

THE INFLUENCE OF WRITING HABIT TOWARD WRITING ABILITY

A case study on the sixth grade students in MI Al Ma'arif Kebumen, Banyubiru,

Kab. Semarang in academic year 2011-2012

Graduating paper

Submitted to the Board Examiner in Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan Islam (S.Pd.I) in the English and Educational
Department



By:

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**ENGLISH AND EDUCATIONAL DEPARTMENT
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2012**



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DECLARATION

In the name of Allah the most Gracious and the most Merciful.

Hereby the writer fully declares that this graduating is originally made by him. It is not plagiarism nor made by others. The thing related to other people work are written in quotation and included in the bibliography.

The writer is capable to account for this graduating paper if in the future it can be proved of containing others' ideas or in fact the writer imitates the other graduating paper.

This declaration is made by the writer to be understood

Salatiga, August 30th, 2012

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ARI SETIAWAN

Salatiga, May 2012

The Lecturer of Education Faculty
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ATTENTIVE CONSELOR NOTE

Case; Muhamad Ali Mudhofir's Thesis

Dear
The Head of State Islamic
Studies Institute of Salatiga

Assalamu'alaikum, Wr. Wb.

After reading and correcting **Muhamad Ali Mudhofir's** paper entitled "THE INFLUENCE OF WRITING HABIT TOWARD WRITING ABILITY (A case study on the sixth grade students in MI Al Ma'arif Kebumen, Banyubiru, Kab. Semarang in academic year 2011-2012). I have decided and would like to propose that if it could be accepted by educational faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb

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STATEMENT OF CERTIFICATION

THE INFLUENCE OF WRITING HABIT TOWARD WRITING ABILITY

A case study on the sixth grade students in MI Al-Ma'arif Kebumen, Banyuwiru,

Kab.Semarang

Created by

MUHAMAD ALI MUDHOFIR

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Has been brought of examiners of English Department of Educational Faculty of State Islamic Studies Institute (STAIN) Salatiga in August 30th, 2012 and hereby considered to completely fulfilled the requirement of degree of *Sarjana Pendidikan Islam* (S.PdI) in English and educational department.

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Salatiga, August 30th, 2012
Head of STAIN Salatiga

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MOTTO

The best man is they benefit to others

(HR. Muslim)

DEDICATION

1. My beloved father and mother (Mr. Asror and Mrs. Istifaah).
2. My beloved father and mother in Edi Mancoro boarding house (KH. Mahfudz Ridwan and Mrs. Siti Nafisah).
3. My beloved sister (Zumrotus Saidah and her husband Mustaghfirin and my nieces dek Hilya and dek Zaida).
4. My beloved other sister (Aini Mudzakiroh).
5. The big family of pondok pesantren Edi Mancoro. Especially, dek Azizah, dek Wiwit, and dek Hikmah.
6. My friends: jack sparrow, marvel, markenyo, sugriwo, ujang, munawir, mbah bayan, and niswan. Thanks for your support.
7. All my classmate (TBI D'06)
8. The wahana mini market crews; Echa, Aina, Kevi, Andry, Bayu, Sodek, Heru, etc.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillahil rabbil 'alamin, praise to Allah due to his protection, power and mercy which are given to the writer, so he could complete his thesis entitle; THE INFLUENCE OF WRITING HABIT TOWARD WRITING ABILITY (A case study on the sixth grade students in MI Al Ma'arif Kebumen, Banyubiru, Kab. Semarang in academic year 2011-2012).

The writer would like to express his deepest gratitude an appreciation to:

1. Drs Imam Sutomo, M.Ag, the rector of state Islamic studies. (STAIN) salatiga.
2. Maslihatul Umami S.PdI. MA. As the chief of English Department of STAIN Salatiga.
3. Ari setiawan S.Pd. M.M, as the writer's attentive counselor who is always already to make time for the writer to help, guide, and motivate on his consultation.
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6. All of my family; father, mother, and sisters who have given a true love, cares, prayers, and supports.
7. All of my friends in PPEM.

8. The head master, teachers, staff, and students of MI Al Ma'arif Kebumen Banyubiru Semarang, especially the sixth grade students in the academic year 2011/2012.

Finally, the writer realizes that this imperfect, he happily accept contractive criticism for the reader that make the thesis better. This thesis is expected to be able to provide useful information to the wriders.

Wassalamu'alaikum Wr. Wb.

Salatiga, August, 30th 2012

The writer

Muhamad Ali Mudhofir

ABSTRACT

Muhamad Ali Mudhofir: THE INFLUENCE OF WRITING HABIT TOWARD WRITING ABILITY (A case study on the sixth grade students in MI Al Ma'arif Kebumen, Banyubiru, Kab. Semarang in academic year 2011-2012). The aims in doing the research is to find out the profile of writing habit, the writing ability, and the influence of writing habit toward writing ability. The techniques of collecting the data the writer are questionnaire, documentation, and test. After conducting this research, the writer concludes that the score of the data of the profile of writing habit is 33,34, the score of the data of writing ability is 48,75. The result of calculation is 0,57. After consulting the critical r in the level of significant of 5% found that critical r for the number of the samples 32 is 0,349. From the comparison of r table with r result above, it means that the correlation between writing habit and writing ability have positive correlation. Because r result higher then r table.

Key word; writing habit and writing ability.

TABLE OF CONTENT

	Page
Title.....	i
Declaration.....	ii
Attentive counselor notes	iii
Statement of certification.....	iv
Motto	v
Dedication	vi
Acknowledgement	vii
Abstract	ix
Table of content	x
List of table	xiii
 CHAPTER 1 INTRODUCTION	
A. The background of study.....	1
B. Limitation of the problem	3
C. Statement of the problem	3
D. The objectives of the research	3

E. The benefit of study	3
F. Definition of key term	4
G. Statistical Hypothesis	5
H. Theoretical Hypothesis	5
I. Research methodology	5
J. Paper organization	9

CHAPTER II THEORITICAL REVIEW

A. Theoretical framework	11
1. Writing.....	11
2. Writing in elementary school.....	23
3. Writing habit.....	25
4. Writing ability	28
B. Conceptual framework	29

CHAPTER III REPORT OF THE RESEARCH

A. General description of MI Al Ma'arif	31
1. The information of MI Al Ma'arif	31
2. Identity of mi al ma'arif.....	31
3. The sketch of mi al ma'arif	32
4. Vision and mission of mi al ma'arif	33
5. The situation of student	34
6. The situation of teacher	34
7. Achievement of mi al ma'arif	35
B. Data presentation	36

CHAPTER IV DATA ANALYSIS

A. Data analysis 37

B. Hypotical conclusion 44

C. Analytical conclusion 44

CHAPTER V CLOUSURE

A. Conclusion 47

B. Suggestion 47

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDIX

LIST OF TABLE AND FIGURE

TABLE I.1	Interpretation Correlations	9
TABLE 3.1	The Students of MI Al-Ma'arif Kebumen	34
TABLE 3.2	The Teacher of MI Al ma'arif Kebumen	35
TABLE 3.3	The List of Graduation Level from academic year 2006/2007 until 2010/2011.....	35
TABLE 3.4	The Name of Respondents on This Research	36
TABLE 4.1	The Influence of writing habit Score (x)	37
TABLE 4.2	The writing Ability Score (Y)	49
TABLE 4.3	Recapitulation of Writing Habit and Writing Ability.....	41
TABLE 4.4	The Squared and Multiple of X And Y Score	42
FIGURE 3.1	The Sketch of Mi Al Ma'arif	32

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is something to express our opinion, emotion, desires whether in speaking or writing. Language plays very important role in social relationship among human beings. It is a medium of communication which can help people to interact, converse, and also to share with other people. English is the important language in the world, because English as an international communication. It is the reason why many people want to study about English.

English has gained its popularity all over the world including Indonesia. In the past English was only taught in secondary schools. However, the teaching of English is expanding into primary or elementary school. The aim of teaching English in the elementary school is to motivate students to be ready and have self confident in learning English at higher level of education and able to use the four major skills such as: reading, speaking, writing, and listening.

As one of the four language skills, writing has always occupied a place in most English language course purposes. Writing is not always easy, especially English writing. Children need time of writing skill. It is the fact that writing in foreign language is all too often associated with correcting error. Such as: grammar, spelling, and punctuation.

The swiss psycologist jean Piaget and his colleagues have demonstrated that children in primary or elementary school are usually called the *concrete operational*

stage of cognitive development. This means that they learn through hands or experience and through manipulation of object in the environment. If this principles is extended to English as a foreign language learning setting, it mean that children language classes need to be active rather than passive; they need to be engaged in activities of which language is a part (Endang, 2005:169-170). So, in the teaching elementary school, the teacher have to know about the characteristic of students and need classroom techniques.

One of the characteristic of children is that they love playing and learn things while playing. The implication to language teaching is that games are effective ways for teaching language. It is the meaning that a game is an activity with rules, a goal, and an element of fun. The emphasis in the use of the games for language learning is on successful communication rather than on correctness on language (Endang, 2005:171).

