



THE EFFECTS OF READING HABIT AND SENTENCE PATTERNS MASTERY TOWARDS STUDENTS' ANECDOTE WRITING SKILL

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Abstract

The purpose of this research is to know whether there are significant effects of reading habit and sentence patterns mastery towards anecdote writing skill. The research was conducted at SMAN 102 and SMAN 89 of the eleventh grade with total population 345 students and for the sample 70 students that randomly taken. The method used in the research was a survey. Data of Reading Habit, Sentence Patterns Mastery and Anecdote Writing Skill were acquired from the test. The data was analysed using descriptive statistical method, multiple correlation coefficient, determination coefficient, and multiple regression analysis. To test the statistics is used t_{test} and f_{test} . Data collective done by giving essay test for anecdote writing skill, 30 items of multiple choice test for Reading Habit, and 10 items essay test for sentence pattern mastery given to class at SMAN 102 and SMAN 89. The result of data analyzes shown there are significant effects of reading habit and sentence patterns mastery towards anecdote writing skill.

Keyword: *Reading Habit, Sentence Patterns Mastery, and Anecdote Writing Skill*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan antara kebiasaan membaca dan penguasaan pola kalimat terhadap kemampuan menulis teks anekdot. Penelitian diadakan di SMA Negeri 102 dan SMA Negeri 89 kelas XI dengan total populasi 345 siswa dan diambil sampel secara acak untuk penelitian sebanyak 70 siswa. Metode yang digunakan adalah survey. Semua data variable diambil melalui tes. Data yang dianalisis menggunakan metode statistic deskriptif, koefisien korelasi ganda, koefisien korelasi dan analisis regresi ganda. Untuk menguji statistic menggunakan uji f dan uji t. pengumpulan data untuk variable kemampuan menulis teks anekdot dengan menggunakan tes esai, 30 soal tes pilihan ganda untuk kebiasaan membaca, 10 soal tes esai untuk penguasaan pola kalimat. Hasil dari Analisis Data menunjukkan terdapat pengaruh yang signifikan antara kebiasaan membaca dan penguasaan pola kalimat terhadap kemampuan menulis teks anekdot.

Kata kunci: Kebiasaan membaca, Penguasaan pola kalimat, dan Kemampuan siswa
Menulis teks anekdot.

I. INTRODUCTION

Language is the exclusive possession of all human being. No group of people without a spoken language to carry out the basic activities of life. While tends to think of language in use as involving a speaker, a hearer, and a situation. By using language, they can express their experience and ideas to other, both in spoken and written forms. It is impossible to communicate with other without language, that is why language plays an important role in the society.

Nowadays the function of language is not only as a communications tools, but it appears according to the needs of people in this world. With language people can learn anything they interest to, such as culture, nation history in the past or the development of modern technologies, furthermore it is possible for human to make relation to others by using language. In this global era, the development of science and technology makes the nation in the world easily to be connected to each other and build a good relationship in the form of international affair and corporation. As a result, people face a new problem, how they communicate to each other? After long consideration and research,

they finally agree to use English as accepted formal international language. English which is most widely used is one of the international language, taken as a native language, as a second language, or a foreign language in almost all over countries in the world.

In Indonesia, English becomes first foreign language. English as one of the foreign languages being learned by the students at school. At the time the position of English in Indonesia is first foreign language. The ministry of nation education has decided to establish the main purpose of the English Foreign Language Teaching in improving the four skills ; listening, speaking, reading and writing. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves.

Writing ability as one of the four skills should be mastered, proceeded by listening, speaking and reading. The writing is a complex skill to express ideas or feelings in a clear, correct and comprehensible way. Often what the students write contain ideas

that are not really relevant to what actually they want to express. It is clear that writing is not the same as speaking. Speaking is a spontaneous activity but writing is a conscious process which can and should be planned and organized.

Writing is the most difficult skill for L2 learners to master. It lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more pronounced if their language proficiency is weak.

Writing is necessary to be learnt by students as output or production skill that students have after learning process. Writing represents a language in a textual medium through the use of a set of signs or symbols. It is written which designates the activity of writing. Writing is also distinctly human activity speculatively designed as coincidental as a human origin. To produce good writing, students need some factors that can support their output in writing, their experiences in learning English will help them to master

writing skill itself, because learning another language especially English , we are talking about imitation. Nothing should be spoken before it has heard. Nothing should be written before it has been read.

