



The Correlation between Students' Reading Habits and Their Ability in Writing Analytical Exposition Text

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Abstract

Reading is essential for students' academic development, particularly in enhancing their writing ability. Nevertheless, many students are reluctant to read and encounter difficulties in writing analytical exposition texts, which require critical thinking and clear organization. This research investigates the correlation between students' reading habits and their ability to write analytical exposition texts in the Indonesian EFL context, specifically at MAN 1 Lamongan during the academic year 2023/2024. The research employed a quantitative method with a correlational design. Participants were 34 eleventh-grade students from the Ilmu Bahasa dan Budaya (IBB) class, selected purposively. Data were obtained through a reading habits questionnaire and a writing test of analytical exposition texts, and then analyzed using SPSS 23. The findings reveal that students' reading habits were generally categorized as "good," while their writing ability fell into the "excellent" category. A strong and significant positive correlation was identified between reading habits and writing ability. These results highlight the importance of cultivating students' reading habits as a foundation for developing stronger writing skills. This research contributes to English language education in Indonesia by emphasizing the role of reading in enhancing writing proficiency. Teachers are encouraged to implement effective and engaging strategies that foster reading motivation, thereby improving students' ability to produce well-structured analytical writing. The findings may also serve as a valuable reference for future research with a broader scope.

Keywords: Correlation, Reading Habits, Writing Ability, Analytical Exposition Text

Introduction

Reading constitutes an integral part of students' daily activities. It is not limited to textbooks but also includes reading short messages, instruction boards,

and online articles. Within the school environment, reading plays a vital role, as it enables students to gain new knowledge and access clear, valuable information (Clara Angelica et al., 2022). Therefore, cultivating reading as a daily habit is essential for students to continuously discover and comprehend useful information.

Consistent practice of reading not only broadens students' horizons but also exposes them to various language structures, vocabulary, and writing styles. This regular exposure gradually builds a solid foundation for the development of writing ability. Students who read frequently tend to internalize how ideas are organized, how arguments are constructed, and how language is effectively employed to convey meaning. Writing itself, however, is not a simple activity. It involves complex cognitive processes such as organizing ideas, selecting appropriate vocabulary, and expressing messages clearly and accurately (Reski et al., 2021). These abilities require continuous practice and are greatly supported by consistent engagement with reading materials.

The relationship between reading and writing is widely recognized as reciprocal and mutually reinforcing. Reading provides learners with linguistic input, models of discourse structures, and exposure to rhetorical strategies, while writing encourages learners to internalize and apply this knowledge in productive ways. Extensive reading offers the linguistic and conceptual resources that form the basis of writing development, whereas the act of writing consolidates knowledge acquired through reading by requiring learners to reconstruct, reorganize, and produce ideas in a coherent form.

Empirical studies support this theoretical link. Yana (2024), for example, found a positive correlation between students' reading habits and their narrative writing ability, showing that students who read more frequently also write with greater fluency and organization. Similarly, Zubaidah & Saragih (2024) confirmed that both reading habit and vocabulary mastery significantly contribute to students' competence in writing analytical exposition texts, underscoring the foundational role of reading in shaping coherent and well-structured writing. These findings highlight the importance of fostering reading habits as a basis for mastering advanced writing competencies, such as analytical exposition, which becomes a crucial skill at the senior high school level.

At the senior high school level, one of the essential writing competencies students are expected to master is the ability to compose analytical exposition texts. This type of text requires students to construct logical arguments, consider multiple perspectives, and structure their ideas coherently. Students who are accustomed to reading are often better equipped to write such texts, as reading provides them with access to a variety of concepts, illustrative examples, and language materials that can be effectively applied in writing (Siregar & Prawiyata, 2023). In contrast, students who read infrequently often struggle with idea development, logical organization, and the use of appropriate language (Amir,

2020). These difficulties are often reflected in the quality of their writing, which may lack coherence, persuasiveness, and clarity due to weak reasoning and poorly structured content.

Numerous research studies have investigated the correlation between writing ability and reading habits, yielding varying results. One such study, conducted by Wardani et al., (2022), at SMAN 1 Kediri during the 2021/2022 academic year, specifically examined students' narrative writing skills and found a substantial and beneficial connection between reading preferences and proficiency in writing narrative texts, with an r-value of 0.859. It supports the notion that students who regularly read narrative materials tend to develop stronger narrative writing ability, organizing ideas effectively, using richer vocabulary, and constructing coherent and persuasive narratives.

