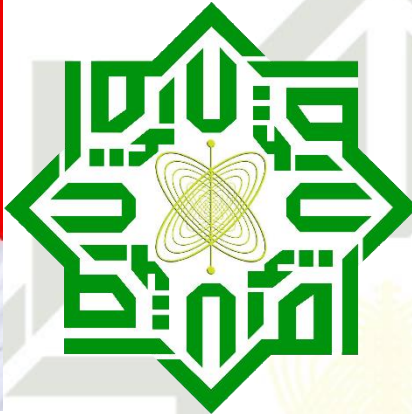


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**THE CORRELATION BETWEEN STUDENTS' READING  
FOR PLEASURE HABIT AND THEIR ABILITY IN  
WRITING DESCRIPTIVE TEXT AT THE EIGHT  
GRADE OF STATE JUNIOR HIGH SCHOOL 1  
SIAK HULU**



UIN SUSKA RIAU

BY

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1442 H / 2021 M**

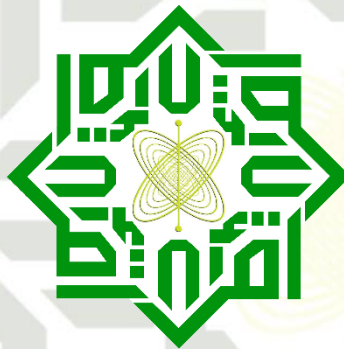
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GRADE OF STATE JUNIOR HIGH SCHOOL 1  
SIAK HULU**

A Thesis

Submitted as Partial Fulfillment of the Requirements  
for the Award of Undergraduate Degree of Education  
( S.Pd.)



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The thesis entitled *The Correlation Between Students' Reading for Pleasure Habit and Their Ability in Writing Descriptive Text at the Eight Grade of State Junior High School 1 Siak Hulu* is written by Amalia Aftah, SIN. 11314200274. It has been accepted to be examined in the final examination by The Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Riau, to fulfill a requirement for the Award of Undergraduate Degree (S.Pd.) in English Education.

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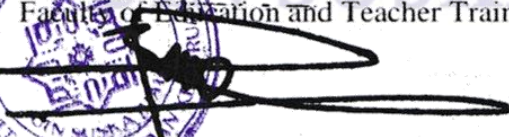


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Pekanbaru, February 5<sup>th</sup>, 2020  
The Researcher

Amalia Aftah  
11314200274


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**ABSTRAK**

**AMALIA AFTAH, (2020): “Hubungan antara Kebiasaan Membaca untuk Kesenangan dan Kemampuan Menulis Teks Deskriptif pada Siswa Kelas Dua di Sekolah Menengah Pertama Negeri 1 Siak Hulu,”**

Tujuan dari penelitian ini adalah untuk mengetahui tingkat kebiasaan membaca untuk kesenangan siswa kelas 2 sekolah menengah pertama negeri 1 Siak Hulu, untuk mengetahui tingkat kemampuan menulis teks deskriptif mereka, dan untuk mengetahui apakah ada hubungan yang signifikan antara tingkat kebiasaan membaca untuk kesenangan dengan kemampuan menulis teks deskriptif mereka. Ini adalah penelitian korelasi yang menggunakan angket untuk mengetahui tingkat kebiasaan membaca untuk kesenangan mereka dan tes menulis untuk mengetahui tingkat kemampuan menulis teks deskriptif mereka. Jumlah populasi dalam penelitian ini adalah 358 siswa dan dengan menggunakan purposive sampling, penulis menjadikan 37 siswa diantaranya sebagai responden. Dalam analisis data, penulis menggunakan koefisien korelasi pearson product momen dengan menggunakan bantuan SPSS 17.00. Hasil analisis penelitian ini adalah sig-value = 0.000, yang mana  $0.000 < 0.05$ , dari hasil tersebut bisa disimpulkan bahwa alternative hipotesis ( $H_a$ ) diterima, yang berarti ada hubungan positif yang signifikan antara kebiasaan membaca untuk kesenangan dan kemampuan menulis teks deskriptif siswa kelas dua di Sekolah Menengah Pertama Negeri 1 Siak Hulu. Dengan demikian, bisa disimpulkan bahwa tingkat kebiasaan membaca untuk kesenangan siswa, mempengaruhi kemampuan menulis teks deskriptif Bahasa Inggris mereka.

**Kata Kunci : Hubungan, Kebiasaan Membaca Untuk Kesenangan, Kemampuan Menulis**



## ABSTRACT

**AMALIA AFTAH, (2020) : “The Correlation Between Students’ Reading For Pleasure Habit And Their Ability In Writing Descriptive Text At The Eight Grade Of State Junior High School 1 Siak Hulu.”**

The aim of this research was to determine reading for pleasure habit of the eight grade students at State Junior High School 1 Siak Hulu, to investigate their descriptive text writing ability, and to determine whether there was or not significant correlation between reading for pleasure habit and their descriptive text writing ability. This was a correlational design research, and questionnaire was used to determine the reading for pleasure habit result and descriptive text writing test to determine the writing ability which had been evaluated by two raters. Overall population of the research was 358 students and by purposive sampling method, the researcher made 37 of them as the respondents. The researcher used Pearson product moment correlation coefficient the result of the analysis helped by SPSS 17.00 program. It showed that the sig. value is 0.000. It can be concluded that  $0.000 < 0.05$ . It means alternative hypothesis ( $H_a$ ) was accepted. In other words, there was a significant positive correlation between reading for pleasure habit and students’ descriptive text writing ability at the state junior high school 1 Siak Hulu. Thus, it could be concluded that student’s reading for pleasure habit level can influence their descriptive text writing ability.

**KeyWords : Correlation, Reading for Pleasure Habit, Writing Ability**

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## ملخص

أملية أفتح، (٢٠٢٠): علاقة بين عادة القراءة للسرور ومهارة كتابة النص الوصفي لدى تلاميذ الفصل الثاني بالمدرسة المتوسطة الحكومية ١ سيك هولو

الغرض من هذا البحث معرفة مستوى عادة القراءة للسرور لدى تلاميذ الفصل الثاني بالمدرسة المتوسطة الحكومية ١ سيك هولو، لمعرفة مستوى مهارتهم في كتابة النص الوصفي، ومعرفة علاقة كبيرة بين مستوى عادة القراءة للسرور ومهارة كتابة النص الوصفي. هذا البحث بحث ارتباطي يستخدم الاستبيان لمعرفة مستوى عادة القراءة للسرورهم والاختبار الكتابي لمعرفة مستوى مهارتهم في كتابة النص الوصفي. عدد المجتمع ٣٥٨ تلميذا باستخدام أخذ العينة الهادفة، جعلت الباحثة ٣٧ تلميذا منهم كمستجيبين. في تحليل البيانات، استخدمت الباحثة معامل الارتباط للحظة المنتج لبيرسون باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية ١٧. نتائج تحليل هذا البحث قيمة سيك = ٠,٠٠٠,٠، حيث  $٠,٠٥٠,٠ > ٠,٠٠٠,٠$ ، من هذه النتائج، يمكن الاستنتاج أن الفرضية البديلة مقبولة، مما يعنى أن هناك علاقة إيجابية مهمة بين عادة القراءة للسرور ومهارة كتابة النص الوصفي لدى تلاميذ الفصل الثاني بالمدرسة المتوسطة الحكومية ١ سيك هولو. وبالتالي، يمكن الاستنتاج أن مستوى عادة القراءة للسرور لدى التلاميذ يؤثر على مهارتهم في كتابة النص الوصفي باللغة الإنجليزية.



