

THE RELATIONSHIP BETWEEN READING HABIT AND STUDENTS
WRITING SKILL: A CASE STUDY OF UNIVERSITY STUDENTS IN
YOGYAKARTA

SKRIPSI



by

Ekklesia Roderna S

Student Number: 81200101

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA
2024

THE RELATIONSHIP BETWEEN READING HABIT AND STUDENTS
WRITING SKILL: A CASE STUDY OF UNIVERSITY STUDENTS IN
YOGYAKARTA

SKRIPSI

presented as partial fulfilment of the requirements
for the degree of Sarjana Pendidikan (S.Pd.)
in English Language Education Department

by

Ekklesia Roderna S

Student Number: 81200101

DU TA WACANA

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA

2024

APPROVAL PAGE

The *Skripsi* written by

Name : Ekklesia Roderna S

NIM : 81200101

Title : The Relationship between Reading Habit and Students Writing Skill: A Case Study of University Students in Yogyakarta

has been approved for the *Skripsi* Defence.

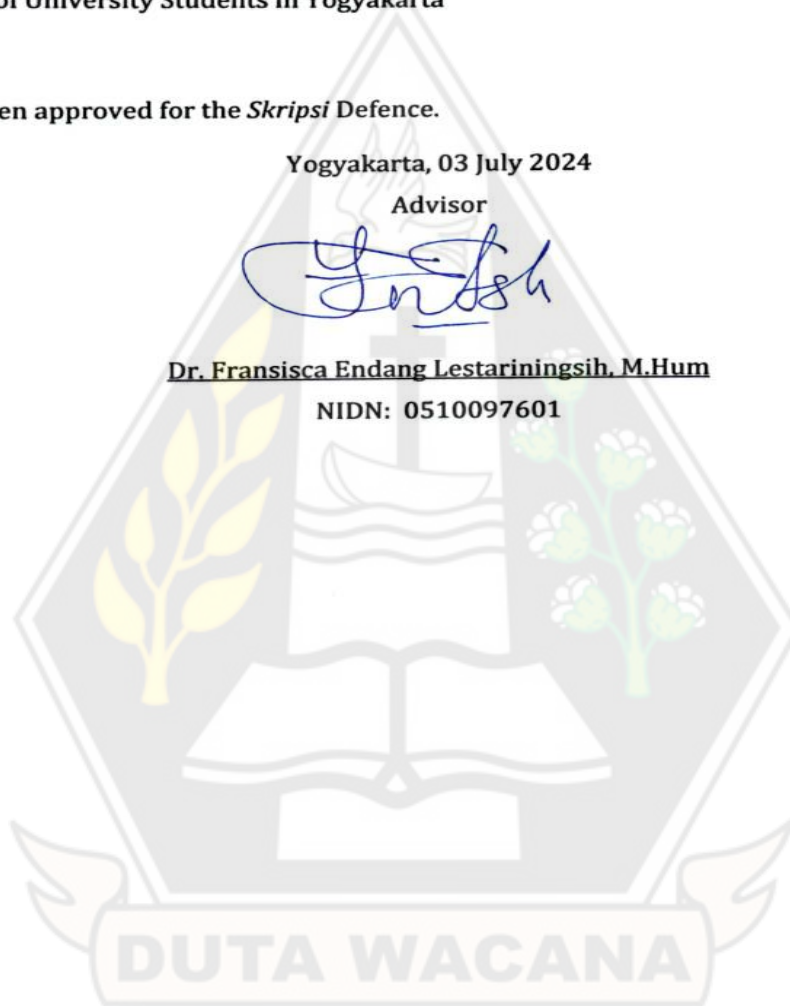
Yogyakarta, 03 July 2024

Advisor



Dr. Fransisca Endang Lestariningsih, M.Hum

NIDN: 0510097601



HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI
SKRIPSI/TESIS/DISERTASI UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Kristen Duta Wacana, saya yang bertanda tangan di bawah ini:

Nama : Ekklesia Roderna S
NIM : 81200101
Program studi : Pendidikan Bahasa Inggris
Fakultas : Kependidikan dan Humaniora
Jenis Karya : Skripsi

demikian pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Universitas Kristen Duta Wacana **Hak Bebas Royalti Noneksklusif** (*None-exclusive Royalty Free Right*) atas karya ilmiah saya yang berjudul:

