

**THE CORRELATION BETWEEN EXTENSIVE READING  
AND WRITING FLUENCY OF ENGLISH EDUCATION  
STUDY PROGRAM STUDENTS AT IAIN PALANGKA RAYA**

**THESIS**



**BY**

**NOR FITRIANSYAH**

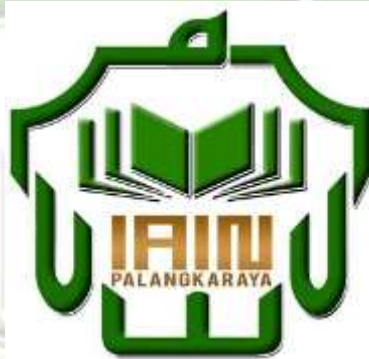
**NIM : 1501121011**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1441 H**

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AND WRITING FLUENCY OF ENGLISH EDUCATION  
STUDY PROGRAM STUDENT'S AT IAIN PALANGKA RAYA**

**THESIS**

Presented to Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for degree of *Sarjana* in English Language Education



**BY**

**NOR FITRIANSYAH  
NIM : 1501121011**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1441 H**

## ADVISOR APPROVAL

**Thesis Title** : THE CORRELATION BETWEEN EXTENSIVE  
READING AND WRITING FLUENCY OF  
ENGLISH EDUCATION STUDY PROGRAM  
STUDENTS AT IAIN PALANGKA RAYA

**Name** : Nor Fitriansyah

**SRN** : 1501121011

**Faculty** : Teacher Training and Education

**Department** : Language Education

**Study Program** : English Study Program

This is to certify that the thesis has been approved by the thesis advisor for Thesis Examination/*Munagabah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, September 2019

Advisor I,

Advisor II,



M. Zaini Miftah, M. Pd.  
ORN. 19750915 200912 1 002

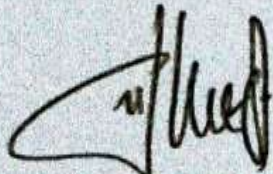


Hj. Apri Ranti, M. Hum.  
ORN. 19810118 200801 2 013

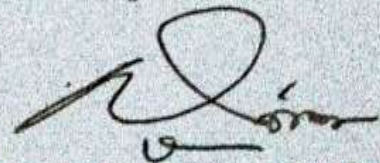
Mengetahui :

Vice Dean in Academic Affairs,

Secretary of Language Education  
Department,



Dr. Nurul Wahdah, M. Pd.  
ORN. 19800307 200604 2 004



Akhmad Ali Mirza, M. Pd.  
ORN. 19840622 201503 1 003

## PERSETUJUAN PEMBIMBING

Judul Skripsi : THE CORRELATION BETWEEN EXTENSIVE  
READING AND WRITING FLUENCY OF  
ENGLISH EDUCATION STUDY PROGRAM  
STUDENTS : AT IAIN PALANGKA RAYA

Nama : Nor Fitriansyah

NIM : 1501121011

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, September 2019

Pembimbing I,

Pembimbing II,

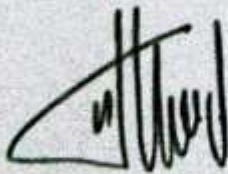
  
M. Zaini Miftah, M. Pd.  
NIP. 19750915 200912 1 002

  
Hj. Anni Ranti, M. Hum.  
NIP. 19810118 200801 2 013

Mengetahui :

Wakil Dekan Bidang Akademik,

Sekretaris  
Jurusan Pendidikan Bahasa,

  
Dr. Nurul Wahdah, M. Pd.  
NIP. 19800307 200604 2 004

  
Akhmad Ali Mirza, M. Pd.  
NIP. 19840622 201503 1 003

## THESIS APPROVAL

Thesis Title : The Correlation Between Extensive Reading and Writing Fluency of English Education Study Program Students\* at IAIN Palangka Raya  
Name : Nor Fitriansyah  
SRN : 1501121011  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination *Munaqasyah* on:

Day : Thursday  
Date : October 17, 2019

### BOARD EXAMINERS

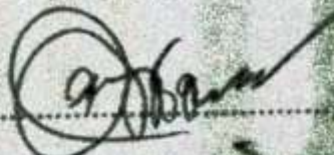
1. (Chair/Examiner)

Akhmad Ali Mirza, M. Pd.

()

2. (Main Examiner)

Dr. Imam Qalyubi, S.S., M. Hum.

()


3. (Examiner)

M. Zaini Miftah, M. Pd

()

4. (Secretary/Examiner)

Hj. Apni Ranti, M. Hum

()

Approved by:  
Dean, Faculty of Teacher Training and Education



Hj. Rochiatul Jennah, M. pd.  
10031993032001

## OFFICIAL NOTE

Palangka Raya, September 2019

Hal : **Examination of  
a.n Nor Fitriansyah**

To  
The Dean of Faculty of Teacher Training  
and Education of State Islamic Institute of  
Palangka Raya

Ini-

Palangka Raya

*Assalammu'alaikum Wr. Wb*

By Reading and analyzing of this thesis, we think the thesis in the name  
of:

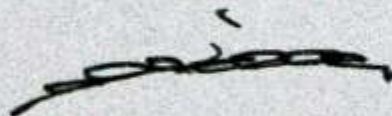
Name : Nor Fitriansyah  
SRN : 1501121011  
Thesis Title : **The Correlation Between Extensive Reading and  
Writing Fluency of English Education Study  
Program Students at IAIN Palangka Raya**

Can be examined in partial fulfillment of the requirements of the Degree of  
Sarjana Pendidikan in The Study Program of English Education of The Language  
Education of the Faculty of Teacher Training and Education of State Islamic  
Institute of Palangka Raya.

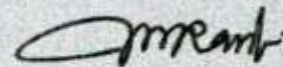
*Wassalammu'alaikum Wr. Wb*

Advisor I,

Advisor II,



**M. Zaini Miftah, M. Pd.**  
ORN. 19750915 200912 1 002



**Hj. Apni Ranti, M. Hum.**  
ORN. 19810118 200801 2 013

## NOTA DINAS

Palangka Raya, September 2019

Hal : **Permohonan Ujian Skripsi  
a.n Nor Fitriansyah**

Kepada  
Yth Dekan Fakultas Tarbiyah dan Ilmu  
Keguruan Institut Agama Islam Negeri  
Palangka Raya

Di-

**Palangka Raya**

*Assalammu'alaikum Wr. Wb*

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Nor Fitriansyah  
NIM : 1501121011  
Judul Skripsi : **The Correlation Between Extensive Reading and  
Writing Fluency of English Education Study  
Program Students . at IAIN Palangka Raya**

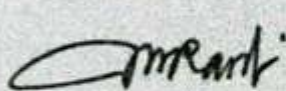
Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada Program Studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

*Wassalammu'alaikum Wr. Wb*

Advisor I,

Advisor II,

  
**M. Zaini Miftah, M. Pd.**  
ORN. 19750915 200912 1 002

  
**Hj. Apni Ranti, M. Hum.**  
ORN. 19810118 200801 2 013

## MOTTO AND DEDICATION

“Whatever you are, be a good one”

*-Abraham Lincoln*

Firstly, *Alhamdulillah*. I would give my thanks to the most graceful and most compassionate the almighty Allah.

This thesis is dedicated to :

My beloved Father Mr. Lambri S. Rasidi and my Mother Mrs. Muslikah, for their endless prayer and support, also to My Sister Mrs. Ayu Nilam and her Husband, and to my lovely nieces, Adila and Aliya. I love you all. Then, to all of my friends especially PBI'15 thanks for the memories, also my friends in “DEMA Institute'18” and “Mahad Al-Jamiah'15”, you guys are amazing. Thank you.

## DECLARATION OF AUTHORSHIP

Name : Nor Fitriansyah  
SRN : 1501121011  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

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Yours Faithfully,



  
Nor Fitriansyah  
SRN. 1501121011

## ABSTRACT

Fitriansyah, N. 2019. *The Correlation between Extensive Reading and Writing Fluency of English Education Study Program Student's at IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education. Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M. Pd. (II) Hj. Apni Ranti, M. Hum.

**Keywords:** Extensive reading and Writing Fluency

This research aimed and focused at finding out the correlation between students' extensive reading and writing fluency scores of English education study program at IAIN Palangkaraya on the sixth semester students of English education study program at IAIN Palangkaraya.

The research design was quantitative and the research type was correlation. Data collection method that used was questionnaire which adopted from Shameem Ahmed to discover the students' extensive reading activity, to find out students' extensive reading score the researcher used an online test developed by *Extensive Reading Foundation* and to discover the students' writing fluency score the researcher conducted a test. The sample was 32 students of English education study program at IAIN Palangkaraya. Meanwhile, the technique of data analysis used pearson product moment correlation.

The research findings showed that there is a moderate positive correlation between students' extensive reading and writing fluency scores. ( $r_{xy} = 0.408 > r_{table} = 0.3494$  di 5%). Therefore, the alternaive hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It can be concluded that the students' extensive reading scores have a positive relationship or give influence to students' writing fluency scores.