الكلمات الأساسية: علاقة، عادة القراءة للسرور، مهارة كتابة

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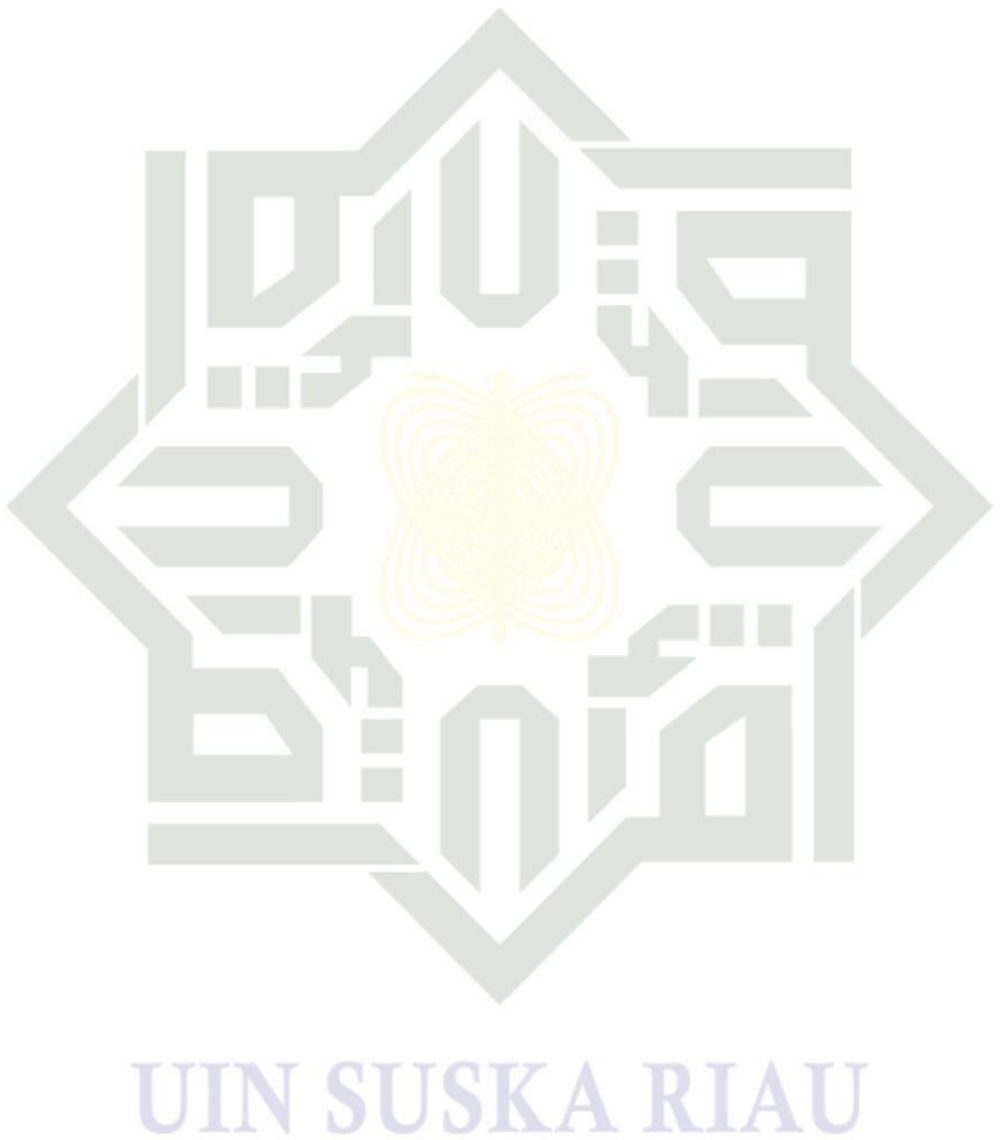
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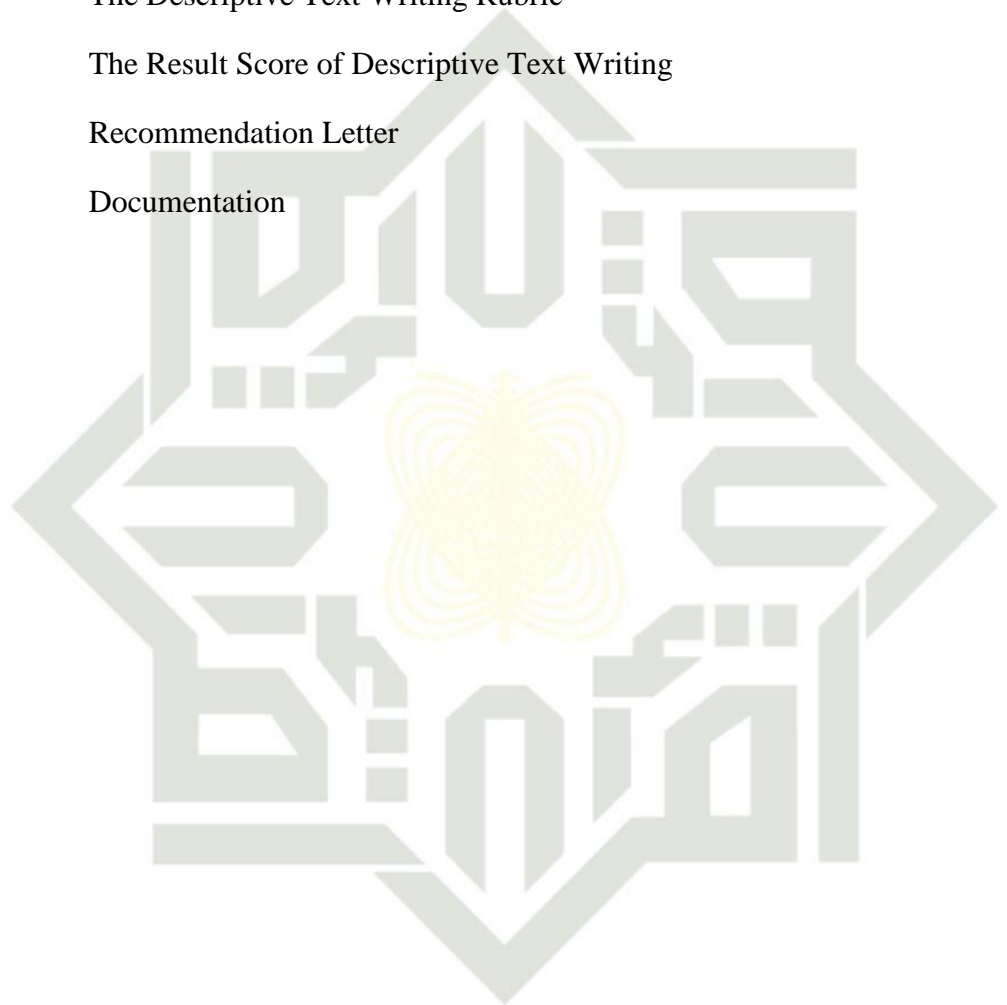
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

There are four skills in English language that students need to learn. These four skills are divided into two types. They are receptive and productive skills. According to Harmer (2001, p.199) receptive skills, reading and listening, are the ways in which people extract meaning from the discourse they see or hear. It means we read and listen to get something. Productive skills, on the other hand, writing and speaking, are about producing something in the written and oral form. Receptive and productive correlates to each other, in order to be able to use productive skills you will need to be able to do receptive skills.

Reading as a receptive skill is important in language learning because most of the information including school material is gotten from reading. According to Harmer (2001, p.200), there are two reasons we do reading and listening, those are instrumental and pleasurable. Instrumental is a large amount of reading and listening that takes place because it will help us to achieve some clear aim while pleasurable is another kind of reading and listening that takes place largely for pleasure.

Reading for pleasure, also known as recreational reading, leisure reading, free voluntary reading, and independent reading, as stated in the international reading association (2014, p.2), is also called “ludic reading” by Stephenson in Nel (1988, p.7). Pleasure reading is a reading activity that is done willingly without any demand. According to Clark and Rumbold (2006, p.6), they say

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reading for pleasure refers to reading that we do of our own free will anticipating the satisfaction that we will get from the act of reading. They also refer reading for pleasure to reading that having begun at someone else's request we continue because we are interested in it. It typically involves materials that reflect our own choices, at a time and place that suits us. According to Nell (1988, p. 7), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination.

The academic benefits of pleasure reading are emphasized by Babbitt Bray et al. (2004), who argue that the more students read for pleasure the more likely they are to develop a strong vocabulary and cultural literacy. Clark and Rumbold (2006) state that reading for pleasure is positively linked with reading achievement and writing capability as well as comprehension and grammar. They emphasize that a positive attitude towards reading also relates to stronger standardized testing scores.

Ross (1999) observes that pleasure reading can provide valuable insights into personal relationships and experiences and can have a substantial impact on readers' understanding of themselves and the world. A similar argument is made by Richardson and Eccles (2007), who observes: "The reading that children and adolescents engage in for its own sake may also provide 'self-generated learning opportunities' that in turn serve to nurture and support educational aspirations, achievement motivation, occupational choices, as well as ways of understanding oneself and others" (p.342). There is a well-established link between reading and writing basically, the more we read, the better we write (Kroll, 2003). Common sense will indicate that as we meet more language, more often, through reading, our language acquisition mechanism is primed to produce it in writing or speech when it is needed.

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Transferring linguistic skills from one language to another is termed cognitive retroactive transfer. It is widely assumed that it is easy for good readers to acquire a second language while it is quite the opposite among poor readers. According to Abu-Rabia and Siegel (2002), children with poor reading skills in their mother tongue will also exhibit weakness in a second language, and children whose performance is high in their mother tongue will attain good results in a second language (Durgunoglu,2002).

The linguistic interdependence hypothesis was suggested by Cummins (1979, 1981), as cited in Salim (2013; p.62), he argued that the transfer of linguistic skill from L1 happens automatically, regardless of the type of orthography involved. The linguistic interdependence hypothesis suggests that high reading ability in one language leads not only to skills related to knowledge of reading and writing in that language, but also to the transfer of deep linguistic knowledge, for instance, the skills for reading, writing, and other general academic tasks to the second language.

Writing is one of the important skills in language learning, besides speaking, listening, and writing. Some students may find that writing is a difficult task to do because the students should know how to express their idea and how to convey their message in their writing. Nunan (2003, p.88) says that writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. Whether it is written on paper or typed into a computer.

There are some kinds of text that the students can write, one of them is descriptive text. According to McCarty (1998, p.5), she says that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sound



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of words. In line with the statement above, Syafi'i (2014, p.42) says that descriptive paragraph is used to tell what subject looks, sound, feels, tastes, and/or smells like, which according to Hoshina and Hogue (2007, p.196) first, descriptive text writing needs to be written in a good format, has a centered title and a good margin. The second, it needs to have correct punctuation. The third is the content, the paragraph fits the assignment and interesting to read. The fourth is the organization, the paragraph begins with a topic sentence that has both topics and a controlling idea with several specific and factual supporting sentences, and also ends with an appropriate concluding sentence. And the last, it has good grammar and sentence structure.

SMPN 1 Siak Hulu is one of the formal schools in Pekanbaru. As a formal educational institution, this junior high school is also offering the English subject to the students. Based on the curriculum 13 (K13) that is used at the Eight grade students in State Junior High School 1 Siak Hulu, the core competency is understanding and implementing knowledge (factual, conceptual, and procedural) based on curiosity about knowledge, technology, art, and culture related to phenomenon and occurrence that is happened. The basic competency of this subject is to arrange descriptive text in oral and written form about a person, animal, and thing, by paying attention to the correct and appropriate context of social function, text structure, and language feature. (National Education Department).

In this research, the researcher focused on students' pleasure reading habit that was done outside the classroom. Based on the preliminary observation in



SMPN 1 Siak Hulu, their school's library was provided with some books that were being taught in the class, some bibliography, storybooks, science, social, old magazines, and newspaper. And according to the teachers, the students usually visited it in their break time. After asking few questions to the teacher who was in charge of the Eight-grade, the researcher found that some of the students were not able to identify the name of a thing and its characteristics, some of the students were not able to make short text using expression to describe a thing, and also some of the students were not able to use text structure and other language aspects to describe things. It was proved in the students' writing score that was a little low compare to the other skills based on their minimum score that was 72. This happened because when it came to writing, many students still had difficulties in writing it, these problems could be seen into the symptoms below:

1. Some of the students had low interest in descriptive text writing.
2. Some of the students found it difficult to construct paragraph in descriptive text writing.
3. Some of the students still had lack vocabulary knowledge that they could use in writing.
4. Some of the students made mistakes in grammatical devices, such as the use of present tense, punctuation, conjunction, etc.
5. Some of the students did not end the paragraph with an appropriate conclusion.

From the problems above, since the teacher at the eight grade of State junior high school 1 Siak Hulu had taught the students by using good lesson plan and

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text book which were relevant to the curriculum and even she used different methods, technique and strategies creatively while teaching writing, the researcher concluded that one of the factors involved in affecting the student's writing ability were students' exposure on literacy reading.

Based on those problems above researcher felt interested in investigating whether reading for pleasure habit had positive correlation to writing ability of the Indonesian students in english, especially in SMPN 1 Siak Hulu into a reseach project entitled: **“The Correlation Between Students' Reading for Pleasure Habit and Their Ability in Writing Descriptive Text at the Eight Grade of State Junior High School 1 Siak Hulu”**

## **B. The Problems of the Research**

### **1. Identification of The Problem**

Based on the background and phenomena of this research, the problems were identified into the following identifications:

- a. What were the causes that made some of the students had low interest in descriptive text writing?
- b. What made some of the students found it difficult to construct paragraph in descriptive text?
- c. Why did some of the students still had lack vocabulary knowledge that they could use in writing descriptive text?
- d. What made some of the students made mistakes in grammatical devices, such as the use of present tense, punctuation, conjunction?