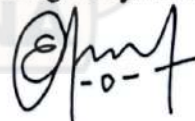
“THE RELATIONSHIP BETWEEN READING HABIT AND STUDENTS WRITING SKILL”

beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti/Noneksklusif ini Universitas Kristen Duta Wacana berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama kami sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Yogyakarta
Pada Tanggal : 10 Agustus 2024

Yang menyatakan



Ekklesia Roderna S
NIM.81200101

THE RELATIONSHIP BETWEEN READING HABIT AND STUDENTS
WRITING SKILL: A CASE STUDY OF UNIVERSITY STUDENTS IN
YOGYAKARTA

by

Ekklesia Roderna S

Student Number: 81200101

Defended before the Board of Examiners

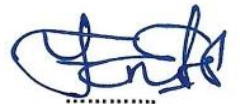
on 19 July, 2024

and Declared Acceptable

Chairperson : Adaninggar Septi Subekti, M.Sc.

Examiner I : Dr, Francisca Endang Lestariningsih,
M.Hum.

Examiner II : Paulus Widiatmoko, M.A.



Yogyakarta, 6 Agustus 2024

The Head of the English Language Education Department



Ignatius Tri Endarto, M.A.

NIDN: 0521039101

STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references

Yogyakarta, 03 July 2024

Author



Ekklesia Roderna S

NIM: 81200101



ACKNOWLEDGEMENT

Praise be to God Almighty, for His grace has enabled me to complete this thesis as a requirement for finishing the Bachelor's degree in English Education at Duta Wacana Christian University. The writing of this thesis was made possible with the support of my loved ones and various parties involved in its completion. Therefore, through this preface, I would like to express my deepest gratitude to Dr. Fransisca Endang Lestariningsih, M.Hum., my thesis advisor, who has consistently guided me through every stage of this thesis, providing direction and constructive feedback throughout the writing process.

I would also like to extend my heartfelt thanks to my parents. To my father, the most handsome man in the world, and to my mother, who has given me endless love, countless prayers, and unconditional material support throughout my life, including during my university education. Additionally, I am deeply grateful to my special friend, the sweetest person on earth, whom I hope will become my life partner, Mario Hafner Idjo Sara. Thank you for always being by my side throughout this journey. Finally, thank you to all my friends who have always cheered me up.

I hope this thesis can contribute to the development of knowledge and be beneficial to its readers. Constructive criticism and suggestions are always welcome for the improvement of this research in the future.

Yogyakarta, 03 July 2024

Author



Table of Content

Front Cover.....	i
Inner Cover.....	ii
Advisor Approval Page	iii
Skripsi Defence Approval Page	iv
Skripsi Statement of Originality.....	v
Acknowledgement	vi
Table of Content.....	vii
List of Tables.....	ix
List of Figures	x
Abstract	xi
Intisari.....	xii
CHAPTER I INTRODUCTION	1
A. Research background	1
B. Research Questions.....	4
C. Research Objectives	4
D. Research Benefits	5
CHAPTER II LITERATURE REVIEW	6
A. Reading Habit	6
B. Writing Skills.....	8
C. Previous Studies of the Correlation Between Reading Habit and Writing Skill	9
CHAPTER III METHODS	13
A. Research Design	13
B. Research Participants	13

C. Research Instruments	14
D. Data Collection and Data Analysis	15
E. Ethical Consideration	15
F. Sequence of Data Collection and Analysis	16
CHAPTER IV FINDINGS AND DISCUSSIONS	18
A. Research Question 1: How is the Students' reading Habit?	18
B. Research Question 2: How is the Students' writing skill?	22
C. Research Question 2: Is there any correlation between the Students reading Habits and writing skills?	25
CHAPTER V CONCLUSION	28
A. Summary	28
B. Implications and Contributions	28
C. Limitations	29
D. Future Studies	30
REFERENCES	31
Appendix 1. Questionnaire	36
Appendix 2. Consent Form	41
Appendix 3. Questionnaire Result	41
Appendix 4. SPSS Result	42
Appendix 5. Log Consultation	55
Appendix 6. Revision Card	58

