N 6 Padangsidempuan?
2. How is the ability of writing descriptive text of the tenth grade students of SMA N 6 Padangsidempuan?
3. Is there any significant correlation between reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidempuan?

#### **E. Purpose of the Study**

Based on the above formulation, the researcher determined the purpose of the research as follows :

1. To describe the reading habit of descriptive text of the tenth grade students of SMA N 6 Padangsidempuan.
2. To describe the ability in writing descriptive text of the tenth grade students of SMA N 6 Padangsidempuan.
3. To find out the correlation between reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidempuan.

## **F. Significances of the Research**

The significances of this research are :

1. Theoritically, the result of the research can contribute useful information for the future classroom research with the similiar problem of students' ability in writing descriptive text.
2. Practically

- a. For the English Teacher

This research can give additional contribution to English teachers in growing students' ability in writing espescially in descriptive text.

- b. For the Headmaster

Through this research the headmaster can develop support the teacher to teach English better.

- c. For the researchers

This research can give additional information for other researchers to do a further research.

## **G. The Outline of the Thesis**

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter I, it consist of background of the problems, identification of the problems, limitation of the problem, the formulation of the problem, purpose of the study, significances of the research, definition of operational variables, and the outline of the thesis.

Chapter II, contains about theoritical description with some sub chapters consist of the theoritical description of reading habit and explain about writing ability. Then review of related findings, conceptual framework and hypothesis.

Chapter III, is about methodology of the research that consist of place and time of research, method of research, population and sample, definition of operational variables, instrument of collecting the data, Validity and reliability of the instrument, techniques of data analysis and technique of analyzing data.

Chapter VI, is the result of the research talking about the analysis of data. This chapter four, here the researcher also has found there are the significant correlation between reading habit and in ability in writing descriptive text.

Chapter V, is giving conclusion about the result of the research and suggestion which is given to students and teacher by researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Writing Descriptive Text

###### a. Defenition of Writing Descriptive Text

According to Hary A. Greene “writing is one means for expressing thought or idea, the effectiveness of thought, thus of the writing is dependent upon both the natural ability and experiences of the individual”.<sup>1</sup> So, writing is the process of expressing the idea to write something.

Writing is the human mental process of inventing ideas, the thinking process about how to expresses and organizes the thoughts into statements and paragraphs that will be clear to a reader. It is both process and product.<sup>2</sup> According to A.S Hornby, writing is works of author or person’s handwriting.<sup>3</sup> So, writing is the process expresses the idea and organize appropriate structure become to good paragraph.

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<sup>1</sup>Greene, Harry A. and friend, *Developing English Language Skill in Elementery School*, (Boston, London, Sidney), p. 284.

<sup>2</sup>Nunan, David, *Language Teaching Methodology, A Textbook for Teachers*, (America : The Mc. Grow Hill Companies, 2003), p. 88.

<sup>3</sup>Hornby, A.S, *Oxford Learner’s Pocket Dictionary* , (New York : University Press, 2000), p. 502.



Further, writing is powerful process for learning for describing, synthesizing, analyzing, interpreting, and communicating experience.<sup>4</sup> Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.<sup>5</sup> According to Alice Oshima “descriptive text appeals to the senses, it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader can imagine the object, place, or person in his or her mind”.<sup>6</sup> From definition above can be conclude, writing is an activity in expressing idea into sentence or paragraph into paragraph.

Descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object. In the text, the object can be a concrete or abstract object.<sup>7</sup> From definition above can be conclude, writing descriptive text is help the readers through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion. In the text the descriptive text can be a person, an animal, plants, a house, it can be about any topic.

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<sup>4</sup>Holy, Mary Louise and Friends, *Action Research for Teachers* (New Jersey : Columbus , Ohio, 2005), p. 235.

<sup>5</sup>O'Malley, Michael J. and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA : Addison-Wesley Publishing Company, 1996), p. 136.

<sup>6</sup>Oshima Alice and Ann Hoge, *Introduction to Academic Writing*, (USA: Pearson Longman, 2007), p. 61.

<sup>7</sup>Wishon George E. and Julia Burks, *Lets Write English*, (USA: American Book Company, 1980), p. 128.

### **b. The Purpose of Writing Descriptive Text**

According to Arief Kurniawan defined “ the purpose of writing descriptive text is to give information”. It means the description is significant to make reader feeling sees, hears or sense. It also infers that social function of descriptive text is to give information for the reader. The information should explain as clear as possible.<sup>8</sup> So, can conclude that the purpose of writing is giving information clearly.

Furthermore, Peter Knapp and Megan Watkins state that descriptive text that used when the students describe about picture, character or place in the story and report on an animal. It means that social function descriptive text is describing about picture, character or object of description. The purpose of writing descriptive text is to engage a reader attention, to create the characters, to set a mood or a create an atmosphere to become life.<sup>9</sup> So, can conclude that is the purpose of writing is to describe something.

Based on the quotation above, the writer takes conclusion that the purpose of writing descriptive text is describing object of description, such as : somebody, something, place or animal. In other

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<sup>8</sup>Arief Kurniawan, *Mengeksplorasi Jenis-Jenis Teks Berbahasa Inggris*, (Jakarta : Multi Dimensi satu Delapan, 2002), p. 23.

<sup>9</sup>Knapp, Peter and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assesing Writing*, (Sydney : University of New South Wales, Press Ltd, 2005), p. 98.

word can be said the purpose of writing descriptive text is description about an object human or non human.

### c. The Process of Writing Descriptive Text

According to Jack. C. Richards, Willy A Renandya that, the process of writing as a classroom activity incorporates the four basic, they are :

- 1) Planning (prewriting) is any in the classroom that Encourage students to write
- 2) Drafting (writing) is once sufficient ideas are gathered at the planning stage, the first attempt at writing that is drafting may process quickly.
- 3) Revising (redrafting) is when the students revise, the students review their text on the basis of the feedback give responding stage.
- 4) Editing is in this stage students are engaged in tidying up their texts as the students prepare the final draft for evaluation by the teacher.<sup>10</sup>

So, can conclude that there are four the process of writing in using before make the written text.

### d. The structure element of Writing Descriptive Text

The structure element of writing descriptive text are :

#### 1. Social Function

According to Pardiyono “social function is telling what the aim of the text”.<sup>11</sup> Description is a type of written text which has

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<sup>10</sup>Richards, Jack C. and Willy A. Renandya, *Methodology in Language Teaching*, (United States of Amerika : Cambridge University Press), p. 316.

<sup>11</sup>Pardiyono, *Pasti Bisa Teachning Genre Based Writing* (Yogyakarta : Andi Offset, 2007 ), p. 272.

the specific function to give description about an object ( human or non human). It means that social function of descriptive text is describing an object description. It describes the object as it is. The description should involve the specific characteristic of the object.

So, it can be concluded social function of descriptive text is refers to function of the text in using. Actually, descriptive text has social function to describe an object in descriptive text. The object describe as it is. By description a reader can guest or know the object without seeing.

Generic structure of descriptive text means as component which build the descriptive text. Actually descriptive text build by identification and description. According to Otong Setiawan Djuharie states that generic structure of descriptive text are following below:

Identification : Introduction of the subject or things that will  
be described

Description : Information about the characteristic of the  
subject, such as looking of subject,  
quality and kinds.<sup>12</sup>

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<sup>12</sup>Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007), p. 24.

According to Pardiyo, give addition that descriptive text build by identification and description. It means that descriptive is constructing with identification and description. In the other word the generic structure of descriptive text is identification and description. Moreover, identification is a way to introduce thing or object which will describe and description is a way to describe the thing or object. It means that the descriptive text is constructed with identification and description.<sup>13</sup> So, there are two the generic structure in descriptive text that used.

According to Peter Knapp and Megan Watkins state that ordering process which work in descriptive text include to generally names of the things and classifies. The genarally names refers to the introduction of things in the text and classifies deals with its attributes, behaviors and function.<sup>14</sup> So, the generic structure of descriptive text are generally names of things and classifies it or identification and description.

Based on the quotation above, the writers take conclusion that generic structures of descriptive text are identification and description. Identification belongs to introduction or general name

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<sup>13</sup>Pardiyo, *Pasti Bisa Teachning Genre Based Writing*, *Op.Cit.*, p.33.

<sup>14</sup>Knapp, Peter and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assesing Writing*, *Op.Cit.*, p. 100.

of the objects description. Meanwhile, description belongs to information or classifies of objects description in the text.

## 2. Lexicogrammatical Features

Lexicogrammatical feature of descriptive text refers to the language features which is used in the descriptive text, because descriptive text give description, thus it common uses noun, simple present tense, adjective and relational process in the text.

According to Otong Setiawan Djuharie states that descriptive text usually use lexicogrammatical feature, namely : specific noun, such as father, school, my dog, simple present tense, detail noun phrase, such as : an intelligent tall student, kind of adjective, relational process, such as : my car has four doors.<sup>15</sup> So, lexicogrammatical feature which is used in the descriptive text are noun, simple present tense and noun phrase.

Furthermore, according to Peter Knapp and Megan Watkins state that descriptive text use some grammatical features or lexicogrammatical, such as present tense, relational verbs, action verbs, mental verbs, adjective, and personal noun.<sup>16</sup> So, in descriptive text that used can so many lexicogrammatical.

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<sup>15</sup>Otong Setiawan Djuharie, *Genre, Op.Cit.*, p. 24-25.

<sup>16</sup>Knapp, Peter and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assesing Writing, Op.Cit.*, p. 99-100.

In addition, according to Pardiyo state that descriptive text seldom use declarative sentence, present form, and conjunction.<sup>17</sup> So, the language feature which is always used in descriptive text are declarative sentence, present form, and conjunction.

Based on the quotation above, can be concluded, lexicogrammatical feature of descriptive text which is used, such as : present tense, relational verbs, action verbs, mental verbs, adjective and personal noun.

By doing the referene to the explanation above, the writer makes the conceptual definition that writing descriptive text can be defined as activity to write sentence or paragraph which give description about something, somebody, place, characters and animal. Furthermore, in writing descriptive text the writer should attention to the social function, generic structure, and lexicogrammatical feature of descriptive text.

In relation, with the above discussion, the writer can conclude that the function of descriptive text is to describe a particular person, place or thing. So that text can make the reader sees, hears, feels the writer experienced.

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<sup>17</sup>Pardiyono, , *Op.Cit.*, p. 34.

### e. The Example of Descriptive Text

#### The Golden Gate

- Identification** : The golden Gate bridge is a suspension bridge spanning the golden gate, the opening the San Fransisco bay onto the Pasific Ocean. As part of both US Highway 101 and California Route 1, it connects the sity of San Fransisco on the northern tip of the San Fransisco Peninsula to Marin Country.
- Description** : The golden Gate bridge had the longest suspension bridge span in the world when it was complete in 1937 and has become an internationally recognized symbol of San Fransisco and California. Since its completion, the span lenght has become has been surpassed by eight other bridges. It still has the second longest suspension bridge main span in the United States, after the Verrazano-Narrows Bridge in New York city, In 200/, it was ranked fifth on the list of America's favorite Architecture by the American Institute of Architects.<sup>18</sup>

### f. The Assessment of Writing Descriptive Text

According to O'Malley and Pierce state two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. A writing prompt defines the task for the students' writing assessment. Furthermore, writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.<sup>19</sup> So, clearly that assessment

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<sup>18</sup>Arief Kuriniawan, *Mengeksplorasi Jenis- Jenis Teks Berbahasa Inggris*, Op.Cit., p. 23.