## ABSTRAK

Fitriansyah, N. 2019. *Korelasi antara Extensive Reading dan Writing Fluency Mahasiswa Pendidikan Bahasa Inggris di IAIN Palangka Raya*. Skripsi yang tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) M. Zaini Miftah, M. Pd. (II) Hj. Apni Ranti, M. Hum.

**Kata Kunci :** Extensive reading dan Writing Fluency

Penelitian ini bertujuan dan berfokus untuk mencari tahu korelasi antara nilai extensive reading dan writing fluency mahasiswa program studi bahasa inggris di IAIN Palangka Raya pada semester 6 program studi bahasa inggris di IAIN Palangka Raya.

Jenis penelitian yang digunakan adalah korelasi dalam penelitian dalam penelitian kuantitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner yang diadopsi dari Shameem Ahmed untuk mengetahui aktivitas extensive reading mahasiswa, untuk mengetahui nilai extensive reading mahasiswa peneliti menggunakan tes berbasis online yang dikembangkan oleh lembaga *Extensive Reading Foundation* dan untuk mengetahui nilai writing fluency mahasiswa peneliti melakukan sebuah test. Sampel penelitian merupakan 32 mahasiswa program studi bahasa inggris di IAIN Palangka Raya. Selain itu, teknik analisis data menggunakan korelasi Pearson Product Moment.

Temuan penelitian menunjukkan bahwa ada korelasi positif moderat antara nilai extensive reading dan writing fluency mahasiswa. ( $r_{xy} = 0.408 > r_{table} = 0.3494$  di 5%). Oleh karena itu, Hipotesis alternatif ( $H_a$ ) diterima dan null hipotesis ( $H_o$ ) ditolak. Dapat disimpulkan bahwa nilai extensive reading mahasiswa memiliki hubungan positif atau berpengaruh pada nilai writing fluency mereka.

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His appreciation is addressed to:

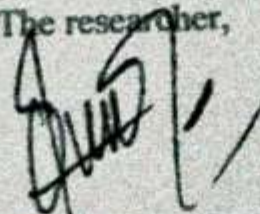
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The researcher hopes that God will always keep us on the right path, appreciate, and bless us for what we do and this thesis can benefit us all.

Palangka Raya, September 2019

The researcher,



**Nor Fitriansyah**  
SRN. 1501121011

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## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, a problem of the study, the objective of the study, hypotheses of study, the assumption of study, the limitation of the study significance of the study, definition of key terms and framework of discussion.

#### **A. Background of the Study**

In Indonesia, English considered as a foreign language that is taught at every level of education beginning from the primary to Higher level of education. In teaching English as a foreign language, four skills to be taught are speaking and listening as receptive skills, writing and reading as productive skills (Fatimah & Suharto, 2017, p. 40).

Begin with the definition of reading. Nunan (2003, p. 68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. It means in the definition of reading becomes very simple, collecting information from a text that is combined with background knowledge to achieve an understanding, but reading divided into 4 types. Brown (2003, p. 189) stated there are 4 types of reading, *Perceptive reading, Selective reading, Interactive reading and Extensive reading*.

Grabe and Stoller (2002, p. 259) stated that extensive reading is reading that involves long texts and that exposes learners to "large quantities of material within their linguistic competence". In its place, reading has always been regarded as an important skill in teaching and learning English as a foreign Language (EFL). In other words, learners should be exposed to lengthy texts that they are able to comprehend.

Meanwhile in term of writing, Nunan (2003, p. 88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. Writing is more than a medium of communication. It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression. Meanwhile Oshima and Hogue (2006, p. 3) state that writing takes study and practice to develop. In other word, writing is a process not a product. Writing is a progressive activity. It means that when people write something for the first time, they have already been thinking about what they are going to say it and how they are going to say it.

In term of writing fluency, Latif (2012, p. 1) stated that Writing fluency is a producing written language rapidly, appropriately, creatively, and coherently and using linguistics structures to achieve rhetorical and social purpose. It means that writing fluency is the top level in skill writing, because in writing fluency we must fulfill various aspects such as

creativity, speed, coherently, appropriately, and also the structure of language.

The researcher thinks that Reading and writing is very relevant because we did not realize we often combine these two skills into life, start when we were kid when we learn to read the letters we will definitely try to write the letters to make us faster in understanding, Then when we learning for an exam we will try to write down what we have read and learn to know whether we understand it properly and whether we can remember it clearly.

The researcher also thinks the correlation between those variable is when student has a good extensive reading level, they have a good ability such as they have so many vocabularies. The reason why the researcher conduct this research is the researcher want to know if a students has a good extensive reading level are they able to write quickly and accurately.

The problem of this research is whether the students of English Study Program at 6th semester, able to write a text quickly and accurately. Why the researcher choose the 6th semester students because based on their experience they has taken 4 semesters by following reading subject which means they have read many text. Whether it can affect their reading fluency.

## **B. Research Problem**

Research problem of this study “Is there any correlation between extensive reading and writing fluency of the sixth semester students of English Education Study Program at IAIN Palangka Raya?”

## **C. Objective of the Research**

The objective of the research is to measure the correlation between extensive reading and writing fluency of the sixth semester students of English Education Study Program at IAIN Palangka Raya.

## **D. Hypothesis**

Ary, Jacobs, and Sorensen (2010, p. 7) stated A hypothesis is a statement describing relationship among variables that is tentatively assumed to be true, it identifies observations to be made to investigate a question.

The hypotheses are divided into two categories; they are alternative hypothesis and the Null hypothesis that interpreted as follows :

**H<sub>a</sub>** : There is significant correlation between students’ extensive reading and students’ writing fluency .

**H<sub>o</sub>** : There is no significant correlation between student’s extensive reading and students’ writing fluency .

## **E. Assumption**

The researcher’s assumption is the better students’ extensive reading is, the better their writing fluency will be. While the worse students’ extensive reading is the worse their writing fluency.

## **F. Scope and Limitation**

This researcher conducted the research to measure the correlation between student extensive reading and writing fluency of 6th semester of English department of IAIN Palangka Raya, to examine the relation of two variables, the researcher did the test to the student. The limitation of this study are, this research limited at the sixth semester students of English study program of IAIN Palangka Raya and this research also limited on the student's extensive reading and writing fluency level. In term of writing fluency the reasearcher did the test in the field of Argumentative writing because the sample already completed all of 4 major writing courses including "Argumentative writing course" at the fourth semester.

## **G. Significance of the Research**

In this study the researcher expects that the research has some significances both Theoretical and Practical.

**Theoretical** : The researcher expects that this research give contribution to the English lesson learning activity, especially in learning English reading and writing, and findings from this research would be used as a reference in the existing teaching process at the institution.

**Practical** : The researcher expects that this research help students to enhance their writing fluency by looking to the data and result of this study.

## H. Definition of Key Term

1. Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2008, p. 338). In this study correlation means looking for a negative or positive relationship between two different variables. The variables in this study are Extensive reading and writing fluency.
2. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p. 68). In this study reading means as one of four skills in english that learned by students of English Education Study Program for four semesters, and in Reading skill there is Extensive reading that use as the varibale.
3. Extensive reading is reading that involves long texts and that exposes learners to "large quantities of material within their linguistic competence" (Grabe & Stoller, 2002, p. 259). In this study Extensive reading means an act of reading that expose students to 'learn to read' as a habbit or hobby. This variable measure using a test developed Extensive Reading Foundation and there are 16 level that correlated to other variable that is writing fluency.

4. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader (Nunan, 2003, p. 88). In this study writing means same like reading as one of four skills in english that learned by students of English Education Study Program for four semesters, and in Witing skill there is writing fluency that use as the varibale.
5. Writing fluency is a producing writen language rapidly, appropriately, creatively, and coherently and using linguistics structures to achieve rhetorical and social purpose (Latif, 2012, p. 1). In this study witing fluency means when students are able to produce a rapid, creative, and coherent text using a good structures, while the time that students taken to finish the text is also measure as the writing fluency.

## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

This chapter discusses the previous study, Extensive reading , and writing fluency. The related studies discusses some related kinds of literature. Definiton of reading then the Extensive reading and definition of writing and writing fluency.

#### **A. Related Studies**

Kirin (2010) conducted a study, this study is an experimental research with two variables extensive reading and writing ability same like several related studies this almost a perfect research that can be use as a guide, and based on the Results from this research seem to have depreciated the theoretical and natural association between reading and writing ability as revealed by a number of studies of L1, ESL and EFL. For the high reading group the reading comprehension ability, which was proved to be statistically enhanced, did not facilitate writing skills.

Bahrani (2011) focused on the number of hours spend on reading and the development of the specialized language competence. In other words, those who claim that if one person spends more hours behind his/her chair reading; she/he develops more specialized competence than those who spend fewer hours.

In similar study Ahmadi (2012) conducted research it took a further step to explore the effect of adding group work activity to extensive reading program to find its possible positive effect on Effect of Extensive Reading on Grammatical Accuracy and Fluency of Writing 192 improving writing ability. The similarities of this study is only in term of variables even it is not exactly same variables but similar in general skill that is reading and writing. This study used as reference by the researcher.

Furthermore, Miftah (2013) in his research stated that the extensive reading strategy can improve students' reading comprehension, even this study is between reading strategy and reading comprehension, the result of this study clarify that the extensive reading is important in the learning of english.