The classroom activities described here draw their underlying principles from the learning concepts and the characteristic of children discussed previously. They include teaching English using songs, games and pictures. In this research the writer using the picture as a cue in the English writing. It is one of strategies in English teaching learning, so that the students are not feel boring and keep have fun.

Besides to find out the characteristic of children and classroom technique, teacher can point out the certain characteristic that they would be aware and take into account of his teaching. In teaching English to the elementary students the teacher has the big role. Besides the quality of teacher there is the factor in order to make teaching English successful such as student's motivation.

Writing is more difficult than other skills such as reading, and speaking. To increase the writing ability does not happen instantly. Writing needed a time, patient,

and habitual. The students of MI Al ma'arif have the weaknesses in English writing. They stills confuse and misunderstand to make a simple sentence. In this research the writer hopes that the students can write from a simple sentence to be a simple paragraph.

Therefore, the writer tries to apply the writing habit toward writing ability that is the reason why the writer chooses the title "THE INFUENCE OF WRITING HABIT TOWARD WRITING ABILITY (A case study on the sixth grade students in MI Al Ma'arif Kebumen, Banyubiru, Kab. Semarang in academic year 2011-2012).

B. Limitation of the problem

The writer would limit the factor influencing writing habit toward writing ability. The writer assumes that writing habit contributed a lot to writing ability.

C. Statement of the problem

Considering the explanation above, the writer will make statement of the problem as follow:

1. How is the profiles of writing habit of MI Al ma'arif?
2. How far is the writing ability of MI Al ma'arif?
3. Is there any influence of writing habit toward writing ability?

D. The objectives of the research

1. To know the profile of writing habit of MI Al ma'arif.
2. To find out the writing ability of MI Al ma'arif.
3. To find out the influence of writing habit toward writing ability.

E. The benefit of the study

1. Theoretically

This research is subjected to know the influence of writing habit to writing ability. Some related research result in writing abilities that writing habit contributes a lot to abilities.

2. Methodologically

The result of this research can be used to evaluate and reflect the way of teaching writing in the institution. This should motivate teacher to change the methods used for teaching writing.

3. Practically

Elementary students can learn English writing in interesting way and for the school can develop the quality of teaching -learning process especially in foreign language.

F. Definition of key term

1. Writing

Writing is the form of write word which has the meaning a produce something in written form so that people can read, perform, and used it (Oxford university press, 2003:502). So the writing is one of communication by paper and pencil, which can give us much information.

2. Habit

In the oxford dictionary (2003:193), the habit is thing that you do often and almost without thinking.

3. Ability

Ability is skill or power (oxford university press, 2003:1). Every human being has a talent, potential, and skill. So the human being must exploitation of skill or talent.

G. Statistical Hypothesis

The statistical hypothesis of this research is: there is no influence of writing habit toward writing ability.

H. Theoretical Hypothesis

The theoretical hypothesis of this research is; there is an influence of writing habit toward writing ability.

I. Research methodology

Research methodology is a means to get some knowledge and to overcome the problem faced by the researcher in their investigation. The methodology of the research is way of how to gain certain and effort to find, develop, and examine the truth of science systematically.

1. Approach

In this research the writer used quantitative approach. Quantitative is a process of getting knowledge by using a number of data as instrument to have explanation about what will know. In general quantitative research can do as descriptive research (Margono, 2005:106).

2. Type of the research

This research is correlative study, because this research is a statistical measure of relationship between two or more variable. Thus this study attempt to identify, classify about the influence of writing habit toward writing ability.

3. Population and sample

a) Population

According to Sutrisno Hadi, population is the whole subjects which are observed and research (1989:79). A population is the subject of the research object that consist of the real things, abstract, or event.

It forms data source that has the sure and the same characters. The population in this research is all of the students of MI al-ma'arif, kec. banyubiru, kab. Semarang.

b) Sample

Sample is part of population as an object of the research (Arikunto, 1992:117). Sample is a part of population that has the same characteristic as the data source. The sample of this research is the student of sixth grade of MI al-ma'arif, kec. Banyubiru, kab.semarang. Because there is just one class, it is also called as total sample.

4. Method of collecting data

Method of collecting data is to make a procedural research. The writer must have a talent in technique of collecting data. The technique must valid or reliable data. Qualification of data is important one to get the reliable data. Besides that, procedure of collecting data has to be considered by researcher.

In this research, the writer uses primary and secondary data collection. The primary data collection used questionnaire and test. The secondary data use interview and documentation.

a) Questionnaire

Questionnaire is a list some a questions or statements about writing habit that is given for the sixth grade students of MI Al ma'arif. The result of the questionnaire becomes independent variable (x). The questionnaire consist of fifteen questions, there are three choices in each question. The techniques of scoring questionnaire are as follow:

(1) Alternative of respon A is scored 3

(2) Alternative of respon B is scored 2

(3) Alternative of respon C is scored 1

b) test

A test is a series of questions or other instruments, which is used to measure individual of groups skill, knowledge, intelligent, capability or talent (Suharsimi, 1992:115).the test is given for the students to know how for their writing ability. The result of this test becomes the dependent variable (y). In writing test, researcher has some pictures and students asked to write a story by using simple sentence based on the pictures.

c) Documentation

According to sutrisno hadi (1995) documentation is such a kind of data that consist of note, book transcript, newspaper, magazine, meeting, summary, agenda, and so on.

It is used to find out the characteristic of population and sample beside that, it is used to figure out the existence of MI Al-ma'arif, kec.banyubiru, kab. Semarang.

The writer will complete the research by using the document in which explain about the school and the data which is needed for this research. The writer will ask with school to give the complete data, so this research can produce good finding.

5. Data analysis

To analyze the data, in this research the method used quantitative then to analyze the item of the influence of writing habit toward writing ability. The writer uses a system as follow:

a) Arithmetical calculation

- 1) Calculation in the score of the influence of writing habit by using the following formula:

$$P = \frac{\sum X}{N \times 100} \times 100\%$$

Where is:

P = the score obtained
 $\sum X$ = the sum of score X
 N = sample

- 2) Calculation in the score of students writing ability by using formula:

$$P = \frac{\sum Y}{N \times 100} \times 100\%$$

Where is:

P = the score of obtained
 $\sum Y$ = the sum of score Y
 N = sample

- 3) Product moment correlation analysis

While to find the answer the technique that will be used is product moment correlation and the as follow:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{ \sum X^2 - \frac{(\sum X)^2}{N} \right\} \left\{ \sum Y^2 - \frac{(\sum Y)^2}{N} \right\}}} \quad (\text{sutrisno hadi: 1981: 294})$$

Explanation:

r_{xy} = the correlation coefficient of the score on learning English
 $\sum X$ = the sum of the x scores

$\sum Y$ = the sum of the y scores
 N = the sum of the students
 $\sum X^2$ = the sum of squares of X score
 $\sum Y^2$ = the sum of squares of Y score
 $\sum XY$ = the sum of multiplication of the X and Y score for each students

The previous score is used to prescribe the significance of correlation the strengths of the correlation vary as the follow index:

TABLE I.1
Interpretation Correlations

R	Interpretation
0,00 – 0,20	show that there is nearly no correlation
0,20 – 0,40	shows that the correlation is low
0,40 – 0,70	show that the correlation is fair
0,70 – 0,90	show that the correlation is high
0,90 – up	show that the correlation is excellent

J. Paper organization

This thesis is divided into five chapters: it is composed systematically in order to that the reader can read and understand the meaning of this thesis easily: Chapter I: Introduction that consist of the background of the study, the limitaton of the study, the statement of the problem, the objectives of the study, the benefit of the study, the definition of key term, hypothesis, research methodology; a) Approach, b) type of the research, c) population and sample, d) Instrument, e) Data analysis, and paper organization. Chapter II: The Review of Related Theory that consist of theoretical framework; a) writing b) writing in elementary school c) writing ability, d) writing habit, and Conceptual framework. Chapter III: Report of the Research that consist of

general description of research area, and data presentation. Chapter IV: Data Analysis that consists of data analysis, hypothetical conclusion, and analytical conclusion. Chapter V: Closure that is the consist of conclusion, and Suggestion, and The part is the bibliography and appendix.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical framework

1. Writing

a. Definition of writing

To write is to put down the graphic symbols of that represent language one understands, so that others can read the graphic symbol, if they know the language and the graphic representation (Lado; 1982:143).

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (for native speakers of the language as well as for those learning a foreign/second language). Writing is commonly seen as a three-stage process: pre-writing, writing, and rewriting. Although this is very much an oversimplification, it is a helpful one.

b. Aspect of writing

1) Paragraph organization

A paragraph is a group of related sentences that develops one main idea (Oshima; 1988:55). A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about the subject. These sentences are the topic sentence, supporting sentence, and concluding sentence.

a) Part of paragraph

(1) Topic sentence

The topic sentence is general statement of the paragraph (Alice Oshima; 1988:56). It is the key sentence because it names the subject and the controlling idea. The topic sentence can come at the beginning or at the end of a paragraph.

(2) Supporting sentence

Supporting sentence is developed of topic sentence by giving specific detail about the topic (Oshima; 1988:61). In order to choose details to support the topic sentence, rephrase it as a question and then answer the question with the supporting sentence.