<sup>19</sup>O'Malley, Michael J. and Lorrane Valdez Pierce, *Op. Cit.*, p. 139.



of writing is effectively when give the score written wit the some criteria.

The following is the example of rubric on assessing the students' writing. It focus on the students' ability in writing descriptive text.

**Table 1 Rubric on Assessing the Students' Writing**

Aspect	Score	Performance Description	Weighting
Content (C) 30 % -Topic -Detail	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20 % -Identification -Description	4	Identification is complete and description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar	4	Very few grammatical or	

(G) 20% -Use Present Tense -Agreement		agreement in accuracies	2x
	3	few few grammatical or agreement in accuracies but no affect on meaning	
	2	Numerous grammatical or agreement in accuracies	
	1	Frequent grammatical or agreement in accuracies	
Vocabulary (V) 15%	4	Effectives choice of words and words form	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms and understandable	
Mechanic (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth than the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary

and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

There are some techniques to test writing. Such as: multiple choice, short answer questions, essay test and so on, to measure students writing. In this research the researcher choose essay test questions. Essay question test is a traditional method for getting students to produce a sample of connected writing. The stimulus is normally written and can vary in length from a limited number of words to several sentences. The topics are often very general and rely heavily on the candidate providing the content out of his or her head. The candidates are not usually guided in any way as to how they are expected to answer the question.<sup>20</sup> So, this is extremely easy to set familiar testing technique to the candidates.

Advantages of essay test are extremely easy to set and it is a familiar testing technique to both the candidates and the users of test result. It thus has a superficial face validity in particular for the lay person. Also, it is a suitable vehicle for testing skill, such as the ability to develop an extended argument in logical manner, which cannot be tested in other ways.

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<sup>20</sup>Cyrill J. Weir, *Communicative language Testing*, (New York: Prentice Hall, 1990), p. 60.

## 2. Reading Habit

### a. Defenition of Reading Habit

Samrotul cited by Per Nilsen habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense, of awareness.<sup>21</sup> According to Oxford's Dictionary, habit is thing that people do often and almost without thinking.<sup>22</sup> Reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities. Reading habits is active skill to get knowledge, constructing meaning, and gaining oral and visual knowledge through reading activity.

Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading.<sup>23</sup> It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read. Many researchers in the past have devoted their effort in examining learners' reading habit. With their efforts, these researchers have discovered that reading habits are correlated with gender, age, educational

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<sup>21</sup>Nilsen, Per, et. al., "Creature of Habit : Accounting for the Role of Habit in Implementation Reasearch Clinical Behavior Change" *Implementation Sains Journal*, June 9 th 2012.

<sup>22</sup>Hornby, A.S *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 193.

<sup>23</sup>Sangkaeo, Samsong, *Reading Habit Promotion in Asia Libraries. Paper Presented at 65th IFLA Council and General Council and General Conference*, Bangkok, Thailand. 1999.

background, academic performance and professional growth.<sup>24</sup> Reading is one of the most effective ways to become good readers and good spellers, an adequate vocabulary, advanced grammatical competence and develop a good writing style as well. Krashen states writing style does not come from actual writing experience, but from reading.<sup>25</sup> Many researches reviewed earlier show that those who read more, develop higher level of literacy. This can be seen from the plenty of evidence that those who participate in free reading programs write better and simply people deal with far more words in reading than in writing.

#### **b. The Purpose of Reading Habit**

There are some reading habit purposes which have either positive or negative result. For purpose of this, they are grouped into four segments they are hoobial, recreational, concentration and deviational.<sup>26</sup>

##### **1) Hobbial**

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic.

This purpose of reading habit not only makes on satisfied but also

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<sup>24</sup>Annamalay, Muniandy, Reading Habit and Attitude among Malaysian Polytechnic students “*International Journal of Education and Sciences* 5(1), 32-41, 2013.

<sup>25</sup>Krashen, Stephan D., *Op. Cit.*, p. 132.

<sup>26</sup>Ochanya, Ogbodo Rosemary, Effective study Habits in Educational Sector : Counseling Implication, *Edo Journal of Counseling*, Vol. 3. No. 2, 2010, p. 231-235.

positive.<sup>27</sup> Unlike other hobbies, reading is one of the most recommended one to shape readers personality skill. Reading book particularly can develop the knowledge of vocabulary which help in conversation. Reading as a hobby is wonderful, it helps the readers to improve their ability to absorb and comprehend written material and help them pursue a better job.<sup>28</sup> So, this is the purpose of reading habit are make the reader knowledgeable in their ability especially comprehend written material.

## 2) Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue, the example activities on reading for relaxation are reading magazine and newspaper.<sup>29</sup> So, in this the reader have relaxation in effort knowledge.

## 3) Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for

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<sup>27</sup>*Ibid.*, p. 231.

<sup>28</sup>Trent Hamm, perfect hobby? Reading book is fun, cheap and good for you, 2012, accessed on, <http://abcnews.go.com/Business/reading:book-fun-cheap-good/story.com>, retrieved on December, 10<sup>th</sup> 2017 at 9.36 p.m.

<sup>29</sup>Ochanya Ogbodo Rosemary, *Op. Cit.*, p. 231.

use in school by stakeholders, this reading habit purpose shows positive result in students achievement in school.

#### 4) Deviational

The last purpose of reading habit is deviational. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

### c. The Aspect of Reading Habit

In gaining an effective reading habit, Julio Cesar summarized seven aspect of reading habit, they are attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non academic reading, motivation in the family environments, and then motivation in the academic environments.

#### 1) Attitude toward reading

Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

#### 2) Reading Frequency

Reading frequency is the frequency at which the persons reports to read books in their spare time

#### 3) Books Read

The number of books that the person reports having read in the last three months.

#### 4) Time Spent on Academic Reading

Time spent on academic reading is the time that person reports to devote to reading books on his or her study subjects.

5) Time Spent on Non- Academic Reading

Time spent on non- academic reading is the time that the respondent reports to devote to reading books that are not directly related to the subject of his or her studies.

6) Motivation in the Family Environments

Motivation in the family environments is often reported by the person on the purchase of books, recommending books and reading interest in the family..

7) Motivation In The Academic Environments

Motivation in the academic environments is the frequency the students reports on the teacher using activities to promote contact with psychology literature.<sup>30</sup>

in this research, reading habit that were surveyed were number of hours spent daily on reading and types of reading materials then types of reading strategies used.<sup>31</sup> Measuring reading habit of students' can be doing with making some questionnaires.

Questionnaires is simply a "tool" collecting and recording information about particular issue of interest. Questionnaires was a list of question that were given to other people, in order to give the respond that was appropriate to user's will.<sup>32</sup> It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

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<sup>30</sup>Galiccia, Julio Cesar Gaona, Relationship Reading Habit, University Library and Academic Performance in A Sample of Psychology Students, *Revista de La Education Superior Journal*, Vol. XL (I), No. 157, 2011, p. 59-60.

<sup>31</sup>Kekal Abadi, *Reading Habit and Attitude in Malaysia : Analysis of Gender and Academic Programme Differences*, retrieved on December, 20<sup>th</sup> 2017 at 09.00 p.m.

<sup>32</sup>Riduan, *Belajar Mudah Penelitian Untuk Karyawan-Guru dan Penelitian pemula*, (Bandung, London, Sidney), p. 284.



Questionnaires should always have a defined purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used.

#### **d. Advantages of Reading Habit**

In habitual reading, there are so many advantages that the students can learn. Reading habit is the powerful and long lasting tool in the development of students academic success. The implication of applying reading as habitual activity are students can develop the knowledge, and increase focus and concentration. Reading as a habitual activity also helps the students to pleasure their understanding, helps them become more intelligent, and adding their vocabulary meaning.

Stell Jack mentions several advantage of reading habit, they are habit of reading help the mind performs effectively, habit of regular reading help us develop a good vocabulary, habit of reading boots intellectual curiosity, habit of reading means psychological activity, and then habitual reading helps readers to have positive set of mind.

- 1) Habit of reading help the mind performs effectively  
To read frequently, the people will have abilities to communicate and think well. Acquiring reading habit will automatically active neurons and make it always a good shape. People who exhibit habit as daily activity will help them perform effectively in front of public.
- 2) Habit of regular reading help us develop a good vocabulary  
Habitual reading develops their alertness in identifying error in a sentences. Frequent readers have a range of words bank. They will have specific information about the meaning of the word and they are able to preict the

meaning based on context. Frequent readers will be better in understanding the message that the writer trying to convey.

- 3) Habit of reading boots intellectual curiosity  
Habitual reading helps the readers to understand the complexity of different boooks. A reader become knowledgeable about various literacy skills and leads the reader to think indepently and critically.
- 4) Habit of reading means psychological activity  
Regular habit as a psychological activity means a reader link with their mind to feel the writers imagination. The reader previews the story and goes into it and absorb as the story goes on it. The reader use their mind to figure out the scheme of the story to feel writers feeling and to experience of personal players.
- 5) Habitual reading helps readers to have positive set of mind  
Effecient frequent reader should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They shoul also get summary and make a critical judgment from the material.<sup>33</sup>

To conclude here a few important benefit for reading habit activities. By implementing habitual reading, readers are able to train their mind int the context of helping brain to work effectively. Habitual reaadng enriches readers vocabulary in variours literacy skills. Moreover reading habit makes the readers open up their mind and helps them become more intelligent.

## **B. Review of Related Findings**

There were some researches that related to this research:

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<sup>33</sup>Jack, Steel, *The Habit and Its Advantage- Why You Should Develops Habit of Regular Reading*, 2008, <http://voice.yahoo.com/the-habit-its-advantages.com>, retrieved on December, 10<sup>th</sup> 2017 at 9.40 p.m.

- 1) The thesis comes from Innayatul Maula was conducted in UIN Syarif Hidayatullah Jakarta. The respondents of this study consisted of 30 students. Innayatul used test to collect data about students' Writing Narrative Text. As the results shown that the students free reading habit has a dramatic effect on second language acquirers, where Students result of reading habit showed a good result, this is a good start to explore more on reading activity in learning process.<sup>34</sup>
- 2) Dony Prasetyo M in his thesis was to reveal whether there is any relationship between translation ability and reading habit toward writing ability. He conducted a survey of reading habit of the students. A total of 151 surveys. By using Pearson product-moment correlation the result showed that there was a significant correlation between translation ability and reading habit toward writing ability. As the results shown, the students who have a good reading habit also have a better academic achievement. It could be inferred that this relationship could indicate that students who spend more time reading have, in general, superior academic skills and these skills help them achieve academic success.<sup>35</sup>

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<sup>34</sup>Innayatul Maula, "*The Correlation between Students' Reading Habit and their Ability of Writing Narrative Text* Jakarta 2013, accessed on <http://lib.unnes.ac.id/2050505/1/2201411051-S.pdf> retrieved on December, 10<sup>th</sup> 2017 at 9.35 p.m.