Additionally, reading habits have also been explored in relation to other types of writing. For example, research by Dinan & Sujono (2023), conducted with seventh-grade students at SMP Negeri 1 Bonjol, demonstrated a strong positive relationship between the capacity to read descriptive texts and the ability to comprehend them. Reading comprehension can meaningfully contribute to students' writing abilities. Therefore, the quality of reading habits that focus on a deep understanding of specific text types may be an important factor in enhancing writing ability.

However, not all research finds a strong link between writing and reading. Winiharti & Suprato (2020), in their research at Bina Nusantara University, found no connection between students' reading behaviours and their writing capabilities. These findings suggest that while reading may provide language exposure, it does not automatically enhance writing ability. In this context, writing ability is influenced by a combination of factors, including writing practice, task familiarity, and individual engagement in writing activities. It offers a broader perspective that although reading is beneficial, tangible improvements in writing ability require intentional and structured writing instruction. Nevertheless, studies specifically focusing on the relationship between reading habits and the ability to write analytical exposition texts remain scarce, despite the importance of this text type in fostering students' critical thinking and argumentation skills (Zuana, 2020).

Building upon this research gap, classroom observations conducted at MAN 1 Lamongan revealed recurring issues among students, such as a lack of interest in reading and difficulties in writing, particularly in organizing ideas and presenting arguments effectively. Many students admitted that they rarely read beyond textbooks, which limited their vocabulary growth and understanding of argumentative structures. During writing exercises, several students struggled to generate sufficient supporting arguments, often repeating the same ideas or relying on general statements without evidence. Their drafts frequently lacked

coherence, with disconnected paragraphs that failed to develop a clear line of reasoning.

Based on these observations and the limited number of research focusing on analytical exposition writing, this research seeks to provide empirical evidence on how reading habits influence writing ability. Specifically, this research aims to answer the following question: "Is there a significant correlation between students' reading habits and their ability to write analytical exposition texts at the senior high school level?"

Method

The present research examined the correlation between students' reading habits and their ability to produce analytical exposition texts using a quantitative approach and a correlational design. The quantitative approach tests objective theories by examining how the variables being measured interact with one another. The goal of a correlational study design is to ascertain the degree of correlation between two or more variables (Creswell & Creswell, 2022). The research population consisted of 422 students from Class XI at MAN 1 Lamongan. Purposive sampling was used to choose 34 students from class XI IBB (Ilmu Bahasa dan Budaya) from this sampling was used to choose 34 students from class XI IBB (Ilmu Bahasa dan Budaya) from this group of people. The purposive sampling approach chooses individuals based on their relevance to the research's goals (Makwana et al., 2023). The selection was based on their prior exposure to analytical exposition texts and the relevance of their academic background to the research focus. The sample consisted of 12 male and 22 female students. Although purposive sampling ensured relevance to the research objectives, its non-random nature limits the generalizability of the findings.

Data were collected using two research instruments: a reading habit questionnaire and a writing test. To ensure content relevance and clarity, the questionnaire was evaluated by experts after being designed using established indicators of reading habits. It was also pilot-tested on 30 students outside the research sample, and the results were used to revise unclear items and improve instrument quality. The questionnaire, administered on a four-point Likert scale, consisted of 30 items with the following possible answers: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). It measured several aspects of students' reading habits, including the frequency of reading, total number of books read, reading time for academic purposes, reading time for non-academic purposes, and motivation from both the family environment and the academic environment (Gaona & González, 2011). Students were categorized according to their reading habits using questionnaires that were used to evaluate their reading habits. It includes the following categories:

Table 1. Classification table of students' reading habits

No.	Categories	Score Interval
1.	Excellent	81 - 100
2.	Good	61 - 80
3.	Fair	41 - 60
4.	Poor	0 - 41

Source: (Hasanah, 2022)