(3) Concluding sentence

The concluding sentence is like the topic sentence because both are general statement. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph (Oshima; 1988:63).

2) Sentence problem

In writing, the first purpose is expressing our message through written text. In order word it becomes communication. Of course, it uses written language. For most beginning writer whose mother tongue is not English,

to express what they intend is sometimes difficult. One of the common problems might be lack of correct grammatical sentence.

As a beginning writer, usually they will find at least four common place weaknesses at the sentence level. It must be overcome by the writers.

They are:

a) Sentence structure

(1) Independent clause

An independent clause is a group of words containing a subject and a verb. Some clauses can stand alone as a sentence. This kind of clause is an independent clause. A simple sentence is one independent clause.

(2) Dependent clause

A dependent clause is a clause that does not express a complete thought and cannot stand alone. A dependent clause must be connected to an independent clause in order to make a complete sentence, which is called a complex sentence.

b) Comma splice

Commas often (though not always) signal a minor break or pause in a sentence. These pauses or breaks occur at the point where the six main comma rules apply. They are as follows;

(1) Comma between items in series

A comma is used between two descriptive words in a series only if *and* inserted between the words sounds natural. Example: *lola bit into the ripe and juicy apple.*

(2) Comma after introductory

A comma is also used to set off extra material placed at the end of a sentence. If the introductory material is brief, the comma is sometimes omitted. Example: *toni has trouble accepting criticism, except from lola.*

(3) Comma around words interrupting

Use a comma before and after words that interrupt the flow of though in a sentence. Example *the car, cleaned and repaired, is ready to be sold.*

(4) Comma between complete thoughts connected by joining word

Use a comma between to complete thoughts connected by *and, but, for, or, not, so, yet.* Example *my parents threatened to throw me out of the house, so I had to stop playing the drums.*

(5) Comma with every day material

Use a comma with certain everyday material as show in the following sections.

(a) Persons spoken to. Example *sally, I thing that you should go to bed.*

(b) Dates. Example *our house was burglarized on October 28, 2001, and two week later on November 11, 2001.*

(c) Addresses. Example *lola's sister lives at greenway village, 342 Red Oak Drive, Los Angeles, California 90057.*

(d) Opening and closing of letters. Example *dear Vanessa,*

(e) Numbers. Example *government officials estimate that American spend about 785, 000, 000 hours a year filling out federal forms.*

c) Dangling modifier

A modifier that opens a sentence must be followed immediately by the word, it is meant to describe. Otherwise, the modifier is said to be *dangling*, and the sentence takes on an unintended meaning. Example *while sleeping in his backyard, a Frisbee hit Bill on the head.*

d) The run-on/fused sentence

A *run-on* is to complete thoughts that are together with no adequate sign given to mark the break between them. As a result of the run-on, the reader is confused, unsure of where one thought ends and the next one begins.

There are two types of run-on. They are fused sentence and comma splice. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences: they are fused or joined together as if they were only one thought. Example: *the exam was postponed the class was canceled as well.*

In other run-ons, known as comma splice, a comma is used to connect or splice together the two complete thoughts. However, a comma alone is not enough to connect two complete thoughts. Some connection stronger than a comma alone is needed. Example: *the exam was postponed, the class was canceled as well.*

Comma splices are the most common kind of run-on. Students sense that some kind of connection is needed between thoughts, and so

they put a comma at the dividing point. But the comma alone is not sufficient. A stronger, clearer mark is needed between the two thoughts.

There are four common methods of correcting a run-on (Langan; 2003:121).

(1) Use a period and a capital letter to separate the two complete thoughts.

Example *the exam was postponed. The exam was canceled as well.*

(2) Use a comma plus a joining word (*and, but, for, or, nor, so, yet*).

To connect the two complete thought.

Example *the exam was postponed, and the class was canceled as well.*

(3) Use a semicolon to connect the two complete thoughts.

Example *the exam was postponed; the class was canceled as well.*

(4) Use subordination.

Example *when the exam was postponed, the class was canceled as well.*

3) Sentence varieties

A writer must use various sentences to make his or her writing live and enjoyable, as well as interesting. When the writer uses various sentences it more interesting than only uses one color sentence.

4) Word choice

To make a good paragraph as well as meaningful, the writer has to choose the proper word as connected with the topic. Word carry meaning; wrong to word surely do not get the writer message across. For foreign

learner of english, choosing the right word is one of the problems. Especially in english, word have so many kinds of meaning. The meaning of a word depend on the context.

5) Meaning and grammar

The writer believe that they want to give their best when they write. To become good and responsible writers need to write grammatically and semantically. They will use standard english grammar, the grammar which is commonly used by educated speaker of english.

6) Drafting and brainstorming

Writing is a long process. Before we start drafting, we have to decide what to write. After that we must choose a topic. To make draft, it is easy for us to begin from our own experience. With this step we can write anything we want. Although to make draft is not easy, but if we start from our experience we will find the concept which can be used as the material for writing.

Brainstorming is a prewriting activity in which you write down any ideas or feelings you have about the subject of your topic sentence (Alice oshima; 1988:65). Brainstorming here is stimulant. It makes the writer easy to get new idea for making a paragraph even a paper when brainstorming , we simple write down our ideas in a phrase or in a single word, not in complete sentence. Brainstorming basically inspires us to choose a suitable, inspiring topic.

There are any ways to do it:

- (a) Write down your topic sentence.
- (b) Make a list of everything that comes to your mind about the subject.

(c) Forget about order of ideas, grammar, structure, or spelling.

(d) Just keep writing down whatever comes to your mind until you run out of ideas.

7) Finalizing and revising

Finalizing and revising are the last steps for writing. It indicated that his or her writing is completed from beginning until end. Remember, when we finish our writing, it is better we revise first. We might need to pretend that the reader can understand our message.

c. Common problem for learner in writing

Not all advanced bilingual learners are affected by all of these problems; some of these problems apply to many other learners. The following are intended to be brief notes to prompt further thinking.

1) Handwriting: may be slow with poor letter formation or joining; direction and letter formation, joining of letters, word division, punctuation can be different in other scripts; bilingual pupils' slower speeds and limited fluency can affect other aspects of writing (teachers may need to observe pupils actually writing to detect problems; learners may need for specific guidance and practice).

2) Spelling: pupils may attempt to spell words as they sound; correspondences between letters and speech sounds (phonemes) can be different in different languages, different spelling systems, lack of familiarity with vocabulary (encourage pupils to notice words, analyse words using prefixes, suffixes, relate new spellings to associated words in groups; encourage pupils to use their knowledge of English sound-symbol

relationships and to use systems for learning spelling, e.g. 'look-cover-write-check').

- 3) Vocabulary: can be long-term issue which relates to social meanings, idioms, metaphors, subject-specific terminology (draw specific attention to key terms, ensure that learners hear and read clear examples; use glosses to explain, word banks for pupils to draw on in their writing, synonyms and antonyms, show how terms are often classified in concepts; relate words to pictures, charts, diagrams where possible; repeat words in related contexts, associate new terms with known vocabulary, get pupils to learn words in associated groups, networks and combinations or collocations, analyse words with prefixes and suffixes).
- 4) Grammar: pupils probably use a limited range of grammar; their writing may have inconsistent verb tenses, incorrect plural nouns and wrong uses of articles and prepositions; development of a wider range of sentence constructions can be a long-term issue and some aspects of grammar are more common in writing – and in particular kinds of writing - than in speech (notice examples of grammar that cause difficulty, draw attention to complex grammar in reading and in examples of other pupils' writing; give explicit correction, refer examples to a language specialist).
- 5) Text structures: can be a long-term issue closely linked to reading and understanding of concept and writers' intentions; bilingual learners often pay attention to words more than to whole texts and may need explicit guidance and support to understand how particular paragraphs or texts are structured (be explicit about the expected structures of texts, use diagrams and key visuals to give an overview of texts in reading and in preparing

writing; draw attention to the logic of writing in reading and comparing texts and in sharing good examples of other pupils' written work, e.g. linking words, such as *so*, *however*, *in contrast*; chunks of text which are connected by logical relations, such as *condition (if) and consequence (then)* or a *generalization followed by an example*).

- 6) Limited reading: many writing tasks would be eased for bilingual pupils if they read more examples of appropriate writing within subject areas, but reading is often slow, partial, and limited by knowledge of vocabulary and frequent reference to dictionaries (provide some simplified texts which have some repetition and easier material such as well illustrated non-fiction – without patronizing; give glossaries of frequently used key terms; simplify some worksheets and differentiate reading material).
- 7) Lack of time: a complex problem in demanding situations when teachers also lack time, but bilingual learners often need more time to read, understand, prepare for writing, writing and revising work, otherwise tasks are unfinished (consider giving fewer tasks but giving more time; prepare tasks with group work and oral previews or rehearsals of likely language)
- 8) Transferring knowledge and skills from one curriculum area to another (encourage pupils to make connections; try to be familiar with the teaching approaches and examples in related subject areas; share practice with colleagues)

d. Writing process

There is nothing in writing which is more important than finding a **voice**. Voice is simply an individual style, or way of saying what is important. Voice is the manner of presentation which allows the personality of the writer

to shine through the printed word and gives the reader a sense of conversation (http://www.arcanum-butler.k12.oh.us/Home_Page.html).