<sup>35</sup>Gallik, Jude D., "Do they Read for Pleasure? Recreational Reading Habits of College Students", *Journal of Adolescent and Literacy* 42(6), 480-488 accessed on <http://www.jstor.org/discover/10.2307/40014062?sid=21105343945971&ui>

Based on explanation above, there are differences between the researcher and the previous research. First previous research focuses to find correlation between reading habit and writing ability in Narrative text. While this research focuses to find the correlation between reading habit and ability in writing Descriptive Text. Next, second previous research study about between translation ability and reading habit toward writing ability. It is different with this research, because this research focus on the correlation between reading habit and ability in writing. Thus, the researcher interest to conducted the research entitle The Correlation Between Reading Habit and Ability in Writing Descriptive Text at Grade X Students' of SMA N 6 Padangsidempuan.

### **C. Framework of Thinking**

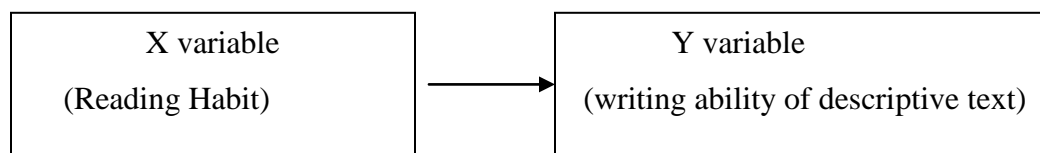
Writing is one of the important skills in language learning besides reading, speaking, and listening. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary and understanding of the target language. Descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is written English in which the writer describes an object.

Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading and also it is a way of how the reader organizes

his or her reading and how often, how much, and what the readers read. reading habit are correlated with gender, age, educational background, academic performance and professional growth, like that krashen said writing style does not come from actual experience but from reading.

Reading habit and writing are good writers tend to better readers than those who are less able writers, good writers tend to read more frequently and widely and to produce more syntactically complex writing, writing itself does not tend to relation reading comprehension but it was taught for the purpose of enhancing reading, and reading experiences have great effect on writing ability including in grammar.

So, the researcher conclude that both of variables in this research are reading habit as independent variable (X) and writing ability of descriptive text as dependent variables (Y), The relation of variables will be seen on figure below:



#### **D. Hypothesis**

The hypothesis is needed to show the researchers' thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is :

- a.  $H_a$  : There is a significant the correlation between reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidempuan.
- b.  $H_0$  : There is no a significant the correlation between reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidempuan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

This research conducted at SMA N 6 Padangsidimpuan. It is located at Jl. ST. Soripada Mulia, kota Padangsidimpuan.

It is northeast from Padangsidimpuan town. The research has been from April until October. The subject of this research is the tenth grade of the students.

#### **B. Method of the Research**

The kind of this research is quantitative research with correlation method, where the data collected and done through statistical analysis. It was usually obtained from questionnaires, test, checklist, and other formal paper and pencil instruments.

L.R Gay says, “Correlation research involves collecting data to determine whether and to what degree a relationship exists between two or more variables. The degree of relationship is expressed as a correlation coefficient.<sup>1</sup> So, correlation research is research that do to open existence and correlation degree between variable.

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<sup>1</sup>Gay L.R. and Peter Airaisan, *Educational Research : Competencies for Analysis and Application* (New Jersey : Prentice Hall Inc, 2000), p. 345.

Sumardi Suryabrata said “Correlation research is the researcher to detect, how far the variation at a relation with the variation at one or more another factors based on correlation coefficient”.<sup>2</sup>

From the quotation above, writer conclude that the correlation research is a kind of research which has the aim to know correlate or relationship between one variable or more to other variable.

### **C. Population and Sample**

#### **1. Population**

Gay and Airasian stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.<sup>3</sup> Conversely Suharsimi says population is all of the subject element in a study.<sup>4</sup> The population of this study is SMA N 6 Padangsidempuan, that consist of seven classes. It can be presented as follows :

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<sup>2</sup>Suryabrata Sumardi, *Metodologi Penelitian*, (Jakarta : PT. Raja Grafindo Persada, 1994), p. 24.

<sup>3</sup>Gay L.R. and Peter Airasian, *Op. Cit.*, p. 122

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 2006), p. 130.



**Table 2 Population of the Grade Students SMA N 6 Padangsidimpuan**

NO	Class	Total Students
1	X IPA 1	36
2	X IPA 2	36
3	X IPA 3	34
4	X IPA 4	33
5	X IPA 5	33
6	X IPA 6	34
7	X IPA 7	35
	Total of tudents	241

(Source : Data of students SMA N 6 Padangsidimpuan)

## 2. Sample

Sample is selected from a larger group which consists of the individuals, item or events and regerred to as a population. According to Saifuddin Azwar, sample is a part of population.<sup>5</sup>

According to L.R Peter Airaisan, “for descriptive research, it is common to sample 10 to 20% of the population although this range will change with the size of the population.”<sup>6</sup> Also state the minimum sample size depends on the type of the research involved. Some cite a sample size of 30 as a guideline for correlational, causal-comparative, and experiment research. Thus, for correlational studies at least 30 participants are needed to establish the existence or nonexistence of a relationship.”<sup>7</sup> In this research, researcher use Slovin formula to take the sample :

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<sup>5</sup>Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta : Pustaka Pelajaran, 2004), p. 79.

<sup>6</sup>Gay L.R. and Peter Airasian, *Op. cit.*, p.134.

<sup>7</sup>*Ibid.*,p. 164.

$$n = \frac{N}{1 + Ne^2}$$

n = Sample size

N = Population

e = Significant error (5% and 10%)

Based on above formula researcher use significant error 10% and the sample can be decide as follows :

$$n = \frac{241}{1 + 241 \cdot 0,1^2}$$

$$n = \frac{241}{3,41}$$

$$n = 70,67 \rightarrow n = 71$$

From the calculation above researcher use 71 students as a sample and it has fulfill the criteria of sample in correlational research. In this research, researcher use simple random sampling in taking the sample. Simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. Because, all of the population had the same chance to be chosen as the sample and it is the best single way to obtain a representative sample. This research used lottery technique to take the sample. All the members of population were written in a small paper based on member of each classroom. Then, the researcher selected the

members randomly from each class where the number of members was selected from population.

#### **D. Defenition of Operational variables**

##### **1. Writing Descriptive Text**

Writing descriptive text is to describe something can be a person, an animal, plants, and so on. It can be about any topic.

##### **2. Reading Habit**

Reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities. Reading habits is active skill to get knowledge, constructing meaning, and gaining oral and visual knowledge through reading activity.

#### **E. Instrument of Collecting Data**

Instrument is very important to support every research. This research makes test and questionnaire as the instrument to collect data. The instrument is choosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher prepare the available instrument there were two instrument, they were test and questionnaire.

## 1. Test

Test is one of a tool that contains a number of questions to measure the ability, knowledge, and intelligence. Brown state that a test in plain words as a Donal Ary said a test is a set of stimulus presented to an individual in order to elicit responses on the basis of which a numerical score can be assign.<sup>8</sup> So, Test is a set of question to measure students' ability.

The researcher used essay test to knownstudents' reading habit and ability in writing descriptive text. Writing test based on the level of the students. Students of grade X had finished writing course. The researcher had asked the students to write a story. The written test of descriptive text was intended to find out students' ability in writing descriptive text. There was no specific topic provided, and the students were freely to create their own writing and developed into a short descriptive text composition. The students were asked to write a short composition of descriptive text with the length of words at least 100 words in 45 minutes. Vocabulary in a text is one of many factors that relation to writing. The English language includes a very large number of infrequent words and a very small number of frequent words<sup>9</sup>. Here

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<sup>8</sup>Donald Ary, et. al., *Introduction to Research in Education 8<sup>th</sup> Edition* (Canada: Wadsworth Cengage Learning, 2010), p. 201.

<sup>9</sup>Graves, M.F et. al., *Teaching Vocabulary to English Language Learners*, (New York: Teachers College Press 2013), p. 13.

is the example of just how important frequent words are: The 100 most frequent words account for 50% of the words in a typical text. If a student does not know these very frequent words, he repeatedly stumbling over the words. The text is analysed based on the social function, generic structure, and significant lexicogrammatical features. Then each of text is also analysed from these three aspects, they are format and content, organization and coherence, sentence construction and vocabulary. Then, the indicator of writing descriptive text there are two. Based on the curriculum the first indicator of writing descriptive text is identification and the second indicator is description.

## **2. Questionnaire**

Questionnaire is one of a tool that contains a number of questions to get the information about the students' reading habit score. So, questionnaire is simply a tool of data collection that given to participant for getting the information from them.

The questionnaires consist 20 items where the questionnaires used five alternatives based on the Likert's Scale Types. Likert's scale is used to measure attitude, opinion, perception based on the certain

phenomena.<sup>10</sup> Where, 1 = never, 2 = Disagree/seldom, 3 = sometimes, 4 = agree/often, 5 = strongly agree/ always.

Then, each item of questionnaire was developed from indicator of reading habit. The questionnaire were given to the students consist of many indicators. Indicators are taken from Julio Cesar's theory about the reading habit aspects. In continuation, each item of the questionnaire was developed from indicator that has been described in the following below :

**Table 3 The Indicator of Reading Habit (Variable X)**

No	Reading Habit (X) Indicators	Item Number	Total Number
1	Attitude toward reading	3, 9	2
2	Reading frequency	7, 16, 17, 18	4
3	Books read	1, 2,	2
4	Time spent on academic reading	4, 5, 6	3
5	Time spent on non academic reading	11,12	2
6	Motivation in the family Environment	8, 19, 20	3
7	Motivation in the academic Environment	10, 13, 14, 15	4
	TOTAL	-	20

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<sup>10</sup>Siregar, Syofian, *Statistik Parametrik Untuk Penelitian Kuantitatif*, (Jakarta : PT. Bumi Aksara,2013), p. 50.

The researcher gave the questionnaire secondly to know the information about the students' reading habit in writing and to see the degree of participant in reading habit. Before filling the questionnaire, the researcher giving the explanation and instruction about what the students should be done with the questionnaire.

#### **F. Validity and Reliability of the Instrument**

Validity and reliability are the important thing toward the research. On this research there were two instruments that had been identified the validity and reliability, as follow:

##### **1. Validity**

Validity is to see the correctness an instrument to do the function to measure. Donal Ary states validity is the extent to which a test measures what it claims to measure.<sup>11</sup> In this Research, the validity of instrument utilized for questionnaire and test.

So, in this research, researcher used content validity to validate the questionnaire was done, that is asking for assessment of a person who is considered an expert in the field to be measured. For this research, the instruments tool was validated by lecturer Sojuangon Rambe as advisor in this research. To know the instruments suitable or not.

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<sup>11</sup>Donald Ary, et. al., *Op.Cit.*, p. 201.

## 2. Reliability

An instrument of the research must be reliable. According to Donal Ary, Reliability is the extent to which the test measures accurately and consistently.<sup>12</sup> The instrument was said reliable when the instrument believable to used as an instrument of collecting data because the instrument is good.

An instrument of the research must be reliable. According to Donal Ary, Reliability is the extent to which the test measures accurately and consistently.<sup>13</sup> The instrument was said reliable when the instrument believable to used as an instrument of collecting data because the instrument is good.