The researcher assigned students a writing task that required them to create an analytical exposition text based on a predetermined subject, in order to assess their writing skills. The students' writings were evaluated using an analytical scoring rubric adapted from Brown & Bailey (1984), which assessed five components: content, organization, vocabulary, grammar and mechanics. To ensure scoring reliability, researcher assessed the students' work. Inter-rater reliability was calculated using Cronbach Alpha, yielding a coefficient of 0.898, which indicates a reliable. The classification of students' scores can be seen in Table 2 below:

Table 2. Classification of students' scores in analytical exposition text

No.	Test Score	Category
1.	80-100	Excellent
2.	66-79	Very Good
3.	56-65	Good
4.	46-55	Fair
5.	0-45	Poor

Source: (Wirda, 2021)

The research procedure followed several systematic stages. First, the research instruments were developed and validated. The reading habit questionnaire underwent expert review to ensure content validity and alignment with the research objectives. Similarly, the writing rubric was designed to provide a comprehensive evaluation of students' analytical writing ability. After validation, the instruments were administered to the selected participants. Students completed the reading habit questionnaire based on their actual reading behaviors and experiences. It was followed by a writing test, where students composed their analytical exposition text.

The data collection process was conducted over five days, from February 5 to February 9, 2024. After data collection, the results were compiled and analyzed using SPSS version 23. Statistical analysis techniques, including averages, were calculated to summarize students' reading habits and writing abilities. Prior to hypothesis testing using Spearman's rank-order correlation, preliminary analyses were conducted to ensure the appropriateness of the data and statistical procedures, including validity, reliability, normality, and linearity tests. To uphold

ethical standards, prior approval was obtained from the school. Participants were informed of the research purpose, and written informed consent was secured. All data collected were kept confidential and used solely for academic purposes.

Results

Data analysis of students’ reading habits and writing ability

The analysis of the student reading habits questionnaire revealed that the students obtained an average score of 69.38. The individual scores ranged from a minimum of 41 to a maximum of 88, indicating variability in students’ reading habits. When classified, six students were identified as having sufficient reading habits, 24 students fell into the good category, and four students were grouped in the very good category. These results suggest that, on average, the reading habits of the students can be moderate, reflecting a balanced but improvable engagement with reading activities.

Regarding the students’ writing performance, the results of the writing test on analytical exposition texts showed an average score of 82.08. The scores spanned from 70 at the lowest to 91 at the highest, demonstrating a generally high level of writing ability among the students. Specifically, 11 students were classified as very good writers, while the majority, 23 students, achieved an excellent rating. It indicates that most students possess a strong proficiency in writing analytical exposition texts.

Together, these findings illustrate that while students’ reading habits tend to be moderate, their writing skills, particularly in analytical exposition texts, are comparatively more advanced. The detailed scores and categories for both variables are systematically presented in appendix, providing a clear overview of the students’ performance in reading and writing.

Table 3. Descriptive Statistic of Students’ Reading Habits and Writing Ability

Variable	N	Mean	Standar Deviation	Min	Max
Reading Habits	34	69,38	11,74	41	88
Writing Ability	34	82,08	6,29	70	91

Validity test

The validity test aimed to evaluate whether each item within the questionnaire accurately measured the intended constructs. This assessment was conducted using the Pearson product-moment correlation method via SPSS version 23. At a significance level of 0.05 and with a sample size of 34 respondents, the degrees of

freedom (df) were calculated as 32, yielding a critical r-value of 0.349. All questionnaire items produced correlation coefficients exceeding the critical r-value, indicating that every item is valid. This outcome confirms that the items are appropriately designed to capture the aspects they intend to measure. These results are significant because they establish the credibility of the data collected through the questionnaire. Valid items ensure that the responses accurately reflect the students' characteristics or behaviours being researched. Consequently, the findings derived from this instrument can be considered reliable and provide a strong basis for subsequent analysis. Moreover, the confirmation of validity minimizes the risk of erroneous interpretations that might occur if invalid items were included, thereby enhancing the overall integrity of the research.

Reliability test

Following confirmation of the item's validity, a reliability test was conducted to assess the reliability of the questionnaire outcomes. This test utilized Cronbach's Alpha (α) through SPSS version 23, where a value of α greater than 0.6 is considered indicative of acceptable reliability.