The effect of extensive reading has also been investigated in other aspects of writing. For instance, Atilgan (2013) stated that the role of extensive reading in building vocabulary continues to receive considerable attention in the first and second language research and pedagogy. This not exactly same study because the different of design and variables. Although, this study considered the role of extensive reading on writing in terms of vocabulary, the findings can be regarded as to be in line with the findings of the present thesis, which showed that extensive reading is effective in general writing performance and writing fluency.

Meanwhile Poorstoti and Asl (2016) conducted research this study is an experimental research with three variables that are Extensive reading, Grammatical accuracy and Writing fluency. The result obtained, it can be concluded that extensive reading had an effect on general writing performance of the learners and it enhanced the learners' fluency in writing. Although the similarities from this study is exactly same but the result from this study can be use as reference for hyphothesis.

The last studies is conducted by Sakurai (2017) The participants were 157 first and second-year non-English majors at a private university in Japan who took a writing test in class. The researcher investigates the relationship between amount of extensive reading and writing performance and find that the amount of extensive reading influences some sub-skills of writing (Vocabulary and grammar), but the effect is not remarkable enough to affect the total. The similarities of this study is in term of extensive reading variable, and for the writing it almost same because the study that conduct add writing fluency in the variable.

It was little bit hard to find a perfect related studies that can be use as a guide, but those related studies are very useful for this research because there are a lot of similarities among them such as in variables and instruments.

**Table 2.1 The Similarities and Differences to Previous Study**

NO	RESEARCHERS	TITLE	SIMILARITY	DIFFERENCE
1	Kirin (2010)	Effects of Extensive Reading on Students' Writing Ability in an EFL Class.	'Extensive reading' as the variable	The other variable is 'writing ability' while my research use 'writing fluency'. Its also different in term of design, this research using an experimental design, and mine is correlational design.
2	Ahmadi (2012)	An investigation of the effects of extensive reading on the writing ability of EFL Students.		
3	Bahrani (2011)	The correlation between the numbers of hours spent on reading and language competence gained	Its seem similar when this study use 'numbers of hours spen in reading' as the variable, because its similar to the estensive reading	Both of variable are different and also the design, this study use experimental design.
4	Miftah (2013)	Implementation of intensive-extensive reading strategy to improve reading comprejenche	This study use the similar variable that is extensive reading.	The other variable is different 'Reading comprehension' and this study use experimental design
5	Atilgan (2013)	Effects of extensive reading on writing in terms of vocabulary.	This research also use 'extensive reading' as the variable	Meanwhile the other variable is 'reading comprehension' and this research use experimantal design
6	Poorstoti and Asl (2016)	Effect of extensive reading on gramatical accuracy	This study also use 'extensive reading' and the other variable is 'fluency of the writing performance' sounds diffrent	This study use experimental design.

			but its almost perfect related studies	
7	Sakurai (2017)	The relationship between the amount of extensive reading and the writing performance	This research has two similar variable that is both 'extensive reading 'and 'writing fluency'	But this research use three variables

## B. Reading

Reading is the way we find a comprehension in a text with combining what we read with our background knowledge, The reader's background knowledge integrates with the text to create the meaning. The types of reading divided into two, Types of text and types of performance.

### 1. Types of text :

- a) Academic Reading, Text that usually appear in academic process, such as essay, papers and thesis.
- b) Job-related reading, Text that usually appear in field that related to a job, such as memos, reports and application.
- c) Personal reading, text that usually appear in personal daily life, such as newspaper, novels and messages.

### 2. Types of performance :

- a) Perceptive.
- b) Selective.
- c) Interactive.
- d) Extensive.

## **1. The Nature of Reading**

Reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read – a little more than 80 percent of the world's population can read to some extent. They can read basic forms, read advertisements, read newspapers, and use basic reading skills in their work and daily lives when needed. Some percentage of these people can read at a much higher level of comprehension, learning new conceptual information from texts, synthesizing new information from multiple texts, critiquing information in texts, and using their comprehension skills to reinterpret texts. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension (Nunan, 2003, p. 68).

## **2. Extensive Reading**

Based on Brown's explanation Extensive reading is one of types of reading in term of performance. Grabe and Stoller (2002, p. 259) stated that extensive reading is reading that involves long texts and that exposes learners to "large quantities of material within their linguistic competence". Extensive reading is a 'learn to read' not 'read to learn', its mean extensive reading is practicing the skill of reading by reading for information – reading story book for example with the aim of enjoying the reading without consciously knowing they are learning.

The main aim of extensive reading is to build reading fluency - Not necessarily to learn new things (although they may learn some), and to deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively. This allows readers to process language faster and improves comprehension and enjoyment.

So 'learn to read' is extensive reading while 'read to learn' is intensive reading, these two forms of reading are complementary. Intensive reading introduce new language items to the students, while extensive reading helps the students practice and get a deeper knowledge of them.

Based on Karimpour and Aidinlou (2016, p. 73) The research influentially demonstrates that extensive reading raises vocabulary knowledge. It might not be unexpected that it aids students get better readers. Research in both L1 and L2 explains that we" learn to read by reading". The more language users read the better reader they will be. Based on this research the researcher assume students that have a good extensive reading level will be a good reader too.

### 3. Extensive Reading Assessment

Based on Brown (2003, p. 189) the assesment of reading its assess based on reading type of performance.

1. Perceptive. In keeping with set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the *components* of larger stretches of discourse: letters, words, punctuation, and other graphemic, symbols, bottom-up processing is implied.
2. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features or language within a very short stretch or language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up an top-down processing may be used.
3. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, *interact* with the text. That is, reading is a process of negotiating meaning; the readers brings to the text a set of schemata for understanding it, and inactive reading are anecdotes, short naratives and descriptions, excerpts from longer

texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4. Extensive. Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to “Extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page.) The purpose of assessment usually are to tap into a learner’s global understanding of a text, as opposed to asking test-takers to “zoom in” on small details. Top down processing is assumed for most extensive tasks.

## C. Writing

Nunan (2003, p. 88) stated that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Based on Nunan's statement of writing, writing is not just about as simple as writers write something on the paper but it is more complex so the researcher is able to express what they want to express and make it clear to reader.

### 1. The Nature of Writing

Writing is both a *physical* and a *mental* act. At the most basic level, writing is the physical act of committing words or ideas. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

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—a shopping list, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose. It is both a *process* and a *product*. The writer imagines, organizes, drafts, edits, reads, 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—an essay, letter, story, or research report (Nunan, 2003, p. 85).

## 2. Process of Writing

According to Harmer (2004. p, 4) writing has four main elements :

### 1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making details notes. When planning, writers have to think about three main issues. In the first place they have to consider the **purpose** of their writing since this will influence the language they use and the information they choose to include. Secondly, **audience** they are writing for, this will influence the choice of language – whether, for example, it is formal or informal in tone. Thirdly, the **content structure** of the piece - that is, how best to sequence the facts, ideas, or argument which they have decided to include.

### 2. Drafting

After we plan what we are going to write the we have to draft, the text may done in the first attempt but we have to assumpt that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the fina version.

### 3. Editing (Reflecting and Revising)

After we have produced a draft, then we have to read through what we have written to see where it works and where it does not. Perhaps the information is not clear, the way something is ambiguous or confusing, after we see what that does not work perfectly then we have to change it, revise it, that is what we called editing.

### 4. Final version

Once we have edited our draft, making the changes we consider to be necessary, we produce the final version.

## 3. Writing Fluency

Many of the definitions given to writing fluency are including producing written language rapidly, appropriately, creatively, and coherently and using linguistic structures to achieve rhetorical and social purposes. On the other hand, some researchers adopting process-based definitions of writing fluency view it as the richness of writers' processes and ability to organize composing strategies, and the speed of lexical retrieval while writing. There is no agreed-upon definition of writing fluency. Historically, writing fluency research dates back to 1946 when van Bruggen reported his study on the regularity of the flow of written words. Fluency reoccurred in the late 1970s in composing research measuring it by using the composing rate and/or text quantity. It can be argued that assessing writing

fluency has been greatly influenced by speaking fluency measurement since that time (Latif, 2012, p. 1).