## G. Technique of Analyzing Data

After the processed of data collection, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data was done by the researcher. In quantitative research the most suitable analysis was using the statistical process and with following steps.

1. Identified and corrected the answer the subject research from the test and questionnaire.

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<sup>12</sup>Donald Ary, et. al., *Op.Cit.*, p. 201.

<sup>13</sup>*Ibid.*, p. 201.



2. Identified mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and Y. It is the second ways of presenting the data analysis. According to Anas Sudjiono, the three formulas above had been explained below:<sup>14</sup>

a. Know the mean (average) score used the formula:

$$M(x) = \frac{\sum fx}{N}$$

b. Know the median score used the formula:

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) xi$$

c. Know the modus of score used the formula:

$$Mo = \ell + \left( \frac{fa}{fa+fb} \right) xi \text{ atau } M_0 = U - \left( \frac{fb}{fa+fb} \right) xi$$

**Table 4 The Table Interpretation of Means Score**

No.	Interval	Predicate
1	80 - 100	Very good
2	70 - 79	Good
3	60 - 69	Enough
4	50 - 59	Less
5	0 - 49	Fail

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<sup>14</sup>Anas Sudjiono, *Pengantar Statistika Pendidikan*, (Jakarta : PT. Raja Grafindo, 2005), p. 85-106.

### 3. Identified the Normality Test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher use *Chi-Square* formula. The formula is as follow:<sup>15</sup>

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)^2$$

Where:

$X^2$  = Value of Chi-Square

$F_o$  = Observed Frequency

$F_e$  = Expected Frequency

To calculate the result of *Chi-Quadrate*, it was used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k-1$ ). If result  $x^2_{count} < x^2_{table}$ , it can be concluded that data is distributed normal.

### 4. To Test Hypothesis

To know the correlation between variable X and Y was calculated by applying product moment formula. it has been refer to list r product moment with  $\alpha=0.05$ . The hypothesis was accepted If  $r_{count} > r_{table}$ . The formula of Product Moment explained below:

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

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<sup>15</sup>Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabete, 2010), p.107.

**Where :**

$r_{xy}$  = Coefficient Correlation between variable X and Y

$\sum X$  = The scores of variable X

$\sum Y$  = The scores of variable Y

$\sum XY$  = Product X dan Y

$N$  = Total of sample<sup>16</sup>

## 5. To Know the Contribution of Coefficient Variables

To know the contribution of coefficient correlation between variables X dan Y. it can be define The Formula Determinant Correlation:

$$Kp = r^2 \times 100\%$$

**Where :**

$Kp$  = Determine Correlation

$R$  = Coefficient Correlation<sup>17</sup>

The result should be appropriated with the interpretation to the index of product moment of correlation, the interpretation of the result can be seen in the following table.

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<sup>16</sup>Supardi, et. al., *PengantarStatistikPendidikan* (Jakarta: GaungPersada Press Jakarta, 2009), p. 97.

<sup>17</sup>*Ibid*, p. 99.

**Table 5 The Table Interpretation of XY**

Percentage	Criteria
0.00 – 0.20	Very low correlation
0.20 – 0.40	Low correlation
0.40 – 0.70	Enough correlation
0.70 – 0.90	High correlation
0.90 – 1.00	Very correlation

*(Source : Anas Sudjiono in book Pengantar Statistik Pendidikan)*

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

In this chapter, the researcher discussed the result of this research about the correlation between reading habit and ability in writing descriptive text at grade X students' of SMA N 6 Padangsidimpuan. The researcher used the formula of product moment to analysis the data of students reading habit and students ability in writing descriptive text. The research data described as follow:

#### **A. The Description of the Data**

The data described by sequence of variables, description of the research of result from variable (X) was reading habit and variable (Y) was ability in writing descriptive text. In this part, the researcher showed the result or score of both of the variable.

##### **1. Reading Habit**

In this part, the researcher shows the result of the research that has been done to the dependent variable that is reading habit. In this research, the researcher present 20 items of questionnaire. For each number, the researcher gives 5 as maximal score for each statement.

After calculating the score, it was gotten that the highest score was 85 and the lowest score was 55. To complete this research data, the researcher also calculate the mean score was 70.38, the median score was 72.79, and the mode was 71.8 (See in appendix VII). Mean score is the score which represents the general value that was achieved by the students.

Meanwhile, median was the score in the middle or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

So, the score resume of variable X that reading habit of the grade X students of SMA N 6 Padangsidempuan has been gotten as table below:

**Table 6 The Score Resume of Students' Reading Habit**

No	Statistic	Variable X
1	High Score	85
2	Low Score	55
3	Range	30
4	Interval	5
5	Mean score	70.38
6	Median score	72.79
7.	Mode	71.8
8	Standard Deviation	5.91

Based on the above table, it showed that mean was 70.38. It mean that the students' reading habit was in good category. To know revelation of data was done to grouped the variable score of reading habit which the total classes 7, interval 5. Then, the computed of the frequency distribution of the student score of group can be applied in to table frequency distribution as follow :

**Table 7 The Frequency Distribution of Reading Habit**

Interval	Mid Point	Frequency	Percentage
55 – 59	57.5	8	11.27%
60 – 64	62.5	8	11.27 %
65 – 69	67.5	12	16.90%
70 – 74	72.5	22	30.99%
75 – 79	77.5	14	19.72%
80 – 84	82.5	6	8.45%
85 – 89	87.5	1	1.40 %
<b>Total</b>		<b>71</b>	<b>100 %</b>

Based on the above table, it was known that the variable revelation of students' reading habit showed that the respondent an interval 55 – 59 were 8 students (11.27%), interval 60 – 64 were 8 students (11.27%), interval 65 – 69 were 12 students (16.90%), interval 70 – 74 were 22 students (30.99%), interval 75– 79 were 14 students (19.72%), interval 80 – 84 were 6 students (8.45%) and last interval 85 – 89 were 1 student (1.40 %).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

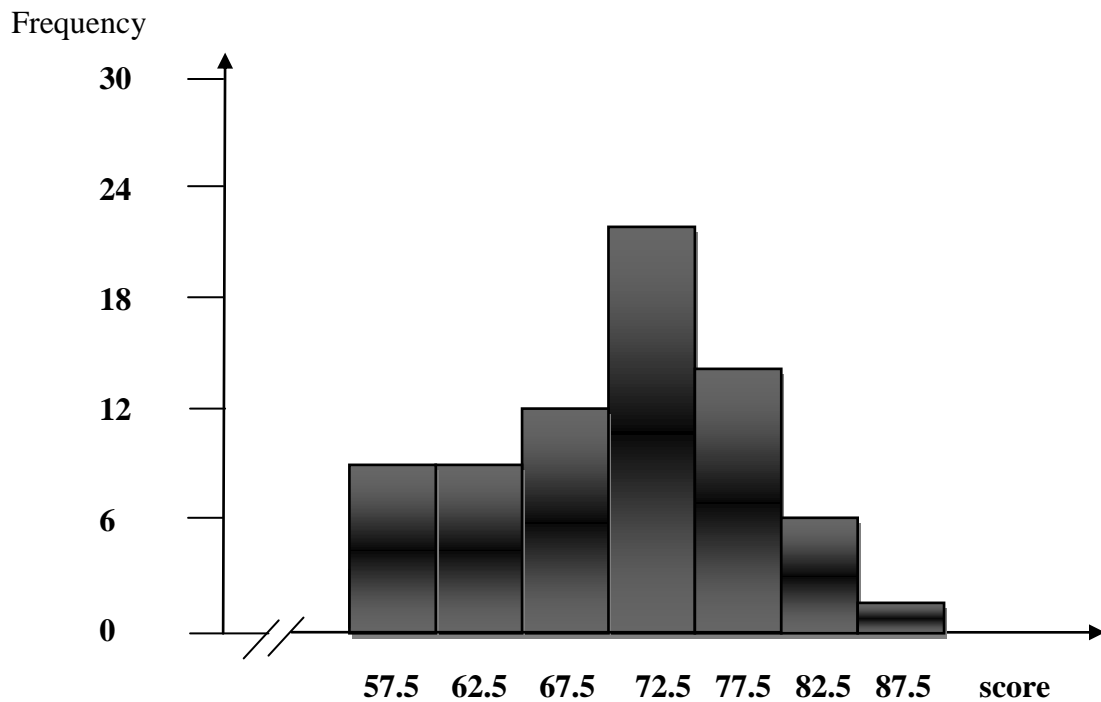


Figure 1: Data Description of Students Reading Habit

## 2. Writing Descriptive Text

The score resume of variable Y that students' ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan has been gotten as table below:

**Table 8 The Score Resume of Writing Descriptive Text**

No	Statistic	Variable Y
1.	High score	90
2.	Low score	60
3.	Range	30
4	Interval	5
5.	Mean score	76.71
6.	Median score	76.75
7.	Mode	76.79

Based on the above table, the researcher has gotten high score was 90, low score was 60 mean score 76.71, median score was 76.75, mode score was 76.79 (See in appendix VIII). The calculation of mean score at students' Ability in writing descriptive text was in good category. To know the revelation of data was done to group the variable score of ability in writing descriptive text which the total classes 7 and interval 5.

Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:



**Table 9 The Frequency Distribution of Writing Descriptive Text**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentages</b>
60 - 64	62.5	3	4.22%
65 – 69	67.5	5	7.04%
70 – 74	72.5	11	15.49%
75 – 79	77.5	30	42.25%
80 – 84	82.5	19	26.77%
85 – 89	87.5	2	2.82%
90 - 94	92.5	1	1.41%
<b>Total</b>		<b>71</b>	<b>100%</b>

Based on the above table, it was known that the variable revelation of students' ability in writing descriptive text showed that the respondent at interval 60 – 64 were 3 students (4.22%), interval 65 – 69 were 5 students (7.04%), interval 70 – 74 were 11students (15.49%), interval 75–79 were 30 students (42.25%), interval 80 – 84 were 19students (26.77%), interval 85 – 89 were 2 students (2.82%), the last interval 90 – 94were 1 students (1.41%).