Table 4. Reliability test result

Cronbach's Alpha	N of Items
,898	30

As shown in Table 4, the analysis produced a Cronbach's Alpha coefficient of 0.898, which exceeds the established threshold. This finding confirms that the questionnaire items consistently measure the intended construct and that the instrument as a whole is reliable. The significance of this result lies in its assurance that the data collected through the questionnaire is stable and dependable over repeated measurements. High reliability minimizes measurement errors and increases confidence that the responses reflect the actual characteristics of the respondents. Therefore, the questionnaire can be confidently used for further data analysis and interpretation within the research.

Normality test

The present research employs the Shapiro-Wilk test to determine the normality of the data distribution, given that the sample size is 34 respondents, which is less than 50, as analyzed using SPSS version 23.

Table 5. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Habits	,086	34	,200*	,976	34	,633

Writing Ability	,180	34	,007	,889	34	,002
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The reading habit variable has a significant level of 0.633, as seen in Table 5. The reading habit variable has a normal distribution, as its significance value exceeds 0.05, whereas the writing test variable has a significance level of 0.002. The distribution of the writing ability variable is not normally distributed, since the significance value is less than 0.05. Consequently, the reading habit variable follows a normal distribution, but the writing ability variable does not.

Linearity test

A linearity test was carried out using SPSS version 23 to check whether the relationship between students' reading habits and their analytical exposition writing ability is linear. This test is important because many statistical analyses, such as correlation and regression, assume that the relationship between variables is in a straight line.

The test result showed a significance value of 0.083 in the "Deviation from Linearity" row. Since this value is greater than 0.05, it means there is no significant deviation from linearity. In simple terms, the relationship between the two variables can be considered linear. Because the assumption of linearity is met, it is appropriate to continue using statistical methods that require this assumption. The complete results of the linearity test are shown in Table 6.

Table 6. Linearity Test Results

			ANOVA Table				
			Sum of	df	Mean	F	Sig.
			Square		Square		
			s				
Writing Ability *	Betwee	(Combine	1593,2	2	69,271	11,642	,000
		d)	35	3			
Reading Habit	Groups	Linearity	1288,1	1	1288,1	216,489	,000
		Deviation	305,12	2	13,869	2,331	,083
		from	5	2			
Linearity							
Within			59,500	1	5,950		
Groups				0			
Total			1652,7	3			
			35	3			

Hypothesis test

Hypothesis testing was conducted using Spearman correlation test analysis by SPSS 23. Non-parametric analysis is more suitable for the present research since it does not require normally distributed data. Conversely, the Shapiro-Wilk normality test indicates that some variables, namely the writing skill variable, do not conform to a normal distribution. The results of the Spearman correlation analysis are shown in Table 7:

Table 7. Spearman's Non-Parametric Correlation Test Results

		Correlations		
			Reading Habits	Writing Ability
Spearman's rho	Reading Habits	Correlation	1,000	,951**
		Sig. (2-tailed)	.	,000
		N	34	34
	Writing Ability	Correlation	,951**	1,000
		Sig. (2-tailed)	,000	.
		N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

The Spearman correlation test yields a correlation coefficient of 0.951, which falls within the range of 0.91-1.00, indicating an extremely high correlation. The correlation between reading habits and the ability to write analytical exposition texts among class XI IBB students is very high. A significant correlation indicates that students' reading habits and writing ability are superior to average. Students with proficient reading habits also possess excellent ability to write. Students with deficient reading habits also exhibit inadequate writing abilities.

The sign of the correlation coefficient indicates the direction of the connection between two variables. If the sign is (+), it indicates a positive correlation, where the values increase in the same direction. If the sign is (-), it indicates a negative correlation, where the values decrease in the same direction. Based on the test results in Table 4.7, the correlation coefficient value is 0.951 with the (+) sign. The direction of the correlation between the variables is the same, and it is positively correlated.

The correlation between variables can be determined by comparing their significance values. The variables are considered significantly related if the statistical significance value is below 0.05, and not significantly related if the relevance value is above 0.05. In this research, the significance value obtained was 0.000, indicating that the variables are significantly related. The variable of reading habits has a very high, positive, and significant correlation with the variable of the

ability to write analytical exposition texts. A 95% bias-corrected confidence interval for the correlation was [0.89, 0.98], confirming the robustness of this relationship. According to Cohen's (1988) guidelines, a correlation coefficient of 0.10 is considered small, 0.30 medium, and 0.50 large. With $\rho = 0.951$, the correlation in this study is well above the threshold for a large effect size, indicating an extremely strong association between the two variables.