There are five steps in writing process as follow;

1) Prewriting

Prewriting is the time to get the brain focused. Since each person is unique, there can be no single method for focusing the brain. Each writer must find what works best (this does not mean what is done easiest.)

Prewriting can include:

- a) Listing: Just plain making lists of things which are related to the topic.
- b) Free writing: Just start writing on topic and don't stop (or even pause) until a predetermined period of time has passed.
- c) Clustering: Start with a central idea and relate words, phrases, or ideas to it. Use this to find a direction for thoughts.
- d) Percolating: Thinking about your topic. Deeply examining, with the mind, what needs to be said.
- e) Reading/Researching: Find information about the subject.
- f) Discussing: Talk to other people, with varying levels of knowledge on the topic, about the piece.
- g) Other exercises which help to focus our thoughts..

2) Drafting

This is actually writing the first draft of the piece. Keep in mind that this is just a first attempt. It is not completed. Consider: The first time you traveled to some far away spot you were able to get there, but the traveling was difficult. You may have gotten lost, or at least confused. The second time you went was probably much better. You were less likely to get lost

and the trip was more productive. Each time you went was better than the times before. The same is true of writing.

Think of writing as a trip. Each time you write a draft you are a more knowledgeable person than you were previously and, thus, better prepared to write. Therefore, don't be afraid to cast off an early draft as it was written by a less knowledgeable person than you are at a later writing.

3) Revising

Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate sentences, paragraphs or even pages in order to make a piece clearer. Revision might call for a writer to add sentences, paragraphs or even pages.

4) Proofing

Many would say, rightly, that proofing is a facet of revising. Indeed, it is. However, special attention should be given to the need for both items - neither excluding the other. Proofing is the act of making certain that the spelling is correct, the grammar is accurate, and the mechanics is proper.

This is a matter of personal pride. Any writer who has a level of self worth will want his piece to be written with the language demonstrating control.

5) Publishing

Publishing goes beyond getting a piece in a magazine or newspaper. Publishing means getting a piece into the hands of any reader. Getting a friend or teacher or parent to read a piece is publishing. By knowing that

others will read a piece a writer will work harder to make certain the piece reaches its highest possible potential.

2. Writing in elementary school

The students in elementary school can already write in their own language or are in the process of learning to write. However, since the process is a long one, the students will still be coping with the mechanics of writing as well as thinking about what to write (scott; 2003:72).

a. Guided writing activities

1) Fill-in exercise

Fill-in exercises are useful activities, especially at the beginner stages. They do not require much active production of language, since most of the language is given, but they do require understanding (scott;2003:72).

2) Dictation

Dictation is very save type of exercise if you can keep the language elementary and simple. The teacher are providing the actual language as well as the context. For young learners, dictations should be should, be made up of sentences which can be said in one breath, have a purpose, and be connected to work which has gone before or comes after, and be read or said at normal speed (scott;2003:72).

3) Letters

Letter writing seem to be a populer language class activity, and it is indeed a useful way of getting pupil to write short meaningful pieces of writing (scott;2003:73).

b. Free writing activities

In free activities, the language is the students own language. no matter what their level. The beginner level should be encouraged to re-write their work, so the final product is not what they hand in for correction, but the result of working on the piece of writing. The teacher should give as much help as possible to the students both before the actual writing task begin and while the writing is going on. Student usually want what they write to be good and some will not mind writing their final version out nicely once they have mastered the mechanic of writing (scott;2003:74).

c. Pre-writing activities

The main difficulty with free writing activities seem to be going from nothing to something. Even students with lot of imagination don't always know to write about. They still not confident about the mechanic of writing. All students need to spend time on pre-writing work - warm-up activities which are designed to give them language, ideas and encouragement before they settle down to the writing itself (scott;2003:75).

1) Talking about the subject

A short simple conversation about the subject can be enough to get ideas going and collect thoughts (scott;2003:75).

2) Word star

First put the key word on the blackboard. Teacher is going to write about pet fpr example *dog*. Put the class into groups and ask them to write down all the words they can think connected with *dog* (scott;2003:76).

3) Vocabulary charts

Simple drawings or pictures with vocabulary collection are fun, easy to make and always useful reminders of the words. The students might like to make a picture dictionary of their own, using their own themes and ideas. Student can try a sentence or two beside their labelled drawing too (scott;2003:76).

4) Topic vocabulary

Vocabulary can also be built up by collecting related word. Use picture dictionaries as much as you can, but have your own dictionary too – you won't always know the word either. Students do not have to remember all these word-you are only collecting words to help them write thier story (scott;2003:77).

3. Writing habit

Habit is a pattern of behavior acquired through repetition. A good writing habit means you are consistent with your writing. You have tenacity. Whatever you do to get your book done you do it with consistency. In order to acquire a good writing habit it is sometimes said that you have to repeat it for 21 consecutive days, and then the act becomes natural. Here are some good writing habit tips.

a. How to make time work for you

Discipline yourself. Divide up your days and devote time to writing every day - 20 minutes, 40 minutes, 1 hour or more each day. Write when you are most creative. If you are a morning person get up an hour earlier and write. If you are a night writer, go to bed an hour later. Make use of "dead time." Have a notebook with you at all times and write on the train, plane, and coffee

shop. You can even record your thoughts while driving with a good hands-free recorder.

Set up a time frame regiment and write regularly. Write everyday if you can. More important, be consistent. Create a good habit by setting up a writing schedule that is regular and repetitive. Write the same time and same place as often as you can. Cut down on time-wasting activities: television, telephone, e-mails, and anything else that is preventing you from reaching your writing goal. Create a good writing habit by writing everyday in place of the above activities.

b. Establish and follow an action plan

Set up a Writing Action Plan and follow it. Reserve time with yourself to write. Whatever amount of time it is write it down in your day planner. Remember to reserve a time for research and reading as necessary for writing your book. Be realistic with the time you set and write at the scheduled time. Get a wall calendar and mark your writing days and times on it. Post it somewhere where you can see it every day. Stay focused and keep your "writing date" with yourself.

Set up a writing schedule so that you write everyday. Even if one day is only 20 minutes of writing and the next day you devote one or two hours. You will create good writing habits if you write every day. At the end of your writing session, check your day planner to see when the next time is scheduled for writing. Think for a moment how much you want to get done next time. Some people set a goal to complete a certain number of pages, or finish a chapter, or a specific time frame of one or two hours. When you know what is expected, next time you are more apt to complete it.

c. Keep of record of your writing time

Write the actual time you spend writing in your day planner. You may be surprised at the end of the week to discover that you did not spend as much time writing as you thought you did. Change that habit. Be consistent with your writing.

d. Get a buddy-get a support

Get a writing buddy. Having other like-minded people on your team means you will be motivated to write and keep on writing. Join a writer's group. Attend a writer's conference. Take a writing class. Not only will you learn from others, you will be motivated to write your book.

e. Be consistence

Write at the same time everyday if you can. If you are a morning person get up one hour earlier and write. A night person will stay up one hour later to write. Be consistent and write regularly at the same time each day and you will create a new good writing habit. And there is nothing wrong with getting up at 3 a.m. to start writing.

Prepare for writing by doing the same thing each time you get ready to write. Maybe it's getting your writing area ready to write. Getting a cup of your favorite beverage. Listening to soft music while you write. Create a good writing environment to prepare you for writing. Writing should be a good experience. Enjoy every moment.

f. Just do it

Type 2,000 words each day. This is about 8 double space typewritten pages a day. Your book would be finished in about 30 days. Or type 1,000

words each day and you will be finished in about 60 days. Remember to turn off the television in order to accomplish this fantastic goal.

Stick to your schedule and write. If you get stuck or your mind becomes blank, skip the section you are working on and start with a new chapter. Just keep on writing. Later you will probably be able to go back and start writing the part where you were stuck. (<http://www.powerhousewriting.com/writing-habits.html>).

Writing is very difficult, but from some tips to good writing above, the students can start their writing by make schedule for everyday. Trough this tips, writing habits are easier.

4. Writing ability

Ability has same meaning with skill. Skill is ability to do something expertly and well (Hornby; 1974:805). A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both (<http://en.wikipedia.org/wiki/Skill>).

Writing skill can best be developed through carefully controlled and graded comprehension or précis exercises. Précis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop student's writing ability. Controlled précis writing will enable the students to master each of this difficult and bring him to a point where he will be capable of writing a composition with a minimum of error.

In the website address http://www.ehow.com/how_4928401_improve-writing-ability.html, give some instructions to improve writing ability. There are:

- a. Read whatever you're interested in or can get your hands on, including books, magazines, newspapers, white papers, web articles and stories, manuscripts or

other written material. This helps improve your vocabulary and exposes you to a plethora of writing styles you can implement in your own writing.