In order to get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

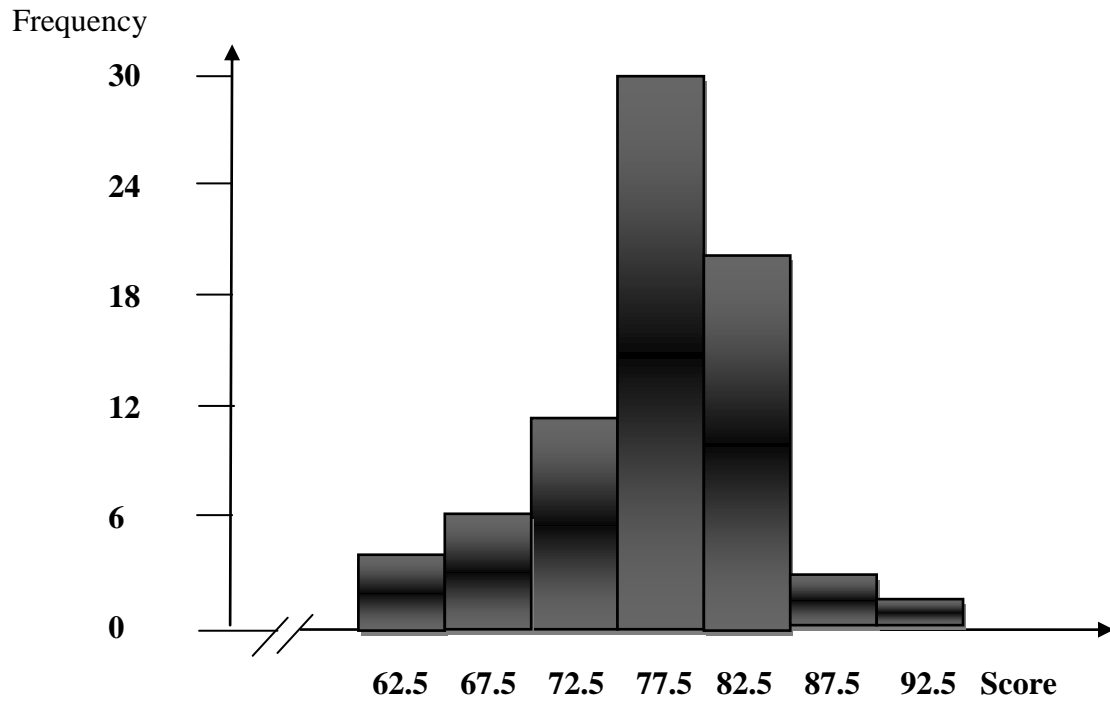


Figure 2: Data Description of Students Ability in Writing Descriptive Text

## B. Testing of Hypothesis

Requirement Test

Table 10 Normality data X and data Y

Class	Normality Test	
	$r_{\text{count}}$	$r_{\text{table}}$
Data X	10.9	12.59
Data Y	9.81	12.59

Based on the table above, the score of data  $X = 10.9 < 12.592$  with  $n = 71$  and data  $Y = 9.81 < 12.592$  with  $n = 71$ , on significant level 5%. It meant that data X and Y were distributed normal (see in appendix IX).

Hypothesis testing aims to determine the correlation between reading habit and ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below:

$$\begin{aligned}\sum X &= 4.961 & \sum Y &= 5344 \\ \sum X^2 &= 361.444 & \sum Y^2 &= 418.971 \\ \sum XY &= 386.110\end{aligned}$$

By using the values above, calculated the value of correlation between variable X dan Y explained below:

$$\begin{aligned}r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n\{\sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{71 (380464) - (4961)(5344)}{\sqrt{\{71 \times 361\,444 - (4961)^2\}\{71 \times 418\,971 - (5324)^2\}}} \\ &= \frac{27\,412\,944 - 26\,512\,364}{\sqrt{\{25\,666\,224 - 24\,611\,521\}\{29\,746\,941 - 28\,344\,976\}}} \\ &= \frac{900\,580}{\sqrt{(1\,054\,703)(1\,401\,965)}} \\ &= \frac{900\,580}{\sqrt{1\,478\,656\,691\,395}}\end{aligned}$$

$$= \frac{900\,580}{1\,216\,000.2843} = 0.740$$

$H_a$  : There is a significant correlation between reading habit and ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan.

$H_o$  : There is no significant correlation between reading habit and ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan.

So, based on the above calculation between variable X and Y by  $r_{xy}$ , the researcher got 0.740. The calculating product moment by getting correlation coefficient  $r_{xy} = 0.74$  was higher than  $r_{table} = 0.235$  on significant level 5%. The hypothesis ( $H_o$ ) was accepted namely  $r_{count} > r_{table}$  ( $0.740 > 0.235$ ). The result showed that there was a significant correlation between reading habit and ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan in good category. It meant that  $H_a$  is accepted and  $H_o$  is rejected. It had been written in the table of coefficient correlation interpretation.

**Table 11 Categories Value Correlation Coefficient and Strenght Correlation**

Value of high r	Interpretation
0.91 - 1.00	Very Good
0.71 - 0.80	Good
0.41 - 0.70	Enough
0.21 - 0.40	Low
0.00 - 0.20	Lowest

(Source: Sugiyono in book *Statistika Untuk Penelitian*)

Testing the truth of significant correlation used the formulate  $t_{\text{count}}$  .

$$\begin{aligned}
 T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0.740 \sqrt{71-2}}{\sqrt{1-0.740^2}} \\
 &= \frac{0.740 \sqrt{69}}{\sqrt{1-0.740^2}} \\
 &= \frac{0.740 (8.306)}{\sqrt{0.4524}} \\
 &= \frac{6.14644}{0.672} \\
 &= 9.146
 \end{aligned}$$

Based on the calculation above, the researcher found that  $t_{\text{count}} = 9.146$  and  $dk = N-2 = 71 - 2 = 69$  and  $t_{\text{table}}$  on significant level 1% = 0.306. So,  $t_{\text{count}} > t_{\text{table}}$  ( $9.146 > 0.306$ ). It meant that there was a significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was “accepted”.

To look for the contribution of variable X to variable Y as follows:

KP = The score of determine coefficient

$r$  = The score of the coefficients correlation

$$\begin{aligned}
 KP &= r^2 \times 100 \% \\
 &= (0.740)^2 \times 100\% \\
 &= 0.5476 \times 100\% \\
 &= 54.76\%
 \end{aligned}$$

Based on calculating above, the contribution variable X (Reading Habit) toward variable Y (Ability in Writing Descriptive Text) there was 54.76 % and 45.24 % influenced by other variables.

### **C. The Discussion of the Result**

After did the reseach, the researcher discussed the result and comparad it with result in research related findings :

First, the research done by Innayatul Maula about “the correlation between students’ reading habit and their ability of writing narrative text”,  $R_{xy}$  was 0.339. The second, the research done by Dony Prasetyo M about “the correlation between translation ability and Reading habit toward writing ability”,  $R_{xy}$  was 0.403.

Based on the explanation above it was proved that this research about reading habit and writing descriptive text was rather different with the other research, reading habit and writing descriptive text had low correlation with writing descriptive.

In this research, researcher found that reading habit of the students was good. There are assumptions of why it could be the first her reading habit was categorized into always, like read books that consist of many pages and pictures that made she would be easier to understand content of books, always activate her background knowledge when reading and did paraphrase after reading the books, read books every night, teacher and friends always motivate her to read the books and read books everywhere if there was a chance to read. This student believed that reading more could develop knowledge and skill.

At the result of this research, the mean score of students' reading habit was good category and the mean score of students' ability in writing descriptive text was good category. It was assumed that many students have good reading habit just for certain book such as her book study subject, reading novel, comic and the interesting book other for them and they have good habit toward reading text. Then, there are students also have good reading habit and they have good ability in writing descriptive text. So, there are others variable relation the students' ability in writing descriptive text, such as mood, idea, knowledge, and vocabulary. It depends on what factors that relation students to write, as known that reading habit come from inside and outside.

Based on the explanation above, it was proved that this research about reading habit and ability in writing was rather different with the other research, reading habit had good correlation with ability in writing descriptive text. in other words it was supported by this research and it was proved by testing hypothesis of the research, it is found that reading habit have the significant correlation to students' ability in writing descriptive text at grade X students of SMA N 6 Padangsidempuan. This fact can be seen from  $r_{\text{count}} > r_{\text{table}}$  ( $0.740 > 0.235$ ). So, it is clearly reading habit have the significant correlation to students' ability in writing descriptive text. Reading habit is needed and really important in writing.

**D. The Limitation of the Research**

The researcher limits this research, as follows:

1. The researcher gave the questionnaire and test to sample and explains them about the instruction.
2. The researcher does not know how serious and concentrate the students when they were answering the questionnaire and test.
3. The researcher does not saw the measuring honest aspects of the students in answering the questionnaire and test until possibility the students cheat or guess.



## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' reading habit of the grade X students SMA N 6 Padangsidempuan was "good" by getting mean score was 70.38.
2. The students' ability in writing descriptive text of the grade X students SMA N 6 Padangsidempuan was "good" by getting mean score was 76.71.
3. Based on the result of calculating data, there was a significant correlation between reading habit and ability in writing descriptive text at grade X students SMA N 6 Padangsidempuan in good category. The calculating of product moment by getting correlation coefficients  $r_{xy} = 0.740$ . The significant correlation level was done by looking  $r_{table}$  on significant level 5% was 0.235 and on significant level 1% was 0.306. The hypothesis ( $H_0$ ) in this research was accepted namey  $r_{count} > r_{table}$  ( $0.740 > 0.235$ ). It meant there was a correlation between reading habit and ability in writing descriptive text in good category.

## **B. Suggestion**

The researcher has some suggestions as follows:

1. The headmaster of SMA N 6 Padangsidempuan was hoped to support the English teachers to teach well and provide facilities involves with learning English.
2. The English Teachers
  - a. The English teacher should choose the good method in teaching and learning process to improve students' English mastery.
  - b. The English teacher should give a positive stimulus such as reminding the students about the important of reading activity to increase students' reading habit and giving the test of ability in writing when learning English as the training to increase students' ability in writing especially writing descriptive text.
  - c. The English teacher must be creative, innovative and communicative when teaching English.
3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the other factors that influence of ability in writing. Because, still there are many factors that affect students' ability in writing.

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## **CURRICULUM VITAE**



### **A. Identity**

Name : Siswanti Ritonga  
Reg. No. : 14 203 00135  
Place/Birth : Padangsidempuan/September, 29<sup>th</sup> 1995  
Sex : Female  
Religion : Islam  
Address : Jl. Alboin Hutabarat, Padangsidempuan

### **B. Parents**

Father's Name : Abdul Gani  
Mother's Name : Rosnawati Siregar

### **C. Educational Background**

1. Elementary School : SD Negeri 200108/12 Padangsidempuan (2008)
2. Junior High School : SMP Negeri 6 Padangsidempuan (2012)
3. Senior High School : SMA Negeri 6 Padangsidempuan (2014)
4. Institute : IAIN Padangsidempuan (2018)

## APPENDIX I

### Reading Habit Questionnaires<sup>1</sup> (Angket Kebiasaan Membaca)

Nama :

Kelas/Semester :

Hari/Tanggal :

#### A. Pengantar

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai dengan penelitian tentang “**The Correlation Between Reading Habit And Ability In Writing Descriptive Text at Grade XI Students’ of SMA N 6 Padangsidempuan**”.
2. Informasi yang diperoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang hubungan kebiasaan membaca dengan kemampuan menulis teks deskriptif.
3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
4. Jawaban anda tidak mempengaruhi nilai bahasa Inggris anda, jawablah dengan jujur sesuai dengan keadaan anda.

#### B. Petunjuk Pengisian

1. Baca dan pahami setiap pertanyaan dengan baik
2. Pertimbangkan jawaban anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pertanyaan, lalu berikan tanda ceklis (√) pada kolom yang tersedia.

Keterangan pilihan jawaban :

(5) SS (Sering Sekali) : Saya menggunakan strategi ini hampir setiap kali saya belajar menulis Bahasa Inggris ( $\pm 90\%$ )

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<sup>1</sup>Galicia, Julio Cesar Gaona, Relationship Reading Habit, University Library and Academic Performance in A Sample of Psychology Students, *Revista de La Education Superior Journal*, Vol. XL (I), No. 157, 2011, p. 72-73.