List of Tables

Table 1. The Frequency of Student's Reading Habit.....	18
Table 2. Purposes of Reading English	19
Table 3. Types of Text Reading	20
Table 4. Writing Skill	22
Table 5. Motivation and understanding on writing	25
Table 6. Pearson Correlation between Reading and Writing Scores	26



List of Figures

Figure 1. Sequence of Data Collection and Analysis Source: Researcher's thinking (2023)..... 16

Figure 2. Create strong arguments and proper grammar structure 23

Figure 3. Get satisfactory results in both academic and non-academic writing tasks 24



Abstract

Roderna, E.S (2024) The Relationship between Reading Habit and Students Writing Skill: A Case Study of University Students in Yogyakarta (Unpublished Undergraduate Thesis) Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This study investigates the relationship between reading habits and writing skills among university students in Yogyakarta, Indonesia, motivated by the country's low literacy rates affecting students' writing abilities. Using a quantitative approach, data were collected through questionnaires from 40 university students, measuring the frequency and types of reading materials and their writing skills. Statistical analysis revealed a significant positive correlation between reading habits and writing skills, with academic books and scientific articles being the most influential.

The results indicate that students with better reading habits tend to have higher writing skills. The data showed that frequent readers enhanced their capacity to construct well-organized writing effectively.

In conclusion, the study underscores the importance of reading habits in developing writing skills and recommends that students increase their reading frequency and diversify their reading materials. This research aims to contribute to effective learning strategies to improve literacy among university students and inform educational institutions in designing programs that encourage reading habits.

Keywords: Reading Habits, Writing Skills, University Students

Intisari

Roderna, E.S (2024) Hubungan antara Kebiasaan Membaca dengan Kemampuan Menulis Siswa: Studi Kasus Mahasiswa Perguruan Tinggi di Yogyakarta (Tesis Sarjana Tidak Diterbitkan) Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Penelitian ini menyelidiki hubungan antara kebiasaan membaca dan keterampilan menulis di kalangan mahasiswa di Yogyakarta, Indonesia, yang didorong oleh rendahnya tingkat literasi di negara ini yang mempengaruhi kemampuan menulis siswa. Dengan menggunakan pendekatan kuantitatif, data dikumpulkan melalui kuesioner dari 40 mahasiswa yang mengukur frekuensi dan jenis bahan bacaan serta keterampilan menulis mereka. Analisis statistik menunjukkan adanya korelasi positif yang signifikan antara kebiasaan membaca dan keterampilan menulis, dengan buku akademik dan artikel ilmiah menjadi yang paling berpengaruh.

Hasil penelitian menunjukkan bahwa siswa dengan kebiasaan membaca yang lebih baik. Selain itu, pembaca yang sering menunjukkan keterampilan analisis dan sintesis yang lebih baik, memungkinkan mereka mengorganisir ide secara logis dan mengungkapkannya dengan jelas.

Sebagai kesimpulan, penelitian ini menekankan pentingnya kebiasaan membaca dalam mengembangkan keterampilan menulis dan merekomendasikan agar siswa meningkatkan frekuensi membaca dan memperluas jenis bahan bacaan mereka. Penelitian ini bertujuan untuk berkontribusi pada strategi pembelajaran yang efektif untuk meningkatkan literasi membaca dan menulis di kalangan mahasiswa dan memberi dasar bagi lembaga pendidikan dalam merancang program yang mendorong kebiasaan membaca.

Kata kunci: Kebiasaan Membaca, Keterampilan Menulis, Mahasiswa Universitas

CHAPTER I INTRODUCTION

A. Research background

Learning English in elementary schools aims to enhance students' ability to communicate effectively, both orally and in writing (Ikhwanuddin, 2013). Focusing on young learners is crucial because early exposure to a new language can significantly improve proficiency. The scope of learning English includes four key language skills: speaking, listening, reading, and writing (Astuti & Mustadi, 2014). These skills are interconnected and should be developed through a sequential process, starting with listening activities, followed by speaking, then reading, and finally writing (Astuti & Mustadi, 2014). Among these, writing skills are particularly important and must be taught to students as a fundamental component of their education (Savitri et al., 2023). Early development of writing skills lays a strong foundation for effective communication and academic success.