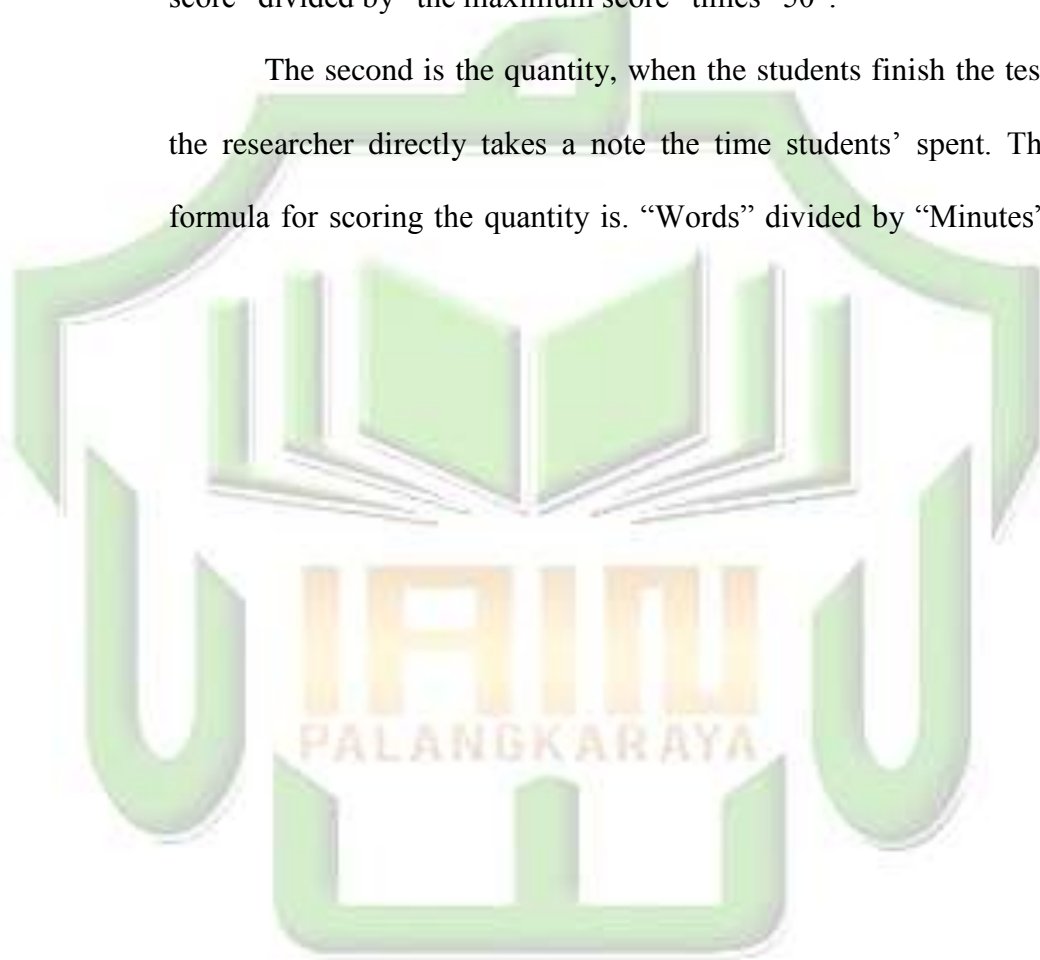
#### **4. Writing Fluency Assessment**

Based on Nodoushan (2014, p, 132) writing assessment divide into three categories such as holistic, analytic and trait-based. This research use trait-based to assess writing fluency Both analytic and holistic scoring were a priori in that they assumed a pre-determined set of criteria which could distinguish good writing from poor writing, and according to which each piece of writing could be evaluated. A tacit assumption behind both analytic and holistic scoring is that writing is not context-sensitive; however, trait-based approaches to scoring writing are context-sensitive and, as such, differ from both holistic and analytic scoring methods.

Writing fluency is how we should write rapidly, appropriately, creatively, and coherently. The researcher use 2 scoring rubrics, the first is to measure students' writing in term of 'context' called as (quality), the reseacher use a scoring rubrics developed by (Stapleton, 2001). The second rubric is to measure students writing fluency 'time' as (quantity).

To measure writing fluency in this research, the researcher did a test, the test is, the students should write an argumentative text and it should be appropriately, creatively and coherently, the researcher score this test as the quality of the text. The text also score by the inter-rater. The formula to score the quality test is, “students’ score” divided by “the maximum score” times “50”.

The second is the quantity, when the students finish the test, the researcher directly takes a note the time students’ spent. The formula for scoring the quantity is. “Words” divided by “Minutes”.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consist of research design, population and sample, research instrument, data collection procedures, and data analysis prosedures.

#### **A. Research Design**

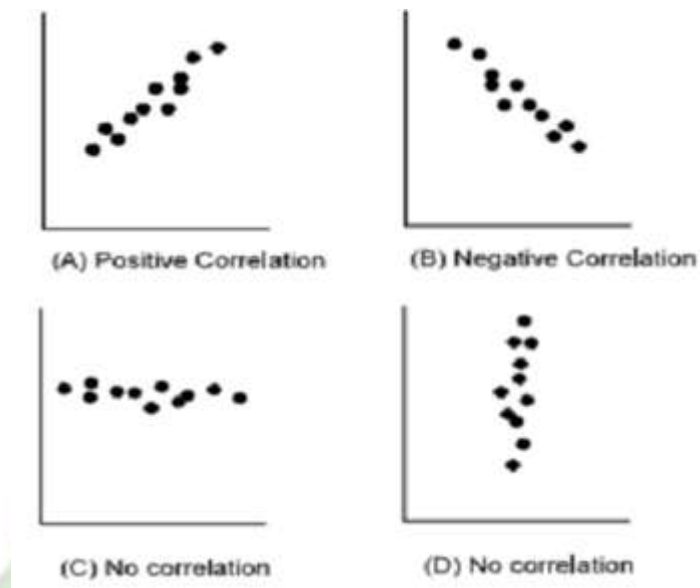
The type of this research is quantitative research. According to Creswell (2014, p.626) quantitative research is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. To conduct this inquiry, the investigator specifies narrow question, locates or develops instrument to gether data to answer questions, and analyzes numbers from the instrument, using statistics.

The design of this research is a correlation design. A correlation is a statistical test to determaine the tendency or pattern for two (or more) variables or two sets of data to vary consistenly (Creswell, 2014, p. 338). "Correlational research is non-experimental research that is similar to ex post facto research in that they both employ data derive from preexisting variables. There is no manipulation of the variables in either type of research" (Ary et al, 2010, p. 349). This study consist of two continuous variables, Extensive reading (X) and Writing fluency (Y).

The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) show negative correlation and (+) showing the positive correlation. There are two possible results of a correlation study :

1. Positive correlation: two variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.
2. Negative correlation: Indicate that the amount of one variable increases, the other decreases ( and vice versa ). A correlation coefficient close to -1.00 indicates a strong negative correlation.
3. Zero correlation: Indicate any relationship between the two variables. A correlation coefficient indicates no correlation.

Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots go from lower left to upper right indicate a positive correlation and one with dots go from upper left to lower right indicate a negative correlation.



**Figure 3.1 The Scatterplots**

## **B. Population and Sample**

### **1. Population**

Ary, et al. (2010, p. 148) stated that a population is defined as all members of any well-defined class of people, events, or objects. The populations of this study are all the sixth semester students of English Education Program at IAIN Palangka Raya in academic year 2018/2019 consisted of 73 students.

### **2. Sample**

“Sample is a portion of a population”, (Ary, et al. 2010, p. 148). It means sample is part of the population that taken by the researcher as the participant to conduct the research or to get the result. While the sample are 32 students of the 6th semester student of English Study Program. The researcher used Purposive Sampling Technique.

## C. Research Instrument

### 1. Research Instrument Development

There are two kinds of research instruments, Extensive Reading Test and Writing Fluency Test. “A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, et al. 2010, p. 201).

- a. To get information about students’ extensive reading activity the researcher adapted a questionnaire developed by Shameem Ahmed. The questionnaire used to collect data on the point of view of students about their Extensive Reading activity. The questionnaire of 6 items close-ended questions related to students extensive reading activity.
- b. To get information about students’s extensive reading level, researcher used instrument test from *Extensive Reading Foundation*. (<https://erfpt.ealps.shinshu-u.ac.jp/top/english>)

**Table 3.1. Specification of Test Items**

NO	PART	QUANTITY	NO OF ITEMS
1	Pre-Question	4	1-4
2	<b>TEXT (1)</b>		
	True/False Question	10	5-14
	Questionnaire	4	15-18
3	<b>TEXT (2)</b>		
	True/False Question	10	19- 28
	Questionnaire	4	29-32
4	<b>TEXT (3)</b>		
	True/False Question	10	33-42
	Questionnaire	4	43-46

**Source :** *Extensive Reading Foundation*  
<https://erfpt.ealps.shinshu-u.ac.jp/top/english>

Based on *Extensive Reading Foundation* there are 12 levels in Extensive reading.

**Table 3.2. The Level of Extensive Reading Based on ERF.**

Level 1	Beginner
Level 2	
Level 3	
Level 4	
Level 5	Elementary
Level 6	
Level 7	
Level 8	Intermediate
Level 9	
Level 10	
Level 11	Upper-intermediate
Level 12	
Level 13	
Level 14	Advanced
Level 15	
Level 16	

**Source :** Extensive Reading Foundation  
<https://erfpt.ealps.shinshu-u.ac.jp/top/english>

**Conversion Score :**

$$\frac{\text{Student' level}}{\text{Maximum level}} \times 100$$

- a. To get information about student's writing fluency, researcher also did a test to the sample and gave them an order to write an Argumentative Writing with minimum words is 500 and maximum time is 100 minutes, they should make a text rapidly, appropriately, creatively, and coherently and using linguistics structures. The score of the writing fluency divided into two, the quality of the argumentative text and the writing quantity/fluency. The quality of the argumentative text are measure by a scoring rubric adapted from Dr. Paul Stapleton.