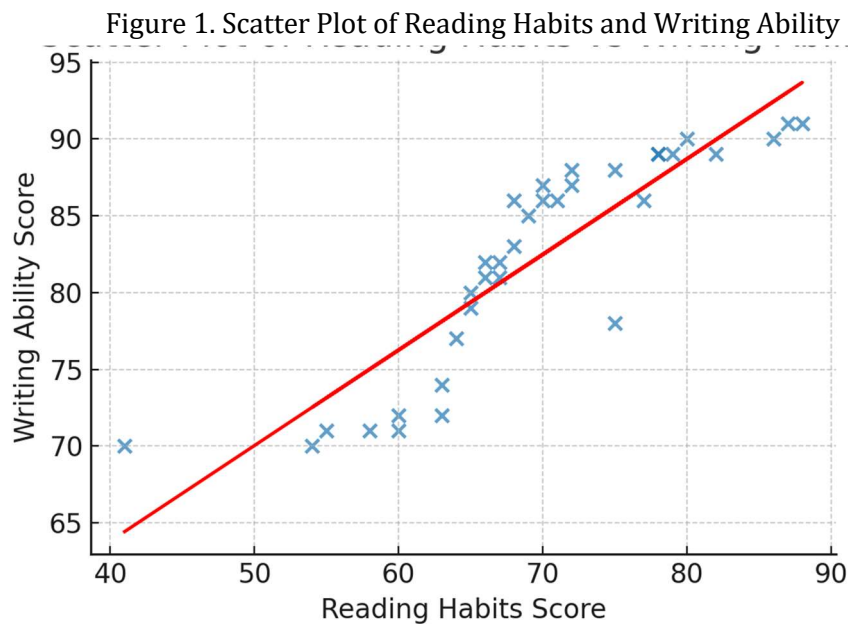


Figure 1 shows a scatter plot of students' reading habits and writing ability. The linear trend line highlights the strong positive correlation, as most points cluster around the regression line. A few data points, particularly at the lower end of reading habits (scores around 41–55), could be considered potential outliers. However, these cases did not substantially distort the overall correlation, as the association remained very strong ($\rho > 0.90$) even after sensitivity checks. Instead, these outliers provide meaningful insights, as they show that students with very weak reading habits tend to consistently achieve lower writing scores.

Therefore, in this research, H_0 is rejected and H_a is accepted, indicating a significant correlation between students' reading habits and their writing ability in analytical exposition texts at the XI IBB (Ilmu Bahasa dan Budaya) MAN 1 Lamongan.

Discussion

According to the research's results, students' reading habits help them write better, particularly when it comes to analytical exposition texts. Increased reading frequency among children correlates with enhanced writing proficiency. Several previous research are in line with the results of this research. For instance, the research conducted by (Hasanah, 2022) states that students' reading habits involve

several aspects, including reading frequency, the number of books read, reading time, and motivation from both family and academic environments. These aspects are reflected in the findings of the present research, which show that students tend to read English content online more frequently to improve their language ability.

However, their interest in reading English books remains low. Reading activities are primarily carried out to meet academic demands, with intrinsic motivation still relatively weak. Family and educational support have a significant influence on students' reading habits. Therefore, this research confirms that a combination of internal motivation and external support is essential in developing positive and consistent reading habits.

In Isnainiyah's (2023) research, the main components of writing include content, organization, vocabulary, grammar, and mechanics. The findings indicate that students' overall writing ability falls within the excellent category. Regarding content, most students demonstrate a good understanding of the topic, although some show insufficient development of arguments. In terms of organization, many students write clearly and coherently, while some still face difficulties. Vocabulary usage is generally adequate, despite some errors in word choice.

Grammar ability is relatively strong, with most students demonstrating reasonable control, albeit with minor mistakes. However, writing mechanics such as spelling, punctuation, and capitalization still require improvement. Consequently, students have considerable potential in content, organization, and grammar, but still require further development in vocabulary and mechanics to achieve balanced writing competence. The outcomes of the current research align with those of prior investigations that have similarly identified an important connection between the frequency of reading and writing proficiency.