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- e. Why did some of the students did not end descriptive text paragraph with an appropriate conclusion?

## 2 Limitation of The Problem

In reference to the identification of the problems stated above, therefore the researcher needs to limit the problems of the research into students' reading for pleasure habit and their descriptive text writing ability.

## 3 Formulation of The Problem

The researcher formulates the research problem as follows:

- a. How were students reading for pleasure habit at the eight grade of SMPN 1 Siak Hulu?
- b. How were students ability in writing descriptive text at the eight grade of SMPN 1 Siak Hulu?
- c. was there any significant correlation between reading for pleasure habit and students ability in writing descriptive text at the eight grade of SMPN 1 Siak Hulu?

## C. The Objectives and Significance of the Research

### 1. The Objective of the Research

- a. To know students reading for pleasure habit at the eight grade of SMPN 1 Siak Hulu
- b. To know students ability in writing descriptive text at the eight grade of SMPN 1 Siak Hulu

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- c. To find out wheater there is any significant correlation between reading for pleasure habit and students ability in writing descriptive text at the eight grade of SMPN 1 Siak Hulu

## 2. The Significance of the Research

- a. Hopefully, the findings of this research were able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. The findings of this research were expected to be valuable and useful for both teachers of English and students of Junior High School 01 Siak Hulu.
- c. Besides, the results of this research were also expected to be used as a reference for those who wanted to conduct a research in the world of teaching and learning English as a second or foreign language.
- d. Finally, these research findings are also expected to be the practical and theoritical information to the development of theories on language teaching in general.

### D The reason of Choosing the Title

There were some reasons why the researcher was interested in conducting this research as follows:

1. The title of this research was not yet investigated by other previous researchers.





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2. The title of this research was relevant with the researcher's status as an English Education Department student.
3. Finally, the location of the research supported and facilitated the researcher in carrying out the research.

## E. Definition of the Terms

There were many terms which were involved in this research. In order to avoid misunderstanding to the terms used in this research, the following terms were necessarily defined as follows:

### 1. Correlation

A Correlation according to Creswell (2012, p.338) is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. It is used to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this sense, there is a connection or mutual relationship that covers two or more variables. Besides, changes in one variable are also connected with changes in the other variable.

In this research, the researcher would like to find the correlation between students' habit in reading for pleasure and their writing ability. Reading for pleasure habit was the variable X and students' writing ability at Junior High School 1 Siak Hulu was the variable Y. Variable X was independent variable while Y was dependent variable.

### 2. Reading For Pleasure habit



Reading for pleasure refers to “reading that is done out of the reader’s own freewill and it typically involves materials that reflect the reader’s own choice, at a time and place that suits him” (Clark and Rumbold, 2006). Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading (sangkaeo, 1999:1). It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read, in this case the readers are reading books that are preferable to them. And the habit of reading book that they preferable was the one that would be measured in this research.

### 3. Writing Ability

Writing ability is a complex process that involves thinking and composing, the consideration of audience and purpose, the use of standard written forms, and the use of conventions of written language. Students will have numerous opportunities to write in a variety of modes with relevant and varied purposes for real audiences and occasionally for themselves alone.

### 4. Descriptive Text

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997,p.50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Reading for Pleasure Habit

###### a. The concept of Reading for Pleasure Habit

According to Nell (1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination. It helps the readers understand things in the writer perspective, can be in how they describe things, understand situation, and others. These experiences that the reader gets in reading can enhance the readers' exposure in literacy. Reading for pleasure is known with several names. They are ludic reading, free voluntary reading, and leisure reading.

Reading habit refers to behavior, which expresses the likeness of reading and tastes of reading (Sangkaeo 1999, p.1). 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 background, academic performance and professional growth (Annamalai & Muniandy 2013, p.33).

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 2004, p.132) states

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writing style does not come from actual writing experience, but from reading. In order to develop reading into a habit, you need to find reading enjoyable. There are some researches about pleasure reading habit that emphasizes the importance of pleasure reading, they 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.

Language acquisition comes from input, not output; from comprehension, not production. Hypothesizing that writing style comes from reading, not writing is consistent with what is known about language acquisition: it comes from input, not output, from comprehension, not production. Thus, if one writes a page a day, his or her writing style or the command of mechanics will not improve. But by reading some pages every day will lead to a better writing style, vocabulary improvement, advanced grammatical competence and spelling as well.

Literacy development can occur without formal instruction and reading is potent enough to do the entire job alone (Krashen 2004, p.20). For example, teaching vocabulary list is not efficient. The time is better spent in reading. Vocabulary teaching typically focuses on teaching simple synonyms and thus gives only part of the word and none of its social meanings or grammatical properties. Quite often, the meaning of a word is not nearly adequately represented by a synonym, words that appear to have

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the same meaning often refer to slightly different concept or used in slightly different ways. That is why (Smith 1994, p.560) advises that for magazine, browse through magazines rather than through correspondence course on magazine writing. To write poetry, read it.

Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues (Kim & Anderson 2011, p.30). A good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a crucial role in enabling a person to achieve language proficiency, in order to begin that habit it's suggested to start it with pleasure reading, so that it will help to nurture interest to read an even more complicated passage and books.

There are some indicators, according to Nell 1988, p.12), that can define reading habit as a pleasure activity:

1) It is done repeatedly

Pleasure readers are good readers because of pleasure reading that is becoming a habit, makes the reader read consistently, so not only their knowledge will increase but also their reading ability.

2) Motivational Analysis of Reading

One of the goals toward which reading instruction strives is spontaneous ludic reading. A legitimate goal of reading research, therefore, to specify the motivational structure of this complex activity

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-the needs it promises to satisfy and the rewards it mediates. This is a daunting task. The reader's reinforcements are to be found not in the words and phrases of the book, but in the cognitive events that result from the interaction between book and reader. This interaction, in turn, is modulated by the social value system and by personality variables. In the face of these complexities and inconstancies, if one is to attempt a comprehensive specification of the needs leading to and the gratifications arising from ludic reading, one must consider a large number of related domains. These include the domains of aesthetic value formation, narrative structure and the nature of storytelling, the component skills of reading and the determination of reading ability, the nature of comprehension and its relation to readability measures, the attentional mechanisms that change the quality and content of consciousness in dreaming, in trance, and in some kinds of reading, and physiological arousal as a reward system during reading.

### 3) The Frustration Index

The Frustration Index is strongly correlated with book reading time, but quite unrelated to magazine and newspaper reading time. This may be interpreted to mean that newspaper and magazine readers are less dependent on their reading matter than book readers, who feel reading deprivation more keenly and take more vigorous action to end it. Perhaps the eighteenth-century critics were correct when they compared novel reading to tipping: Novels are addictive, whereas

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newspapers are not. The fact that both the Frustration Index and reading span are most strongly related to book reading time suggests that these variables may be indirectly tapping the strength of the motives to engage in and to continue ludic reading, which is most often book reading.

#### 4) Reading Span

Reading span can be seen as an indirect measure of motive strength during reading. This was measured by asking subjects to say how long they would continue reading a book they very much enjoyed if they were able to continue reading without interruption for as long as they liked.

An analogous measure, derived from the reading preference test is sorting time. This is the time taken for the first part only of the reading preference test that was done by Nell. This requires subjects to scan 30 brief anonymous extracts from a wide variety of books, and allocate each to one of four categories ("most like," "quite like," "quite dislike," "most dislike"). Instructions emphasized that although this procedure was being timed, it was not a speed test, and subjects should "work at a comfortable pace." sorting reading matter into broad "like dislike" categories is an analog of everyday book selection: at a library or bookshop, the ludic reader picks a book or passes it over by rapidly scanning one or two randomly selected pages. Ludic readers

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could therefore be expected to have the skills needed to perform this part of the reading preference test more rapidly than non-ludic readers.

#### 5) Vehicle of Reading Habit

Any kind of reading matter can serve as the vehicle for ludic reading: a torn scrap of newsprint, a magazine, a novel, or a textbook on a subject the reader finds engrossing. However, it is light fiction that is the focus of the five studies reported here. The reading of light fiction, most usually in book form, is of special interest for at least three reasons: First, fiction reading accounts for most ludic reading (Nell, 1985). Second, the experience of being lost in a book, in absorption or entrancement, is most strongly associated with the reading of fiction and of "narrative nonfiction" (Wolfe, 1975). Third, since the eighteenth century the reading of fiction, unlike other kinds of reading, has been the target of merciless critical asceticism and has even been regarded as addictive.

#### 6) Reading as A form of play

Pleasure reading is a form of play. It is free activity standing outside ordinary life; it absorbs the players completely, is unproductive and takes place within circumscribed limits of place and time (Caillois, 1961). Reading habit is therefore a useful descriptor of pleasure reading, reminding one that it is at root a play activity and usually paratelic, that is, pursued for its own sake (Apter, 1979).

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### **b. Benefit of Reading for pleasure Habit.**

The academic benefits of pleasure reading are emphasized by Babbitt Bray et al. (2004), who argue that the more students read for pleasure the more likely they are to develop a strong vocabulary and cultural literacy. Clark and Rumbold (2006) state that reading for pleasure is positively linked with reading achievement and writing capability as well as comprehension and grammar. They emphasize that a positive attitude towards reading also relates to stronger standardized testing scores. Ross (1999) observes that pleasure reading can provide valuable insights into personal relationships and experiences and can have a substantial impact on readers' understanding of themselves and the world. A similar argument is made by Richardson and Eccles (2007), who observe that the reading that children and adolescents engage in for its own sake may also provide 'self-generated learning opportunities' that in turn serve to nurture and support educational aspirations, achievement motivation, occupational choices, as well as ways of understanding one-self and others.

According to Beatrice and Linda (1996, p.7) many educators have done research about pleasure reading. They have found that it can help you to be more successful in many ways. Regular reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, help improve writing, give you a chance to gain more knowledge, provide examples of the many different ways people speak and write in English.

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### c. Free Voluntary Reading (FVR)

Free voluntary reading, can also be called reading for pleasure, means reading because a person wants to, no book report, no questions at the end of the chapter, and no looking up every vocabulary word (Krashen, 2004:1). It does not matter if a person reads books, comics, magazines, novels, newspapers, etc.

