

# The Influence of Reading Habit And Writing Motivation On Writing Ability of Al Huda Vocational High School Pekanbaru

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**Abstrak:** Penelitian ini bertujuan untuk menginvestigasi apakah ada pengaruh kebiasaan membaca dan motivasi menulis terhadap kemampuan menulis siswa tahun kedua di SMK AL Huda Pekanbaru. Penelitian ini merupakan penelitian survey dan menggunakan regresi berganda dalam menganalisa data. Adapun subjek yang diteliti adalah siswa kelas dua (XI) SMK AL Huda. Terdiri dari tiga jurusan: Akuntansi sebanyak 26 Siswa, Sekretaris sebanyak 22 Siswi dan teknik Komputer Jaringan sebanyak 16 siswa. Total siswa yang menjadi sample adalah 64 siswa. Teknik pengambilan sample adalah sensus sampling dimana seluruh populasi menjadi sample penelitian. Dalam pengambilan data, menggunakan dua jenis instrument yaitu kuesioner dan tes. Kuesioner digunakan untuk mengkoleksi data kebiasaan membaca dan motivasi menulis, sedangkan tes digunakan untuk mengkoleksi data kemampuan menulis siswa. Data penelitian ini di analisa menggunakan pearson product moment dan regresi berganda dengan menggunakan SPSS v.20 untuk mendapatkan hasil penelitian. Hasil penelitian ini menjelaskan bahwa kemampuan menulis siswa berada di kategori tinggi. Sedangkan untuk motivasi menulis berada di kategori sangat bagus. Tetapi pada kemampuan menulis siswa berada di kategori lemah. Dari perhitungan pearson product moment dan regresi berganda, terdapat pengaruh kebiasaan membaca terhadap kemampuan menulis siswa, selain itu terdapat pengaruh motivasi menulis terhadap kemampuan menulis siswa, dan terdapat pengaruh yang signifikan kebiasaan membaca dan motivasi menulis terhadap kemampuan menulis siswa. Hal ini disimpulkan berdasarkan hasil penelitian yang di hitung menggunakan SPSS v.20

**Kata kunci:** kebiasaan membaca, motivasi menulis, kemampuan menulis

In learning English, learners must know four skills. They are reading, listening, speaking, and writing. These four skills become fundamental in mastering English. One of the important skills is writing. In writing English, people can tell everything. Writing skill also needs to use three other skills, reading, listening, and speaking to find the data about writing. Widdowson in Hernandani (2015:1) states that the aims of language teaching course are very often defined with reference to the four language skills: understanding speech, speaking, reading and writing. Furthermore, he argues that listening and reading are known as the productive skills. It means the language users require the ability to receive spoken and written language in listening and reading activity and the language users require the ability to produce language both spoken and written language in speaking

and writing activity. Listening, reading, speaking and writing are related and integrated to each other.

Langan in Metaningrum, Dantes and Suarnajaya (2013: 1) states that there are two reasons why writing is very important. Firstly, writing ability is a basic need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance. Secondly, English writing is a practical need to support their future carrier. It means that, writing has a big impact.

Besides, writing is an important skill in expressing an idea into words and it can be read by readers. Writing is an activity in conducting codes such as structuring letters or numbers to become words and sentences which has meaning

to be interpreted. The activities of writing need the ability of authors to create an idea to become an interesting topic to be developed into appropriate paragraphs. They also include criticizing the codes, letters, numbers and symbols in appropriate structure.

Elbow (1998: 7) says that writing is combination of two skills that are so different that they usually conflict with each other. Creating and criticizing. Writing is an ability to create the words and ideas out of yourself, but also an ability to criticize them in order to decide which one to use.

In conducting good writing, author should focus on developing the ideas into a good topic. Topic is an important aspect in starting writing process. Kane (2000: 323) states that before starting to draft the text one thing that should be known is exploring a subject and looking for the topic. Subject related to grammar, sentence style, and so forth. Then, topic should be analyzed.

Richard (2002: 303) argues that writing difficulty is not only generating and organizing the ideas of the topic but also translating the ideas into readable text. However, writing is the most difficult skill for L2 learners to master. Learners always feel difficult in developing ideas. They are difficult to brainstorm their brain to find appropriate words. They do not know how to create appropriate structure in writing sentences or paragraphs.

In case of teaching and learning writing at Senior High School, Al Huda Vocational High School provides English in its curriculum from first grade until the third grade. In teaching English, teacher puts writing skill in her syllabus, especially in the first grade. Every semester, English has 4 hours in every week. One hour has 45 minutes; total duration is 180 minutes every week. In one semester, English is taught 32 meetings. It means that students study English 2880 minutes or 64 hours/semester. Ideally, teacher teaches writing at least 12 hours in one semester.

Besides, in teaching writing, teacher teaches students by using roundtable strategy. This technique requires students to study in-group to solve the problem in writing. Students can share their ideas to friends in group and decide which one is the best. Then, teacher also uses some games to increase students' motivation in writing.

An additional theory from Metaningrum, Dantes and Suarnajaya (2013: 2), they stated that motivation from writing in classroom could be developed in several ways, such as encouraging the students to have clear and specific goals in their learning and provide activities that are challenging in terms of students capabilities. Clear and specific goals promote self-efficacy, referring to an individual's belief in his or her capability of performing a specific action and then the activities that will be given to the students are not difficult and the activities are not outside the range of their competence.