Culturally, Indonesian people do not yet have a strong culture of reading literacy. The results of the Program for International Student Assessment (PISA) indicate that the reading proficiency of Indonesian students ranks 57th out of 65 countries surveyed (Kohar, 2022). Reading is a process that involves an interaction between the reader and the text. This interaction enables the reader to extract meaning, analyze information, and engage with the content on a deeper (Savitri et al., 2023). Reading is a very important activity in world education which is then followed by writing activities.

Reading is a crucial learning activity for acquiring knowledge and understanding. It involves a cognitive process aimed at comprehending the content of written texts (VIRLAN, 2022). In education, reading is indispensable as it facilitates the transformation of knowledge by interpreting and grasping information from books and textbooks (Nugraha et al., 2018). According to (Kuanaben, 2016) reading is a skill utilized by readers to extract the intended message from written language.

Reading also has many benefits, according to Rahim in Novrizta reading skills besides being useful for increasing knowledge can also be increase the vocabulary for the reader, the number of vocabulary mastered will affect fluency in writing. Besides that, reading is important because it can hone one's intellectual abilities by studying

aesthetic writing, learning how to make the text understandable to others, and learn how to develop ideas into something more meaningful. The process and reading activities must have meaning and goals so that students will have the motivation to always carry out activities read. Most children need support to continue reading (Capotosto et al., 2017).

Many factors cause students to be low in skills reading, namely, students are less fond of reading skills, regardless self-awareness of the importance of reading to increase knowledge. Many other forms of electronic media that contain entertainment and games can make students lazy in their reading skills (Almana et al., 2019). Reading skill is related to one's writing skills. Students who have good reading literacy will also be able to write sentences that are arranged, because the vocabulary they have is more than students who do not have reading skills, students will also be more able to write down their creative ideas.

Writing is a form of communication using written text as a medium (Almana et al., 2019). (Juwani, 2019) suggests that writing involves expressing thoughts and emotions through text, serving purposes such as entertainment, explanation, communication, or narration. Reading and writing skills are interconnected: strong reading skills enhance writing abilities, as writing requires knowledge and ideas gained from reading (Febrina, 2017). Proficiency in writing depends significantly on strong reading skills, which broaden vocabulary and deepen understanding through exposure to diverse information and experiences.

Inadequate reading skills contribute to several challenges in writing proficiency among students. These include difficulty in developing ideas, poor grasp of correct English grammar, and limited vocabulary (Martavia et al., 2016). Additionally, low reading skills impact students' overall knowledge and insight, essential for effective writing, as writing inherently requires a depth of understanding and knowledge. Knowledge.

There are still many students who do not like this writing activity. Either because they feel they have no talent in writing, or they are confused knowing what to write. Even though writing activities have many benefits, including: (1) By writing, the potential and abilities of students can explored, and (2) By writing students can practice deep abilities develop various ideas or ideas (Amy, 2023). Which problem what often

happens in writing is that students find it difficult to express ideas owned into words which then become sentences and form a paragraph to be readable, students also still have not mastered the topic or theme given.

In order to measure the relationship between reading habit and students writing skill, the researcher uses a quantitative method, as this research needs to collect a lot of data about students' scores in writing and how they develop in writing after they make reading habits. The data was obtained from the questionnaire distribution using Google form, to ask several questions about student's reading habit and writing skill. The more respondents answer we got, the more valid and reliable the research is. Thus, quantitative method is the most suitable method to conduct this type of research. Moreover, the researcher took a sample of 40 respondents who were University Students in Yogyakarta to obtain data related to their perceptions regarding the relationship between reading habit and their writing skills. The subject of the research was University students because people at that age tend to have an adequate knowledge on how to fill in the questionnaire honestly and the important thing is they understand the context of the research, and they able to know their capabilities, either regarding to their reading habits or writing skills. Hence, by using university students as the subject of this research, hopefully the researchers are able to get reliable and accurate results.

Furthermore, (Alzoubi, 2023) conducted research titled "The Impact of Reading on Students' Writing Abilities," which supports the findings of this study. Their research indicates that reading habits significantly influence students' writing abilities, as indicated by a t-test significance value of <0.05 . This suggests a clear relationship between the independent variable (reading habits) and the dependent variable (students' writing ability). This indicates that to improve writing competence, skills, and competence in reading are needed, where students who are used to spending their time reading are marked as having better writing skills. While students who rarely read have writing skills that tend to be lower. This is due to various errors that occur when they write, both in the use of grammar, word choice, syntax, and cohesiveness of paragraphs. This is in line with research conducted by (Diarani & Syamsi, 2019) concerning the contribution of reading habits to fifth-grade students' writing skills. The results of his research show that there is a significant contribution

from reading habits to improving elementary school students' writing skills. The more they read, the more accustomed they will be to using appropriate word choices, connecting sentences into paragraphs, and increasing their knowledge of vocabulary and grammar.