- (4) S (Sering) : Saya menggunakan strategi ini lebih dari separuh kali saya belajar menulis Bahasa Inggris ( > 50 %)
- (3) KK (Kadang-Kadang) : Saya menggunakan strategi ini kurang dari separuh kali saya belajar menulis Bahasa Inggris (20 - 50 %)
- (2) J (Jarang) : Hampir tidak pernah Saya menggunakan strategi ini untuk belajar menulis Bahasa Inggris (1 - 19 %)
- (1) TP (Tidak Pernah) : Saya tidak pernah menggunakan strategi ini untuk belajar menulis Bahasa Inggris ( 0 %)

NO	ITEM	SS	S	KK	J	TP
1	Saya banyak membaca buku berbagai genre dalam waktu 3 bulan					
2	Ketebalan, ukuran huruf, ilustrasi sangat mempengaruhi bacaan yang saya pilih					
3	Saya tidak membaca buku waktu luang					
4	Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca					
5	Saya kembali menulis catatan teks ke dalam bahasa saya					
6	Saya tidak suka membaca sumber yang terkait sebelum pelajaran di mulai					

7	Setiap malam saya belajar teratur selama minimal satu jam					
8	Keluarga mendorong saya untuk membaca minimal lima belas menit per hari daripada harus bermain di waktu luang saya					
9	Banyak membaca buku tidak membantu saya mengekspresikan perasaan saya					
10	Saya membaca karena perintah guru					
11	Saya membaca dan menghubungkan informasi baru dengan pemahaman saya					
12	Saya tidak mempunyai waktu untuk membaca buku pelajaran					
13	Saya membaca untuk demi kesuksesan akademik saya					
14	Saya banyak membaca untuk pengetahuan saya					
15	Saya tidak suka membaca buku pelajaran karena harga buku terlalu mahal					
16	Saya selalu membaca di waktu luang					

	saya atau ketika saya merasa santai					
17	Saya selalu menghabiskan waktu untuk membaca sambil menunggu sesuatu					
18	Setiap kali saya memiliki kesempatan, saya akan membaca tidak peduli dimana pun tempatnya					
19	Saya sering mengundang teman-teman saya untuk membaca di English area atau di perpustakaan					
20	Saya suka ketika teman-teman saya menghabiskan waktu mereka dengan membaca					

**Padangsidimpuan,                      2018**  
**Validator**

**Sojuangon Rambe, S.S., M.Pd**  
**NIP. 19790815 200604 1 003**

## **APPENDIX II**

**Name :**

**Class :**

**Directions :**

1. Write an paragraph Descriptive Text in the column below consist of Identification and Description. Your text must have at least 100 words.
2. Time limit is 45 menit. Your paragraph will be scored based on

<p style="text-align: center;"><b>Identification :</b></p> <p style="text-align: center;"><b>Description :</b></p>
--

**Padangsidimpuan, 2018**

**Validator**

**Sojuangon Rambe, S.S., M.Pd**

**NIP. 19790815 200604 1 003**

### APPENDIX III

#### QUESTIONNAIRE RESULT OF READING HABIT

NO	NAME OF STUDENT	Initial	Number of Questionnaire																				Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Adelia Putri Harahap	APH	4	4	3	3	3	4	3	5	3	5	4	3	4	5	3	5	4	5	3	3	76
2	Heri Anugerah Pulungan	HAP	4	3	3	2	2	3	2	4	3	4	3	3	3	2	3	2	2	3	2	2	55
3	Muhammad Ikhsan Jaya	MIJ	3	4	4	2	5	3	4	3	2	4	3	2	3	5	4	5	5	4	3	2	70
4	Muhammad Yahya	MY	4	3	3	2	2	3	2	4	3	4	3	3	3	2	3	2	2	3	2	2	55
5	Nofi Lestari	NL	2	4	2	3	5	2	3	3	2	3	2	3	2	3	2	3	2	2	3	4	55
6	Safrina Siregar	SS	1	3	2	1	3	1	2	5	3	2	2	2	5	4	4	4	2	4	3	2	55
7	Sri Rahayu	SR	4	4	3	2	4	2	3	4	5	5	3	4	3	5	4	3	4	3	3	4	72
8	Ummi Fadilla	UF	3	3	2	3	2	2	3	4	2	3	3	3	2	2	2	3	4	2	3	4	55
9	Yogi Arya Kesuma	YAK	3	2	4	3	3	4	2	3	2	3	2	3	3	3	4	3	2	2	3	3	55
10	Dina Afriani Harahap	DAH	4	4	3	2	1	2	3	3	4	5	4	2	3	4	1	4	3	2	2	4	60
11	Adinda Martua	AM	4	5	2	5	3	1	4	5	5	2	4	1	5	5	1	5	4	4	4	4	73
12	Ali Ranto Harahap	ARH	4	5	3	2	4	2	3	4	4	5	3	4	3	5	4	3	4	3	3	4	72
13	Eka Sapitri	ES	5	4	3	2	4	2	3	4	4	5	3	5	3	4	4	3	4	3	3	4	72
14	Habib Azhari	HA	4	2	3	4	4	2	3	4	5	3	5	4	3	5	4	3	4	4	3	3	72

15	Rangga Ritonga	RR	5	3	3	4	2	2	4	5	4	5	5	3	5	4	2	4	4	5	3	4	76
16	Nazwa Erisyah Anggina	NEA	4	5	3	2	4	2	3	4	4	5	3	4	3	5	4	3	4	3	3	4	72
17	Ryan Azhari Lubis	RAL	5	3	3	5	4	5	5	4	3	3	4	3	5	5	1	4	5	2	2	5	76
18	Wahda Agustina	WA	3	1	3	3	2	4	3	3	2	5	5	3	5	5	4	5	3	3	3	5	70
19	Wilda Yulia Sari	WYS	2	3	3	5	2	2	4	3	3	3	3	2	3	4	1	4	3	2	5	3	60
20	Windy Sandra	WS	4	3	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	4	5	77
21	Hotmaida	H	3	3	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	4	5	76
22	Nova Linda Hasibuan	NLH	2	4	1	4	4	2	4	3	1	4	4	1	4	4	1	1	1	2	4	4	55
23	Nuratika Siregar	NS	3	5	3	4	2	3	4	3	1	1	4	2	5	4	1	3	3	2	2	5	60
24	Putri Amelinda Lubis	PAL	3	5	3	4	2	3	4	3	3	3	3	2	4	5	1	3	3	3	2	2	61
25	Rosa Linda	RL	5	3	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	4	5	78
26	Siti Rahmayani Pasaribu	SRP	3	1	3	3	2	4	3	3	2	5	5	3	5	5	4	5	3	4	3	5	71
27	Taufik Hidayat Fatsa Lubis	THFL	5	5	4	4	3	2	2	5	1	2	3	2	2	5	2	3	4	2	2	4	62
28	Tiara Ayunia	TA	3	4	3	1	4	1	3	3	2	3	4	1	2	2	4	2	3	2	4	4	55
29	Winda Rahmadani	WR	4	2	1	3	3	2	2	3	3	4	2	5	3	3	4	3	3	4	5	4	63
30	Zahara Anggraini Siregar	ZAS	5	3	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	3	5	77
31	Abdullah Badawi Siregar	ABS	5	4	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	4	5	79
32	Iyan Saputra	IS	4	2	1	3	3	2	2	3	3	4	2	5	3	3	4	3	3	4	5	4	63

33	Feni Angelin Harahap	FAH	5	3	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	4	5	78
34	Ira Widya Pohan	IWP	3	3	3	4	2	3	4	3	4	2	3	4	2	3	4	2	3	5	3	5	64
35	Muhadid Atmaja	MA	5	4	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	5	4	5	80
36	Nova Sakinah Sormin	NSS	5	4	4	4	3	4	4	4	4	4	3	3	4	5	3	5	3	4	3	5	78
37	Rangga Ahmad Fahlefi	RAF	3	3	2	4	3	4	3	4	3	4	3	3	4	5	3	5	3	4	3	5	71
38	Sima Toktong Harahap	STH	4	2	3	3	2	4	3	3	2	5	5	4	5	5	4	5	3	4	3	5	74
39	Wan Dian Sugita	WDS	5	4	5	5	4	3	3	4	3	4	5	5	4	3	2	3	5	4	3	5	79
40	Winda Monika NST	WMN	4	4	5	4	4	3	3	4	3	4	5	5	4	3	2	3	4	4	3	4	75
41	Adika Cahya Sadhiqin SRG	ACSS	5	4	5	5	4	3	5	4	3	4	5	5	4	3	3	3	4	4	3	4	80
42	Daya Sari	DS	3	4	5	5	4	3	3	4	3	4	5	5	4	3	2	3	4	4	3	4	75
43	Eko Perdana Putra	EPP	4	4	5	4	4	3	3	4	3	4	5	5	4	3	2	3	4	4	3	4	75
44	Hanum Pratiwi Rambe	HPR	3	4	2	3	5	3	1	5	4	5	3	2	4	4	3	3	2	4	3	4	69
45	Latifah Lubis	LL	5	4	5	5	4	3	5	4	3	4	5	5	4	3	3	3	4	4	3	4	80
46	Rahma Sonang Ritonga	RSR	4	4	5	4	4	3	3	4	3	4	5	5	4	3	2	3	2	4	2	3	71
47	Rayhan Khaidir	RK	3	4	2	3	5	3	1	5	4	5	3	2	4	4	3	3	2	4	3	4	69
48	Syahnna Daulay	SD	5	4	5	5	4	3	5	4	3	4	5	5	4	3	3	3	4	5	3	4	81
49	Tirahirma Siregar	TS	3	3	2	3	5	3	1	5	4	5	3	2	4	4	3	3	2	4	3	4	68
50	Try Putri Andriani Pane	TPAP	4	3	2	3	5	3	1	5	4	5	3	2	4	4	3	3	2	4	3	3	68

51	Aisyah Septenia	AS	5	4	5	5	4	3	3	4	3	4	5	5	4	3	2	3	4	3	3	2	74
52	Annisa Pasaribu	AP	3	5	4	4	5	4	5	5	3	5	5	4	4	5	3	3	4	5	4	3	82
53	Fatimah Sito Nasution	FSN	3	4	2	3	5	3	1	5	4	5	3	2	4	3	3	3	2	4	3	2	66
54	Ismail	I	3	4	4	5	4	3	3	4	3	4	5	5	4	3	2	3	4	4	3	4	74
55	Lela Agustina Siregar	LAS	5	4	5	5	4	3	5	4	3	4	5	5	4	3	3	3	4	5	3	5	82
56	Masdelina Harahap	MH	4	4	3	4	4	3	4	4	4	3	3	2	3	5	4	4	3	2	3	4	70
57	Melda Sari	MS	3	5	4	4	5	4	5	5	4	5	5	4	4	5	3	3	4	5	4	5	85
58	Ratnel Wijaya SRG	RWS	5	5	4	5	3	2	4	5	4	5	4	3	2	3	3	3	4	3	4	3	74
59	Rika Yanti Hasibuan	RYH	4	4	5	4	4	3	3	4	3	4	5	5	4	3	2	3	4	4	3	3	74
60	Sonalita Nasution	SN	5	5	4	5	3	2	4	3	4	5	4	3	2	3	3	3	4	4	4	3	73
61	Annisa Aulia Pulungan	AAP	2	1	2	2	5	3	4	3	3	3	3	4	4	5	3	3	2	3	4	3	62
62	Kholida Rahma	KR	3	1	2	2	5	3	4	3	4	3	4	4	4	5	3	3	2	3	4	5	67
63	Lyli Anisa Lubis	LAL	2	1	2	2	5	3	4	4	3	4	3	4	4	5	3	3	4	3	4	3	66
64	Melisa Sapitri Lubis	MSL	5	1	2	2	2	3	4	4	4	3	3	4	4	5	3	3	4	3	3	4	66
65	Paradongan H. Manurung	PHM	5	5	4	5	3	2	4	3	4	5	4	3	2	3	3	3	4	4	4	3	73
66	Riswanto Siregar	RS	5	4	5	5	2	3	4	3	4	4	5	3	2	3	3	3	4	4	4	3	73
67	Wahyuni Rambe	WR	3	1	2	2	5	3	4	3	4	3	4	4	4	5	3	3	2	3	4	3	65
68	Wiwin Parlina SRG	WPS	5	5	4	5	3	2	4	3	4	5	4	3	2	3	3	3	4	4	4	3	73