So based on the statement above, the writer emphasizes that writing skill needs reading experience from many resources to support student's writing ability. By reading student can take many knowledge that haven't their had yet, including the complex vocabulary and content of reading many resources.

Writing production is integration process, because when the student want to produce the written they must understand about the components of the writing. They not only need the previous knowledge of sentence which they had from reading but also the way to arrange their mind into passage by the sentence. The student will concentrate in arrangement process and sentence pattern. Mastering the sentence structure is very useful for writing skill. It will make the composition that is created become crystal clear for the reader. Lack of attention and interest from the students to grammar caused the mastery of grammar and the application in writing skill beyond expectation.

Most theorists and researchers in education have assumed that reading and sentence pattern mastery are closely related, and numerous studies have shown the strong relation between the two. There are a number of ways how to encourage the students' writing development

In this research the writer only focused on the anecdote writing skill because anecdote text was being learnt by senior high school student in grade eleventh this semester based on the curriculum that being applied at that time. As the result reading habit and sentence patterns mastery are the two things that is important in anecdote writing skill. They are related to each other.

As the result, it can be assumed that reading habit and sentence pattern mastery contribute to the students' achievement in improving their writing skill. Therefore, this research aims to investigate whether or not there are any effects of reading habit and sentence mastery towards student's writing skill.

II. THEORETICAL REVIEW

a. Anecdote Text

According to Otong Setiawan (2007:45) in his book "Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain

the readers. Generic Structure of Anecdote There are four linguistic structures (Generic Structure) of anecdote text, namely: abstract, orientation, crisis, and reaction.

Abstract is The structure of the first language of an anecdote text. Abstract In this section, the authors usually begin introducing odd or unusual events what would telling. There are some anecdote text abstract of the sentence beginning with the use of questions, but not all use the text abstract of anecdote or questions.

Orientation is the structure of the second language of the anecdote Text Orientation. As in Narrative Text, Text Orientation in the anecdote also tells who, when, and where the incidence of odd or unusual events occurred.

The structure of the third language of anecdote Text is Crisis. In this section telling the odd or unusual events occurred. The authors recount the incident in detail.

Reaction is Incident linguistic structure of the last of the coda anecdote text. At the coda, the author tells the story of how the subject (perpetrator) to solve the problem and the end of the odd or unusual event.

Beside anecdote text has generic structure, it also has the language feature.

Language Features of Anecdote are using exclamation words; it's awful!, it's wonderful!, etc. Using imperative; listen to this. Using rhetoric question; do you know what?. Using action verb; go, write, etc. Using conjunction of time; then, afterward. Using simple past tense.

b. Writing Skill

Definition of writing is the process whereby a person selects, develops, arranges, and expresses ideas in units of discourse. The end of the product from reading activities is writing. Writing is a complex process reflecting the communicative skills that needs to be majored in learning a language, in this case is English.

The teacher must take their major problems in writing into account if they are expecting a favorable outcome to help English as Foreign Language (EFL) students write in English appropriately. Writing is a complex activity, a social act which reflects the writer's communicative skills which is difficult to develop and learn, especially in an EFL context. Examining the features of features of EFL writing tasks and the student's problems in performing the task would certainly be pedagogically beneficial. Language accuracy is also very significant that cannot stand alone

giving result in effective writing that includes grammar, vocabulary and syntax is essential for a well written report. Examining the features of EFL writing tasks and the student's problem in performing the task would certainly be pedagogically the task would certainly be pedagogically beneficial.

Writing skill as one of skill that need to be improved and practiced. Though writing some one can express his or her ideas and through into written form. A piece of writing might be good in term of language. It might not succeed the goal it has been written for and is unable to produce an effective text. In most cases, learners have problem both in language and writing skills. The ability of teachers in motivating the students to be familiar and do more practice in writing are very needed in improving student's writing skill. Grammar introductions at the level of text personal intentions are very rhetorical forms are available to accomplish particular social purposes.

Some factors that make students think that writing is difficult are the student's low knowledge of vocabulary and finally their low motivation for learning writing. For many students, writing is a nightmare especially for those who do not like reading so much. To be

able to help EFL students write in English appropriately, there is a need for teachers to take the processes involved in good writing and favorable outcomes of writing program into account.