Writing motivation can be achieved when the students get their own style in writing text. Lai (2011: 2) argued that teacher should attempt to give students more autonomy or control over their own learning by allowing them to make choices and use collaborative or cooperative learning approaches. In addition, teacher should create a supportive classroom environment with respect to goal structures, attribution, and external evaluation.

In addition, one aspect that should be focused in external evaluation toward students' writing ability is students' reading habit. In this case, reading habit is a focus variable in this research. As we know that, reading also has a correlation with writing. The students who always read the material may have an idea in writing text because of their reading habit. The more they read, the more they can find idea and write it down into a piece of paper. Sartika (2012:2) states that the process of writing cannot ignore the

contribution of reading activity. Reading is an activity that can train to be good and critical thinkers. Critical thinking is generally conceptualized as an intellectual ability suitable for development by those involved in education. Reading is an integral part of process. During reading the reader transacts with the text to construct meaning, makes predictions and struggles to understand the text.

Clark and Foster (2005: 32) wrote that students read because it could help them to understand the world. It also helps them to find out what they want and it is a skill for life. It means that reading habit would increase students understanding about everything that they want to know and carry out.

Reading habit has a function to recall the information that had been read by students. Students would try to remember their reading material and then put their words in text. The frequency of students' reading activities showed how much students read the books and it could add students' experience and knowledge about information. Much information would bring students to be able in expressing idea, organizing the sentence and editing the text. Muawanah (2014:19) stated that reading habit reflected person's quality good or bad. It also helped the students to obtain and gaining a meaningful knowledge and good academic performance in school.

## METHOD

This research used survey research design. In this research, the writer tried to explore about the influence among three variables. The population in this research was the second grade students of Al Huda Vocational high school in year 2015-2016. There were three majors in that grade. They were Computer Networking, Accounting and Secretary. Computer major had 16 students. Accounting major consisted of 26 students and secretary major had 22 students. The total number of the second grade students in Al Huda vocational high school was 64 students.

The total number of the students in the second grade was 64 students. It meant that writer would take all of the students as sample. The sample of this research used Total sampling. Cresswell (2008: 153) states that for survey design, the number of sample approximately 350 people. In this research, the total of students was under 100. It means that all the students became sample. In this research, there were two instruments used to collect the data. The first was questionnaire. The questionnaire was to know students' characteristics and influence about the variables. The questionnaire was a collection of questions or statement related to the indicators of variables. The instrument was given to all students in the second grade of Al Huda Vocational High School. Before the questionnaire was given to students, the questions or statements tried out to make sure the questions or statements were suitable. The second was test. In assessing students' writing ability, the instrument used to collect the data was test.

## RESULT

In finding the result about the influence of reading habit and writing motivation toward writing ability can be seen in the table below:

**Table 1 : Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Durbin-Watson
1	,988 <sup>a</sup>	,976	,975	,94186	1,754

Table 1 analyzes the percentage of the influence of reading habit and writing motivation toward students' writing ability. The value of R square is, 976. It means that the influence of reading habit and writing motivation toward students' writing ability is 97.6%. Also, the result of adjust R square is, 975. It means that reading habit and writing motivation combined together to significantly influence students' writing ability.

To determine whether there is significant influence or not reading habit and writing motivation toward students'

writing ability, it could be stated in the table below:

**Table 2: ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2,189,637	2	1,094,818	1,234,147	,000 <sup>a</sup>
Residual	54,113	61	,887		
Total	2,243,750	63			

The result of the table is shown that reading habit and writing motivation gave positive contribution on writing ability. Students' activity in reading helped them to create their own writing product. Besides, motivation in writing also needed as additional factor to make students got their self confident in writing product.

## DISCUSSION

Based on the first result which states how the level of reading habit is. In reading habit variable, Based on the analyzing data; the level of students' reading habit in the second grade of SMK Al Huda was in high category.

The second result states about how the level of writing motivation is. The result of students' writing motivation in the second year of SMK Al Huda was in very good category. The third result states about the level of writing ability in this variable. There were 5 levels in this variable. The first level was excellent. The second level was very good. The third level was average. Then, the fourth level was poor. The last was very poor level. Based on the description of students score, it could be conclude that students' writing ability of Students at SMK Al Huda classified into poor level.

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## CONCLUSION

Based on the results of this research, it has been concluded that reading habit and writing motivation have positive contribution toward writing ability. The effective contribution of reading habit and writing motivation toward writing ability is in 98%. It means that the contribution of reading habit and writing motivation toward writing ability is 98% and the other factors influence in 2%. When the students want to improve writing ability and writing motivation, they should consider their reading habit and writing motivation. It should be realized that reading habit and writing motivation cannot be neglected in term of writing ability. It is because the improvement of reading habit and writing motivation will be followed by the improvement of writing ability.

To increase students' reading habit teacher should consider that reading habit is an important aspect in the context of teaching EFL students. It is very beneficial in language learning especially to improve students' writing ability. In writing class, teacher should ask students to do some reading activities before ask them to write. By reading activities the students will get several benefits. Reading activities can improve students' mastery on vocabulary and can expose students to language use. The students will not lack of ideas if they supply their mind with knowledge and much information. In the classroom context, there are several ways that can be used by the teacher to promote the students' reading habit.

To increase students' writing motivation, the teacher must be attractive in choosing materials to students. Students must happy and understand about the topics which they learn. Also, the students easy to find vocabulary or they can recall their memory to write the material. Students can use the words from their reading.

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