**Table. 3.3 Scoring Rubric for Writing Quality.**

<b>Elements of Critical Thinking</b>	<b>Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Assessment Scale (1 to 4)</b>
<b>Argument</b>	Quality of the arguments with the appropriate type of claim concerning the given topic	State an unclear argument and with no evidence	State a clear argument but with no evidence	State a clear argument with evidence but not relate	State a clear argument with evidence and its relate	
<b>Evidence</b>	Quality of the evidence and appropriacy of its type	There is no evidence	There is evidence but not relate to argument	There is appropriate evidence	There is appropriate, strong and valid evidence.	

<b>Refutation</b>	Quality of refutation supported by appropriate reason	There is no refutation	There is refutation but not counter the main argument	There is appropriate refutation but with no appropriate evidence	There is appropriate refutation with appropriate evidence to counter the main argument.	
<b>Rebuttal</b>	Quality of rebuttal supported by reason and evidence	There is no rebuttal	There is rebuttal but with no evidence	There is rebuttal with evidence but not counter the refutation	There is rebuttal and evidence to counter the refutation	
<b>Structure of language</b>	Quality of Structure of language are correct	Structure of language are use incorrectly	Structure of language are use sporadic and mostly not correct	Structure of language are use frequently and mostly correct but in consistently	Structure of language use frequently, correctly and consistently.	
<b>Conclusion</b>	Quality of the conclusion without involving any logical fallacies	State unclear conclusion	State a clear conclusion but not relate to the topic	State a clear conclusion relate to the topic but not make a strong statement to so provide the main argument	State a clear conclusion relate to the topic and make a strong statement to provide the main argument	
<b>Total score</b>						

**Conversion Score :**

$$\frac{\text{Student' score}}{\text{Maximum score}} \times 50$$

**Table. 3.4 Scoring Rubric for Writing Quantity**

<b>12 words per minute</b>	<b>20pts</b>
<b>12-13 words per minute</b>	<b>30pts</b>
<b>14-15 words per minute.</b>	<b>40pts</b>
<b>16 or more words per minute</b>	<b>50pts</b>
<b><u>WORDS</u></b> <b><u>MINUTES</u></b>	

$$\text{Maximum score} = 50$$

**Source :** *Dr. Paul Stapleton (2001),*

**2. Research Instrument Validity**

“Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instruments measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument“ (Ary, et al. 2010, p. 225).

a. Face Validity

“Face validity referred to the extent to which examinees believe the instrument is measuring what it is supposed to measure “ (Ary, et al. 2010, p. 228). So Extensive reading test is used to measure student’s extensive reading level and The writing test is used to measure student’s writing fluency.

b. Content Validity

According to Creswell (2014, p.618) Content validity is the extent to which the questions on the instrument and the scores from the questions are representative of all the possible question that could be asked about the content or skills. The researcher used a questionnaire adapted from Shameem Ahmed, the questionnaire used to find out the sixth semester students’ activity in extensive reading. The assesment for extensive reading in this research used an online test developed by Extensive Reading Foundation, so the researcher used the test to measure students’ extensive reading level. There are about 50 question on the test, it is divided into two kinds of test, True-False question and questionnaire.

The score of the test is automatically score by the web but it is in form of levels, there are 16 level, then the researcher converted the level score into a solid score that able to correlate to the Writing fluency score. The formula is, “the students’ level” divided by “the maximum level” times “100”.

c. Construct Validity

Is a determination of the significance, meaning, purpose, and use of scores from an instrument (Creswell, 2014, p.618). To measure the extensive reading researcher used an Extensive Reading online Test developed by *Extensive Reading Foundation*” there were 50 questions. Meanwhile for the writing fluency test the researcher gave a test to the sample to make an argumentative essay, because the sample are the sixth semester student which is mean they already taken *Argumentative Essay Course*, the sample were able to chose any topics based on their interest, the text shoul be contains 500 words and the time limit was 100 minutes.

### 3. Research Instrument Reliability

“Reliability is the extent to which the test measures what it claim to measure” (Ary, et al. 2010, p. 201). The Extensive reading test are taking from *Extensive Reading Foundation* that the guide is supported by *Cambridge University Press*, *Heinle Cengage Learning*, *Macmillan Education*, *Oxford University Press* an *Pearson*. For the Writing Fluency test used the Inter-rater reliability, the first Inter-rater is Mrs. Dellis Pratika and the second inter-rater is Nor Fitriansyah the researcher of this study.

#### D. Data Collection Procedure

The data collection procedures as follow:

1. Chose the place of the study
2. Asked permission to carry out the study
3. Constructed the research instrument
4. Gave the students the instrument test for measuring their extensive reading
5. Gave the students the instrument test for measuring their writing fluency
6. Collected all students' test result
7. Checked the students' answer and gave the score and analysis data.

### E. Data Analysis Procedure

After giving the test to find out the score from the extensive reading test and writing fluency test, the researcher needed to find out whether there was a significant correlation between extensive reading and the writing fluency, by following this step :

1. Calculating the extensive reading score the researcher used the online site from *Extensive Reading Foundation*.
2. Finding the score of student writing fluency test, the researcher used the inter-rater. The first inter-rater is Mrs. Dellis Pratika and the second inter-rater is Nor Fitriansyah the researcher of this study.
3. Finding out the correlation coefficients the researcher used two test, also to find the correlation coefficient between Extensive reading and Writing luency. The correlation Extensive reading and Writing fluency the researcher used SPSS 20.0 program.
4. Finding the multiple correlation coefficient, the researcher used the formula as follow:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where :

$r_{xy}$ = The coefficient of correlation

$\Sigma x$ = Total Value of Score x

$\Sigma y$ = Total Value of Score y

$\Sigma_{xy}$ = Multiplication Result between Score x and Score y

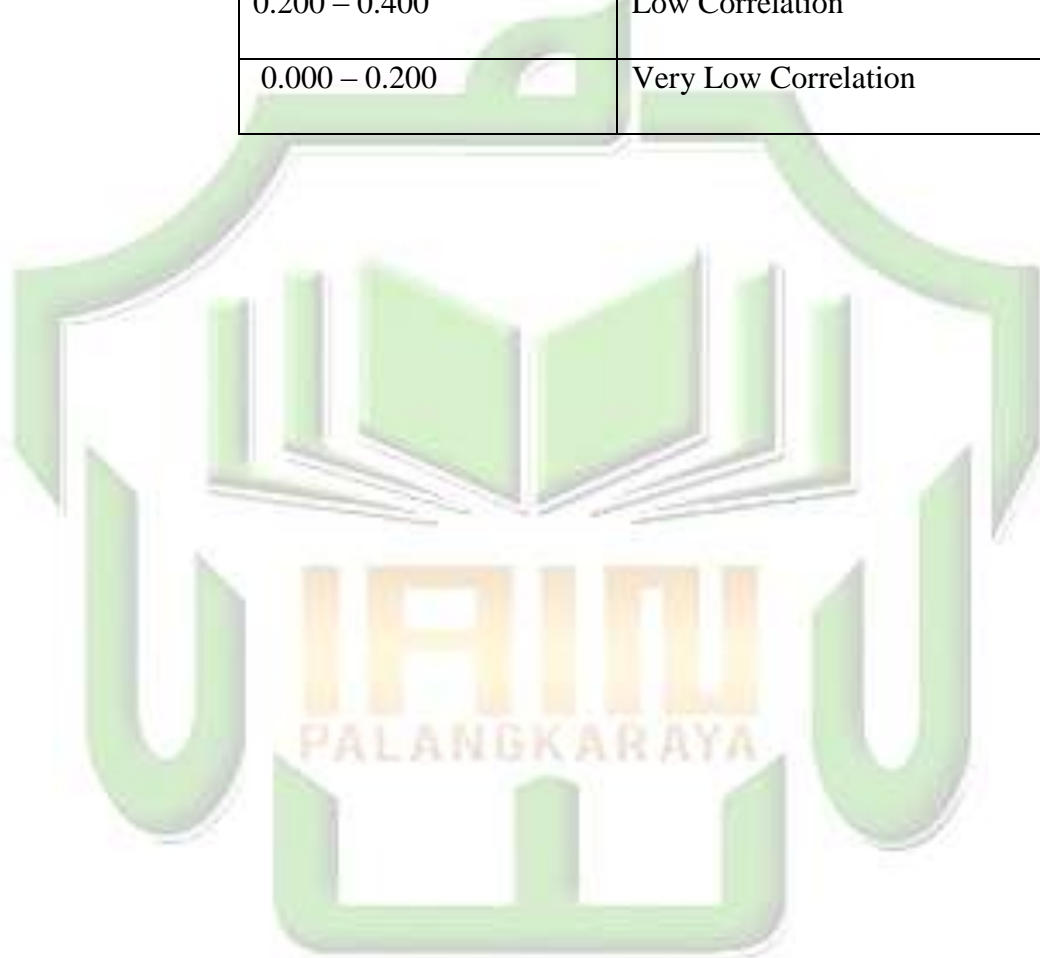
N= Number of students

The formula above is very important due to finding out whether or not the ( $H_o$ ) Hypothesis or ( $H_a$ ) Hypothesis is accepted in this research. A correlation greater than 0.5 is generally described as strong, whereas a correlation of less than 0.5 is generally described as weak. These values can vary based upon the "type" of data being examined.

