

Chapter Four

Finding and Discussion

In this chapter, the researcher discussed about the finding of the research. The finding of the research discussed about three research questions of this research. The first finding was answered the first research question which was about the speech text writing habit of the students of Daar El Qolam Islamic Boarding School 2. The second finding was answered the second research question which was about the writing skill of the students of Daar El Qolam Islamic Boarding School 2. Furthermore, the third finding was answered the third research question which was about the correlation between speech text writing habit and the writing skill of the students of Daar El Qolam Islamic Boarding School 2. In addition, the researcher also discuss about the discussion of each finding.

Finding

Speech text writing habit of the students of Daar El Qolam Islamic Boarding School 2. In this part, the researcher discussed about the answer of the first research question. It is “How is the speech text writing habit of the students of Daar El Qolam Islamic Boarding School 2?” As explained at the third chapter, the researcher got the answer of the first research question by distributing the questionnaire to 114 students of Daar El Qolam Islamic Boarding School 2. In addition, the researcher analyzed the gathered data by doing the descriptive statistical analysis in SPSS. The researcher also created five categories for the students’ speech

text writing habit as it was shown in the previous chapter at table 6 in order to determine the result into one category.

Through that ways, the researcher found the mean of the whole students' answer and the conversion of the mean into one category. The finding shows that the mean of the students' result in answering the questionnaire is 3.47. Based on the categories above, the mean of the students' result, which is 3.47, is considered as good. It means that the students of Daar El Qolam Islamic Boarding School 2 have a good speech text writing habit. The table from SPSS proves it below.

Table 8 <i>Result of Students' Speech Text Writing Habit</i>		
Statistics		
Mean		
N	Valid	114
	Missing	0
Mean		3.4698
Std. Error of Mean		.02789
Median		3.4800
Mode		3.48
Std. Deviation		.29776
Variance		.089
Range		1.52
Minimum		2.60

Maximum		4.12
Sum		395.56
Perce	25	3.2700
ntiles	50	3.4800
	75	3.6900

The table above also presents the maximum and minimum score of the questionnaire's answer. The minimum score of the questionnaire answer is 2.60. However, the maximum score of the questionnaire answer is 4.12, and the total score of the whole answer is 395.56 from 114 students. The evidence of the table above supported by the histogram below.

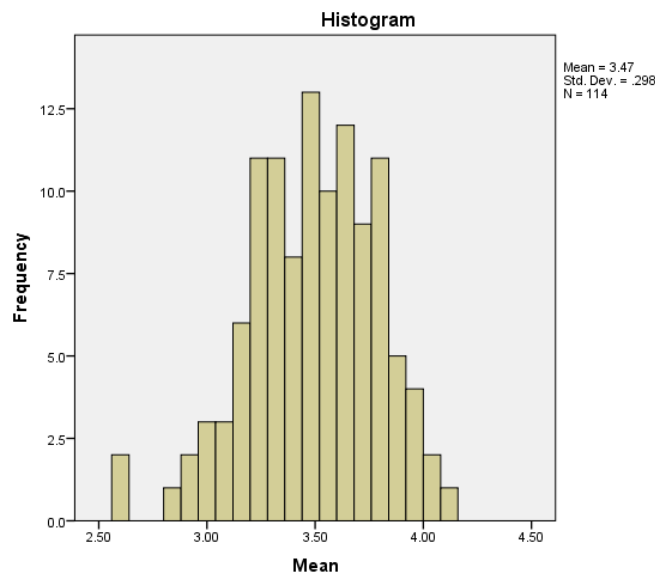


Figure 2 Speech Text Writing Habit Graphic

Besides explaining about the mean and the result of the students' habit, the researcher also explains about the result of questionnaire based on the categories in the

questionnaire itself. As stated in the previous chapter, there are 25 statements used to answer about the speech text writing habit. The 25 statements divided into four categories. One statement belongs to the frequency of writing English speech text (item number 1), three statements belongs to the types of the speech (item number 2,3 and 4), seven statements belongs to the steps of speech text writing (item number 5,6,7,8,9,10 and 11), and 14 statements belong to the strategies in writing speech text (item number 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 and 25). The researcher explains the result based on the category in order to give a clear answer about the students' speech text writing habit.