- b. Keep a journal to write in every day. Your journal can consist of information on a particular topic you enjoy, funny stories you hear, everyday happenings around you, or anything else you wish. The more you practice writing, the less likely your talent stagnates.
- c. Research how to write effectively. Study writing techniques and grammar, and expand your vocabulary by looking up words in the dictionary. You'll find that you remember some things from high school/college you've forgotten and pick up on things you never knew.
- d. Write something and submit it somewhere for consumption. You can make a post on a writing forum and ask people to proofread it, write an article for your website and asks for others' opinions, or compose an email and send it to your best friend, asking him to critique the content.
- e. Take any constructive criticism to heart, and use it to improve your writing ability.
- f. Continuously come up with ideas for written work. Keep another small journal just for writing ideas or dictate any ideas you come up with in a portable recording device, like a digital voice recorder. By doing this, you'll have plenty of material for the foreseeable future

B. Conceptual framework

According to the theory of learning psychology, the factors of influence learning, it shows that the achievement of someone's learning is influenced by internal and external factors. Internal factor is the factor which comes from ones' self

who learn it, includes physical and psychological factor. The examples of physical factor are body health, tiring, sense, condition, nutrition, etc. (Purwanto, 1996: 102).

While psychology factors deal with intelligent, motivation, talent, mood, confidence, courage, interest to know, intention, etc. External factors are the factors from outside individual who learn. It consists of social and non social factors. Social factors deal with the other individuals like parents, family, learning group, friends, teachers, etc. Non social factors are non humans, for example media, place, curriculum, methods, funds, etc (Purwanto, 1996: 106).

From this theory, it is very possible that between writing habits and writing ability there is correlation. So, the writer has hypothesis that there is a significant influence between writing habit toward writing ability of the sixth years in MI Alma'arif kebumen, banyubiru. The truth of hypothesis will be tested in the field based on the data which will be collected.

CHAPTER III
REPORT OF THE RESEARCH

A. General description of MI Al ma'arif

1. The information of MI Al ma'arif

This school was built in the 1st february 1956. It was initiated by the ulama' figures in Kebumen. They wanted to build a school that was not only to teach common subject, but also religious foundation. Base on Department of Religious Affair Decree No. LK/3.c'21/pem.MI/1978, issued by minister of religious affair in January 2nd, 1978, the school is name Madrasah Ibtidaiyah Kebumen. It is organized by yayasan Al-Ma'arif.

It is lokated in Kebumen, Banyubiru, Semarang. This location is very strategies and suitable for teaching learning process. Because it is not so crowded and easy to be reached. The width of this school is about 1436 meters square. The school border with Gedong village in the north, Rowoboni village and Tuntang subditric in the east, Rowoboni village in the south, and Tegaron village in the west.

Base on in the accreditation charter of Islamic elementary school (*piagam akreditasi madrasah ibtidaiyah*), No. KW.11.4/4/PP.03.2/623.22.46/2005, this school is accredited.

2. Identity of MI Al ma'arif

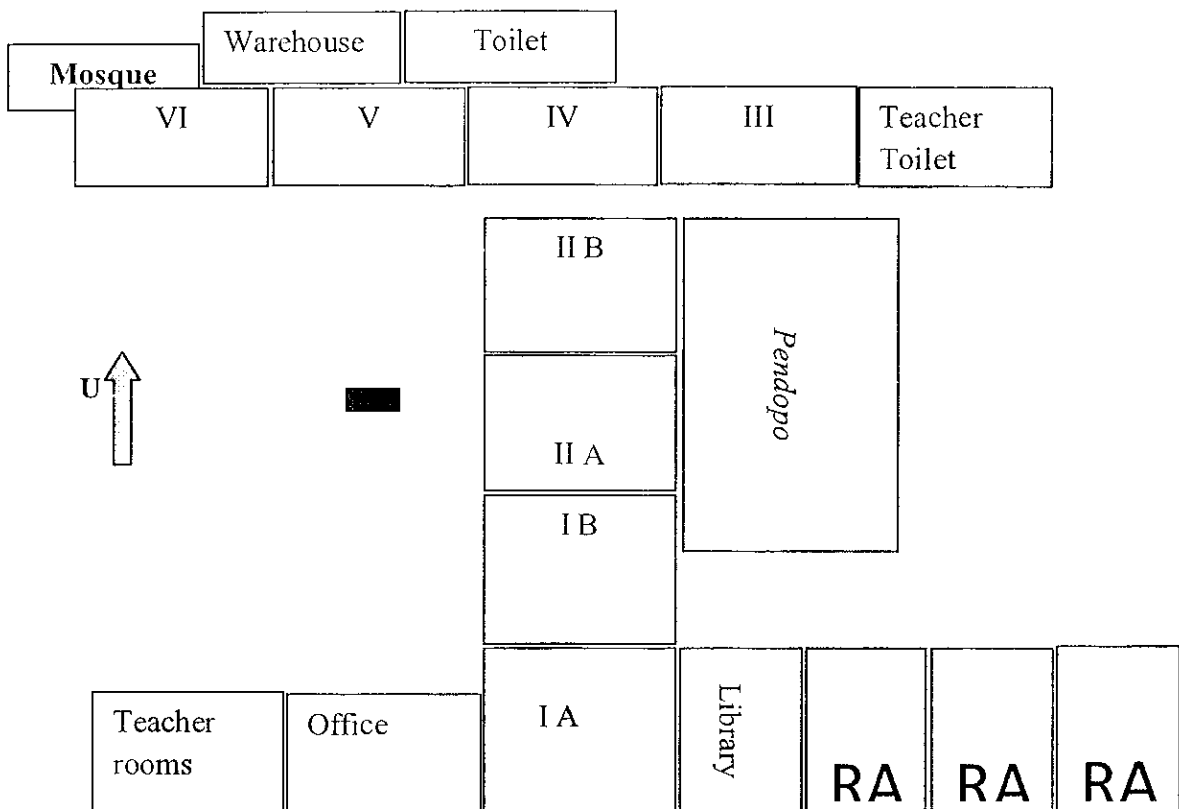
The identity of MI al ma'arif as a follow:

- a. Name : MI Al-Ma'arif Kebumen
- b. NSS : 111233220080

- c. Built : 1956
- d. Address : Kebumen
Banyubiru subdistrict,
Semarang regency
Central java
- e. Post code : 50664
- f. Phone number : (0298) 5992986
- g. Cluster (*gugusan*) : Imbas
- h. Accreditation : Accredited B
- i. Headmaster : Rozikin, S. Ag.
- j. Committee chairman : Khadziq Faisol, S. Sos.

3. The sketch of MI Al marif

FIGURE 3.1
The Sketch of Mi Al Ma'arif



4. Vision and mission of MI al ma'arif

a. Vission

"mewujudkan pendidikan yang berkualitas dan bermanfaat bagi masyarakat didunia dan akherat"

The vision of education in public elementary school and Islamic elementary school (Madrasah Ibtidaiyah) are the same vision. However, Islamic elementary school has more subjects on religious subject but not in public school. So, that the students in Islamic elementary school have the quality and benefit of education in the world and hereafter.

b. Mission

- 1) *Melaksanakan pendidikan melalui pembinaan aqidah islamiyah Yang berakhlakul karimah 'ala ahlussunah waljamaah.*
- 2) *Pelayanan dan pengabdian yang sungguh dengan menejemen yang baik dan tertata.*
- 3) *Mengusahakan tenaga pendidik yang dapat menjadi suri tauladan dan sumberdaya yang tinggi*
- 4) *Melaksanakan kegiatan pendidikan yang dapat menciptakan anak didik yang kreatif, aktif, cerdas trampil dan soleh*
- 5) *Menjalin hubungan dan kerja sama yang harmonis dengan masyarakat*

The above statement will summarize as follow:

To implement of education through *aqidah islamiyah* choaching, the committee of MI Al ma'arif and society have establishing harmonious relationship. With a good management and professional teacher, MI Al Ma'arif is place to implement educational activities for the students to create a acreative, active, intelegent, and pious skilled.

5. The situation of students

The following table will show the students of MI Al Ma'arif Kebumen, Banyubiru, Kab.Semarang from academic years 2006/2007 until 2011/2012.

TABLE 3.1
The Students of MI Al-Ma'arif Kebumen

NO	Academic year	Total students/classroom						Total
		I	II	III	IV	V	VI	
1.	2006/2007	45	45	50	47	32	36	255
2.	2007/2008	40	40	45	45	40	30	240
3.	2008/2009	45	35	42	43	43	32	240
4.	2009/2010	42	44	44	39	45	36	250
5.	2010/2011	57	40	44	36	42	37	256
6.	2011/2012	52	56	41	41	36	32	258

6. The situation of teacher

In the MI Al Ma'arif has 12 teachers, they are 4 civil servants (*pegawai negeri*), 1 honorary teachers (*guru honorer*), 7 practice teaching (*guru wiyata bhakti*). The 4 civil servants are Rozikin S.Ag, Nur sururiyah, Siti Barokah S.Ag, Siti Maemonah S.Ag. the 1 honorary teacher is Budiningsih S.Pd, and the 7 practice teaching are Khusnu Indrawati, Dwi Astuti, M. Adib, Ahmad Bindari S.Ag, M. Son'ani S.Pd, Nur Latifah, Inna Imro'atun.