There are applications of Free Voluntary Reading according to Krashen (2011, p.9):

- 1) Sustained Silent Reading (SSR), a few minutes each day is devoted to recreational reading, usually between five and 15.
- 2) Self-selected reading, in self-selected reading the entire class period is devoted to recreational reading, except for a small amount of time devoted to teacher-student conferences in which teachers discuss what the child read, any problems that may have come up, and recommended additional reading.
- 3) Narrow reading, this means the work of one author, one genre or topic (e.g. only detective novels), rather than broad or wide reading, narrow reading is more efficient for second language acquisition.

Sustained Silent Reading (SSR) as stated before is one of the applications of Free Voluntary Reading and perhaps the common practice reading in schools or outside the school. SSR is a technique which has been proposed to provide students with the opportunity to practice their



silent reading skills with books of their choice (Gambrel, 1978, p.480). SSR can be the component of reading program which gives students the opportunity to learn and improve their language skills in a pleasurable, independent reading experience. The practice of SSR can be done between five and 15 each day simply reading what a person wants to read.

The guidelines for SSR according to Krashen (2011:9) are:

- 1) Do a little each day, not a lot once a week.
- 2) Less is more
- 3) Make sure plenty of books and other reading material are available.
- 4) Comic books are okay.
- 5) Magazines are okay.
- 6) Graded readers, books written for language students, are okay.
- 7) Let students select their own reading material.
- 8) Impose minimum censorship on what is read
- 9) It is okay for readers to read “easy” books (below their “level”).
- 10) It is okay for readers to read “hard” books (above their “level”).
- 11) Students do not have to finish every book they start to read.
- 12) Sustained silent reading is not for beginners. Beginners need other kinds of comprehensible text. It also will not help advanced readers who have already established a reading habit.
- 13) Supplement SSR with activities that serve to make reading more comprehensible and interesting (e.g., read-alouds, trips to the library, narrative of literature).

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14) Do not use rewards for reading, do not test students on what is read, and do not require book reports.

15) How about some food and drink? Let us try eating and reading in the school.

From the definitions discussed above, it can be concluded that reading is an interactive process. By reading the students can enlarge their points of view or their knowledge and improve the mastery of language skills with enjoyment. Enjoyment is no guarantee for effectiveness. It is, however, interesting that free voluntary reading is very enjoyable

## 2. Nature of Writing Descriptive text

### a. Definition of writing

There are some definitions of writing stated by experts. According to Nunan (2003, p.88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads,

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and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow cited in Brown (2001; p.337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

According Boardman (2002; p.11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It can be concluded that writing is a way to produce language that comes from our thought. It does not need only once time, but it needs a lot of time to do the editing process and rewrite the text.

Hayland (2003; p.9) stated that writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her views on a topic. Writing is a way to produce language and communicate with other on a written way. It is an action for writers to express their opinions, ideas, and feelings and organize them in a written

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form. The purpose of writing is to give some information to other people by writing it down. Thus, writing is one of the important skills in learning English, which has to be mastered.

### **b. Writing Process**

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Writing process, further, incorporates some stages structurally. Harmer (2007, p.326) states that the stages on writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

In addition, Oshima and Hogue (1997, p.2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action; it is a process that has several steps.

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According to Blanchard and Root (2003: 41), there are at least three steps involved in a writing process.

1) Step one: Prewriting

Thinking about your topic and organizing your ideas.

2) Step two: Writing

Use your ideas to write a first draft.

3) Step Three: Revising

Improving what you have written.

In writing, students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O'Malley, 1996: 136). It is also supported by Tribble (1996:43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarize as follows:

- 1) Content knowledge : Knowledge of the concepts involved in the subject area.
- 2) Context knowledge : knowledge of the context in which the text will be read.
- 3) Language system knowledge : knowledge of those aspects of the language system necessary for the completion of the task.
- 4) Writing process knowledge : knowledge of the most appropriate way of preparing for a specific writing task.

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### c. General Concept of Descriptive text

#### 1) Definition of descriptive text

According Artono (Cited in Prasetyo)” Description is the part of the paragraph that describe the character”. In other word, we can say that descriptive text is a text which describes how something, someone, or a certain place is like (2006, p.15)

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

#### 2) General purpose of descriptive text

Barbara (cited in Prasetyo, 2016, p.16), make a table that explain purposes of descriptive text. The purpose as follow:





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**Table II.1**  
**The General Purpose of Descriptive Text**

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favourite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of poverty you grew up in.
To inform (for a reader who unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music video degrades woman)	A description of a degrading music video

### 3) The Generic Structures of descriptive text

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

#### a) Identification/ general statement

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



b) Description

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

### 3. Relationship Between Reading for Pleasure and Descriptive text Writing Ability

Reading habit was defined as the act of reading undertaken automatically by an individual in a situation where books, magazines, newspaper, comics, and journals are readily available and accessible and reads in daily life. This would give an indication of his/her habit of reading (Ambigapathy, 1997). Similarly, Shen (2006) regarded reading habit as how much, how often, and what kind of materials the individuals like to read.

There are two purposes of reading, they are instrumental and pleasure.

Reading for pleasure as stated above is a form of play that the students do on their own choice. Things that are done willingly and without any burden, specially reading, will help the reader unconsciously, whether it is in their cognitive or their literacy awareness. Reading for pleasure that is done continually will form a habit, such as the habit in reading novel, comic, source from the internet, and others; according to one preference. The habit of reading for pleasure was beneficial to improve writing ability in vocabulary knowledge, text structure, and idea development, as stated in Clark and Rumbold (2006, p.9), reading for pleasure was positively linked to literacy-related benefits, such us writing ability improvement, vocabulary, and general knowledge which were really beneficial in writing.

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## B. Relevant Research

There were some relevant researches which have relevancy toward this research, such as:

1. Inayatul Maula (2015).

Conducted a research entitled the relationship between Students' Reading Habit and Their Ability of Writing Narrative Text. Her research design is correlational research. Inayatul Maula's final project discussed the correlation between the students' reading habit and students' ability of writing narrative text. The research was aimed at finding out the level of reading habit of the eleventh graders of SMAN 1 Kajen in the academic year of 2014/2015, examining their writing ability, and finding out whether there is a correlation between students' reading habit and their ability of writing narrative text. Based on the research findings, it is suggested that the teachers should find a new way of teaching writing because writing style does not come from actual writing experience, but from reading.

It is correlates with my paper that aimed to find out the level of reading for pleasure habit of the students and whether there is any significant correlation between reading for pleasure habit and descriptive text writing ability. While Maula researched about narrative text writing ability, it is still clear that the foundation of this research is the same which stating that reading for pleasure habit can give benefit to students' writing ability improvement.



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2. Tossi Ana Ari Utami (2014).

Conducted a research entitled Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At Smpn 1 Piyungan. Her research design is experimental research. Her research was intended to improve the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMP N 1 Piyungan. The results of her study showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs.

Both this research and my paper discussed about improving descriptive text writing ability, but her research design is experimental research while mine is correlational research. She stated that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique was done by collecting details through basic knowledge of the students' that can be required from their reading.

#### C. Operational Concept

Richards and Schmidt (2010) have pointed out that operational definition refers to a definition of a concept for terms which is measurable and observable. Syafi'i, (2015: p.103) stated that "operational concept is



acquired from related theoretical concept on all of the variables used in which this concept should be applied in an academic writing practically and empirically”. It means that operational concept is the concept used to give an explanation of theoretical framework in order to avoid misunderstanding and misinterpretation of the research. The explanation was to describe the concept used by the writer. The operational concept was needed to avoid misinterpreting about the thesis content by other readers. The main technical terms of the special sense that exist were necessarily operated in this research.

There were two variables used in this research. They were reading for pleasure habit as X variable which is independent and descriptive writing ability as Y variable which is dependent.

The indicators of reading habit in Nell, Victor that limits the pleasure reading material such as novel, comic, magazine, etc. can be seen as follows:

1. It is a repeated performance
  - a. Unthinking routines that form the bedrock of everyday life
  - b. Automated response disposition that are cued by aspect of the performance context (i.e., environment, preceding actions).
2. Motivational analysis of reading
3. The frustration index
4. Reading Span can be seen as an indirect measure of motive strength during reading.
5. Vehicle of reading habit
6. Reading as the form of play

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The indicators of descriptive writing ability can be seen as follows:

1. The students are able to develop content in writing descriptive text.
2. The students are able to organize identification and description well in writing descriptive text.
3. The students are able to use grammatical devices, such as the use of present tense, punctuation, and conjunction in writing descriptive text.
4. The students are able to use appropriate vocabularies in writing descriptive text.
5. The students are able to use correct spelling, and capitalization in writing descriptive text.

**D. The Assumption and Hypothesis**

**1. Assumption**

The writer would like to indicate an assumption of the research before she formulates the hypothesis as temporary answer to the problems. So, the assumption is that if the level of student's reading for pleasure is high then students' ability in writing descriptive text will also be high.

**2. Hypothesis**

a. Null Hypothesis (H<sub>0</sub>):

There is no significant correlation between reading for pleasure habit and students' ability in writing descriptive text

b. Alternative hypothesis (H<sub>a</sub>):

There is a significant correlation between reading for pleasure habit and students' ability in writing descriptive text.



## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

This research was correlational research. According to Anderson and Arsenault (2005: p. 118), the research is one way of describing in quantitative terms the degree to which the variables are related. There were two variables in this research; they were the independent variable and the dependent variable. The independent variable is a stimulus variable or input, it is that factor that is measured, or selected by the experimenter to determine its relationship to an observed phenomenon as stated by Yogesh Kumar Singh (2006; p.63). Meanwhile, the dependent variable is the response variable or output, it is that factor which observed and measured to determine the effect of the independent variables. In this research, the students' reading for pleasure habit was the independent variable and symbolize by X, and the students' descriptive text writing ability was the dependent variable and symbolizes by Y.

Gay et al.(2011) stated that correlational research is done by collecting data in order to find if, and to what degree, an existence of relation occurs between two variables. In short, correlational research is to study correlation among variables in which involves the possibility of cause and effect. By conducting this research, the researcher was trying to see whether there was a correlation between students' reading for pleasure habit and their descriptive text writing ability.

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## B. The Time and The Location of the Research

This research had been conducted at state junior high school 1 Siak Hulu. It is located on Kubang Jaya street, Siak Hulu. It was conducted in August 2017.

## C. The Subject and Object of The Research

The Eighth-grade students of State Junior High School 1 Siak Hulu were the subject of this research, and the object of this research was students' reading for pleasure habit and their descriptive writing ability.