Frequency in writing speech text. One statement stated about the frequency. In this statement, the researcher provides five scales which are “Once in a month”, “More than once in a month”, “Once in a week”, “More than once in a week” and “Everyday”. From this statement, the researcher found the result based on the table below.

Table 9 <i>Frequency in Writing Speech Text</i>					
I write English speech text					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once in a month	5	4.4	4.4	4.4

	More than once in a month	49	43.0	43.0	47.4
	Once in a week	54	47.4	47.4	94.7
	More than once in a week	4	3.5	3.5	98.2
	Everyday	2	1.8	1.8	100.0
	Total	114	100.0	100.0	

Based on the table above, there were only five students (4.4%) who write English speech text once in a month and 49 students (43%) who write English speech text more than once in a month. Furthermore, there were 54 students (47.4) who write English speech text once in a week, but there were only four (3.5) students who write speech text more than once in a week. The least, there were two (1.8) students out of 114 students who write English speech text every day. The mean of the frequency in writing English speech text is 2.55. Based on the category in the table 6, the mean of the result of frequency is in poor category. It can be conclude that the students of Daar El Qolam Islamic Boarding School 2 are not that frequent in writing speech text.

Types of speech text. There are three general types of speech text writing according to (Telg, 2011). They were informative, persuasive, and speech for special occasion. In this part, the researcher describes about the result of the type of speech that the students of Daar El Qolam Islamic Boarding School 2 frequently use. There are three statements asking about the types of speech text, which are the statement number two until four. The first statement states about informative text. Then the second statement states about persuasive text and the third statement states about

speech for special occasion. The result of the types depends on the mean of the three statements. The higher the mean means the frequent types of speech that the students write. The result portrayed in the table below.

	N	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic
2. I write an informative speech	114	362	3.18	.962
3. I write a persuasive speech	114	380	3.33	.795
4. I write a speech for special occasion	114	240	2.11	.886
Valid N (list wise)	114			

The table of types of speech text shows that the mean of the statement number two which states, “I write an informative speech” is 3.18. Based on the category in table 6, the mean of the second statement is in fair category. This also means that the students are quite frequent in writing an informative speech text. The mean of the second statements, which states, “I write a persuasive speech” is 3.33. The mean of the statements number three is also in fair category, which also means that the students are quite frequent to write a persuasive speech text. Moreover, the mean of

the statement number four, which is “I write a speech for special occasion” is 2.11. The mean of the statement number four is in poor category, and it means that the students are seldom to write speech for special occasion. Regarding to the data presented, the researcher concludes that the highest mean (3.33) among three statements is the statement number three, which states, “I write persuasive speech.” It can be concluded that most of the students of Daar El Qolam Islamic Boarding School 2 write persuasive speech text rather than write informative speech and speech for special occasion. In addition, the students of Daar El Qolam Islamic Boarding School 2 are also quite often to write an informative speech text after writing persuasive speech. It is because the different of the mean is not significant (3.33) and (3.18).

Steps in writing speech text. There are seven statements in this research’s questionnaire state about the steps in writing speech text. The first and the second statement, which are number five and six are about the steps before writing a speech text. The statements are, “Before writing speech text, I analyze the audience and the occasion” and “Before writing speech text, I do an observation.” Another three statements, which are number seven until nine are about the steps while writing a speech text. The statements are, “When I write a speech text, I select and limit the topic”, “When I write a speech text, I establish the objective of the speech,” and “When I write a speech text, I make the outline of my material.” The last two statements, which are number 10 and 11 are about the steps after writing a speech text. The statements are, “After making a speech text, I get the speech approved” and

“After making a speech, I ask the feedback.” In this part, the researcher discusses about the students’ step in writing speech text. The researcher takes the mean from the data number five until eleven and concludes the result of the steps into a category. The category that the researcher used is same with the category in finding the result of the students’ speech text writing habit, which is in table 6.

Table 11		
<i>Result of Steps in Writing Speech Text</i>		
Statistics		
Mean of step		
N	Valid	7
	Missing	0
Mean		3.5186
Std. Error of Mean		.18641
Median		3.5400
Mode		2.83 ^a
Std. Deviation		.49320
Variance		.243
Range		1.24
Minimum		2.83
Maximum		4.07
Sum		24.63

The result of the descriptive statistic for category of steps is shown in table of descriptive step. Based on the table from SPSS, the data shows that the mean of the seven statements is 3.52. While based on the category determined before, the mean of the seven statements is in “Good” category (3.41 – 4.20). It means that the students of Daar El Qolam Islamic Boarding School 2 generally use the steps stated in the questionnaire. Furthermore, there is the most frequent step that the students do in writing a speech text. The table below illustrates the mean of each statement.