The following table will show the teacher of MI Al Ma'arif and their position.

TABLE 3.2
The Teacher of MI Al ma'arif Kebumen

No	Name	NIP	Position
1	Rozikin, S.ag	196404131991031003	Head master
2	Nur Sururiyah	196309071990032003	Treasure and homeroom teacher I A
3	Khusnu Indrawati		Homeroom teacher I B
4	Dwi Astuti		Homeroom teacher II A
5	M. Adib	-	Homeroom teacher II B
6	Siti Barokah, S.ag	196807101991032003	Homeroom teacher III
7	Siti Maemonah, S.ag	150300473	Homeroom teacher VI
8	Budiningsih, S.pd	-	Homeroom teacher V
9	Achmad Bindari, S.ag	-	Sport teacher
10	Son'ani, S.pd	-	English teacher
11	Nur Latifah	-	Homeroom teacher IV
12	Inna Imroatun	-	Religion teacher

7. Achievement of MI Al ma'arif

The following table show that the result of learning achievement of the final examination (*UAN*) on MI Al Ma'arif from academic year 2006/2007 until 2010/2011.

TABLE 3.3
The List of Graduation Level from academic year 2006/2007 until 2010/2011

Academic year	Graduation%	
	Total	Average
2006-2007	36	97%
2007-2008	30	100%
2008-2009	32	100%

2009-2010	36	100%
2010-2011	37	100%

B. Data presentation

The location of this research is MI Al Ma'arif Kebumen, Banyubiru, Kab. Semarang. The writer selects on the sixth grade students in academic year 2011/2012 as a respondent. The following table will show the name of respondent.

TABLE 3.4
The Name of Respondents on This Research

No	Name	No	Name
1	Baenatul atika	17	Faridhotul m
2	Zairotun	18	M khoirul hadi
3	Nurul khasanah	19	Ahmad royan
4	Alfin nurul hikmah	20	Amrina rosada
5	Avina maulida	21	Azza nur kafela
6	Dina vita ulya	22	Ika nur khanifah
7	Indah safitri	23	Izzunnafiah
8	Malik abdullah	24	M arjun
9	M athoilah	25	M khiorul anwar
10	M nur arifin	26	M ulil azmi
11	M wafa sabiq mujab	27	M wildan
12	Laila putri azkiyati	28	Nihayatun nikmah
13	Novita sari	29	Rizal widyatama
14	Rosiana	30	Siti khofifah
15	Siti rohmah	31	Vina widayati
16	Wahyu pratiwi	32	Shofiyah nurul aziz

CHAPTER IV

DATA ANALYSIS

A. Data Analysis

According to the problems statement the writer is going to analyze them, the data are collected through questionnaire and test, the questionnaire is used to know about writing habit and test is an instrument to know about writing ability.

1. The calculation of writing habit.

To find out the score of writing habit, the writer used questionnaire to collect the data on the sixth grade students of MI Al Ma'arif. The writer assumes this data as x variable. The following table will show the score of writing habit.

TABLE 4.1
The Influence of writing habit Score (x)

No	Name	Question number of questionnaire															Score (x)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Baenatul atika	3	2	2	2	2	3	3	2	2	3	2	2	2	3	2	35
2	Zairotun	2	2	2	2	2	2	2	2	2	2	2	2	2	3	1	30
3	Nurul khasanah	3	2	2	2	2	3	3	2	3	2	2	2	3	2	2	35
4	A. nurul hikmah	3	2	2	2	1	3	3	2	3	2	2	2	2	3	3	35
5	Avina maulida	3	3	3	3	2	2	3	3	3	2	3	2	2	3	2	39
6	Dina vita ulya	2	3	1	2	2	2	2	2	3	2	2	2	3	2	2	32
7	Indah safitri	3	2	3	2	2	3	3	2	3	2	3	2	3	3	2	38
8	Malik Abdullah	3	2	3	3	2	3	3	3	3	2	2	1	2	3	2	37
9	Mathoilah	3	3	3	2	2	3	2	2	3	3	2	3	3	3	2	39
10	M. nur arifin	3	3	2	2	2	3	1	3	3	3	1	3	2	3	1	35
11	M. wafa sabiq m.	2	2	2	2	2	3	2	3	3	3	2	2	2	3	2	32
12	Laila putri	2	2	2	2	2	3	2	3	3	3	2	2	2	3	2	32
13	Novita sari	3	2	2	3	3	2	3	3	3	2	2	3	3	2	3	39
14	Rosiana	3	3	2	2	1	2	3	2	3	2	2	2	2	3	2	34
15	Siti rohmah	3	3	2	2	2	3	2	2	3	2	2	2	2	3	2	35

16	Wahyu pratiwi	3	3	2	2	1	2	3	2	3	2	2	2	2	3	2	34
17	Mukaromah	2	2	2	2	2	3	2	1	2	3	2	2	3	2	2	32
18	M. khoirul hadi	2	3	3	3	2	3	3	1	2	3	1	2	2	3	1	34
19	Ahmad royan	2	3	2	1	2	3	3	2	3	3	1	2	2	3	2	33
20	Amrina rosada	2	2	2	1	2	2	3	2	2	2	1	2	3	2	2	30
21	Azza nur kafela	2	3	2	3	1	3	2	2	3	2	1	2	3	3	2	34
22	Ika nur khanifah	2	2	2	1	3	2	3	3	3	3	3	2	3	2	3	37
23	Izzunafiah	3	2	3	2	2	3	3	2	2	2	2	3	2	3	1	35
24	M. arjun	3	3	3	2	2	2	2	3	3	3	2	2	2	3	3	38
25	M. khoirul anwar	2	3	2	1	2	3	2	2	3	3	1	2	2	3	2	33
26	M. ulil azmi	3	2	1	3	2	3	2	2	3	2	1	2	2	3	2	33
27	M. wildan	2	2	2	2	2	1	2	2	3	2	2	2	2	2	2	30
28	Ihayatun nikmah	2	2	2	2	2	2	2	2	2	1	1	2	3	3	2	30
29	Rizal widiyatama	3	3	2	1	1	2	2	2	3	2	1	2	2	3	2	31
30	Siti khofifah	3	2	3	2	2	3	3	2	3	2	2	2	3	3	2	37
31	Vina widayati	3	2	2	3	1	3	2	3	3	2	2	2	2	3	1	34
32	Shofian nurul A.	2	3	3	3	2	2	3	3	3	3	2	2	2	2	2	37
Σx																	1067

To calculate the score of writing habit by using following formula:

$$P = \frac{\Sigma X}{N \times 100} \times 100\%$$

Where is:

$$\Sigma X = 1067$$

$$N = 32$$

$$P = \frac{1067}{32 \times 100} \times 100\%$$

$$P = \frac{1067}{32}$$

$$P = 33,34\%$$

2. The calculation of writing ability

The writer assumes the data on the students writing ability as y variable. To know the student ability in writing, in which students have to make a good paragraph in the short story based on the picture.

The following table will show the writing ability score.

TABLE 4.2
The writing Ability Score (Y)

No	Name	Score (Y)
1	Baenatul atika	60
2	Zairotun	60
3	Nurul khasanah	40
4	Alfin nurul H.	50
5	Avina maulida	50
6	Dina vita ulya	60
7	Indah safitri	50
8	Malik abdullah	60
9	M. athoilah	50
10	M. nur arifin	60
11	M. wafa sabiq	60
12	Laila putrid	60
13	Novita sari	50
14	Rosiana	30
15	Siti rohmah	60
16	Wahyu pratiwi	50
17	Faridotul M.	30
18	M. khoirul hadi	30
19	Ahmad royan	60
20	Amrina rosada	60
21	Azza nur kafela	60
22	Ika nur khanifah	50
23	Izzun nafiah	30
24	M. arjun	30
25	M.khoirul anwar	60
26	M. ulil azmi	50
27	M. wildan	30
28	Nihayatun nikmah	30
29	Rizal widyatama	60
30	Siti khofifah	50

31	Vina widayati	40
32	Shofian nurul aziz	40
ΣY		1560

To calculate the score of writing abilities by using following formula:

$$P = \frac{\Sigma Y}{N \times 100} \times 100\%$$

Where is:

$$\Sigma Y = 1560$$

$$N = 32$$

$$P = \frac{1560}{32 \times 100} \times 100\%$$

$$P = \frac{1560}{32}$$

$$P = 48,75\%$$

3. The calculation of the influence of writing habit and writing ability

The writer uses product moment correlation analysis. This formula is used to find out the correlation between the influence of writing habit toward writing ability as follow:

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{N} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \right\}}}$$

To analyze the contribution of the writing habit and writing ability of the sixth grade student of MI Al Ma'arif, the writer uses the correlation approach. We have discussed in the previous explanation, the writing habit as x variable and writing ability as y variable.