To solve problem in the way of effective teaching of writing some recommendations are presented here after. As the language teaching approaches have moved toward discourse aspects of the language, as teachers of writing, need to develop an appropriate approach in the writing classes. Teachers need to change our one-dimensional focus, i.e. reinforcement of grammatical and lexical patterns to the content and self expression. It is concluded that more class hours are need to offer the students the chance to use and experiment with the feathers of good writing discussed in classroom. It is recommended that the authorities and curriculum planners arrange they right and best courses in way to expose

English language and other general courses before starting their specialized courses. More courses and, as a result, more hours are needed to be allocated to EFL and specifically courses. As to the student's low motivation, we have to react thoughtfully to their writing. This could be of great

significance because careless reaction could discourage the students from actively developing their writing "power".

The teachers mostly focus on sentence focus on sentence level problems and try to correct the composition sentence by sentence. The student must have more opportunity to write. As teacher, we need to facilitate the planning and production stage of writing for adult students of English as a foreign language.

From the description above we may conclude that writing I English is a complex process where language accuracy is also significant part of the teachers' ability to do more practice in motivating the students' writing skill is really needed.

Writing skill is a language skill least used by many people on their first languages. In writing activities at junior high school, students are expected to be able to understand the purpose of writing especially in English writing skill. As many research said the common purposes of writing are used to inform and persuade the readers. A teacher is expected to introduce the students about the writing components in improving their English language.

The component are ; content, form, grammar, style, and mechanism. Content is used to show the substance of writing where ideas and thoughts are expressed in written text. The form is the way of organizing of the content, while grammar is the usage of the form of the structure and vocabulary to make the writing looks different and the last is mechanism that is the usage of symbol or punctuation in a language.

Jack C. Richards and Willy A. Renandya in his book entitled *Methodology in Language Teaching* (2002:315–319) said that there are four steps or basic in writing, they are ; planning, drafting, revising, and editing. Planning (pre –writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. The learning experiences include group brainstorming, clustering, rapid free writing. Wh-question. Next, is drafting, the writers are focused on fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In revising, students review their texts on the basic of the feedback, it is not only merely checking for language errors but it is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

And the last stage is editing, in this stage students are engage in tidying up their text as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence and accuracy of supportive textual material such as quotations, examples and the like.

From the description above we may conclude that English writing skill is the skill which is least used by most people in their native language in literacy education at the secondary level, high lighting the differences between speech and writing. That is why five main categories bon writing in the classroom need to be implemented through four steps of basic in writing, they are; planning, drafting, revising, and editing to be good at English writing skill.

c. Reading Habit

Reading is the activity to get the information from the text. By reading the reader can increase the knowledge and know the new information. The students can get the information of sciences, technology, economics, literature, etc by reading activity.

Michael Erfort (2005: 45), said that: Reading is one of the most important activities in your lives as students. Without reading, you

would not be able to acquire knowledge that is fundamental to your intellectual growth. Through reading, you become experts in your fields.

Reading is an activity that can help students to access science and make the students be able to master a variety of skills. Sookchotirat (2005), said that: "Reading skill is the most important skill as it is the basis of all the success in one's life. Good readers can gain more knowledge of any kind from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created."

Reading can help readers to develop creative ideas so that its readers can acquire knowledge so that ideas can be used as a way to achieve success.

From the above description reading is an activity that is used to access the message contained in the text and the reading has many purposes for the readers themselves.

There is no specific definition about reading habit but from some statements that has been taken from several authors from their

books there are some statements that can answer the definition of reading habit. Here are the statements as follows. "*Maintenance of the past and condition of new worlds in one's vocabulary may continue even till the period of old age depending upon one's reading habit and interests*" (Scott, 2002: 86). Form the statement, we may say that reading habit plays an important role in improving one's vocabulary especially if it is done continually. For children, through reading habit they can get more knowledge from the books independently. It is also supported by the statement from Elizabeth . (2002: 132) said that providing a special time for reading at home and in school will give children time to explore books with an adult and independently and will help them develop the reading habit.

Richard, et al (1998: 296) said that ... Learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit. It is clear from the large quantities of books and other materials that learner read, it can be used as a motivation to build one's reading habit. Reading is an activity that should be done consciously so it can be done as one of ways in improving one's writing skill.