These results reinforce the notion that students who engage in regular reading generally perform better in writing assignments. For instance, Isnainiyah (2023) reported a strong connection ($r = 0.656$) between the way students read and their writing performance, indicating that students with intense reading routines generally possess better writing skills. Supporting this, Aftah (2021) found that eighth-grade students at SMPN 1 Siak Hulu who frequently read for enjoyment showed a stronger writing ability, emphasizing that reading for pleasure contributes positively to writing development.

In a similar vein, Oktawidya Wati (2021) demonstrated that students in Grade X at SMAN 2 Batusangkar who scored highly in writing descriptive texts also had strong reading habits. Yohana et al. (2021) also confirmed that regular reading enhances vocabulary, a fundamental component in improving writing skills. Ihsan (2021) further supported these findings by identifying a substantial association of students' reading routines and their proficiency in composing narrative texts at MAN 1 Pekanbaru, with both variables falling within the "good" category. Yana (2024) also concluded that reading habits are positively associated with students' narrative writing ability, showing that frequent reading can lead to better writing

outcomes.

However, not all research has yielded similar results. Aprilia (2021), in her research at IAIN Bengkulu, found only a weak correlation between reading habits and writing proficiency. She suggested that reading alone is insufficient unless students also understand the importance of genre awareness and maintain a strong interest in reading. Similarly, Nazali & Mulyana (2020) discovered a little connection between reading patterns and narrative writing proficiency among vocational students in Tangerang, recommending that future studies include additional factors such as writing interest, motivation, and learning strategies.

Echoing this, Zatalini & Sujono (2023) found no significant correlation among students at SMAN 2 Nganjuk. Although students reported good reading habits and enjoyment of English reading materials, their writing skills remained moderate, possibly due to weaknesses in vocabulary, grammar, and content development. In conclusion, while a majority of studies confirm a significant and positive correlation between reading habits and writing ability, others suggest that the connection is not always strong or direct.

These findings highlight that although reading habits are an important contributor to writing development, they should not be seen as the sole determining factor. Other variables such as reading motivation, interest in writing, the types of texts being read, and instructional approaches also play a crucial role. The present research highlights the importance of fostering strong reading habits while also emphasizing the need for a more comprehensive educational approach to enhance students' writing skills.

The subsequent research should explore additional variables to further our understanding of the elements that affect writing capacity. Building on these insights, the present research also provides a theoretical explanation of the relationship between reading habits and writing ability. This relationship can be explained through the perspectives of language acquisition and input-output theory. Rich input exposure through reading provides a solid linguistic foundation, including sentence structures, vocabulary, and discourse features, which are then utilized in written production.

Recent studies also emphasize that the process of composing academic texts is strongly influenced by diverse reading experiences, since reading not only supplies content knowledge but also enhances rhetorical awareness and argumentative strategies (Siregar & Prawiyata, 2023). Thus, the more frequently students engage in reading, the more likely they are to internalize textual organization patterns and academic language styles needed in writing. From a pedagogical perspective, teachers are encouraged to integrate structured reading programs into the curriculum.

Strategies such as extensive reading, reading journals, and text-based discussions can enhance students' exposure to academic language. Teachers may also design writing tasks that are directly based on selected readings, enabling

students to practice linking ideas derived from texts with their own written arguments. Emphasizing the integration of reading and writing has been shown to effectively foster critical thinking as well as academic writing skills (Wardani et al., 2022).

Although the present study revealed a very high correlation coefficient ($r = 0.95$), this figure should be interpreted with caution. Correlations approaching perfection are uncommon in social research and may be influenced by factors such as the relatively small sample size, the homogeneity of the respondents, or methodological issues. Therefore, this result is best viewed as a strong indication of the relationship rather than absolute evidence that reading habits fully determine writing ability.

Moreover, the distinction between first language (L1) and second language (L2) reading habits deserves attention. Reading in L1 often builds critical thinking skills and conceptual knowledge that can be transferred to L2 writing, whereas reading in L2 more directly enriches vocabulary, syntactic structures, and idiomatic expressions that are crucial for academic writing. Ideally, students should be encouraged to cultivate reading habits in both languages so that their writing ability develops more comprehensively.