	N	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic
5. Before writing a speech text, I analyze the audience and the occasion.	114	323	2.83	1.167
6. Before writing speech text, I do an observation.	114	335	2.94	1.041
7. When I write a speech text, I select and limit the topic.	114	404	3.54	.970
8. When I write a speech text, I establish the objective of the speech.	114	434	3.81	.949

9. When I write a speech, I make the outline of my material.	114	390	3.42	1.047
10. After making a speech text, I get the speech approved.	114	464	4.07	1.002
11. After making a speech, I ask the feedback.	114	458	4.02	1.004
Valid N	114			

The table 12 shows that the mean of the statement number five, which states, “Before writing a speech text, I analyze the audience and the occasion” is 2.82. According to the category determined by the researcher at table 6, the mean is in fair category, which means that the students of Daar El Qolam Islamic Boarding School 2 sometimes analyze the audience and the occasion before writing a speech text. The mean of the statement number six, which states, “Before writing speech text, I do an observation” is 2.94. This is also in a fair category, which means that the students sometimes do the observation before starting to write a speech text. The mean of the statement number seven, which states, “When I write a speech text, I select and limit the topic” is 3.54. The result is in good category, and it means that the students are often to select and limit the topic while writing a speech text.

The mean of the statement number eight, which states, “When I write a speech text, I establish the objective of the speech” is 3.81. The result is also in a good

category and it means that the students often establish the objective of the speech while writing a speech text. Additionally, the mean of the statement number nine which states, “When I write a speech, I make the outline of my material” is 3.42. The result of the mean is in a good category, and it means that the students are often to make the outline of the material while writing speech text. The mean of the statement number 10, which states, “After making a speech text, I get the speech approved” is 4.07. This includes in a good category and it means that the students often ask to approve their speech after writing a speech text. The mean of the statement number 11 which states, “After making a speech, I ask the feedback” is 4.02. This includes in a good category and it means that the students often ask a feedback after writing a speech text.

From those all results, it can be concluded that the statement number 10 is the highest mean among the seven statements. It means that the most frequent step in writing speech text among those seven steps is statements number 10 and it means that most of the students are frequently asking someone to approve their speech text.

Strategies in writing speech text. Fourteen statements state about the strategies in writing speech text and those statements are numbers 12 until 25. Those statements are used to find out about the strategies used by the students at Daar El Qolam Islamic Boarding School 2. The result of the strategy was depicted in the table below.

Table13 <i>Strategy in Writing Speech Text</i>		
Statistics		
Mean of strategy		
N	Valid	14
	Missing	100
Mean		3.6393
Std. Error of Mean		.11346
Median		3.7000
Mode		3.74
Std. Deviation		.42453
Variance		.180
Range		1.35
Minimum		2.90
Maximum		4.25
Sum		50.95

The table of “Strategy in writing speech text” shows that the mean of the students’ strategy is 3.6393. As a result, the mean (3.6393) of the students’ strategy in writing speech text is in “Good” category. It means that the students of Daar El Qolam Islamic Boarding School 2 frequently or often use some strategies in writing speech text. Additionally, the researcher also describes which strategy stated in the

questionnaire that the students frequently use in writing speech text. The researcher also describes the result of each strategy.

	N	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic
5. I use short sentences of 20 words or less.	114	360	3.16	1.00
6. I avoid complicated sentence structures	114	417	3.66	1.04
7. I avoid jargon or technical language	114	341	2.99	1.12
8. I use repetition sentence	114	390	3.42	.99
9. I use visual imagery	114	331	2.90	1.20
10. I write some meaningful message	114	464	4.07	.87
11. I write the fact	114	426	3.74	.89
12. I use the technology to support my speech	114	397	3.48	.97
13. I write a short and simple speech	114	398	3.49	1.06
14. When writing an essay, I stick to the rules	114	484	4.25	.95