Based on the background above, the researcher is interested in analyzing the relationship between reading habits and students' writing skills. This study involves university students because they are at a critical stage where advanced reading and writing skills are essential for academic success and professional development. University students are expected to engage with complex texts and produce well-structured written work, making it an ideal population to study the impact of reading habits on writing proficiency.

The researcher has chosen to conduct a quantitative study to provide a clear and objective analysis of the data. Quantitative research allows for the collection and analysis of numerical data, making it possible to identify patterns and correlations between reading habits and writing skills. By using statistical methods, the researcher can ensure the reliability and validity of the findings, providing a solid foundation for drawing conclusions and making recommendations for educational practices.

B. Research Questions

The following research questions were investigated for this research:

1. How is the Students' reading Habit?
2. How are the Students' Writing Skill?
3. Is there any correlation between the Students reading Habit and writing skill?

C. Research Objectives

The following research objectives were investigated for this research:

1. To investigate the Students reading Habit
2. To investigate the Students Writing Skill
3. To find out correlation between the Students reading Habit and writing skill

D. Research Benefits

Besides of that, this research also will encourage the students to improve their reading habits so that they also can improve their writing skill.



CHAPTER V CONCLUSION

A. Summary

The relationship between reading and writing skills is mutually beneficial. Reading is fundamental in education not only for acquiring knowledge but also for enhancing vocabulary and comprehension. According to Atayeva et al., research consistently provides a positive link between regular reading habits and writing proficiency. Students who read regularly tend to demonstrate better writing abilities, showing higher levels of vocabulary mastery, grammatical accuracy, and fluency in sentence structure. The findings regarding students' writing skills revealed a high level of competency across various aspects. A significant majority demonstrated proficiency in understanding research methods (84%), using appropriate vocabulary (84%), sentence structure (86%), and punctuation rules (88%). Significantly, the data analysis, supported by a Pearson correlation coefficient of 0.907, indicated a positive relationship between reading habits and writing skills. In conclusion, this research has explored the relationship between reading habits and writing skills among university students in Yogyakarta. The findings suggest that students who have a good reading habit tend to have better writing skills, as they are more likely to be exposed to various kinds of texts and are motivated to read English literature.

B. Implications and Contributions

The implications of these findings emphasize the critical role of incorporating reading activities into language education curricula to effectively improve students' writing skills. Educators are encouraged to implement the following recommendations drawn from the study. First, encourage students to engage with a diverse array of texts, encompassing fiction, nonfiction, and digital formats, to broaden their vocabulary and exposure to various writing styles. Second, foster a culture where reading serves not only as a tool for completing academic tasks but also for personal enrichment and leisure. Implement instructional approaches that explicitly connect reading and writing skills, such as strategies that facilitate the transfer of reading comprehension into proficient writing. Third, ensure students have proper access to a wide range of reading resources in both print and digital forms to support their reading habits and language development. Lastly, continuously assess students' reading and writing

abilities, providing ongoing feedback to facilitate their continual improvement. These insights could offer valuable perspectives on literacy education for educators seeking to enhance their teaching methodologies in language learning contexts. So that they can encourage their students to implement reading habit to improve their writing skills.

C. Limitations

Although this research successfully obtained results indicating the relationship between reading habits and students' writing skills, this research also encountered several limitations. The biggest limitation is related to time constraints. This research could potentially be more satisfactory if it employed mixed methods, which combine the quantitative and the qualitative approaches. In hindsight, using mixed methods could have enriched the research by providing a broader perspective on how reading habits impact students' writing skills. Future research in this zone should consider allocating more time for data collection to ensure a more representative sample and deeper insights into the subject matter. However, due to time limitations, this research was not feasible to conduct interviews to gain more in-depth data. Repercussions, the result of the data cannot show a significant difference between the students who implement reading habits and the students who do not implement reading habits. Additionally, this research required participants who had completed reading and writing classes, it is challenging to gather questionnaire participants as many students had not yet completed that class entirely. Consequently, the research only managed to secure participation from 57 questionnaire respondents. However, initially, this research was expected to get 70 participants.