## D. The Population and Sample of the Research

### 1. The Population of the Research

Syafi'i (2015, p.108) has pointed out that the population of the research refers to a total number of subjects from the data sources. In this case, the population of this research was all the Eighth-grade students of State Junior High School 1 Siak Hulu. There were 9 classes and 358 students. The specification of the population can be seen on the table below:

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**Table III.1**  
**The Total Population of the Eighth Grade Students at SMP 1 Siak Hulu**

No.	Class	Number of Students
1	VIII-1	39 students
2	VIII-2	41 students
3	VIII-3	40 students
4	VIII-4	39 students
5	VIII-5	38 students
6	VIII-6	39 students
7	VIII-7	41 students
8	VIII-8	39 students
9	VIII-9	42 students
<b>Total population</b>		358 Students

## 2. The Sample of the Research

The sample of this research according to Nell (1988, p.10) was Ludic reader. Ludic readers are defined as those who read a minimum of one reading source a week for pleasure. The sample on this research spent few minutes daily reading, especially those who read comics books, novels, and online resources, they usually could spend much more time reading. In this research, the researcher took sample by using purposive sampling which according to Arikunto (2010, p.95) is a technique where the sample was not taken randomly, but according to judgments that were focused on a certain purpose. Therefore there were 37 students as sample on this research. The criterion of this research sample was reading at least one reading a week and able to read English written reading sources. After getting permission from



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School, the researcher visited classes which were being taught by the same teacher, Mam Zulhidah, S.Pd, and questioning them on whether they read in their free time, and whether they read from at least one of these sources; magazine, newspaper, comic, novel, and online sources that were either written in Bahasa Indonesia or English.

**E. The Technique of Collecting the Data**

To get some data needed to support this research, the writer applied the techniques as follows:

**1. Questionnaire**

Singh (2006, p.200) believed that "questionnaire is a form of interview on paper". Gay et al. (2011) stated that questionnaire is a written form of survey questions answered by samples or a selected group of a research population. Hence, questionnaire is a form of interview that contains a set of questions. The researcher made 25 statements related to students.

It was applied to find out students' reading for pleasure habit at the eight grade of State Junior High School 1 Siak Hulu. The researcher made 25 items based on the indicator of reading pleasure habit by providing options based on Likert Scale. A Likert scale requires an individual to respond to a series of statements by indicating frequency, Always, often, sometimes, seldom, never. Each response is assigned a point value, and an individual's score is determined by adding the point values of all the statements. For example, the following point values are typically assigned to positive

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statements: Always=5, often=4, sometimes=3, seldom=2, never=1. As for the negative statement, it is scored in reversed order from the positive statement.

**Table III.2**  
**Blueprint of Reading for Pleasure Habit**

Psychology Theory	Statements	Sub Number
1. Reading for pleasure habit is a repeated performance Unthinking routines that form the bedrock of everyday life Reading Quantity	I provide a special time to read a story every week	1,6, 11, 16, 21
	When I see a book, I will read a summary at the backside of the book.	
	When my friend read something fun I feel uninterested in it.	
	I recommend the book that I feel interesting to my friend	
	I read things written in English	
2. Motivational analysis of reading a) A spontaneous reading is a legitimate goal of reading research.	I think reading is more interesting than playing	2, 7, 12, 17, 22
	I read a reading material because it provokes my curiosity	
	I look for and read the writing of my favorite writer.	
	I think reading novels and other fiction book is not making me addicted to it.	
	I don't feel calm after reading a book	
3. The Frustration index	I will feel bored when there isn't any material to read	3, 8, 13, 18, 23
	I go to a bookstore or a place to borrow a book to find a new storybook.	
	I will feel sad if the story that I read telling a sad one.	
	When there isn't any fun book to read, I will feel bored.	
	My spirit will go down when there isn't any book to read.	
4. Reading Span can be seen as an indirect measure of motive strength during reading a) Time for the reader to spend in reading.	When I find a book that I like a lot I will finish it directly.	4, 9, 14, 19, 24
	I'll skip or scan the story that I think uninteresting.	
	I'll finish the story that I think interesting directly.	
	I spend 10-15 minutes reading.	

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5	Vehicle of reading habit Any kind of reading habit matter can serve as the vehicle for reading habit	When I find a reading material that leaves a good impression on me, I will read it few times	
		I read few books till the end of this year.	5, 10, 15, 20, 25
		I read books that are being taught at school only.	
		I read from an application that I download to make it easier for me to find reading material.	
		My reading will is not intrigued when I find a torn piece of reading material.	
I read materials that I find on the internet.			

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## 2. Writing test

In this research, the researcher used a test to find out the students' ability in descriptive text writing. Brown (2004) pointed out that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Meanwhile, Syafi'i (2015) believed that the various data will be derived from a test such as ability, proficiency, comprehension, or performance. As what focus in this research, the test was about a descriptive text. There was no specific topic provided, and the participants were asked to create their own writing and developed it into a short descriptive text composition.

## 3. The Validity and Reliability of Instrument

### a. Validity of the Instrument

When I distribute the questionnaire we have a purpose to be achieved. To gain our purpose, we should ensure that our measurement tools can measure what they are supposed to measure. In accordance with the

statement above, Gay et al. (2011) stated that validity refers to the degree to which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently.

According to Gay, there are three kinds of validity. They are content validity, criterion-related validity, and construct validity (2000: p.163). in this research, the researcher used construct validity means the validity which relates to the ability of an instrument to measure the concept of being measured. A non-test instrument that is used to measure the attitude includes in construct-validity. To find out the validity of the instrument, the researcher calculated it by using SPSS 17 version. The standard value of validity is  $r_{item} > r_{table}$ . Based on the tryout result, it was determined that all of the items were valid. The result of try out is as follows:

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**Table III.3**  
**The Item Validity of Try Out**

Item Number	r-item	r-table	Result
1	0,52	0.36	Valid
2	0,48	0.36	Valid
3	0,41	0.36	Valid
4	0,67	0.36	Valid
5	0,55	0.36	Valid
6	0,68	0.36	Valid
7	0,53	0.36	Valid
8	0,54	0.36	Valid
9	0,40	0.36	Valid
10	0,39	0.36	Valid
11	0,42	0.36	Valid
12	0,67	0.36	Valid
13	0,62	0.36	Valid
14	0,73	0.36	Valid
15	0,49	0.36	Valid
16	0,67	0.36	Valid
17	0,49	0.36	Valid
18	0,37	0.36	Valid
19	0,64	0.36	Valid
20	0,38	0.36	Valid
21	0,70	0.36	Valid
22	0,45	0.36	Valid
23	0,63	0.36	Valid
24	0,64	0.36	Valid
25	0,54	0.36	Valid

**b. Realibity of the Instrument**

Brown (2003) said that reliability is a degree to which the result of measurement would be similar as we repeat it to the same students on two different occasions. To sum up, the key to reliability is if an instrument can be interpreted consistently in two different situations. Siregar (2013) stated

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that reliability test can be done by having external and internal ways. In this research, the writer used internal consistency in which the writer tried out the questionnaire once and analyzed each item by using the Cronbach alpha technique. According to Sugiyono (2009), the Cronbach alpha technique can be used for interval data.

The categories below are the level of internal consistency Cronbach's Alpha (stated in Riadi, 2016, p.239):

**Table III.4**  
**Category of Reliability**

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
>0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The reliability of the questionnaire was processed by SPSS 17.0 program. It can be seen as follows:

**Table III.5**  
**Cronbach Alpha Table Reliability Statistics of Reading for Pleasure Questionnaire**

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
.931	.940	25



Based on the analysis above, the value of Cronbach's Alpha is 0.931 which is higher 0.60. It could be said that the questionnaire is reliable. Due to  $0.931 > 0.90$ , the level of reliability was very high.

## F. The Technique of Analyzing the Data

In order to find out whether there was any significant correlation between reading for pleasure habit and students ability in writing descriptive text at the eight grade of SMPN 1 Siak Hulu, the data of this research was analyzed statistically. To measure the students' reading for pleasure habit, the researcher used questionnaire and individual competence to find out the result, (Arikunto 2006: 225) by using the following formula:

$$P = \frac{n}{N} \times 100\%$$

Where :

P = The percentage of students' reading for pleasure

n = The achieved score

N = The maximum score in the test

Then to find out the percentage of student's reading for pleasure habit, Arikunto (2006:230) suggested these five categories:

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**Table III.6**  
**Percentage of reading for pleasure Habit**

Very good	81-100%
Good	61-80%
Fair	41-60%
Bad	21-40%
Very bad	0-20%

The text was analyzed based on the social function, generic structure, and significant lexicogrammatical features. Then each of the text was also analyzed from these three aspects:

1. Format and content
2. Organization and coherence
3. Sentence construction and vocabulary

Then the score is classified based on category of ability as follows:

**Table III.7**  
**Category of Ability**

Score	Criteria of ability
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Average
51-60	Fair
41-50	Poor
Less than 40	Inadequate



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Then to find out whether there was a difference, the researcher used a statistical method that is product-moment correlational coefficients by using SPSS.17.0 version. The result of the formula was obtained statistically through the hypotheses below:

1. Ho: sig.value  $> 0.05$ . It means ho had been accepted; there was no significant correlation between reading for pleasure habit and students ability in writing descriptive text at the eighth grade of SMPN 1 Siak Hulu.
2. Ha: sig.value  $< 0.05$ . It means that Ha had been accepted; there was a significant correlation between reading for pleasure habit and students ability in writing descriptive text at the eighth grade of SMPN 1 Siak Hulu.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was done to find out the correlation between students' reading for pleasure habit and their writing ability at the eight-grade students of State Junior High School 1 Siak Hulu. So, the researcher can conclude this research as follows:

1. The students' reading for pleasure habit at the Eight-grade students of State Junior High School 1 Siak Hulu is categorized into '**Good**' level at score 72.
2. The students' writing ability at the eighth-grade students of State Junior High School 1 Siak Hulu is categorized into '**Average**' level at score 64.
3. There is a significant correlation between students' reading for pleasure habit and their writing ability at the eight-grade students of State Junior High School 1 Siak Hulu.

Based on the result of the research, the students' reading for pleasure habit has a correlation with their writing ability. It means the better reading for pleasure habit they have, the better writing ability they get.

#### B. Suggestion

Considering the correlation between students' reading for pleasure habit and their writing ability, the writer would like to give some suggestion as follows:

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**1. Suggestion for Teachers**

- a. It is recommended to the teacher to give students separate time to read books to improve their habit in reading for pleasure
- b. The teacher should be more creative to improve the students' writing ability by giving a guided reading to the students as homework.