69	Yennika Carolina	YC	2	1	2	2	5	3	4	4	3	4	3	4	4	5	3	3	4	3	4	3	66
70	Lidiya	L	3	1	2	2	5	3	4	3	4	3	4	4	4	5	3	3	2	3	4	4	66
71	Tuti Anggraini Siregar	TAS	3	1	2	1	5	3	4	3	4	3	4	4	4	5	3	3	2	3	4	4	65

#### APPENDIX IV

#### THE RESULT OF STUDENTS' READING HABIT

No.	Initial of Students	Score of Students
1.	APH	76
2.	HAP	55
3.	MIJ	70
4.	MY	55
5.	NL	55
6.	SS	55
7.	SR	72
8.	UF	55
9.	YAK	55
10.	DAH	60
11.	AM	73
12.	ARH	72
13.	ES	72
14.	HA	72
15.	RR	76
16.	NEA	72
17.	RAL	76
18.	WA	70
19.	WYS	60
20.	WS	77
21.	H	76
22.	NLH	55
23.	NS	60

24.	PAL	61
25.	RL	78
26.	SRP	71
27.	THFL	62
28.	TA	55
29.	WR	63
30.	ZAS	77
31.	ABS	79
32.	IS	63
33.	FAH	78
34.	IWP	64
35.	MA	80
36.	NSS	78
37.	RAF	71
38.	STH	74
39.	WDS	79
40.	WMN	75
41.	ACSS	80
42.	DS	75
43.	EPP	75
44.	HPR	69
45.	LL	80
46.	RSR	71
47.	RK	69
48.	SD	81
49.	TS	68
50.	TPAP	68

51.	AS	74
52.	AP	83
53.	FSN	66
54.	I	74
55.	LAS	83
56.	MH	70
57.	MS	85
58.	RWS	74
59.	RYH	74
60.	SN	73
61.	AAP	62
62.	KR	67
63.	LAL	66
64.	MSL	66
65.	PHM	73
66.	RS	73
67.	WR	65
68.	WPS	73
69.	YC	66
70.	L	66
71.	TAS	65
<b>TOTAL</b>		<b>4961</b>

## APPENDIX V

### THE RESULT OF SUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

	Initial of Students	Score of Students
72.	APH	80
73.	HAP	60
74.	MIJ	80
75.	MY	62
76.	NL	64
77.	SS	65
78.	SR	80
79.	UF	65
80.	YAK	65
81.	DAH	65
82.	AM	82
83.	ARH	82
84.	ES	82
85.	HA	82
86.	RR	77
87.	NEA	80
88.	RAL	80
89.	WA	77
90.	WYS	65
91.	WS	78

92.	H	77
93.	NLH	65
94.	NS	67
95.	PAL	68
96.	RL	78
97.	SRP	77
98.	THFL	78
99.	TA	65
100.	WR	78
101.	ZAS	77
102.	ABS	82
103.	IS	68
104.	FAH	82
105.	IWP	69
106.	MA	83
107.	NSS	81
108.	RAF	77
109.	STH	79
110.	WDS	81
111.	WMN	80
112.	ACSS	84
113.	DS	75
114.	EPP	75
115.	HPR	70
116.	LL	83
117.	RSR	72
118.	RK	75

119.	SD	85
120.	TS	70
121.	TPAP	75
122.	AS	79
123.	AP	90
124.	FSN	75
125.	I	75
126.	LAS	89
127.	MH	72
128.	MS	90
129.	RWS	74
130.	RYH	75
131.	SN	79
132.	AAP	75
133.	KR	78
134.	LAL	78
135.	MSL	77
136.	PHM	79
137.	RS	80
138.	WR	75
139.	WPS	75
140.	YC	77
141.	L	78
142.	TAS	77
<b>TOTAL</b>		<b>5344</b>





**APPENDIX VI****The Correlation Between Reading Habit and Ability in Writing Descriptive Text**

		X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	APH	76	80	57	64	6080
2.	HAP	55	60	30	36	3300
3.	MIJ	70	80	49	64	5600
4.	MY	55	62	30	38	3410
5.	NL	55	64	30	40	3520
6.	SS	55	65	30	42	3575
7.	SR	72	80	51	64	5760

8.	UF	55	65	30	42	3575
9.	YAK	55	65	30	42	3575
10.	DAH	60	65	36	42	3900
11.	AM	73	82	53	67	5986
12.	ARH	72	82	51	67	5904
13.	ES	72	82	51	67	5904
14.	HA	72	82	51	67	5904
15.	RR	76	77	57	59	5852
16.	NEA	72	80	57	64	5760

17.	RAL	76	80	60	64	6080
18.	WA	70	77	49	59	5390
19.	WYS	60	65	36	42	3900
20.	WS	77	78	59	60	6006
21.	H	76	77	57	59	5852
22.	NLH	55	65	30	42	3575
23.	PAS	60	67	36	44	4020
24.	PAL	61	68	37	46	4148
25.	RL	78	78	60	60	6084

26.	SRP	71	77	50	59	5467
27.	THFL	62	78	60	60	4836
28.	TA	55	65	30	42	3575
29.	WR	63	78	39	60	4914
30.	ZAS	77	77	59	59	5929
31.	ABS	79	82	64	67	6478
32.	AS	63	68	39	46	4284
33.	FAH	78	82	63	67	6396
34.	IWP	64	69	40	47	4416
35.	MA	80	83	64	68	6640

36.	NSS	78	81	63	65	6318
37.	RAF	71	77	50	59	5467
38.	STH	74	79	58	62	5846
39.	WDS	79	81	63	65	6399
40.	WMN	75	80	60	64	6000
41.	ACSS	80	84	64	70	6720
42.	DS	75	75	56	56	5625
43.	EPP	75	75	56	56	5625
44.	HPR	69	70	47	49	4830

45.	LL	80	83	66	68	6640
46.	RSR	71	72	50	51	5112
47.	RK	69	75	47	56	5175
48.	SD	81	85	68	72	6885
49.	TS	68	70	46	49	4760
50.	TPAP	68	75	51	56	5100
51.	AS	74	79	58	62	5846
52.	AP	8	90	74	81	7470
53.	FSN	66	75	43	56	4950

54.	I	74	75	54	56	5550
55.	LAS	83	89	73	79	7387
56.	MH	70	72	49	51	5040
57.	MS	85	90	76	81	7650
58.	RWS	74	74	54	54	5476
59.	RYH	74	75	54	56	5550
60.	SN	73	79	53	62	5767
61.	AAP	62	75	38	56	4650
62.	KR	67	78	52	60	5226
63.	LAL	66	78	51	60	5148

64.	MSL	66	77	50	59	5082
65.	PHM	73	79	53	62	5767
66.	RS	73	80	58	64	5840
67.	WR	65	75	48	56	4875
68.	WPS	73	75	53	56	5475
69.	YC	66	77	50	59	5082
70.	L	66	78	51	60	5148
71.		65	77	50	59	5005
<b>TOT A</b>						<b><math>\Sigma XY</math> =</b>



<b>L</b>						<b>3 8 6. 1 1 0</b>
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## APPENDIX VII

### VARIABLE X (READING HABIT)

1. Maximal and minimum score of students were gotten from by setting the variable score from the low to the high score.

55	55	55	55	55	55	55	55	60	60
60	61	62	63	63	64	65	65	66	66
66	66	66	67	68	68	69	69	70	70
70	70	71	71	71	72	72	72	72	72
73	73	73	73	73	74	74	74	74	74
75	75	75	76	76	76	76	77	77	78
78	78	79	79	80	80	80	81	83	83
85									

2. High score = 85

3. Low score = 55

4. Range

$$R = \text{High score} - \text{low score}$$

$$= 85 - 55 = 30$$

5. The total of the class (BK) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log (71)$   
=  $1 + 3.3 (1.851)$   
=  $1 + 6.108$   
= 7.108

$$= 7$$

6. Interval (i)

$$I = \frac{\text{range}}{\text{many class}} = \frac{30}{7} = 4.28 = 4$$

7. Mean score

No.	Class interval	F	X	FX	F <sub>kb</sub>	F <sub>ka</sub>
1	55 – 59	8	57	456	71=N	8
2	60 – 64	8	62	496	63	16
3	65 – 69	12	67	804	55	28
4	70 – 74	22	72	1584	43	50
5	75 – 79	14	77	1078	21	64
6	80 – 84	6	82	492	7	70
7	85 – 89	1	87	87	1	71=N
	Total	71		4997		

Mean (X)

$$\begin{aligned}
 X &= \frac{\sum FX}{F} \\
 &= \frac{4997}{71} \\
 &= 70.38
 \end{aligned}$$

8. Median

$$Me = l + \left( \frac{\frac{1}{2}N - fkb}{fi} \right) \times i$$

$$l = 70.5 \qquad i = 4$$

$$fi = 22 \qquad F_{kb} = 21$$

$${}^{1/2}_n = 35,5$$

$$Me = l + \left( \frac{\frac{1}{2}N - fkb}{fi} \right) \times i$$

$$= 70.5 + \left( \frac{35,5 - 21}{22} \right) \times 4$$

$$= 70.5 + \left( \frac{14.5}{22} \right) \times 4$$

$$= 70.5 + (2.63)$$

$$= 73.13$$

9. Modus

$$M_0 = l + \left( \frac{fa}{fa+fb} \right) \times i$$

$$l = 70.5 \qquad i = 4$$

$$fa = 12 \qquad Fb = 14$$

$$M_0 = l + \left( \frac{fa}{fa+fb} \right) \times i$$

$$\begin{aligned} &= 70.5 + \left(\frac{12}{12+14}\right) x_4 \\ &= 70.5 + 1.84 \\ &= 72.34 \end{aligned}$$

## APPENDIX VIII

**VARIABLE Y**

**(ABILITY IN WRITING DESCRIPTIVE TEXT)**

1. Maximal and minimum score of students were gotten from by setting the variable score from the low to the high score.

[illegible]

78	78	78	78	78	79	79	79	79	80
80	80	80	80	80	80	81	81	81	82
82	82	82	82	82	82	83	84	85	90
90									