15. I compare and contrast ideas to make my writing clear	114	440	3.86	.87
16. When writing a paper, I often get ideas for other papers	114	426	3.74	.99
17. I tend to give a lot of description and detail	114	460	4.04	.89
18. I set aside specific time to do writing	114	474	4.16	.90
Valid N	114			

First, the means of the statement number 12 “I use short sentences of 20 words or less”, statement number 14 “I avoid jargon or technical language” and statement number 16 “I use visual imagery” in sequence are 3.16, 2.99, and 2.90. Those three statements are in fair category and it means that the students sometimes use short sentence, avoid writing jargon or technical language, and use visual imaginary in writing speech text. Second, the means of the statement number 13 “I avoid complicated sentence structures”, 15 “I use repetition sentence”, 17 “I write some meaningful message”, 18 “I write the fact”, and 19 “I use the technology to support my speech” in sequence are 3.66, 3.42, 4.07, 3.74, and 3.48. Those five statements of strategy in writing speech text are in good category. It means that the students often avoid complicated sentence, use repetition sentence, write some meaningful message and fact, and use technology to support their writing speech text.

The means of the statement number 20 “I write a short and simple speech”, 22 “I compare and contrast ideas to make my writing clear”, 23 “When writing a paper, I often get ideas for other papers”, 24 “I tend to give a lot of description and detail”,

and 25 “I set aside specific time to do writing” in sequence are 3.49, 3.86, 3.74, 4.04, and 4.16. The results of those statements were considered in a good category too.

This means that the students often write a short and simple speech text, compare and contrast the ideas, get the idea from the papers and tend to give a lot of description and detail in writing speech text. Third, the mean of the statement number 21 “When writing an essay, I stick to the rules” is 4.25 which is determined in a very good category. This means that the students very often stick to the rule while writing speech text.

To determine the most frequent strategy that the students use, the researcher determines the frequent strategy by comparing the mean; the highest the mean of the strategy, the frequent the strategy is used. Based on the result, the highest mean of the strategy category is the statement number 21 (4.25) which states, “When writing an essay, I stick to the rules (The rule made by the school).” This means the strategy that the students of Daar El Qolam Islamic Boarding School 2 frequently use is the statement number 21 rather than use another strategy stated in the researcher’s questionnaire. The students frequently stick to the rule made by the school.

Writing skill of the students of Daar El Qolam Islamic Boarding School 2.

In this section, the researcher focuses on the result of the second research question. The second research question is “How is the writing skill of the students of Daar El Qolam Islamic Boarding School 2?” The data for answering the second research question was taken from the 114 students’ score in writing speech text in their public speaking class by asking it to the language section and instruction section of the

school. In order to answer the second research question, the researcher analyzed the students' score by using the descriptive statistic analysis in SPSS after determining the category. The category of the score was gotten from the formula that was written by the researcher in the third chapter with the interval 0.8. The category of the students' writing score illustrated below.

<i>Writing Skill Category</i>	
Score	Category
5.0-5.8	Very Poor
5.9 – 6.6	Poor
6.7 – 7.4	Fair
7.5 – 8.2	Good
8.3 – 9.0	Very Good

After analyzing the data by using descriptive statistic, the researcher converted the mean of the students' score. The mean of the students' writing skill at Daar El Qolam Islamic Boarding School 2 are 7.18. Based on the category above, the mean of the students score considered as "Fair." It means that the writing skill of the students of Daar El Qolam Islamic Boarding School 2 was not god enough. The table from SPSS below supports it.

Table 16		
<i>Result of Writing Skill</i>		
Statistics		
Writing Score		
N	Valid	114
	Missing	0
Mean		7.1807
Std. Error of Mean		.12037
Median		7.5000
Mode		8.50 ^a
Std. Deviation		1.28517
Variance		1.652
Range		4.00
Minimum		5.00
Maximum		9.00
Sum		818.60
Percentiles	25	6.0000
	50	7.5000
	75	8.5000

The table from SPSS above reveals that the lowest score of the students' writing skill at Daar El Qolam Islamic Boarding School is 5.00. Contrarily, the highest score of the students' writing skill at Daar El Qolam Islamic Boarding School is 9.00, while the mean is 7.18. It also evidenced by the chart below.