The researcher uses the 5% significant level because a field of research is language subject, not an exact subject. In the language study, it is better to use 5% significant level. On the other hand, for exact study, it is better to use the 1% significant level. Based on the interpretation by Sudijono (2007, p. 193) the table interpretation of product moment scales, as follow:

**Table 3.5 The Correlation Interpretation**

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High Correlation
0.600 – 0.800	High Correlation
0.400 – 0.600	Fair Correlation
0.200 – 0.400	Low Correlation
0.000 – 0.200	Very Low Correlation



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the data which had been collected from the researcher in the field of study which consists of data presentation, research findings, and discussion.

#### **A. Data Presentation**

##### **1. The Result of Students' Extensive Reading Activity**

###### **Questionnaire**

As the researcher mentioned in chapter III, for collecting data about students' Extensive Reading activity, the researcher adapted a questionnaire developed by Shameem Ahmed. Findings on Students' Extensive Reading Activity were analyzed through their leisure time activities, amount of time spent on Extensive reading per day, types of reading material, preferred language for Extensive Reading, hours spent on internet and frequency of reading last year. There were 36 students that participated in this questionnaire.

Table 4.1 illustrates the distribution of five types of leisure time activities with options: surf net, watching television, sports, computer games, study and extensive reading. In this part of questionnaire students were allowed to chose more than one activities.

Based on the questionnaire there were (14 students) surf net, (14 students) watching television,( 8 students) sports, (13 students) computer games, (12 students) study and (14 students) extensive reading. Based on this result the reaseraher found that were only 14 students did the extensive reading in their leisure time,and which mean only (39% students), while the others 22 students did not do the extensive reading (61% students).

**Table 4.1 Leisure time activities questionnaire**

Items	Leisure Time Activities	
	No. of respondents	Percentage
Surf net	14	39%
Watching television	14	39%
Sports,	8	22%
Computer games	13	36%
Study	12	33%
Extensive reading	14	39%

Table 4.2 illustrates the distribution of amount spent on extensive reading by students who do the extensive reading in their leisure time (table 1). Based on the result of leisure time activity questionnaire (table1.), there were only 14 students do the extensive reading, and they have different amount of time spent on extensive reading. Majority students spent 1-2 hours (19%), this is followed by less than 1 hour (11%) and 2-3 hours (8%). For the rest 22 students that did not do the extensive reading, or none amount time spent on extensive reading per day (61%).

**Table 4.2 Amount of time spent on extensive reading per day questionnaire**

Items	Amount of time spent on extensive reading per day	
	No. of respondents	Percentage
None	22	61%
Less than 1 hour	4	11%
1 - 2 hours	7	19%
2 – 3 hours	3	8%

Table 4.3 illustrates the distribution of types of reading materials by the all of sample, they were able to choose more than 1 types, based on the result most of students choose comic/novel as a reading materials (22 students), followed by e/book (18 students), article (16 students) and magazine (9 students).

**Table 4.3 Types of reading materials questionnaire**

Items	Types of reading materials	
	No. of respondents	Percentage
E/book	18	50%
Comic/novel	22	61%
Magazine newspaper	9	25%
Article	16	44%

Table 4.4 illustrates the distribution of students preferred language, most of students preferred language is both Bahasa Indonesia and English (44%) followed by Bahasa Indonesia (33%) and English (22%).

**Table 4.4 Preferred Language questionnaire**

Items	Preferred Language	
	No. of respondents	Percentage
Bahasa Indonesia	12	33%
English	8	22%
Both	16	44%

Table 4.5 shows the students' time spent on surf net, most of students spent more than 4 hours to surf on net (44%), then 1-2 hours (19%), 2-3 hours (19%), 3-4 hours (11%) and less than 1 hour (6%).

**Table 4.5 Time spent on surf net questionnaire**

Items	Time spent on surf net	
	No. of respondents	Percentage
Less than 1 hour	3	6%
1-2 hours	7	19%
2-3 hours	7	19%
3-4 hours	4	11%
More than 4 hours	16	44%

Table 4.6 shows that most of students 83% of them already have read at least 1 book last year, meanwhile the others 17% have not done read at least a book.

**Table 4.6 a book in a year questionnaire**

Items	1 book	
	No. of respondents	Percentage
Yes	30	83%
No	6	17%

## 2. The Result of students Extensive Reading scores

The researcher conducted a test to measure students' extensive reading, the test is adapted from Extensive Reading Foundation and there were 46 questions, the result from the Extensive Reading Foundation was in form of level and there are 16 levels, then the researcher convert the level into a numeric score. The students extensive reading score have been shown below.

**Table 4.7 Extensive reading scores**

Students' Code	Extensive Reading		
	Level		Score
S-1	4	BEGINER	25
S-2	5	ELEMENTARY	31
S-3	5	ELEMENTARY	31
S-4	9	INTERMEDIATE	56
S-5	3	BEGINER	18
S-6	3	BEGINER	18
S-7	4	BEGINER	25
S-8	8	INTERMEDIATE	50
S-9	1	BEGINER	6
S-10	11	UPPER-INTRM	68
S-11	1	BEGINER	6
S-12	8	INTERMEDIATE	50
S-13	2	BEGINER	12
S-14	1	BEGINER	6
S-15	11	UPPER-INTERM	68
S-16	7	ELEMENTARY	43
S-17	9	INTERMEDIATE	56
S-18	10	INTERMEDIATE	62
S-19	1	BEGINER	6
S-20	10	INTERMEDIATE	62

S-21	2	BEGINER	12
S-22	11	UPPER-INTERM	68
S-23	4	BEGINER	25
S-24	3	BEGINER	18
S-25	8	INTERMEDIATE	50
S-26	6	ELEMENTARY	37
S-27	9	INTERMEDIATE	56
S-28	1	BEGINER	6
S-29	11	UPPER-INTRM	68
S-30	10	INTERMEDIATE	62
S-31	4	BEGINER	25
S-32	9	INTERMEDIATE	56

Based on the table above, it is known that the lowest score in extensive reading test was 6 and the highest score was 68.

### **3. The Result of students Writing Fluency score**

In the writing fluency score there were two main part, the quality and the quantity, both score from quality and quantity were combined to get the final writing fluency score. Here the students writing scores.

**Table 4.8 Writing Fluency Score**

Students' Code	Writing Fluency		
	Quality	Quantity	Total
S-1	25	10	35
S-2	29	10	39
S-3	25	10	35
S-4	21	10	31
S-5	19	10	29
S-6	12	10	22
S-7	39	10	49
S-8	50	10	60
S-9	19	10	29
S-10	21	10	31
S-11	48	10	58
S-12	23	10	33
S-13	19	10	29
S-14	12	10	22
S-15	12	23	35
S-16	37	10	47
S-17	37	10	47
S-18	29	20	49
S-19	50	20	70
S-20	50	40	90
S-21	19	10	29
S-22	37	50	87
S-23	35	30	65
S-24	23	10	33
S-25	23	10	33
S-26	44	10	54
S-27	40	10	50
S-28	33	10	43
S-29	35	10	45
S-30	50	50	100
S-31	19	10	29
S-32	48	50	98

## B. Research Findings

### 1. Testing Assumptions

#### a) Testing Normality

The normality test was used to know whether the data were normal or not and the calculation of the normality test can be seen in the table below.

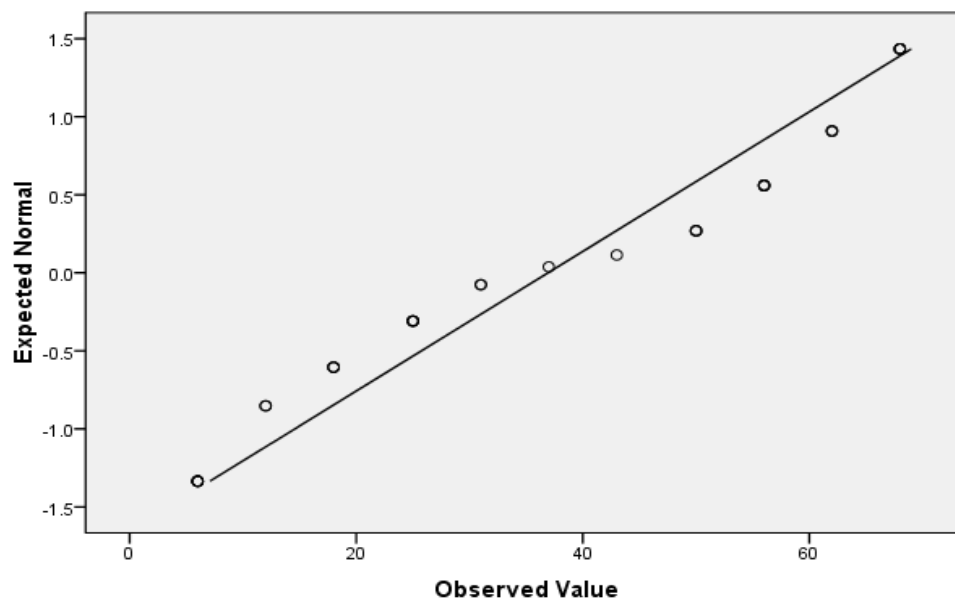
**Table 4.9 Normality Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
EXTENSIVE READING	.158	32	.041	.897	32	.172
WRITING FLUNCY	.180	32	.010	.854	32	.053