Bradfield (2002: 32) said that those who do not develop the pleasure reading habit simply do not have a chance – they will have a very difficult time reading and writing at a level high enough to deal with the demands of today's world. From the statement we may say that reading and writing have a closer relationship each other on the demands of today's world. We cannot deny that much information that we can get from all media are increased day by day. If we missed reading a day, there will thousands of information that we lose. That is why as a teacher, we have to motivate students to be active in implementing reading habit as a part of activity in improving their writing skill as the output from writing.

Peperstraten (2010: 237) said that as the belief that an extensive reading habit is a belief of epistemic duty, we can be said to have a moral duty to promote the fostering of such a habit. From his statement, we may say that we have to build on our mind that doing reading should be supported by a belief of epistemic duty as a moral duty to promote the fostering of such a habit.

From the explanation above, we may conclude that reading habit is a way to improve one's vocabulary. Through exploring books and other materials in an environment

can influence someone's writing. All can be done if teachers together with students has a belief that reading habit is done as a moral duty promote the fostering of such a habit to deal with rheal demands of today's world.

d. Sentence Patterns Mastery

Each word we use in our language has a meaning. A combination of words is a sentence. When we string words together to form a sentence, the goal is for the complete statement to relay a specific message. How these words are arranged and presented is usually dictated by syntax. The reader, who looks at these arranged words, uses syntax to determine what it means as well.

Syntax, put simply, is the grammatical arrangement of each element of a sentence. Its main concern is ensuring the coherence of subject, verb, and object, as well as the relationships that tie them together. Involving a logical sequence, it is the framework from which sentences are built correctly. Without the structure of a syntax, there is no point in putting words together to form a sentence, and they would not make any sense anyway. (<http://www.EzineArticles.com/?expert-Jane-Sumerset>).

We do not speak English by merely stringing words together in random fashion.

Instead, we carefully arrange our words for the most unconsciously into patterns. (<http://www.educationenglish.com/2011/02/basic-sentencepatterns.html>).

Sentences are the first goal in writing. They are not just for the young grades. Even adult authors need to know the different ways to craft sentence and to combine sentences. Meaning in English is conveyed not only by the words but also by the arrangement, or pattern of the words. Thus, knowing the sentence patterns is important in order to make the sentence meaningful.

Jimmie stated there are rules that govern sentence building, and amazingly there are actually only a few basic sentence patterns. According to her if we master these sentence patterns, we can write anything correctly. (<http://www.squidoo.com/sentence-patterns>).

The same opinion comes from Jyoti. She stated that to learn a language, in our case English, it helps if we know the basic sentence patterns. And, if we are able to make basic sentences, transformations become easy i.e. from affirmative to negative and interrogative; active to passive or simple to compound and complex

(<http://www.learngoodenglish.com/grammar/basic-sentence-patterns-2>).

From the explanation above, it can be concluded that the arrangement of each element of a sentence is important. To make a sentence meaningful, it should be put together correctly using sentence patterns. So, it is very helpful in writing if we master these sentence patterns.

A research about the effect of teaching sentence combining in English towards students' accuracy and quality in written composition that was conducted by Andrews, et al (2004) found that there was a relation between both of them. They also concluded from their research that teaching sentence combining is one of methods that is effective to improve students' writing skill.

e. Frame of Thinking

The effect of reading habit and sentence pattern mastery towards student's anecdote writing skill at the state senior high school in East Jakarta. Reading habit for students will make the students to be interested in reading. This activity will create the students to have the motivation to read many books. By reading many books of English, it will increase the knowledge of the students. The capability of the students to

write narrative text needs the capability of the students to master of vocabulary, grammar, the generic structures of the narrative, and the language features of the narrative. To be able to achieve them, the students must read and learn them.

To write the text, the writer must master pattern of the sentence. Because sentence is the component of text. This capability is used to create a correct sentence. If the writer creates the correct sentence, the writer will make the text be easy to be understood by the reader.

Based on the explanation above, the researcher assumes that there is a significant effect of reading habit and sentence pattern mastery towards student's anecdote writing skill at the tenth grade students of Private Senior High Schools in West Jakarta.