**2. Suggestion for Students**

- a. The students should be able to improve their reading for pleasure habit to get better writing ability.
- b. The students should read more English literacy to further improve their writing ability.



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**APPENDIX 1**

**READING FOR PLEASURE HABIT QUESTIONER**

Ini adalah pilot reading for pleasure Habit untuk menentukan tingkat reading for pleasure habit (kebiasaan membaca untuk kesenangan) yang berdasarkan 5 indikator penting dari jurnal penelitian “The Psychology of Reading for Pleasure” Yang di tulis oleh Victor Nell sebagai panduan utama.

*Reading for pleasure adalah kegiatan membaca yang dilakukan untuk kesenangan, dapat berupa komik, novel, dan bacaan-bacaan lain yang anda sukai.*

Data Pengisi Questioner

Name>Nama :

Class/Kelas :

Beri tanda centrang pada pernyataan yang sesuai dengan diri anda!

No	Statements/ Pernyataan	Always (Selalu)	Often (Sering)	Sometimes (Kadang-kadang)	Seldom (Jarang)	Never (Tidak Pernah)
1	Saya menyediakan waktu khusus untuk membaca setiap minggu <i>I provide special time to read story every week</i>					
2	Saya berfikir bahwa membaca buku lebih menyenangkan daripada bermain <i>I think reading is more interesting than playing</i>					
3	Saya merasa bosan Ketika tidak ada satupun bacaan yang bisa dibaca.					

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4	<p><i>I will feel bored when there isn't any material to read.</i></p> <p>Ketika saya menemukan bacaan yang saya sukai, saya akan segera menyelesaikan bacaan tersebut.</p> <p><i>When I find a book that I like a lot I will finish it directly</i></p>				
5	<p>Saya membaca beberapa buku sampai tamat dalam setahun terakhir ini</p> <p><i>I read few books till the end in this year</i></p>				
6	<p>Ketika saya melihat buku bacaan, saya akan membaca sinopsisnya terlebih dahulu.</p> <p><i>When I see a book, will you read the synopsis</i></p>				
7	<p>Saya membaca suatu bacaan karena bacaan tersebut memancing rasa penasaran saya.</p> <p><i>I read a reading material because it intrigues my curiosity</i></p>				
8	<p>Saya pergi ke toko buku atau tempat peminjaman buku untuk mencari buku cerita baru</p> <p><i>I go to book store or a place to borrow a book to find new book story</i></p>				
9	<p>Saya melewati atau membaca sekilas bagian dari cerita yang menurut anda tidak menarik</p>				



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	<i>I skip or scan the story that I think uninteresting</i>				
10	Saya tidak membaca buku lain untuk kesenangan, karena saya hanya membaca buku pelajaran yang di pelajari di dalam kelas. <i>I don't read other books for pleasure because I only read books that are studied in the classroom</i>				
11	Ketika teman saya membaca bacaan yang menyenangkan saya tidak merasa tertarik. <i>When my friend read something fun, I don't feel interested with it.</i>				
12	Saya mencari dan membaca tulisan dari penulis yang saya sukai. <i>I look for and read the writing of my favorite writer</i>				
13	Saya akan ikut merasa sedih Ketika cerita yang say abaca menceritakan kisah yang sedih. <i>I will feel sad when the story that I read telling a sad one,</i>				
14	Saya segera menyelesaikan bacaan yang menurut anda menarik. <i>I finish the story that I think interesting directly</i>				
15	Saya membaca dari aplikasi khusus yang saya unduh untuk memudahkan saya menemukan bahan bacaan. <i>I read from an application</i>				



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16	<p>that I download to make it easier for me to find reading material.</p> <p>Saya merekomendasikan buku yang saya anggap menarik kepada teman saya.</p> <p><i>I recommend the book that I think interesting to my friend.</i></p>				
17	<p>Saya merasa membaca novel atau cerita nonfiksi membuat anda ketagihan</p> <p><i>I think that reading novel or other non-fiction book make me feel addicted</i></p>				
18	<p>ketika tidak ada satu pun buku bacaan yang menyenangkan, apakah anda akan merasa bosan</p> <p><i>When there isn't any fun book to read, I feel bored.</i></p>				
19	<p>Saya menghabiskan waktu 10-15 menit untuk membaca</p> <p><i>I spend 10-15 minutes to read</i></p>				
20	<p>Ketika saya menemukan sobekan majalah, headline koran, atau judul buku, hal itu tidak menarik minat membaca saya.</p> <p><i>When I find a torn piece of magazine, newspaper, or another kind of book, it doesn't attract my interest to read</i></p>				
21	<p>Saya membaca bacaan yang berbahasa inggris.</p> <p><i>I read things written in</i></p>				



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	English.				
22	Saya tidak merasa lebih tenang setelah membaca buku. <i>I don't feel calm after reading a book</i>				
23	Saya merasa kurang bersemangat ketika kehabisan buku bacaan. <i>My spirit will go down when there isn't any book to read</i>				
24	Ketika menemukan bacaan yang sangat berkesan saya akan membacanya berkali-kali. <i>When I find a reading material that leave a good impression on me, I will read it a few times</i>				
25	Saya membaca cerita online <i>I read online stories.</i>				

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QUESTIONNAIRE VALIDATION

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	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	Jumlah
1	3	3	3	4	3	3	3	2	3	3	1	2	4	4	3	3	2	2	2	2	2	1	3	4	4	69
2	4	4	3	5	4	5	5	3	5	2	3	3	5	5	4	5	5	4	5	3	3	4	4	5	5	103
3	1	2	3	3	3	3	3	3	2	1	3	2	2	3	2	2	4	3	2	2	2	4	2	2	2	61
4	4	4	3	2	3	3	3	2	3	1	3	3	3	3	3	2	3	3	3	3	2	3	3	2	3	70
5	4	5	4	5	4	5	5	3	3	3	4	5	5	5	3	5	4	5	4	4	5	3	4	5	5	107
6	3	3	2	5	2	1	5	3	5	4	4	2	4	4	4	3	3	5	2	3	2	1	2	5	4	81
7	4	5	4	5	4	5	5	3	3	3	4	5	5	5	3	5	2	5	4	4	5	3	4	5	5	105
8	4	4	4	4	3	2	3	3	3	2	4	3	2	4	2	2	1	3	4	2	3	2	3	4	2	73
9	4	3	4	5	4	5	4	4	5	4	5	5	3	5	5	4	3	5	4	1	3	5	5	5	5	105
10	3	3	5	4	3	4	2	3	4	5	3	3	5	5	5	5	3	5	5	3	5	3	3	5	3	97
11	2	2	3	4	2	2	4	2	3	3	2	3	4	4	4	4	2	3	4	1	2	5	1	1	3	70
12	3	3	3	5	3	3	4	4	3	3	2	4	4	4	5	4	2	3	3	3	3	4	3	3	4	85
13	4	3	3	5	4	3	4	2	5	2	5	2	4	5	2	3	3	4	4	4	2	5	2	3	4	87
14	2	5	5	5	4	5	5	5	3	3	5	3	5	5	3	4	4	1	5	1	3	5	5	5	3	99

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Students 15	4	4	3	4	4	3	5	4	4	4	4	4	3	5	5	4	5	2	4	5	5	5	4	5	3	102	
Students 16	2	5	4	5	3	3	4	4	3	3	4	4	5	5	4	4	3	4	5	3	3	5	3	4	4	96	
Students 17	3	5	3	5	5	5	5	4	5	4	3	5	5	5	4	3	2	1	3	3	5	2	5	5	3	98	
Students 18	3	1	3	5	1	1	5	3	5	5	5	1	5	5	5	4	4	5	3	4	5	3	1	5	3	90	
Students 19	3	3	2	5	3	4	5	2	5	3	5	2	5	5	5	4	3	1	2	1	2	4	2	3	5	84	
Students 20	3	4	5	5	3	5	5	3	5	5	5	4	5	5	3	3	4	5	5	4	5	5	5	5	5	111	
Students 21	3	2	5	5	2	5	4	2	5	3	4	4	5	5	5	5	4	3	5	1	3	5	1	5	5	96	
Students 22	2	4	1	3	2	3	5	2	3	5	5	2	4	5	2	2	1	2	3	1	2	1	1	5	5	71	
Students 23	3	4	3	4	4	3	4	3	4	2	3	3	3	4	4	3	5	4	3	3	3	4	4	5	5	90	
Students 24	4	4	2	5	4	5	5	4	3	5	4	4	4	4	4	5	2	2	4	4	4	4	2	3	4	96	
Students 25	1	2	4	4	1	2	3	2	4	3	3	2	2	4	1	3	1	2	3	3	3	1	2	4	2	62	
Total	76	87	84	111	78	88	105	75	96	81	93	80	101	113	90	91	75	82	91	68	82	85	75	104	97		
Item	0,52 86	0,48 83	0,41 89	0,67 58	0,55 71	0,68 28	0,53 72	0,54 89	0,40 94	0,39 63	0,42 27	0,67 27	0,62 6	0,73 13	0,49 33	0,67 32	0,49 71	0,37 28	0,64 64	0,38 02	0,70 12	0,45 1	0,63 88	0,64 54	0,54 7		
Table	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91	0,36 91		
Result	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