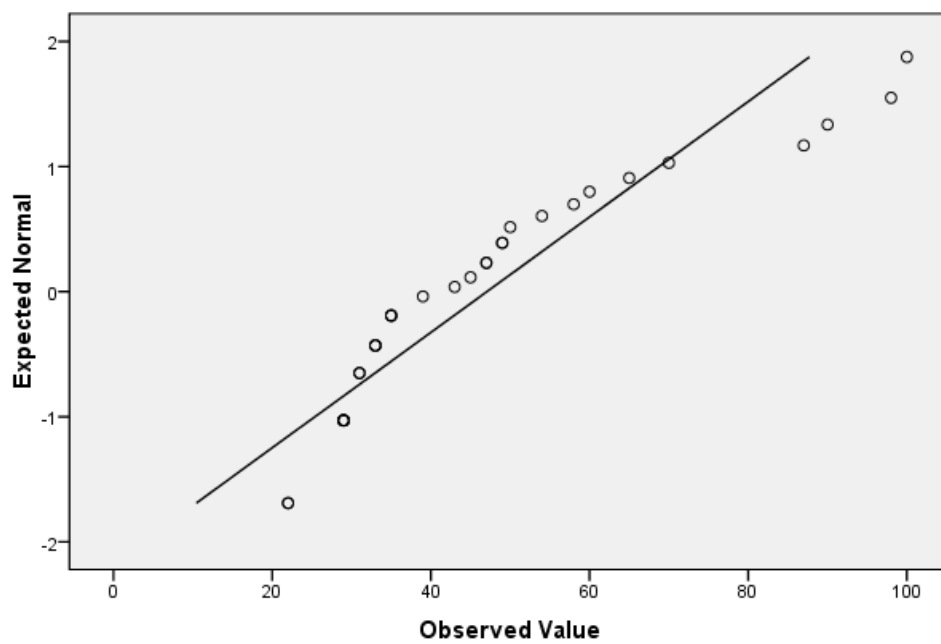
a. Lilliefors Significance Correction

The test of normality above was calculated using SPSS 20.0, meanwhile the data showed that the level significance of Extensive Reading score in Shapiro-wilk's table was  $0.172 > 0.05$  it could be concluded that the data was normal distribution and the level significance of Writing Fluency score was  $0.053 > 0.05$  and it also meant that the data in normal distribution. Scatterplot chart is shown below:

Normal Q-Q Plot of EXTENSIVE READING



Normal Q-Q Plot of WRITING FLUNCY



**Figure 4.1 The Scatterplots of Normality Test**

The graphics above showed that the data distribution of both data students' extensive reading scores and writing fluency scores forms in a straight line, so it can be concluded the data from students' Extensive Reading and Writing Fluency scores were normal.

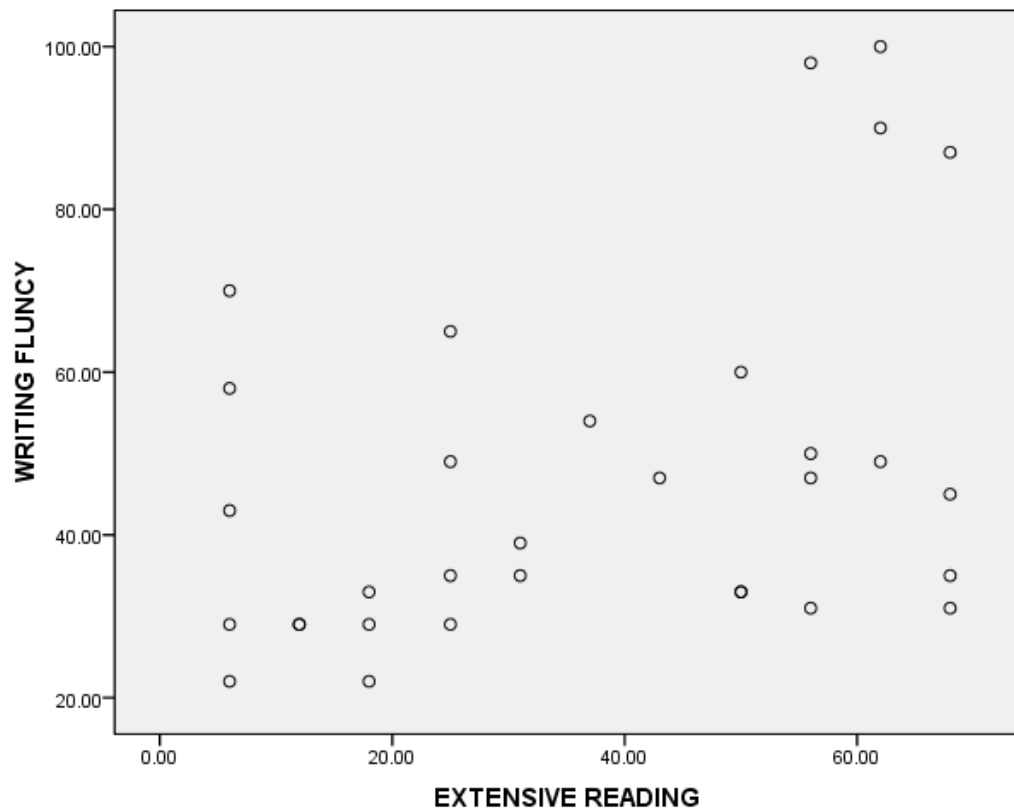
#### b) Testing Linearity

The linearity test was used to know whether the data were linear or not and the calculation of the linearity test can be seen in the table below:

**Table 4.10 Linearity Test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
WRITING FLUNCY * EXTENSIVE READING	Between Groups	(Combined)	4773.435	10	477.344	1.373	.259
		Linearity	2010.889	1	2010.889	5.783	.025
		Deviation from Linearity	2762.546	9	306.950	.883	.556
	Within Groups		7302.033	21	3471.716		
	Total		12075.469	31			

Based on the calculation of the data above, the significance value showed the data value was 0.556 and it was higher than 0.05, which means there is a significant linear relationship between students' extensive reading scores and students' writing fluency scores.



**Figure 4.2 The Scatterplot of Linearity Test**

Based on the figure above the dots were spread in line, so it can be concluded that there is a correlation between students' extensive reading score and students' writing fluency scores.

### c) Homogeneity

To know whether the data were homogen or not the researcher used the homogeneity test. The calculation of the homogeneity test can be seen in the table below.

**Table 4.11 Homogeneity Test**

Test of Homogeneity of Variances			
Writing_Fluency			
Levene Statistic	df1	df2	Sig.
1.653	8	21	.169

Based on the output of SPSS 20.0 program above, it was known that the value of variable significant of Extensive Reading score (X) and Writing Fluency score (Y) =  $0.169 > 0.05$  and it can be concluded that the variable data of Extensive Reading score (X) and Writing Fluency score (Y) were same variant.

## 2. Testing Hypotesis

### a) The correlation between Students' extensive reading score and Writing fluency score

This aim to measure the correlation between students' Extensive reading and students' writing fluency scores the researcher used pearson product moment formula. The data are describe on the following table

**Table 4.12 The Correlation between Extensive Reading  
and Writing Fluency**

NO	CODE	ER(X)	WF(Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1	S-1	25	37	925	625	1369
2	S-2	31	42	1302	961	1764
3	S-3	31	38	1178	961	1444
4	S-4	56	34	1904	3136	1156
5	S-5	18	29	522	324	841
6	S-6	18	29	522	324	841
7	S-7	25	52	1300	625	2704
8	S-8	50	57	2850	2500	3249
9	S-9	6	33	198	36	1089
10	S-10	68	33	2244	4624	1089
11	S-11	6	57	342	36	3249
12	S-12	50	36	1800	2500	1296
13	S-13	12	27	324	144	729
14	S-14	6	27	162	36	729
15	S-15	68	40	2720	4624	1600
16	S-16	43	45	1935	1849	2025
17	S-17	56	46	2576	3136	2116
18	S-18	62	50	3100	3844	2500
19	S-19	6	67	402	36	4489
20	S-20	62	86	5332	3844	7396
21	S-21	12	34	408	144	1156
22	S-22	68	88	5984	4624	7744
23	S-23	25	63	1575	625	3969
24	S-24	18	37	666	324	1369
25	S-25	50	35	1750	2500	1225
26	S-26	37	51	1887	1369	2601
27	S-27	56	52	2912	3136	2704
28	S-28	6	43	258	36	1849
29	S-29	68	47	3196	4624	2209
30	S-30	62	98	6076	3844	9604
31	S-31	25	34	850	625	1156
32	S-32	56	96	5376	3136	9216
Total		1182	1543	62576	59152	86477

From the calculation of variable X and Y above, it was known that:

$$\sum X = 1182$$

$$\sum Y = 1543$$

$$\sum XY = 62576$$

$$\sum X^2 = 59152$$

$$\sum Y^2 = 86477$$

Therefore, the researcher calculated the data with manual calculation and also the spss program, and the measurement of  $r_{xy}$  as follows :