TABLE 4.3

Recapitulation of Writing Habit and Writing Ability

Respondents number	Writing habit (questionnaire)	Writing ability (test)
1	35	60
2	30	60
3	35	40
4	35	50
5	39	50
6	32	60
7	38	50
8	37	60
9	39	50
10	35	60
11	32	60
12	32	60
13	39	50
14	34	30
15	35	60
16	34	50
17	32	30
18	34	30
19	33	60
20	30	60
21	34	60
22	37	50
23	35	30
24	38	30
25	33	60
26	33	50
27	30	30
28	30	30
29	31	60
30	37	50
31	34	40
32	37	40
N = 32	$\sum x = 1067$	$\sum y = 1560$

In the tabulating of marks of each variable, the writer puts the result of the questionnaire into column x. Then he puts the result of writing test into column y. and the writer adds up the whole scores of x become $\sum x$ and score of y become $\sum y$.

Then the writer squares each value of variable x and put them into column x^2 and value of variable y put into column y^2 . Then, the writer adds up the whole value of x^2 become $\sum x^2$ and value of y^2 become $\sum y^2$.

After knowing the value of x, y, x^2 , and y^2 from each respondent, then x and y are multiplied and the result put into column xy. This calculation can be seen in the correlative calculation in the table below:

TABLE 4.4

The Scuaered and Multiple of X And Y Score

No	X	Y	X^2	Y^2	XY
1	35	60	1225	3600	2100
2	30	60	900	3600	1800
3	35	40	1225	1600	1400
4	35	50	1225	2500	1750
5	39	50	1521	2500	1950
6	32	60	1024	3600	1920
7	38	50	1444	2500	1900
8	37	60	1369	3600	2220
9	39	50	1521	2500	1950
10	35	60	1225	3600	2100
11	32	60	1024	3600	1920
12	32	60	1024	3600	1920
13	39	50	1521	2500	1950
14	34	30	1156	900	1020
15	35	60	1225	3600	2100
16	34	50	1156	2500	1700
17	32	30	1024	900	960
18	34	30	1156	900	1020
19	33	60	1089	3600	1980
20	30	60	900	3600	1800
21	34	60	1156	3600	2040

22	37	50	1369	2500	1850
23	35	30	1225	900	1050
24	38	30	1444	900	1140
25	33	60	1089	3600	1980
26	33	50	1089	2500	1650
27	30	30	900	900	900
28	30	30	900	900	900
29	31	60	961	3600	1860
30	37	50	1369	2500	1850
31	34	40	1156	1600	1360
32	37	40	1369	1600	1480
	$\sum X = 1067$	$\sum Y = 1560$	$\sum X^2 = 37981$	$\sum Y^2 = 80400$	$\sum XY = 53860$

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{\sum X^2 - \frac{(\sum X)^2}{N}\right\}\left\{\sum Y^2 - \frac{(\sum Y)^2}{N}\right\}}}$$

Where is:

$$\sum x = 1067$$

$$\sum y = 1560$$

$$\sum x^2 = 37981$$

$$\sum y^2 = 80400$$

$$\sum xy = 53860$$

$$N = 32$$

$$r_{xy} = \frac{53860 - \frac{(1067)(1560)}{32}}{\sqrt{\left\{37981 - \frac{(1067)^2}{32}\right\}\left\{80400 - \frac{(1560)^2}{32}\right\}}}$$

$$r_{xy} = \frac{53860 - 52016}{\sqrt{\{37981 - 35578\}\{80400 - 76050\}}}$$

$$r_{xy} = \frac{1844}{\sqrt{\{2403\}\{4350\}}}$$

$$r_{xy} = 0,57$$

The result of calculation above is 0,57

The result of calculation above indicates that the correlative coefficient between the writing habit and ability in writing up to 0,57. It means that the correlation between writing habit and writing ability variables have positive correlation. It means that the students have in write well.

B. Hypotical Conclusion

The statistical hypothesis that say there is no correlation between writing habit (X) and writing ability (Y) is refused, after consulting the critical r in the level of significant of 5% found that critical r for the number of the samples 32 is 0,349. Whereas r result of calculation of product moment is 0,57. In the table 1.1 page 9 show that the score 0,40 - 0,70 the correlation is fair. So, there is correlation about writing habit toward writing ability. Therefore the hypothesis of this research is accepted.

C. Analytical Conclusion

Habits are routines of behavior that are repeated regularly and tend to occur subconsciously. Writing habit is sometimes said that you have to repeat it for 21 consecutive days and then the act becomes natural. There are two writing habit tips. 1) Working plan, it means that discipline yourself. Creating a good habit by setting up a writing schedule that is regularly and repetitively. Example *we divide up our days and devote time to write every day – 20 minutes, 40 minutes, 1 hour or more each day.* 2) Be consistence, it means that to write at the same time everyday if you can. Example *if you are a morning person get up one hour earlier and write. A night person will stay up one hour later to write.* Be consistent and write regularly at the same time each day and you will create a new good writing habit.

In this research, the writer uses the questionnaire to collect the data of writing habit in the sixth grade student on MI Al Ma'arif. The questionnaire is given to their in the first meeting. From the calculation of writing habit on MI Al ma'arif is 33,34%. It is show that almost of all students has a good habit in writing.

There are five steps in writing process. They are:

1. Prewriting

It means that the time to get the brain focused. Since each person is unique, there can be no single method for focusing the brain. In the pre-writing, the observer give material before writing then give an exercise.

2. Drafting

In the drafting, the writer has some random sentences and the students asked to arrange it. It means that the students are trained to make a simple drafting.

3. Revising

Many students believe that revision is about correcting grammar, spelling, and mechanic. In this step the writer gives a foul simple sentence and then discuss about how to correct sentence.

4. Proofing

Proofing is the act of making certain that the spelling is correct, grammar is accurate, and the mechanic is proper. In this step the writer discusses about grammar (present tense) and some exercises.

5. Publishing

Publishing means getting a piece into the hands of any reader. Getting a friend or teacher or parent to read a piece is publishing. In the final step the writer gives an exercise or test to find out the student ability in writing.

From the calculation score of writing ability is 48,75. It means that not all students can write well, although they have a good habit in writing. Because writing ability is not only influenced by writing habit but there are still other factors that influence it.

From the calculation of product moment correlation analysis the writer obtains the arithmetic r_{xy} is 0,57. To the understand the significant of variable X to variable Y; the arithmetic r_{xy} should be compared with table r with the number of samples 32 and the level of significant of 5%. It is proven that arithmetic calculation is higher than table r because r_{xy} is 0,57 while it is 0,349. Therefore the hypothesis says that there is a significant correlation between writing habit and writing ability is proved.

From the explanation above show that, the correlation between writing habit and writing ability variables have positive correlation. Because the high score of y variable followed by x variable. It means that, the student who has writing habit, they have ability in writing. However, not only habit in writing that become one of factor but there are still factors the influence it. For example *reading and vocabulary*.

CHAPTER V

CLOSURE

A. Conclusion

Based on the result of the research, the writer draws some conclusions relation to the writing habit and writing ability of the sixth grade student in MI Al Ma'arif as follow:

1. The total writing habit score of the sixth grade student of MI Al Ma'arif is 33,34%. From the result calculation can be categorized medium. It means that the students should be more consistent in writing.
2. The total score of the students ability in writing of the sixth grade student in MI Al Ma'arif is 48,75. The average mark of each student can be categorized medium. It means that the students less exercises in writing ability.
3. The correlation writing habit and writing ability variables have positive correlation. Because the high score of y variable followed by x variable. It is proven that the student who has writing habit, they have ability in writing. It can be seen from the calculation of product moment r_{xy} is 0,57 that higher than table r is 0,349. Therefore the hypothesis of this research is accepted.

B. Suggestion

In this paper, the writer would like to propose some suggestion that hopefully would be useful English teacher and researcher:

1. The teacher
 - a. The teacher must be creative in the use of strategies in teaching learning English and make students comfortable in class.

- b. The teacher has to prepare and master the material before teaching.
- c. The teacher should choose a suitable strategy to increase students writing ability.
- d. If teacher develop suitable teaching strategy, the motivation of the learner to study English will always increase. The use various strategies is suggested to make the students more interested.
- e. The teacher should give motivation, opportunity, and explain them that english is an easy subject to study.

2. The students

- a. The students should interest and attract to the teachers if they want to master English.
- b. The students should develop their motivation because it is an important factor in English learning.
- c. The students should study the material intensively, repeatedly, and toughly.
- d. Answer an every question which is given by teacher, do not be afraid to answer. Importantly, the teacher must brave to do.

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CURRICULUM VITAE

Name : Muhamad Ali Mudhofir

Address : Ngambak rejo, RT 02/RW II Tanggung harjo, Grobogan.