One significant limitation of this study is the lack of quantitative data on participants' writing abilities. The research primarily focused on exploring the conceptual and theoretical relationship between reading and writing, analyzing correlations based on available data. The absence of a direct writing assessment hindered the empirical measurement of the extent to which participants' writing skills correlated with their reading habits. It is important to note that correlation does not imply causation. While this study suggests a relationship between reading and writing, it cannot definitively conclude that improved reading skills will directly enhance writing abilities. Other factors such as motivation, learning environment, and instruction received can also influence writing proficiency.

Future research could involve designing more controlled experiments where participants receive specific reading interventions, followed by assessments of their writing abilities. This would allow researchers to isolate the effects of the reading variable on writing skills. Additionally, the generalizability of the findings is limited by the sample used in this study. The sample may not be representative of a broader population. Therefore, the results should be interpreted cautiously and cannot be directly generalized to all contexts. In conclusion, while this research provides valuable insights into the relationship between reading and writing, it is important to acknowledge that there are many aspects that require further investigation to obtain a more comprehensive understanding.

D. Future Studies

As this research has a limitation and only uses quantitative methods that use questionnaire, the result does not get in-depth data. Given the limitations of quantitative studies in capturing the depth and uniqueness of participants' experiences, future studies may benefit from using mixed methods, which integrate both quantitative and qualitative approaches. By using mixed methods research, researchers can utilize t-tests to assess students' writing abilities before and after implementing reading habits. Integrating quantitative tools like t-tests to assess changes in writing skills before and after adopting reading habits, alongside qualitative methods such as interviews, researchers can gain a more nuanced understanding of these dynamics. Interviews would provide insights into how reading habits impact the development of writing skills and reveal any associated impacts. Researchers can also conduct interviews regarding the development of their writing skills during the practice of reading habits and any resulting impacts. Additionally, researchers can interview students who do not implement reading habits in their daily life or in their academic studies to determine if there are differences in their reading interests or in their reading habit related to students' respective writing abilities. Consequently, the research results can be more comprehensive and optimal.

REFERENCES

- Almana, E. S., Santa, S., & Anwar, W. S. (2019). Pengaruh kegemaran membaca terhadap keterampilan menulis narasi. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 3(1), 80–92.
- Alzoubi, M. A. A. (2023). A Corpus-Based Study of Conjunction Used in Academic Writing by Saudi ESL Learners. *Science and Education*, 4(12), 371–380.
- Amy, T. (2023). *English Language Assessment By Efl Teachers At Senior High Schools In Jambi City*. Universitas Jambi.
- Astuti, Y. W., & Mustadi, A. (2014). Pengaruh Penggunaan Media Film Animasi Terhadap Keterampilan Menulis Karangan Narasi Siswa Kelas V Sd. *Jurnal Prima Edukasia*, 2(2), 250. <https://doi.org/10.21831/jpe.v2i2.2723>
- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge University Press.
- Barton, D. (2017). *Literacy: An introduction to the ecology of written language*. John Wiley & Sons.
- Barton, D., & Hamilton, M. (2012). *Local literacies: Reading and writing in one community*. routledge.
- Brown, S. (1986). *Reading-Writing Connections: College Freshman Basic Writers' Apprehension and Achievement*.
- Campoverde Macancela, M. M., & Correa Gavilanez, R. E. (2023). *Use of media circles to engage Ecuadorian high school students in expanding their vocabulary in English as a Foreign Language*. Universidad Nacional de Educación.
- Capotosto, L., Kim, J. S., Burkhauser, M. A., Oh Park, S., Mulimbi, B., Donaldson, M., & Kingston, H. C. (2017). Family support of third-grade reading skills, motivation, and habits. *Aera Open*, 3(3), 2332858417714457.
- Danesi, M. (2021). *Linguistic relativity today: Language, mind, society, and the foundations of linguistic anthropology*. Routledge.
- Diarani, N., & Syamsi, K. (2019). The contribution of the reading habit, vocabulary

mastery, and grammar to the experience writing skill of 5th grade students of state elementary schools. In *Jurnal Prima Edukasia*.
download.garuda.kemdikbud.go.id.