#### 1) Manual Calculation Correlation.

To find coefficient correlation, the researcher applied the product moment correlation. The Formula as follow :

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where :

$r_{xy}$  = The coefficient of correlation

$\Sigma x$  = Total Value of Score x

$\Sigma y$  = Total Value of Score y

$\Sigma_{xy}$  = Multiplication Result between Score x and  
Score y

N = Number of students

*It is known that :*

$$\begin{aligned}
 r_{xy} &= \frac{32 \times 62576 - 1182 \times 1543}{\sqrt{[32 \times 59152 - (1182)^2] \times [32 \times 86477 - (1543)^2]}} \\
 &= \frac{2002432 - 1823826}{\sqrt{(1892864 - 1397124) \times (2767264 - 2380849)}} \\
 &= \frac{178606}{\sqrt{(495740) \times (386415)}} \\
 &= \frac{178606}{\sqrt{191561.10^6}} \\
 &= \frac{178606}{\sqrt{437676.10^3}} \\
 &= \frac{178606}{\sqrt{437676.8}} \\
 &= \mathbf{0.408}
 \end{aligned}$$

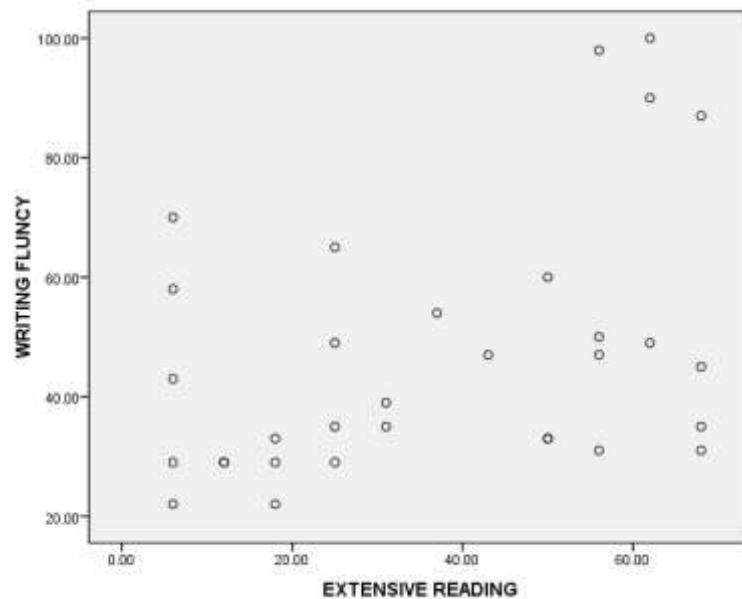
## 2) Using the SPSS Program

**Table 4.13 Correlation Using SPSS**

Correlations		
	EXTENSIVE READING	WRITING FLUENCY
Pearson Correlation	1	,408 <sup>*</sup>
Sig. (2-tailed)		,020
N	32	32
Pearson Correlation	,408 <sup>*</sup>	1
Sig. (2-tailed)	,020	
N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on both manual and using SPSS 20.0 calculation that have been elaborated above, it can be seen that the coefficient correlation was 0.408 and the significant was 0.020. However to prove the value of “r” based on the calculation degree of freedom was known that  $df = N - nr =$ ,  $N = 32$ ,  $nr = 2$ ,  $df = 32 - 2 = 30$  and the  $r_{table}$  was 0.3494. The result showed that the  $r_{observe}$  0.408 is higher than  $r_{table}$  0.3494 at 5%. Moreover, it can be concluded that the alternative hypothesis ( $H_a$ ) was accepted and the Null hypothesis ( $H_o$ ) was rejected. Because there was a positive moderate correlation between Extensive Reading and Writing Fluency. The chart of the correlation result shown as follows :



**Figure 4.3 The Correlation between Extensive Reading and Writing Fluency Scatterplot**

Based on the figure above the dots was spread in line, so it can be concluded that there is correlation between students' Extensive Reading score (X) and students' Writing Fluency score (Y).

### **3) Weight of Correlation (%)**

The researcher measured the contribution variable X to Variable Y using the formula by Riduan (2004, p. 138)

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

Where :

KP = determinant coefficient score

$r^2$  = correlation coefficient score

**It is known that:**

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

$$= 0.408^2 \times 100\%$$

$$= 16.6464 \times 100\%$$

$$= 16.6464 \%$$

The interpretation of the coefficient of determination is 16.6464 % variance Extensive Reading score can be explained by Writing Fluency score. It meant that Extensive Reading score gives 16.6464 % contribution to Writing Fluency score meanwhile 83.3536 % influenced by the other aspects.

**4) To know the value of  $t_{\text{value}}$**

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

$t_{\text{value}}$  : Value t

r : the score of coefficient correlation

n : the number of samples

Therefore, by the formula above it was known that:

$$r = 0.408, n = 32$$

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.408\sqrt{32-2}}{\sqrt{1-0.408^2}}$$

$$= \frac{0.408 \times 5.477225}{0.833536}$$

$$= \frac{2.234708}{0.833536}$$

$$= 2.680998$$

Based on the calculation above,  $\alpha = 0.05$  and  $n = 32$  so,  $df = n - 2 = 32 - 2 = 30$  and  $t_{table}$  was 1.69726 at 5%. So it can be seen that  $t_{value} (2.680998 > 1.69726)$ . So, the result was the  $H_a$  is accepted and  $H_o$  is rejected. In this case students' Extensive Reading score (Variable X) have a moderate relationship to students' Writing Fluency score (Variable Y).

### 3. Interpretation of the result

In this research, the researcher made the categorizaion of correlation power, Moreover it can be concluded that the result of this research ( $r = 0.408$ ) there had a moderate correlation between variable (X) Extensive Reading score and variable (Y) Writing Fluency Score. So, the result was the  $H_a$  is accepted and  $H_o$  is rejected.

**Table 4.14 The Correlation Interpretation**

<b>The Amount of 'r' Product Moment</b>	<b>Interpretation</b>
0.00 – 0.20	There is no correlation
0.20 – 0.40	There is a low correlation
0.40 – 0.70	There is moderate correlation
0.70 – 0.90	There is high/strong correlation
0.90 – 1.00	There is very high/strong correlation

Based on the interpretation by Sudijono (2007, p. 193) above, if the value of  $r_{xy}$  is on 0.20 – 0.40 it means there is a moderate correlation between the (X) variable and (Y) variable. The result of the calculation was 0.408 so, the result was the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected.

### C. Discussion

Form the result of this research it showed there was a positive moderate correlation between students' Extensive Reading and their Writing Fluency. The correlation coefficient obtained was 0.408 and the interpretation is there is a moderate correlation between (X) variable and (Y) variable (0.20 – 0.40). Moreover the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Students' Extensive Reading give a contribution 16.6464 % to students Writing Fluency of the sixth semester students of English Education Study Program at IAIN Palangka Raya. Based on the result it can be concluded the better students' extensive reading is the better their writing fluency. The  $r_{observe}$  was 0.408 so, there was a moderate correlation between students' extensive reading and their writing fluency.

The same result also found in a study from sakurai (2017) she found that the Extensive reading influences some sub-skills of writing, but the effect is not remarkable enough to affect the total. According to this study it can be concluded that the extensive reading just have a low correlation to the writing performance, it is rarely found a high or very high correlation between those variables. On the other hand a study from Kirin (2010) she found that according to the coefficient values, relationships between extensive reading and writing ability rarely existed and the result was correlated at a moderate level ( $r = 0.543$ ). The result of this study was at a moderate it is similar level and it still prove that there was a positive correlation between extensive reading and writing fluency. In addition a study by Poorstoti and Asl (2016) This study was an experimental study and it stated that extensive reading does not have any significant effect on the Iranian EFL learners' writing accuracy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestion to the future researcher.

#### **A. Conclusion**

Based on the manual calculation and calculation using SPSS 20.0 program with Pearson Product Moment formula the result of this research showed that the  $r_{\text{value}}$  was 0.408. So, it also showed that there was a positive moderate correlation. This means the better students' extensive reading is the better their writing fluency will be, but it is in a low level. The coefficient of determination is 16.6464 % %, then we can say that Students' Extensive Reading give a contribution 16.6464 % % to students Writing Fluency. The result of the research was 0.408 it is higher than  $t_{\text{table}}$  1.69726 at 5% Significance level. Moreover the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

#### **B. Suggestion**

For a better understanding of this research, it is highly suggested that:

##### **1. For Students**

The researcher suggested to all of students of English Education Study Program to keep and more doing the extensive reading outside the class, because reading is very important and based on this research the better students' extensive reading it will increase

the writing skill. Try to do the extensive reading every day even just a little time. The researcher also suggested to keep practicing the writing skill and take it to the higher level that is the writing fluency.

## 2. For Lecturers

The researcher suggested that lecturers in the English Education Study Program could guide and encourage the students to do the extensive reading and keep practicing the writing fluency.

## 3. For Researchers

The researcher is suggested to analyze not only the correlation between extensive reading and writing fluency, but also the factors that could affect both variables. If the future researcher wants to conduct the same research, it could be better if the future research has a larger sample.

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