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RESULT OF STUDENTS READING FOR PLEASURE HABIT QUESTIONERE

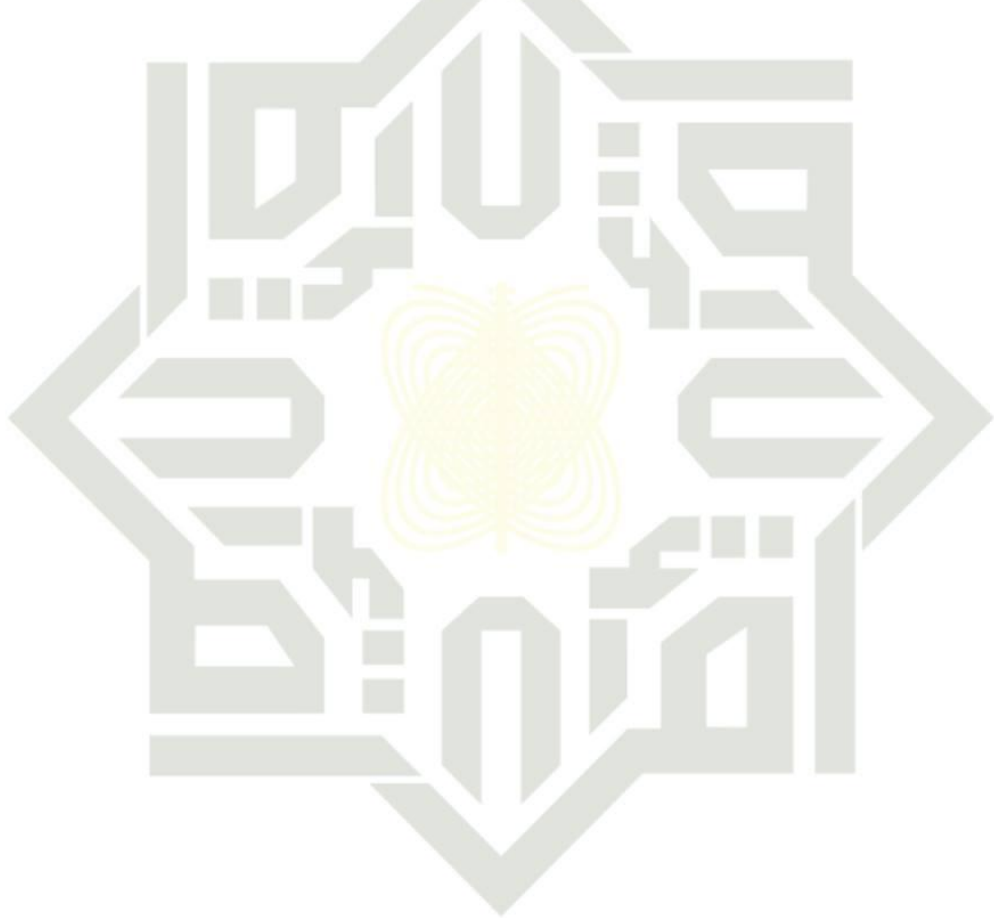
STUDENTS	ITEM																									TOTAL	SCORE $\sum_{total}/125 \times 100$
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Andriyan Nirwana	4	4	3	4	3	4	5	3	3	3	3	4	3	3	4	4	3	4	4	2	3	3	4	3	4	77	61,6
Riski Parmadi	5	4	2	4	3	2	4	3	4	3	2	3	4	3	2	3	4	3	4	3	3	4	4	3	83	66,4	
Aresty Annisyah Pramudiah	3	3	2	4	3	4	4	3	4	3	2	4	4	2	3	3	3	3	3	2	3	3	2	3	76	60,8	
Fatimah	3	5	5	5	3	5	5	3	2	3	5	3	5	4	3	3	2	5	4	3	3	5	3	5	3	95	76
Noor Vazura	3	5	3	5	3	4	5	3	4	1	1	4	5	4	3	5	3	2	5	4	5	3	4	5	3	92	73,6
Dhea Ardia Chania	5	4	2	4	3	2	4	3	2	3	3	2	3	4	3	2	3	4	3	2	3	3	4	4	3	78	62,4
Mhemhe Pratam Mustika	5	4	2	4	3	2	4	3	4	3	3	2	3	4	3	2	3	4	3	2	3	3	4	4	3	80	64
Rizki Fakimah	4	3	4	5	3	5	5	3	2	5	5	4	5	5	2	5	5	4	4	5	4	5	2	5	4	94	75,2
Dicky Herlangga	3	4	3	5	3	4	5	1	3	3	1	4	4	4	3	3	4	3	4	3	4	4	3	4	3	85	68
Delia Amanda Putri	3	4	3	5	3	4	5	1	3	3	1	4	4	4	3	3	4	3	4	3	4	4	3	4	3	87	69,6
Aulia Nur Apriani K	5	5	3	5	4	5	5	4	4	2	2	5	5	5	5	5	3	5	5	4	5	3	3	5	5	107	85,6
Wahyu Anansyah	4	4	3	5	3	4	5	3	3	3	3	4	3	3	4	4	3	2	4	4	3	3	4	3	4	88	70,4
Leni Amanda	4	3	4	5	3	5	5	3	2	2	5	2	5	5	2	5	4	2	1	4	5	2	5	4	4	91	72,8
Andresi Stiawan	4	4	3	5	3	4	4	4	3	2	2	3	5	3	4	4	2	4	4	3	3	2	3	3	4	85	68
Nurma Shintia	3	2	2	4	2	5	4	2	5	3	2	3	5	4	2	5	3	5	4	3	4	2	4	5	5	89	71,2
Alvina Armelia	3	5	4	5	4	5	5	3	5	3	5	2	4	4	3	2	2	4	2	4	2	3	3	4	3	91	72,8
Neisy Heimilia	4	5	4	5	4	5	5	3	5	3	5	2	5	5	3	5	2	1	5	2	2	5	4	5	5	99	79,2
Nova Kristiani	3	5	4	5	2	3	2	3	2	5	5	4	5	5	1	3	5	5	3	5	3	5	4	5	4	96	76,8
Nur Mulia	3	5	5	5	3	5	5	3	2	3	5	3	5	4	3	3	5	5	2	3	3	5	3	5	3	76	60,8
Yos Rizal	2	2	2	4	4	5	5	4	5	4	3	2	5	5	2	4	4	2	3	5	3	5	2	5	4	91	72,8
Meliana	2	2	2	4	2	3	5	4	5	2	4	5	5	5	5	5	4	5	5	2	2	5	4	5	5	110	88
Ismawati Dewi	5	4	3	5	5	4	5	4	4	3	3	5	5	5	4	4	2	4	5	2	5	4	3	5	5	103	82,4
Bintang Pamungkas	4	4	3	5	4	4	5	3	4	3	4	4	4	4	5	4	2	5	4	4	5	3	4	5	5	101	80,8
Devi Triana Erawati P.	5	5	5	5	1	2	5	1	5	3	1	1	5	5	5	5	1	5	5	1	2	4	3	5	4	89	71,2
Jones Andiras	4	3	4	5	5	4	3	4	4	3	3	1	5	5	4	5	3	4	4	1	2	2	3	4	4	89	71,2

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Student 26	Rio Sisbiyantoro	4	4	4	4	4	3	4	4	3	5	2	4	5	5	4	5	3	5	5	4	5	2	4	5	3	100	80
Student 27	Intan Maharani Puspitasari	3	3	5	5	5	4	3	5	4	1	3	5	4	5	3	5	3	1	5	3	5	2	3	4	5	94	75,2
Student 28	Nur Azizah	2	3	3	5	1	5	5	2	5	3	4	5	5	5	5	4	1	5	4	3	2	4	2	5	4	92	73,6
Student 29	Nora Julianti	2	5	5	3	2	2	5	5	2	4	4	2	3	3	3	4	1	5	2	2	3	2	4	5	5	83	66,4
Student 30	Ramadhan Syuhdi	3	3	5	5	3	5	5	3	3	3	3	3	4	5	3	3	2	5	5	3	4	3	3	5	3	92	73,6
Student 31	Puja Wulan Sundari	4	4	3	5	4	5	5	4	4	3	2	5	5	5	5	5	2	5	3	4	2	5	3	5	2	99	79,2
Student 32	Dedi Devira	5	4	3	5	5	4	4	4	2	5	5	3	5	5	4	5	2	2	4	2	3	4	3	5	4	97	77,6
Student 33	Kiki Amelia Putri	4	3	4	5	5	2	4	4	4	4	5	2	1	2	3	4	4	3	3	2	2	3	2	3	4	82	65,6
Student 34	Ririn Dwi Sapitri	5	4	4	5	4	3	3	3	2	2	5	4	2	5	4	3	2	2	5	1	2	5	1	4	4	84	67,2
Student 35	Lesvita Melati	3	4	5	3	3	5	5	2	3	2	4	5	3	3	5	4	3	5	4	3	4	4	3	4	5	94	75,2
Student 36	M. Abbel Prasetya	3	3	4	4	4	4	4	3	3	2	4	4	4	4	4	4	2	3	4	4	4	3	4	4	4	90	72
Student 37	Akbar	4	4	4	5	4	4	5	3	3	3	3	4	4	5	4	4	2	2	4	3	4	4	3	4	3	92	73,6







APPENDIX 3

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SCORING RUBRIC DESCRIPTIVE TEXT WRITING

STUDENT'S NAME :

Hak Cipta Dilindungi Undang-Undang  
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 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	Max Score	Actual Score
<b>FORMAT – 5 POINTS</b>		
There is a title	1	
The title is centered	1	
The first line is indented	1	
There are margins on both sides	1	
The work is tidy	1	
<b>TOTAL</b>	<b>5</b>	
<b>PUNCTUATION AND MECHANICS – 5 POINTS</b>		
There is a period after every sentence	1	
Capital letters are used correctly	1	
The spelling is correct	1	
Commas are used correctly	2	
<b>TOTAL</b>	<b>5</b>	
<b>CONTENT – 20 POINTS</b>		
The descriptive paragraph fits the assignment	5	
The descriptive paragraph is interesting to read	5	
The descriptive paragraph shows the writer's original ideas	10	
<b>TOTAL</b>	<b>20</b>	
<b>ORGANIZATION – 35 POINTS</b>		
The paragraph begins with identification	10	
The paragraph contains several descriptions that describe the object	20	
The paragraph end with an appropriate conclusion	5	
<b>TOTAL</b>	<b>35</b>	
<b>GRAMMAR &amp; SENTENCE STRUCTURE POINTS</b>	<b>35</b>	
<b>GRAND TOTAL</b>	<b>100</b>	

Oshina and Hogue (2007: 196)





APPENDIX 4

SCORING SHEET  
STUDENTS' DESCRIPTIVE TEXT WRITING TEST

: July 07<sup>th</sup>, 2017

: 08.00 – 10.20

: **Taufik Ikhsan, M.Pd.**

: Scoring paragraph for Classroom use on *Introduction to Academic Writing* written by Alice Oshima and Ann Hogue

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State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruhnya

a. Pengutipan hanya untuk kepentingan pendidikan

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apa pun tanpa izin penerbit.