[http://download.garuda.kemdikbud.go.id/article.php?article=989311&val=7204&title=The contribution of the reading habit vocabulary mastery and grammar to the experience writing skill of 5th grade students of state elementary schools](http://download.garuda.kemdikbud.go.id/article.php?article=989311&val=7204&title=The%20contribution%20of%20the%20reading%20habit%20vocabulary%20mastery%20and%20grammar%20to%20the%20experience%20writing%20skill%20of%205th%20grade%20students%20of%20state%20elementary%20schools)

Dorothy, L. (2008). *The Contribution Of Students' reading Habits Of English Texts Towards Writing Cohesion*. core.ac.uk.
<https://core.ac.uk/download/pdf/45365395.pdf>

Elbow, P. (1993). The uses of binary thinking. *Journal of Advanced Composition*, 51–78.

Fajr, A. (2022). *The Correlation Between The Students' Reading Habit And Reading Comprehension At The Third Grade English Language Education Of FKIP, Universitas Islam Riau*. repository.uir.ac.id. <https://repository.uir.ac.id/13889/>

Fazri, M. A. (2013). *English Language Education Department Faculty Of Languages And Arts State University Of Yogyakarta*. eprints.uny.ac.id.
[https://eprints.uny.ac.id/20468/1/Muhamad Afif Fazri 06202244086.pdf](https://eprints.uny.ac.id/20468/1/Muhamad%20Afif%20Fazri%2006202244086.pdf)

Febrina, L. (2017). Pengaruh minat baca cerpen terhadap keterampilan menulis cerpen siswa kelas X MAN 1 Padang. *Menara Ilmu: Jurnal Penelitian Dan Kajian Ilmiah*, 11(74).

Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading: A report from Carnegie Corporation of New York*.

Harmer, J. (2007). The practice of English language teaching. Harlow. *English: Pearson Longman*.

Horst, M., Cobb, T., & Meara, P. (1998). *Beyond a clockwork orange: Acquiring second language vocabulary through reading*.

Hsu, J. (2004). Reading, Writing, and Reading-Writing in the Second Language Classroom: A Balanced Curriculum. *Online Submission*.

Ikhwanuddin, M. A. (2013). *Penerapan Metode Mind Mapping Untuk Meningkatkan*

Keterampilan Menulis Karangan Narasi Pada Siswa Kelas IVA SDN Wonosari 02 Semarang.

- Indrawati, L., Sujana, I. W., & Agung, A. A. P. (2020). The Effect Of Compensation And Motivation Toward Work Satisfaction In Improving Employee Performance In Pt. Panin Bank Utama Branch Office (Kcu) Kuta Bali. *International Journal Of Sustainability, Education, And Global Creative Economic (Ijsegce)*, 3(2), 484–492.
- Intanuari, A. M. (2014). *The Implementation of Day And Bamford Ten Basic Principles of Extensive Reading from Students' Perspectives*. Program Studi Pendidikan Bahasa Inggris FBS-UKSW.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), 437.
- Juweni, J. (2019). Analysis Of The Relationship Of Reading Skills With Writing Skills Of Elementary School Students Class 2 Elementary School. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 4(5), 1924–1931.
- Karobi, H. A. (2022). *Exploring Critical Literacy Practices Of An Indonesian College Student: A Case Study*. dspace.uui.ac.id. <https://dspace.uui.ac.id/handle/123456789/38457>
- Kohar, D. (2022). Measuring the Effectiveness of the Brain-Based Learning Model on the Level of Reading Comprehension Based on Exposition Reading Structures in Junior High School. *Educational Sciences: Theory & Practice*, 22(1).
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, 73(4), 440–464.
- Kuanaben, Y. (2016). Hubungan Minat Membaca Dengan Kemampuan Menulis Karangan Pada Siswa Kelas V Sdn Jarakan Kecamatan Sewon the Relationship Between the Reading Interest and the Composition. *Pendidikan Guru Sekolah Dasar*, 738.
- Lee, J., & Schallert, D. L. (2016). Exploring the reading–writing connection: A yearlong classroom-based experimental study of middle school students developing literacy in a new language. *Reading Research Quarterly*, 51(2), 143–164.