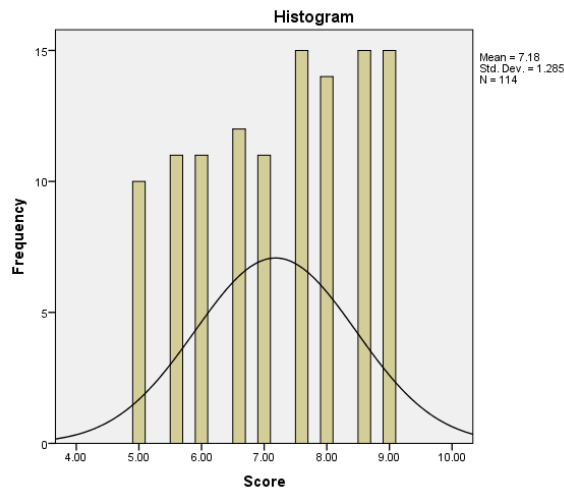


Figure 3 Writing Skill

Besides finding the result of the whole students' writing score, the researcher as well describes the result of each five category, which are "Very Poor," "Poor," "Fair," "Good," and "Very Good." There are 21 students (18.4%) out of 114 students who get very poor score (5.0 - 5.8) in writing skill and there are 23 students (20.2%) who get poor score (5.9 - 6.6) in writing skill. Besides, there are only 11 students (9.6%) who get fair score (6.7 - 7.4) in writing skill. 29 students (25.4%) get good score (7.5 - 8.2) in writing skill, while 30 students (26.3%) get very good score (8.3 - 9.0) in their writing skill. The distribution of the categories depicted below.

Table 17		<i>Writing Score Percentage</i>			
		Score2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor (5.0 - 5.8)	21	18.4	18.4	18.4

Poor (5.9 – 6.6)	23	20.2	20.2	38.6
Fair(6.7 – 7.4)	11	9.6	9.6	48.2
Good (7.5 – 8.2)	29	25.4	25.4	73.7
Very Good (8.3 – 9.0)	30	26.3	26.3	100.0
Total	114	100.0	100.0	

Normality Test

Before analyzing the data, the researcher had to check whether the distribution of the sample was considered normal or not. To know about that, the researcher had to check it by doing the normality test. In this part, the researcher showed whether the sample of this research was normal or not. The distribution of the data will be considered as a normal data if the result of Kolmogorov- Smirnov was higher than 0.05 ($\alpha > 0.05$). In contrast, the data will be considered not normal if the result of Kolmogorov- Smirnov was lower than 0.05 ($\alpha < 0.05$). The result of the normality test was shown in the table below.

Table 18 <i>Result of Normality Test</i>						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Habit	.067	114	.200*	.983	114	.170
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table above indicated that the result of the normality test from the data of the speech text writing habit of the students of Daar El Qolam Islamic Boarding School was 0.200. It means that the result of Kolmogorov - Smirnov was higher than 0.05, and it also means that the distribution of the data was normal. The result of the normality test also can be show and conclude from the probability plot from SPSS. The data can be show as normal data if the data closed to the diagonal line, and the result of this research's data closed to the diagonal line. It evidenced by the plot below.

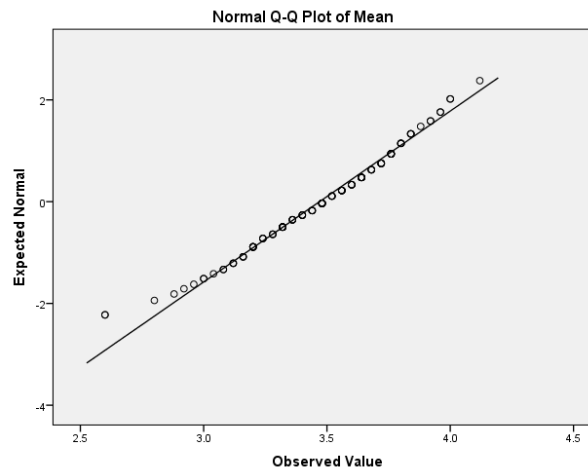


Figure 4 Plot of Normality Test

The correlation between speech text writing habit and writing skill of the students of Daar El Qolam Islamic Boarding School 2. In the third finding, the researcher discusses about the answer of the third research question. The third research question is about the correlation between speech text writing habit and the writing skill of the students of Daar El Qolam Islamic Boarding School 2. It means

that the researcher wants to find out about the possibility of the relationship between those two variables.