This research also carries important implications for curriculum development. English curricula at the secondary level should emphasize the integration of reading and writing through a reading-to-write approach. For instance, before composing analytical exposition texts, students could be guided to read and analyze several model texts, identify organizational patterns, recognize key vocabulary, and examine rhetorical strategies. In this way, reading activities become not only a source of information but also a foundation for argumentative writing.

Specific interventions to improve reading habits should also be considered. Schools may foster a literacy-rich environment by providing access to digital libraries, implementing daily reading programs, and assigning structured reading tasks. Teachers can combine digital and traditional reading resources to balance students' needs. Digital reading offers quick, interactive, and interest-based access, whereas traditional reading often supports deeper concentration. A combination of both can enrich students' reading experiences (Yana, 2024).

It is also important to recognize potential confounding variables that may influence the relationship between reading habits and writing ability, such as learning motivation, socio-economic status, family support, and extracurricular writing practices. These factors could explain why some previous studies have found weaker or insignificant correlations (Zatalini & Sujono, 2023). Future research should therefore involve larger and more diverse samples, incorporate additional variables such as motivation and learning strategies, and compare the effects of L1 and L2 reading habits on academic writing skills. Moreover, further investigations should examine the effectiveness of digital versus traditional

reading and employ longitudinal designs to trace the long-term development of reading and writing skills. In sum, this study not only affirms the importance of reading habits but also opens pathways for the development of pedagogical strategies, curriculum design, and future scholarly inquiry aimed at improving students' writing competence.

Conclusion

Based on the results of this research, the conclusion is that the reading habits of Class XI IBB students at MAN 1 Lamongan are at a moderate level, as reflected by an average score of 69.38. Among the students, 24 were classified as having good reading habits, indicating that a substantial portion of the class engages regularly in reading activities. In contrast, their ability in writing analytical exposition texts was rated as excellent, with an average score of 82.08. It included 11 students falling into the very good category and 23 students in the excellent category, demonstrating an excellent ability in writing.

Additionally, the results of the Spearman correlation test, performed using SPSS version 23, revealed a correlation coefficient of 0.95. It indicates a very high and positive correlation between students' reading habits and their writing abilities. Such a high correlation suggests that students who cultivate better reading habits tend to perform significantly better in writing analytical exposition texts. Therefore, the data strongly supports the conclusion that there is a meaningful and statistically significant correlation between reading habits and writing ability in this group of students. Ultimately, the research highlights the importance of cultivating effective reading habits as a crucial factor in improving students' writing skills.

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Appendices

Students' reading habits and writing ability scores

No.	Initial Name of Respondent	Reading Habits		Writing Ability	
		Score	Category	Score	Category
1.	AR	41	Fair	70	Very Good
2.	AAA	72	Good	88	Excellent
3.	AKM	72	Good	87	Excellent
4.	ANS	60	Fair	71	Very Good
5.	ART	60	Fair	72	Very Good
6.	AIAF	55	Fair	71	Very Good
7.	ANP	70	Good	87	Excellent

8.	AZNS	65	Good	80	Excellent
9.	AFQA	88	Excellent	91	Excellent
10.	AK	66	Good	82	Excellent
11.	AS	54	Fair	70	Very Good
12.	AAF	75	Good	88	Excellent
13.	AW	65	Good	79	Very Good
14.	DF	63	Good	72	Very Good
15.	DMNP	68	Good	83	Excellent
16.	DMA	63	Good	74	Very Good
17.	EF	75	Good	78	Very Good
18.	FNJ	78	Good	89	Excellent
19.	HM	64	Good	77	Very Good
20.	IBJ	77	Good	86	Excellent
21.	IAR	67	Good	82	Excellent
22.	LPD	79	Good	89	Excellent
23.	MD	87	Excellent	91	Excellent
24.	MNH	58	Fair	71	Very Good
25.	MRN	69	Good	85	Excellent
26.	MU	82	Excellent	89	Excellent
27.	NDAH	67	Good	81	Excellent
28.	NAPP	71	Good	86	Excellent
29.	NAA	80	Good	90	Excellent
30.	SR	68	Good	86	Excellent
31.	SHA	70	Good	86	Excellent
32.	VNH	66	Good	81	Excellent
33.	WMN	86	Excellent	90	Excellent
34.	ZSAZ	78	Good	89	Excellent