The effect of reading habit towards student's anecdote writing skill at the state senior high school in East Jakarta. Reading habit will enable students to learn language more easily. Reading is one of several ways to increase vocabularies and knowledge. If students are aware of the benefit of reading, they will be more interested in learning English, especially the skills that should be mastered by the students. By reading, the

students will have more knowledge in discussing many kinds of themes.

The effect of sentence pattern mastery towards student's anecdote writing skill at the state senior high school in East Jakarta Sentence patterns mastery in writing an anecdote text is a compulsory, because a text or composition consists of sentences that have their own patterns. These sentence patterns form sentences so that the sentences become more various and more interesting to read. So, the readers will not be bored when they read. As stated above, choosing the right words is important in writing but the words should be put in the right order based on the right sentence patterns.

Thus, the writer concludes that there is effect of student's sentence patterns mastery towards student's analytical writing skill

f. Hypothesis

Based on Theoretical Review and Frame of Thinking that have been described above, the writers creates the hypothesis that will be tested by the research that will be done by the writer. They are:

H1: There are effects of reading habit and student's sentence pattern mastery towards students' anecdote writing

skill at state junior high school in east Jakarta.

H2: There is an effect of reading habit towards towards students' anecdote writing skill at state junior high school in east Jakarta.

H3: There is an effect of student's sentence mastery towards students' anecdote writing skill at state junior high school in east Jakarta.

III. RESEARCH METHODOLOGY

This study emphasizes on the effects of reading habit and sentence pattern mastery together towards student's writing skill. It means there are two independent variables and one dependent variable; variable X1 as the first independent variables (reading habit) and variable X2 as the second independent variables (sentence pattern mastery) which have interconnected and influenced the variable Y as the dependent variable (student's writing skill). The method used is a survey with **double-linear regression..**

a. Population and Sample

Sugiono (2008: 117) states that population is an area of generalization which comprises object or subject that has quality and certain characteristic determined to be analyzed and then made a conclusion by

researcher. Population in this research is 345 students on the tenth grade of the two schools.

According to Fraenkel and Norman (2003: 97), sampling refers to the process of selecting individuals. Sample in a research study refers to any group on which information is obtained. The sampling technique used for this survey research is a cluster-simple random sampling-taking a sample in cluster, random, and simple ways. In choosing sample, there are wide area and a great deal of population. In choosing sample, there are 2 senior high schools chosen, 35 students in each selected school become samples. As a result, 70 students on the tenth grade of 2012/2013 academic year to be sample in this survey research.

b. Data Analysis

In this descriptive analysis will be carried out data presentation technique in the form of frequency distribution table, graphic/histogram for each variable. In addition, each variable will be processed and analysed the centre of measurement and layout such as; the mean, mode, and median and the deviation such as; the range, variant, standard deviation the deviate and curtosis.

To limit the time, the application of technology at the same time, so descriptive

statistics calculation in this research will be using computer aid SPSS 16.0 programme.

IV. RESEARCH FINDINGS AND DISCUSSION

Analysis of the data description is done to understand the data distribution that is acquired from the research. This analysis is done to know the range of data, average, median, mode and standart deviation.

a. The Effects of Reading habit (X_1) and Sentence patterns mastery (X_2) towards Students' Anecdote writing skill (Y)
From the descriptive data, after the corellation analysis which has been carried out, it is obtained that the correlation coefficient of 0.962 and the coefficient determination of 92,6 %. After the test carried out by SPSS programme, it was proved that the correlation coefficient was significant. It means that there are significant effects of independent variable of X_1 (Reading habit) and X_2 (Sentence patterns Mastery) towards a dependent variable Y (Student's Anecdote writings skill).

While from the regression analysis, it was obtained the equation of the regression line $\hat{Y} = -31.807 + 0.237X_1 + 1.181X_2$.

The constant score = -31.807 shows that

with the lowest Sentence structure mastery and critical thinking, it was difficult for students to obtain a good Student's writing skill score, while the score of coefficient regression of 0.237 and 1.181 shows that there are positive effects of independent variable X_1 (Reading habit) and X_2 (Sentence patterns mastery) towards dependent variable Y (student's anecdote writing skill). Every increase of one score of Sentence structure mastery, so there will be an increase of student's writing skill score of 0237. And, every increase of one score critical thinking, there will be an increase of student's writing skill score of 1.181.