2. High score = 90

3. Low score = 60

4. Range

$$R = \text{High score} - \text{low score}$$

$$= 90 - 60 = 30$$

5. The total of the class (BK) =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log (71)$$

$$= 1 + 3.3 (1.851)$$

$$= 1 + 6.108$$

$$= 7.108$$

$$= 7$$

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{30}{7} = 4.28 = 4$$

No	Class Interval	F	X	FX	F <sub>kb</sub>	F <sub>ka</sub>
1.	60 - 64	3	62	186	71=N	3
2.	65–69	11	67	737	68	14
3.	70– 74	5	72	360	57	19
4.	75–79	30	77	2310	52	49
5.	80–84	19	82	1558	22	68

6.	85–89	1	87	87	3	69
7	90- 94	2	92	184	2	71=N
Total		71		5442		

7. Mean score

$$\bar{X} = \frac{\sum FX}{F}$$

$$= \frac{5442}{71}$$

$$= 76.36$$

8. Median

$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) xi$$

$$\ell = 75.5 \quad i = 4$$

$$f_i = 30 \quad F_{kb} = 22$$

$$\frac{1}{2} n = 35.5$$



$$Me = \ell + \left( \frac{\frac{1}{2}n - f_{kb}}{f_i} \right) x_i$$

$$Me = 75.5 + \left( \frac{35.5 - 22}{30} \right) \times 4$$

$$= 75.5 + \left( \frac{13.5}{30} \right) \times 4$$

$$= 75.5 + (1.8)$$

$$= 77.3$$

9. Modus

$$Mo = \ell + \left( \frac{fa}{fa + fb} \right) x_i$$

$$l = 75.5 \quad i = 4$$

$$fa = 5 \quad fb = 19$$

$$Mo = \ell + \left( \frac{fa}{fa + fb} \right) x_i$$

$$= 75.5 + \left( \frac{5}{5 + 19} \right) \times 4$$

$$= 75.5 + 0.83$$

$$= 76.33$$

## APPENDIX IX

### NORMALITY OF DATA X AND Y

#### A. Normality of Data X (Reading Habit )

Interval Classes	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
55 – 59	8	55.5	+4	32	16	128
60 – 64	8	60.5	+3	24	9	72
65 – 69	12	65.5	+2	24	4	48
70 – 74	22	70.5	+1	22	1	22
75 – 79	14	75.5	0	0	0	0
80 – 84	6	80.5	-1	-6	1	6
85 – 89	1	85.5	-2	-2	4	4
<b>i = 4</b>	<b>71</b>	<b>-</b>	<b>-</b>	<b>94</b>	<b>-</b>	<b>280</b>

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 4 \sqrt{\frac{280}{71} - \left(\frac{94}{71}\right)^2}$$

$$= 4\sqrt{3.94 - (1.32)^2}$$

$$= 4\sqrt{3.94 - 1.74}$$

$$= 4\sqrt{2.2}$$

$$= 4 \times 1.48$$

$$= 5.91$$

**Table of Normality Data questionnaire with Chi Kuadrad Formula**

Interval of Score	Real U p p e r L i m i t	Z – S c o r e	Limit of L a r g e o f t h e A r e a	Lar g e o f a r e a	$f_h$	f	<u>(f<sub>0</sub></u>  f <sub>h</sub>
8	89.5	3.2	0.494				
		3	8	0.03	2.1		0.
	84.5				3		
		2.3	0.491	0.05			
	79.5	8	3	0.18	3.5	6	1.
					5		
	74.5	1.5	0.438	0.19	12.	1	
		4	2		7		
8	69.5			0.28	8	2	0.
		0.6	0.254				
	64.5	9	9	0.12	13.		
					4	1	
	59.5	-	0.444		9		5.
		0	3	0.00			
	54.5	.	3				
		1			19.	8	

7		4	0.161		8		
		-	0		8	8	3.
		0	9				
		.	0.032		8.5		
		9	8		2		0.
		9	8		0		
7		-	0.036				
		1	8				0
		.	0				
		8					
		4					
		-					
6		2					
		.					
		6					
		8					
6							

5							
<b>X<sup>2</sup></b>							<b>10</b>

Based on the table above, the researcher found that  $x^2_{\text{count}} = 10.9$  while  $x^2_{\text{table}} = 12.592$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $10.9 < 12.592$ ) with degree of freedom  $(dk) = 7 - 1 = 6$  and significant level  $\alpha = 5\%$ , distribution of data x (Reading Habit) is normal.

**B. Normality of Data Y (Ability in Writing Descriptive Text )**

<b>Interval Classes</b>	<b>F</b>	<b>X</b>	<b>x'</b>	<b>fx'</b>	<b>x'<sup>2</sup></b>	<b>fx'<sup>2</sup></b>
60 - 64	3	60.5	+3	9	9	27
65 – 69	11	65.5	+2	22	4	44

70 – 74	5	70.5	+1	5	1	25
75 – 79	30	<b>75.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
80 – 84	19	80.5	-1	-	1	19
85 – 89	1	85.5	-2	-2	4	4
90 - 94	2	90.5	-3	-6	9	18
<b><i>i</i> = 4</b>	<b>71</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>	<b>137</b>

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= 4 \sqrt{\frac{137}{71} - \left(\frac{9}{71}\right)^2} \\
 &= 4 \sqrt{1.92 - (0.12)^2} \\
 &= 4 \sqrt{1.92 - 0.0144} \\
 &= 4 \sqrt{1.9056} \\
 &= 4 \times 1.38 \\
 &= 5.52
 \end{aligned}$$

**Table of Normality Data Test with Chi Kuadrad Formula**

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of area	$f_h$	f	$\underline{f_0}$  $f_h$
9	94.5	3.28	0.4995	0.01	0.71	2	1.
	89.5	2.38	0.4913	0.06	4.26	1	-
	84.5	1.47	0.4292	0.15	14.9	3	
8	79.5	0.56	0.2123	0.26	11		
	74.5			0.09	10.	5	0.



	5	-	0.370		6		
		0	7	0.01	5	1	
8	69.5	.3	0		18.		1.
		3	0.107		4	3	
	6		4		6		
	4	-	9				
	.	1			6.3		-
	5	.2	0.016		9		
7	59.5	4	1		0.7		
			8		1		
		-	0.001				
		2	1				0.
		.	4				
		1					
7		4					3.
		-					
		3					
		.					
		0					
6		5					

6							
<b>X<sup>2</sup></b>							<b>6.</b>

Based on the table above, the researcher found that  $\chi^2_{\text{count}} = 6.25$  while  $\chi^2_{\text{table}} = 12.592$ . Because  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$  ( $6.25 < 12.592$ ) with degree of freedom  $(dk) = 7 - 1 = 6$  and significant level  $\alpha = 5\%$ , distribution of data Y (ability in writing descriptive text) is normal.

## APPENDIX X

## Z-Table

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

## APPENDIX XI

**Chi-Square Table**

<b>d</b>	<b>Significant level</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0.455	1.074	1.642	2,706	3.841	6.635
<b>2</b>	1.386	2,408	3.219	4.605	5.991	9.210
<b>3</b>	2.366	3.665	4.42	6.251	7.815	11.34 1
<b>4</b>	3.357	4.878	5.989	7.779	9/488	13.27 7
<b>5</b>	4.351	6.064	7.289	9.236	11.07 0	15.08 6
<b>6</b>	5.348	7.231	8.558	10.64 5	12.59 2	16.81 2
<b>7</b>	6.346	8.383	9.803	12.01 7	14.06 7	18.47 5
<b>8</b>	7.344	9.524	11.03 0	13.36 2	15.50 7	20.09 0
<b>9</b>	8.343	10.65 6	12.24 2	14.68 4	16.91 9	21.66 6
<b>1</b>	9.342	11.78 1	13.44 2	15.98 7	18.30 7	23.20 9
<b>1</b>	10.34 1	12.89 9	14.63 1	17.27 5	19.67 5	24.72 5
<b>1</b>	11.34 0	14.01 1	15.81 2	18.54 9	21.02 6	26.21 7



<b>1</b>	12.34 0	15.11 9	16.98 5	19.81 2	22.36 2	27.68 8
<b>1</b>	13.33 9	16.22 2	18.15 1	21.06 4	23.68 5	29.14 1
<b>1</b>	14.33 9	17.22 2	19.31 1	22.30 7	24.99 6	30.57 8
<b>1</b>	15.33 8	18.41 8	20.46 5	23.54 2	26.29 6	32.00 0
<b>1</b>	16.33 8	19.51 1	21.61 5	24.76 9	27.58 7	33.40 9
<b>1</b>	17.33 8	20.60 1	22.76 0	25.98 9	28.86 9	34.80 5
<b>1</b>	18.33 8	21.68 9	23.90 0	27.20 4	30.14 4	36.19 1
<b>2</b>	19.33 7	22.77 5	25.03 8	28.41 2	31.41 0	37.56 6
<b>2</b>	20.33 7	23.85 8	26.17 1	29.61 5	32.67 1	38.93 2
<b>2</b>	21.33 7	24.93 9	27.30 1	30.81 3	33.92 4	40.28 9
<b>2</b>	22.37	26.01 8	28.42 9	32.00 7	35.17 2	41.63 8
<b>2</b>	23.33 7	27.09 6	29.55 3	33.19 6	35.41 5	42.98 0
<b>2</b>	24.33 7	28.17 2	30.67 5	34.38 2	37.65 2	44.31 4
<b>2</b>	25.33 6	29.24 6	31.79 5	35.56 3	38.88 5	45,64 2

<b>2</b>	26.33 6	30.31 9	32.91 2	36.74 1	40.11 3	46.96 3
<b>2</b>	27.33 6	31.39 1	34.27	37.91 6	41.33 7	48.27 8
<b>2</b>	28.33 6	32.46 1	35.13 9	39.08 7	42.55 7	49.58 8
<b>3</b>	29.33 6	33.53 0	36.25 0	40.25 6	43.77 3	50.89 2

## RESEARCH DOCUMENTATIONS

























KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
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Nomor : 69/In.14/E.6a/PP.00.9/09/2017  
Sifat : Biasa  
Lampiran : -  
Hal : Pengesahan Judul Dan Pembimbing Skripsi

Padangsidimpuan, 20 September 2017

Kepada Yth. Bapak/Ibu  
1. Dr. Fitriadi Lubis, M. Pd (Pembimbing I)  
2. Sojuangon Rambe, S. S., M. Pd (Pembimbing II)  
Di - Padangsidimpuan

Assalamu 'alaikum Wr. Wb.

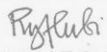
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut :

Nama/NIM : Siswanti Ritonga / 14 203 00135  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : THE CORRELATION BETWEEN READING  
HABIT AND ABILITY IN WRITING DESCRIPTIVE  
TEXT AT GRADE X STUDENTS' OF SMA N 6  
PADANGSIDIMPUAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan TBI


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13 Juli 2018

Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. Kepala SMA N 6 Padangsidimpuan  
Kota Padangsidimpuan

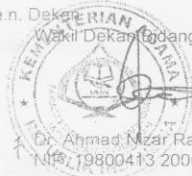
Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Siswanti Ritonga  
NIM : 14 203 00135  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Jl. Alboin Hutabarat

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Reading Habit and Ability in Writing Descriptive Text at Grade X Students' of SMA N 6 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik



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