- Male, H., Angelianawati, L. A. L., & Sudirman, A. (2021). A study of students online reading habits and preferences. *Degres Article*.
<http://repository.uki.ac.id/id/eprint/8532>
- Mar, R. A., Oatley, K., & Peterson, J. B. (2009). *Exploring the link between reading fiction and empathy: Ruling out individual differences and examining outcomes*.
- Marcelina, N. (2020). *The Correlation Between Students' reading Habit And Students' reading Comprehension At The Seventh Grade Of Smp Surya ...*
repository.radenintan.ac.id.
<http://repository.radenintan.ac.id/9679/1/pusat.pdf>
- Martavia, R. F., Thahar, H. E., & Asri, Y. (2016). Hubungan minat baca dengan keterampilan menulis narasi ekspositoris siswa kelas VII SMP Negeri 11 Padang. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(2), 363–369.
- Mayrita, H., & Abror, M. (2024). Issues of Writing Skills: Case Study of Indonesian Errors by Foreign Speakers from Timor Leste. *Journal of Languages and Language* <https://e-journal.undikma.ac.id/index.php/jollt/article/view/11132>
- Nation, I. S. P., & Nation, I. S. P. (2001). *Learning vocabulary in another language* (Vol. 10). Cambridge university press Cambridge.
- Niva, S. (2019). *Interconnection In Linguistic, Reading And Writing Competences Training Of Low School Students*.
- Noor, S. (2021). Integrating reading and writing in testing reading comprehension of the Afghan EFL language learners. *Cogent Education*, 8(1), 1919039.
- Nugraha, A. P., MS, Z., & Bintoro, T. (2018). Hubungan Minat Membaca dan Kemampuan Memahami Wacana dengan Keterampilan Menulis Narasi. *Indonesian Journal of Primary Education*, 2(1), 19.
<https://doi.org/10.17509/ijpe.v2i1.11647>
- Phyo, W. M., Nikolov, M., & Hódi, Á. (2024). Exploring the Interplay of English Academic Reading and Writing Proficiency Among International Doctoral Students. *Heliyon*.
- Pinem, Y. A. (2018). Encouraging Healthy Literacy: The Interconnection Of Reading

- Toward Writing On Social Media. *Language In The Online & Offline World 6: The Fortitude*, 360.
- Qian, D. (1999). Assessing the roles of depth and breadth of vocabulary knowledge in reading comprehension. *Canadian Modern Language Review*, 56(2), 282–308.
- Rahman, S. A. S. A., Yunos, D. R. M., Whancit, W., Rahmat, N. H., & Md, N. (2023). Perceived Difficulties and Use of Online Reading Strategies: A Study among Undergraduates. *Journal of Academic Research in Business and Social Sciences*, 13(7), 997–1013.
- Savitri, R., Hidayah, J., & Septia Utami, H. (2023). *Writing Activity To Enhance The Writing Skill In English Community (A Study at IAIN Curup)*.
- Taylor, L. E. (2018). *We read, we write: Investigating the relationship between children's reading and their writing in upper primary school*. University of Leeds.
- Teixeira, B. S., Schiefer, A. M., Carvalho, C. A. F. de, & Àvila, C. R. B. de. (2016). Listening and reading comprehension and syntactic awareness in reading and writing disorders. *Revista CEFAC*, 18, 1370–1378.
- Uccelli, P. (2023). The language demands of analytical reading and writing at school. *Written Communication*, 40(2), 518–554.
- Uppstad, P. H. (2005). *Language and Literacy: Some fundamental issues in research on reading and writing*.
- Virlan, A. Y. (2022). The Curricular Interplay Between Second Language Reading And Writing Instruction. *International Research In Education Ii*, 91.
- Yasin, A. S. M. (2024). *The Correlation Between Student's Extensive Reading Habit And Student's Reading Comprehension Ability At Tenth Grade Of Ma Al ...*. Repository.Radenintan.Ac.Id. [Http://Repository.Radenintan.Ac.Id/33482/](http://Repository.Radenintan.Ac.Id/33482/)
- Yunus, M. M., & Chien, C. H. (2016). The use of mind mapping strategy in Malaysian university English test (MUET) Writing. *Creative Education*, 7(04), 619.
- Zhao, R. (2015). *Exploring reading and writing connections in the synthesis writing of multilingual students in a second language writing classroom*. The Ohio State University.