After having been tested, the regression line linearity using SPSS programme, it was obtained that the regression line is linear. From the significance test of regression coefficient also using SPSS programme, it was obtained that the regression coefficent is significant. It really means that there is a positive effect of independent variable X_1 (Reading habit) and X_2 (Sentence patterns mastery) towards dependent variable Y (student's anecdote witing skill).

From the quantitative information, the researcher concluded that Sentence reading habit and sentence patterns mastery have significant effects towards the student's anecdote writing skill.

b. The Effect of Sentence Reading Habit towards Anecdote Writing Skill

From the hypothesis test, it is obtained that the score of $Sig = 0.000$ and $t_{test} = 1,687$; while $t_{table} = 1,67$. Because the score of $Sig < 0,05$ and $t_{test} > t_{table}$ so H_0 is rejected, it means that there is a significant effect of independent variable X_1 (reading habit) towards dependent variable Y (anecdote writing skill).

c. The Effect of Sentence Patterns Mastery towards Anecdote Writing Skill

From the hypothesis test, it is obtained that the score of $Sig = 0,000$ and $t_{test} = 7,980$; while $t_{table} = 1,68$. Because the score of $Sig < 0,05$ and $t_{test} > t_{table}$ so H_0 is rejected, it means that there is a significant effect of independent variable X_2 (sentence patterns mastery) towards dependent variable Y (student's anecdote writing skill). The overview of English sentence patterns will help students identify subjects, verbs, and clause connectors so they can analyze their

writing style and improve it by using a variety of sentence patterns.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the description above, the writer would like to explain the conclusions :

1. There is significant effect of reading habit and sentence patterns mastery towards anecdote writing skill. It is proven in the score of $F_{observed}$ is 418.751 and Sig is 0.000. The score of $F_{observed}$ is more than F_{table} (> 3.98), and the score of Sig is less than 0.05 (< 0.05). Based on that, we can conclude that the better of reading habit and sentence patterns mastery, the better students' anecdote writing ability.
2. There is significant effect of reading habit towards student's anecdote writing skill. The effect is very significant with the score of $t_{observed}$ is 1.687 and Sig is 0.000. The score of $t_{observed}$ is more than t_{table} (> 1.67) and the score of Sig is less than 0.05 (< 0.05). It is proved that the score is significant. Based on that, we can conclude that the better student's

reading habit the better of anecdote writing ability.

3. There is a significant effect of sentence patterns mastery towards student's anecdote writing skill. The effect is significant with the score of $t_{observed}$ is 7.980 and **Sig** is 0.000. The score of $t_{observed}$ is more than t_{table} (> 1.68), and the score of **Sig** is less than 0.05 (< 0.05). Based on that, we can conclude that the higher of student's sentence patterns mastery, the better of anecdote writing skill as well

5.2 Suggestions

Based on the description above, the researcher would like to suggest:

1. Reading habit has a significant effect towards the students' anecdote writing skill. It is therefore, the researcher suggests that all teachers should encourage their students to read every day. By giving great motivation to students to read. And, the researcher also suggest to all students to start reading every day. They can read everything they like because it will give them more information or new knowledge. By having high reading

habit, students will be easier to understand and grasp information from what they read. And of course, it will make the easier to talk or discuss about certain topics because they have already known it before. So, they will have more confidence in giving information and sharing their ideas. There is a suggestion to the teacher, teacher should have enthusiasm spirit to bring the students being more active in reading activity.

2. Sentence patterns mastery also has a significant effect towards student's anecdote writing skill. It is important for all teacher to develop their students' sentence patterns mastery by giving them more activities or assignments. And, it is also important for the students to practice their regularly. Good sentence patterns mastery will help them to express their idea in the right way by using good pattern to deliver their message by the sentences. Having good sentence pattern students will be able to

comprehend the writing materials and write some kinds of topics.

3. Next, the variables of reading habit and sentence patterns mastery have significant effects towards anecdote writingskill. It is therefore, the role of the teacher to motivate and encourage students to make reading as their habit, and to practice and develop their sentence patterns mastery. And, of course, those things will affect to the students achievement.

4. Academic suggestions, the result of the research must be further evaluated and assessed. A further or specific research should be taken into consideration. In addition, this can be a reference to other researchers for the next research.

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