Hypothesis test. The hypothesis test is used to know whether this research accepted the hypothesis of this research or ignore the hypothesis of this research. The hypothesis of this research is there is correlation between speech text writing habit and the writing skill of the students of Daar El Qolam Islamic Boarding School 2. The hypothesis test is also used to answer the third research question which is about the correlation between those two variables. The researcher undertake the hypothesis test after finding the first research question which is about the students' speech text writing habit and after finding the second research question which is about the students' writing skill. To find the result of the third research question, the researcher takes the result of the first and the second finding which are the means. The mean of the first finding is 3.47 which means good, and the mean of the second finding is 7.18 which means fair. The researcher gathered the means and analyzed them. The result is in the table below.

Table 19		
<i>Result of Correlation</i>		
Correlations		
	Mean	Score
Habit	Pearson Correlation	1
		.486**

	Sig. (2-tailed)		.000
	N	114	114
Score	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	114	114

From the table above, the result of the Pearson Correlation (r -value) is 0.486 and the result of significant value (p -value) is .000. This research accepts H1 which is there is correlation between speech text writing habit and the writing skill of the students of Daar El Qolam Islamic Boarding School 2 by comparing the result of significant value (p -value). If the result of the significant value is lower than 0.05, then it means that there is correlation between the variables. It is supported by Cohen, Manion and Morrison (2011) who stated that, "Coefficient statistics are statistically significantly correlated at the $p < 0.05$ levels" (p. 345). Moreover, the result of the significant value of this research is 0.00, so it means that this research accepts H1, which is, there is positive correlation between the students' speech text writing and the students' writing skill. Furthermore, based on from the result of the (r -value), the correlation considered as a positive correlation since it is nearer to +1 rather than -1. To know the interpretation of the coefficient correlation, the researcher uses the result of the Pearson Correlation value (r -value). The interpretation of the coefficient correlation according to Borg (1963) portrayed in the table below.

Tabel 20 <i>Correlation Coefficient Interpretation</i>	
Standard $r_{x,y}$	Interpretation
0.00 – 0.20	Very weak correlation
0.21 – 0.35	Weak correlation
0.36 – 0.65	Medium correlation
0.66 – 0.85	Strong correlation
> 0.85	Very strong correlation

The interpretation above used to interpret the result of the correlation. The Pearson Correlation value (r -value) of this research is 0.486. According to the table of correlation coefficient interpretation, the Pearson Correlation value (r -value) of this research is interpreted as medium correlation (0.36 – 0.65). As a result, there is positive correlation between speech text writing habit and writing skill of the students of Daar El Qolam Islamic Boarding Scholl 2 and the level of the correlation was in medium correlation. The result of the correlation also means that the higher the students' speech text writing habit, the better the writing score the students can get.

Discussion

Speech text writing habit of the students of Daar El Qolam Islamic Boarding School 2. This research discovers that the level of the students' speech text writing habit is in good category which has the mean 3.4698 with the minimum score 2.60 and the maximum score 4.12. The researcher found the result based on the frequency in writing English speech text, the types of speech text that the students'

frequently written, the steps in writing speech text and the students' strategies in writing speech text.

First, the students of Daar El Qolam Islamic Boarding School 2 are not too frequent in writing speech text. It is because the finding reveals that the result of the frequency category is 2.55, which is determined in poor category. However, the frequency of speech text writing habit absolutely can be improved. Second, the students of Daar El Qolam Islamic Boarding School mostly write a persuasive speech text. It is proven by the result of the mean of the statement "I write persuasive speech." The mean is 3.33, and it is the highest mean among the three types of writing according to Telg (2011) which is stated in this research's questionnaire. The persuasive speech text itself according to Telg (2011) is used to persuade the audience to have the same argument or idea with the speaker. Besides, the students also frequently write an informative speech text since the difference between the mean of the persuasive speech text (3.33) and informative speech text (3.18) is not significant. On the other hand, the students do not frequently write speech for special occasion since speech for special occasion is used in only special occasion. O'Hair (2007) who stated that speech for special occasion is prepared for special occasion with specific purpose confirms it.