Education :

- TK Dharma Wanita Ngambak Rejo Graduated in 1994
- SDN 1 Ngambak Rejo Graduated in 2000
- MTS mir'atul muslimien Ngambak Rejo Graduated in 2003
- MA yasua Pilang Wetan, Demak Graduated in 2006

APPENDIX

Angket writing habit

Nama:

Kelas:

Petunjuk:

- Bacalah soal secara teliti
- Pilihlah salah satu jawaban a,b, dan c dengan memberi tanda silang (x)
- Berdalah sebelum mengerjakan

1. Apakah kalian sering menulis dengan bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
2. Apakah kalian sering menulis surat dengan bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
3. Apakah kalian sering menulis dibuku agenda dengan bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
4. Apakah kalian sering mengalami kesulitan menulis dalam bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
5. Apakah kalian sering belajar menulis dalam bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
6. Apakah kalian sering bertanya jika mengalami kesulitan menulis dalam bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
7. Apakah kalian sering menulis materi bahasa inggris?
 - a. Sering
 - b. Kadag-kadang
 - c. Tidak pernah
8. Apakah kalian sering melakukan kesalahan dalam menulis bahasa inggris?
 - a. Sering
 - b. Kadang-kadang

- c. Tidak pernah
9. Apakah kalian sering membuka kamus jika ada kata-kata yang sulit?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
10. Seberapa sering kalian menulis dengan bahasa inggris setiap hari?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
11. Apakah kalian sering menyempatkan waktu luang untuk menulis dalam bahasa inggris?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
12. Dalam pelajaran bahasa inggris apakah kalian sering menjumpai kata-kata yang sulit untuk ditulis?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
13. Apakah kalian sering menulis dalam bahasa inggris dimajalah dinding (mading) sekolahan?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
14. Apakah kalian sering belajar menulis bahasa inggris secara kelompok?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
15. Apakah kalian sering membuat sebuah karangan dalam bahasa inggris?
- a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah

the Result of Questionnaire

No	Name	Question number of questionnaire														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Bacnatul atika	A	B	B	B	B	A	A	B	B	A	B	B	B	A	B
2	Zairotun	B	B	B	B	B	B	B	B	A	B	B	B	B	A	C
3	Nurul khasanah	A	B	B	B	B	A	A	B	A	B	B	B	A	B	B
4	A. nurul hikmah	A	B	B	B	C	A	A	B	A	B	B	B	B	A	A
5	Avina maulida	A	A	A	A	B	B	A	A	A	B	A	B	B	A	B
6	Dina vita ulya	B	A	C	B	B	B	B	B	A	B	B	B	A	B	B
7	Indah safitri	A	B	A	B	B	A	A	B	A	B	A	B	A	A	B
8	Malik Abdullah	A	B	A	A	B	A	A	A	A	B	B	C	B	A	B
9	Mathoilah	A	A	A	B	B	A	B	B	A	A	B	A	A	A	B
10	M. nur arifin	A	A	B	B	B	A	C	A	A	A	C	A	B	A	C
11	M. wafa sabiq m.	B	B	B	B	B	A	B	A	A	A	B	B	B	A	B
12	Laila putri	B	B	B	B	B	A	B	A	A	A	B	B	B	A	B
13	Novita sari	A	B	B	A	A	B	A	A	A	B	B	A	A	B	A
14	Rosiana	A	A	B	B	C	B	A	B	A	B	B	B	B	A	B
15	Siti rohmah	A	A	B	B	B	A	B	B	A	B	B	B	B	A	B
16	Wahyu pratiwi	A	A	B	B	C	B	A	B	A	B	B	B	B	A	B
17	Mukaromah	B	B	B	B	B	A	B	C	B	A	B	B	A	B	B
18	M. khoirul hadi	B	A	A	A	B	A	A	C	B	A	C	B	B	A	C
19	Ahmad royan	B	A	B	C	B	A	A	B	A	A	C	B	B	A	B
20	Amrina rosada	B	B	B	C	B	B	A	B	B	B	C	B	A	B	B
21	Azza nur kafela	B	A	B	A	C	A	B	B	A	B	C	B	A	A	B
22	Ika nur khanifah	B	B	B	C	A	B	A	A	A	A	A	B	A	B	A
23	Izzunnafiah	A	B	A	B	B	A	A	B	B	B	B	A	A	A	C
24	M. arjun	A	A	A	B	B	B	B	A	A	A	B	B	A	A	A
25	M. khoirul anwar	B	A	B	C	B	A	B	B	A	A	C	B	B	A	B
26	M. ulil azmi	A	B	C	A	B	A	B	B	A	B	C	B	B	A	B
27	M. wildan	B	B	B	B	B	C	B	B	A	B	B	B	B	B	B
28	Ihayatun nikhmah	A	B	B	B	B	B	B	B	B	C	C	B	A	A	B
29	Rizal widiyatama	A	A	B	C	C	B	B	B	A	B	C	B	B	A	B
30	Siti khofifah	A	B	A	B	B	A	A	B	A	B	B	B	A	A	B
31	Vina widayati	A	B	B	A	C	A	B	A	A	B	B	B	B	A	C
32	Shofian nurul A.	B	A	A	A	B	B	A	A	A	A	B	B	B	B	B

Test instrument

Nama:

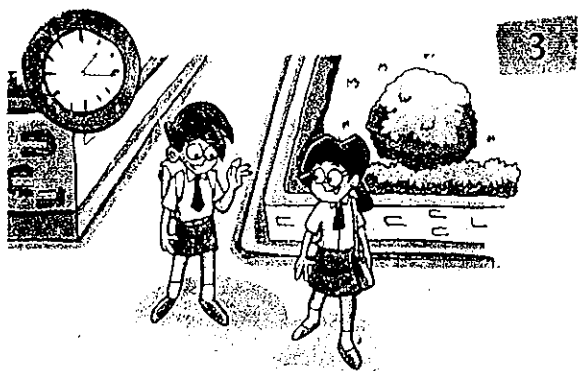
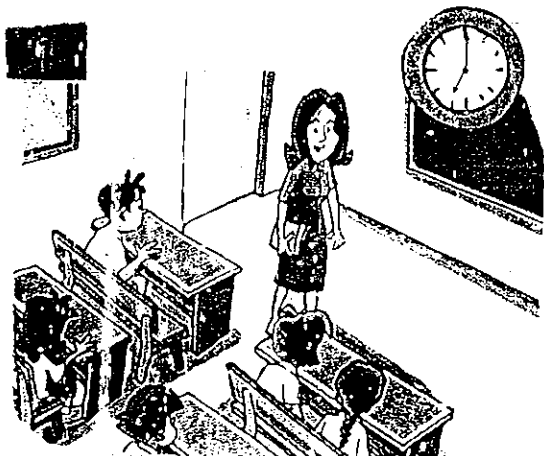
Kelas:

Petunjuk:

1. Bacalah do'a sebelum mengerjakan
2. Percayalah pada diri sendiri dalam mengerjakan soal
3. Selamat mengerjakan

1. Lihatlah gambar dibawah ini.

2. Buatlah sebuah cerita berdasarkan gambar dibawah ini.



Daftar nilai SKK

Nama : Muhamad Ali Mudhofir

NIM : 113 06 115

Jurusan : Tarbiyah/ TBI

No	Jenis kegiatan	Pelaksanaan	Keterangan	Nilai
1	OPSPPEK 2006	26-29 agustus 2006	Peserta	3
2	Asramanisasi ramadhan pondok pesantren Edi Mancoro	24 september-18 oktober 2006	peserta	2
3	Masa penerimaan anggota baru PMII 2006	14-16 september 2006	peserta	3
4	Asramanisasi ramadhan pondok pesantren edi mancoro	12 september-05 oktober 2007	Panitia	3
5	Pendidikan lanjutan perkoperasian (PLP) dan training of trainer (TOT)	20 juli 2007	peserta	3
6	Asramanisasi ramadhan pondok pesantren edi mancoro	01-23 september 2008	Panitia	3
7	Workshop kepemimpinan pondok pesantren edi mancoro	28-29 desember 2008	Peserta	3
8	Musyawahah santri pondok pesantren edi mancoro	19-20 juli 2008	Panitia	3
9	Seminar nasional HMI syariah STAIN salatiga	28 februari 2008	peserta	6
10	Pendidikan dasar perkoperasian (PDP) KOPMA fatawa	21-22 januari 2008	Peserta	3
11	SK pengurus KOPMA fatawa 2008/2009	01 desember 2008	Pengurus	3
12	Pelatihan asatidz tarbiyatul banin wal banat pondok pesantren edi mancoro	14 juni 2009	Panitia	3

13	Pelatihan life skill pondok pesantren edi mancoro	08 maret 2009	Panitia	3
14	Seminar dan lokakarya nasional (pendidikan multikultur)	31 oktober 2009	Peserta	6
15	Pendidikan lanjutan perkoperasian (PLP) dan training of trainer (TOT) KOPMA fatawa	08-09 mei 2009	Panitia	3
16	Asramanisasi ramadhan pondok pesantren edi mancoro	22 agustus-02 september 2010	Peserta	2
17	SK dewan asatidz pondok pesantren edi mancoro	2010-2011	Asatidz	3
18	Seminar politik dewan mahasiswa STAIN salatiga	27 januari 2011	Peserta	3
19	Asramanisasi pondok pesantren edi mancoro	01-21 agustus 2011	Peserta	2
Jumlah				60

Salatiga, 02 Agustus 2012

Mengetahui

Ketua bidang kemahasiswaan



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