Students' Name	Format	Punctuation & Mechanics	Content	Organization	Grammar & Sentence Structure	Total
Andriyan Nirwana	4	3	12	20	20	59
Diska Parmadi	4	4	15	15	18	56
Alfaby Annisyah						
Yanudiah	4	4	12	15	15	48
Yanudiah	4	4	15	15	20	58
Yusuf Vazura	3	3	15	15	15	51
Dhea Ardia Chania	3	4	15	15	30	67
Mahmeh Pratam						
Mustika	4	4	15	15	30	68
Rizki Fakimah	3	3	15	15	15	51
Dicky Herlangga	4	4	15	16	15	54
Delia Amanda Putri	4	4	17	15	32	72
Aulia Nur Aprani K	4	4	12	18	30	68
Wahyu Anansyah	4	4	15	15	16	54
Yeni Amanda	4	4	16	16	31	71
Andresi Stiawan	4	4	15	15	15	53
Nurma Shintia	3	3	12	20	20	56
Arvina Armelia	4	4	15	15	15	53
Keisy Heimilia	4	4	15	20	12	55
Nova Kristian	4	4	16	16	32	72
Rur Mulia	4	4	18	18	30	74
Yos Rizal	4	4	18	18	30	74



21	Mellaha	4	4	17	17	30	72
22	Ismawati Dewi	4	4	15	15	15	53
23	Pintung Pamungkas	4	3	15	20	15	57
24	Deviana Erawati P.	4	4	15	15	15	53
25	Andiras	4	4	16	16	30	70
26	Bohisyantoro	4	3	12	20	20	59
27	Maharani	3	4	10	16	20	53
28	Uzzah	4	4	15	15	25	63
29	Juanti	4	4	15	15	33	71
30	Adnan Syuhdi	4	4	15	15	15	51
31	Wulan Sundari	4	4	12	25	20	65
32	Devira	3	3	12	25	20	63
33	Kamelia Putri	4	4	12	25	20	65
34	Dwi Sapitri	4	4	14	14	15	51
35	Esyita Melati	4	4	16	16	30	70
36	Abel Prasetya	4	4	15	15	30	68
37	Abel Prasetya	4	4	15	15	30	68

Assessor,

**Taufik Ikhsan, M.Pd**

UIN SUSKA RIAU



SCORING SHEET  
STUDENTS' DESCRIPTIVE TEXT WRITING TEST

: July 07<sup>th</sup>, 2017

: 08.00 – 10.20

: Siswandi, S.Pd, M.Pd

: Scoring paragraph for Classroom use on *Introduction to Academic Writing* written by Alice Oshima and Ann Hogue

No	Students' Name	Format	Punctuation & Mechanics	Content	Organization	Grammar & Sentence Structure	Total
1	Andriyan Nirwana	4	3	12	20	20	59
2	Rizki Armadi	4	4	15	15	18	56
3	Aresty Annisyah	4	4	12	15	15	48
4	Pradiah	4	4	15	15	20	58
5	Noor Azura	3	3	15	15	15	51
6	Dhia Yrdia Chania	3	4	15	15	30	67
7	Mhenhe Pratam	4	4	15	15	30	68
8	Rizki Hakimah	3	3	15	15	15	51
9	Dicky Herlangga	4	4	15	16	15	54
10	Delia Amanda Putri	4	4	17	15	32	72
11	Aulia Nur Apriani K	4	4	12	18	30	68
12	Wahya Anansyah	4	4	15	15	16	54
13	Leni Amanda	4	4	16	16	31	71
14	Andresi Stiawan	4	4	15	15	15	53
15	Nurma Shintia	3	3	12	20	20	56
16	Alvina Armelia	4	4	15	15	15	53
17	Nesy Heimilia	4	4	15	20	12	55
18	Nova Kristiani	4	4	16	16	32	72
19	Nur Mulia	4	4	18	18	30	74
20	Yos Rizal	4	4	18	18	30	74
21	Mariana	4	4	17	17	30	72

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22	Isnaewati Dewi	4	4	15	15	15	53
23	Bintang Ramungkas	4	3	15	20	15	57
24	Dewi Fria Erwati P.	4	4	15	15	15	53
25	James Andiras	4	4	16	16	30	70
26	Ris Sofiantoro	4	3	12	20	20	59
27	Anton Maharani Puspitasari						
28	Na Azzah	4	4	15	15	25	63
29	Neza Julianti	4	4	15	15	33	71
30	Ramadhan Syuhdi	4	4	15	15	15	51
31	Pupa Wulan Sundari	4	4	12	25	20	65
32	Degli Devira	3	3	12	25	20	63
33	Kiki Amelia Putri	4	4	12	25	20	65
34	Rini Dewi Sapitri	4	4	14	14	15	51
35	Levyti Melati	4	4	16	16	30	70
36	M. Abbel Prasetya	4	4	15	15	30	68
37	Alfa	4	4	15	15	30	68

Assessor,

**Siswandi, S.Pd, M.Pd**

UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.flk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/2631/2017  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 21 Februari 2017

Kepada  
Yth. Kepala Sekolah  
SMP NEGERI 1 SIAK HULU, KAMPAR  
di  
Tempat

*Assalamu 'alaikum warhmatullahi wabarakatuh*



Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Amalia Aftah  
NIM : 11314200274  
Semester/Tahun : VIII (Delapan)/ 2017  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan  
Wakil Dekan/III  
  
Prof. Dr. Hairunas, M. Ag.  
NIP. 19720828 200604 1 002  




PEMERINTAH KABUPATEN KAMPAR  
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA  
**SMP NEGERI 1 SIAK HULU**



Sekolah Standar Nasional (SSN) Akreditasi A  
JLN KUBANG JAYA NO.128 TELP. ( 0761) 72580 KUBANG JAYA KEC. SIAK HULU  
Website: www.smpn1siakhulu.sch.id. Email:smpn1siakhulu@yahoo.com Kode Pos 28452

**SURAT KETERANGAN**

Nomor : 422/SMPN.1SH/2017/313  
Sifat : Penting  
Lampiran : 1 (satu) berkas  
Hal : Balasan Surat Izin Pra Riset

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Sultan Syarif Kasim  
Pekanbaru

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Nomor:  
Un.04/F.II.4/PP.00.9/2631/2017. Perihal izin melakukan prariset atas nama:

Nama : **AMALIA AFTAH**  
NIM : **11314200274**  
Semester/ Tahun : **VII (DELAPAN)/ 2017**  
Program Studi : **PENDIDIKAN BAHASA INGGI**  
Fakultas : **TARBIYAH DAN KEGURUAN UIN SUSI**

Pada prinsipnya kami menyatakan **BERSEDIA** untuk memberikan izin pelaksanaan Pra Riset kepada mahasiswa yang nama tersebut diatas. Sehubungan dengan itu, diharapkan masing-masing dapat menjalankan tugasnya dengan baik.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kubang Jaya, 2 Maret 2017  
Kepala SMP Negeri 1 Siak Hulu



**Drs. JASIR, M. Pd**

NIP. 19680202 199703 1 003



UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/13627/2017  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 11 Agustus 2017 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : AMALIA AFTAH  
NIM : 11314200274  
Semester/Tahun : IX (Sembilan)/ 2017  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN READING FOR PLEASURE HABIT AND STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 1 SIAK HULU  
Lokasi Penelitian : Sekolah Menengah Pertama Negeri 1 Siak Hulu  
Waktu Penelitian : 3 Bulan (14 Agustus 2017 s.d 10 Nopember 2017)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Mas'ud Zein, M.Pd.  
NIP.19631214 198803 1 002

Tembusan :  
Rektor UIN Suska Riau





**PEMERINTAH KABUPATEN KAMPAR**  
**KANTOR KESATUAN BANGSA DAN POLITIK**

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

Kode Pos : 28412

**BANGKINANGKOTA**

**REKOMENDASI**

Nomor : 070/KKBP/2017/756

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Badan Pelayanan Perizinan Terpadu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN RISET/8028 tanggal 16 Agustus 2017, dengan ini memberi Rekomendasi / Izin Penelitian kepada :

1. Nama : **AMALIA AFTAH**
2. NIM : 11314200274
3. Universitas : UIN SUSKA RIAU
4. Program Studi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : PEKANBARU
7. Judul Penelitian : **THE CORRELATION BETWEEN READING FOR PLEASURE HABIT AND STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 1 SIAK HULU**
8. Lokasi : SMP NEGERI 1 SIAK HULU KABUPATEN KAMPAR

Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/prariset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang  
pada tanggal 21 Agustus 2017

an. **KEPALA KANTOR KESBANGPOL**  
Kasi Kesatuan Bangsa

  
**ONNITA, SE**  
NIP. 19701208 199201 1 001

Rekomendasi ini disampaikan Kepada Yth;

1. Kepala UPTD Pendidikan Kepemudaan dan Olahraga Kecamatan Siak Hulu di Pangkalang Baru
2. Kepala SMPN 1 Siak Hulu Kabupaten Kampar.
3. Dekan Fakultas Tarbiyah dan keguruan UIN Suska Riau di Pekanbaru.
4. Yang Bersangkutan..



# PEMERINTAH PROVINSI RIAU

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau  
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU  
Email : dpmptsp@riau.go.id

Kode Pos : 28126



182010

### **REKOMENDASI**

Nomor : 503/DPMPSTSP/NON IZIN-RISET/8028  
T E N T A N G

#### **PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/13627/2017 Tanggal 11 Agustus 2017**, dengan ini memberikan rekomendasi kepada:

1. Nama : **AMALIA AFTAH**
2. NIM / KTP : 11314200274
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **THE CORRELATION BETWEEN READING FOR PLEASURE HABIT AND STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF STATE JUNIOR HIGH SCHOOL 1 SIAK HULU**
7. Lokasi Penelitian : **SMP NEGERI 1 SIAK HULU KABUPATEN KAMPAR**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru

Pada Tanggal : 16 Agustus 2017

**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU**

EVARERITA, SE, M.Si  
Pembina Utama Muda  
NIP. 19720628 199703 2 004

#### **Tembusan :**

#### **Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar  
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



APPENDIX 6

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Hak Cipta

1. Dilarang

- a. Pengutipan riwaya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tanggapan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**DOCUMENTATION**



**Students answering Questioner**

**Students write descriptive text**





## CURRICULUM VITAE



Amalia Aftah, was born on September 18<sup>th</sup> 1995 Pulau Kijang. First daughter of Mr. Muhammad Arafah and Mrs. Bungatang. She has one young brother Afdal Zikri and also one younger sister Karimah Maharani. She finished her study at elementary school 002 Tembilahan Kota and continue her high school to Madrasah Tsanawiyah 01 Tembilahan and Senior High School 01 Tembilahan Hulu and finished it in 2013.

After finishing her study in High School, she continued her study at State Islamic University Sultan Syarif Kasim Riau (UIN SUSKA) Majoring in English Education, Faculty of Education and Teacher Training to get her Undergraduate Degree or S.Pd. on November 2020. She was doing KKN (Kuliah Kerja Nyata) in Desa Utama Karya, Kampar Hulu Regency and she was doing teaching practice (PPL) at Vocational high School Labor on September 2017.

Finally, she followed Final Examination and her Thesis entitled: “The Correlation Between Reading for Pleasure Habit and Students’ Ability in Writing Descriptive Text at The Eight Grade of State Junior High School 1 Siak Hulu”.