Third, based on the finding, the students of Daar El Qolam Islamic Boarding School 2 use some steps in writing speech text. The finding points out that the step in writing speech text of the students is in a good category (3.41 – 4.20), and it is 3.5186. Furthermore, the step that most frequently used by the students is statement

number 10 (“After making a speech text, I get the speech approved”) and the result is 4.07. The students frequently use that step because according to the researcher experience and the rule of the school, the school obliges the students to prove the speech text writing to the language section before delivering the speech in public speaking class. It is also important to check the speech text and get someone to approve the text since by checking the speech text writing, the students may know the appropriate content of the speech text and it can protect the writers’ credibility. It supported by Twain’s (2006) statement who stated that the writers should have the expert to consult the content in order to protect the writers’ credibility.

Fourth, the students of Daar El Qolam Islamic Boarding School 2 use some strategies stated by Telg (2011), Twain (2006) and Levelle (2006). There are 14 strategies stated in this research’s questionnaire. This research figures out that students’ strategy in writing speech text is in a good category since the result is 3.6393. It is important to have a good strategy in a speech text. According to Twain (2006), the speech text used some certain basic principles, and to fulfill the principles, the writer should know the strategy. The more the students use the strategies, the better the students write a speech text. Moreover, the strategy that the students mostly use is the statement number 21 (“When writing an essay, I stick to the rules. (The rule made by the school)”) with the mean 4.25. The students mostly stick to the rule that the school made such as the title or the theme of the speech and the amount of the page for every batch. The most frequent strategy used by the students of Daar El Qolam Islamic Boarding School 2 is supported by Twain (2006) who stated that, “If

you observe a few simple rules before you begin your speechwriting assignment, the results may be greatly improved” (p. 2).

Writing score of the students of Daar El Qolam Islamic Boarding School

2.This research also discovers the writing score of students of Daar El Qolam Islamic Boarding School 2. The mean of the students’ result of their writing skill is 7.1807. Based on the category made by the researcher, the result is in fair category. The students do not have poor score or good score in writing, yet the students possibly can pursue higher score by doing many ways. In addition, constructing writing habit especially writing speech text is one of the ways that the students can do, since according to Huddle (1989), the first project of a writer is by constructing writing life. Daar El Qolam Actually has applied the writing habit to improve the students’ writing skill. However, some students still get poor score in writing. There are 21 students (18.4%) out of 114 students who get very poor score (5.0 - 5.8) in writing skill, and there are 23 students (20.2%) who have poor score (5.9 – 6.6) in writing skill. The students who have low score in writing probably can improve their writing habit in order to improve their motivation in reaching the good score in writing skill as stated by McDougall (1908), habit is a motive power, but still, it depends on the students’ effort in improving their writing skill.

Correlation between speech text writing habit and writing skill of the students of Daar El Qolam Islamic Boarding School 2.This research is conducted to know the relationship between speech text writing habit and writing skill of the students of Daar El Qolam Islamic Boarding School 2. The result of this research

accepts H1 which is there is positive correlation between those two variables. This research accepts H1 since the (p -value) is .000 and it is lower than 0.05. Likewise, the Pearson Correlation value (r -value) of this research is 0.486 which indicates that the interpretation of the correlation between the two variables is in medium correlation (0.36 – 0.65). The level of the correlation interpretation is only in medium level probably because the students' frequency in writing speech text still in poor category. Therefore, the students have to enhance the frequency in writing speech text in order to improve the level of the correlation coefficient.

The positive correlation between speech text writing habit and the students' writing skill was maybe because the students have good writing habit and fair writing score. A good speech writing habit can not be separated with the use of the frequent steps and strategies in writing speech text. The students who use the same steps and strategies frequently and repeatedly can improve their writing skill and it is supported by Twain's (2006) statement who stated that accepting the fact and rewrite the speech would improve the writing speech. Therefore, the students who have good speech writing habit especially using the frequent steps and strategy may affect their writing skill score.

The finding of this research supports with the finding of Behrooz, Manssor and Darius's research in (2010) which discussed about the impact of portfolio assessment on the students' writing skill. The result of their research was the writing skill of Iranian EFL student was affected by the portfolio assessment. The result of this research indicates that the activity, which is done repeatedly such as writing

assessment, can affect the students' writing score. However, writing assessment is not considered as writing habit since the frequency in doing the writing assessment is not as frequent as the speech text writing at Daar El Qolam Islamic Boarding School 2. Thus, Manssor and Darius's research in (2010) can strongly support this research's finding since the frequency in having speech text writing habit is more than doing writing assessment.