

The Correlation Between Students' Online Reading Habits with Their English Writing Ability at SMA Global Mandiri Cibubur

Risantha Anache Abigael Samuel^{1*}

Article History:

Received: 30/08/2025

Revised : 18/09/2025

Accepted: 03/10/2025

Available Online: 26/10/2025

Keywords:

EFL, online reading, reading habits, writing ability

ABSTRACT

This study examines the correlation between tenth-grade students' online English reading habits and their English writing ability at SMA Global Mandiri Cibubur. The background of the study is that students' use of digital media has been growing and has the potential to influence their language skills. This study employed a quantitative method with correlational design. The population of the study was 57 tenth-grade randomly selected students. Online reading habit assessment questionnaire and writing ability test in English were employed to collect data. Pearson Product Moment statistical method was employed in analyzing the data to determine the extent of correlation between the two variables under study. The findings indicated that writing ability is highly and positively correlated with students' reading online behavior with Sig. 2-tailed count value less than the significance level (0.05) i.e., 0.00 and the result of the Pearson correlation test showed a strong positive correlation between the variables ($r = 0.941$, $p < 0.05$). Since the obtained r -value (0.941) exceeds the critical r -value from the r -table 0.260, the correlation is considered statistically significant. Therefore, one can conclude that the alternative hypothesis (H_a) of this research is accepted. This study is anticipated to contribute significantly to school English language instruction methods, as well as increased student engagement in online reading exercises as a deliberate means of developing their writing ability

¹ Universitas Kristen Indonesia, Jakarta. Email: abigaelsanthaa29@gmail.com *Corresponding author

INTRODUCTION

Despite its essential role in language acquisition, academic success, and communication, writing is considered the most challenging skill to teach and to acquire in all language learning settings, particularly in English as a second language (ESL) and as a foreign language (EFL), (Pardede, 2024). This is due to the necessity of a comprehensive knowledge base, proficient grammatical skills, and the ability to organize thoughts clearly and logically (Peter & Singaravelu, 2020). Moreover, writing necessitates critical and reflective thinking abilities not readily acquired by children still learning English.

Research has shown that one of the supporting factors of writing skills acquisition is students' reading habits. Difficulties in writing that stem from limited reading practices have been widely observed. Nguyen (2022) explains that limited reading can make it hard for students to develop clear and organized ideas, because it narrows their perspective and reduces creativity. According to Linuwih and Winadhi (2020, p. 38) reading habit is the most influencing factor in writing since people usually find out new ideas, facts, information, knowledge, and experience from reading activities. In addition, Risman et al. (2019) state that inadequate reading practices affect vocabulary acquisition, leading to repetitive and less interesting writing, as highlighted by research on the correlation between reading habits and writing ability. Furthermore, starting the writing process becomes very difficult due to a lack of familiarity with various writing styles and structures, which should be fostered through consistent reading habits (Linuwih & Winardi, 2020). These interconnected issues imply that students' usual engagement in reading activities plays an important role in promoting their writing ability.

Students' reading habits keeps on changing. It is redefined anytime new reading media or purposes emerge (Pardede et al., 2023). Due to the fast-paced growth of digital technology that has been penetrating into reading, reading has now been shifted from paper-based to screen-based (Davidovitch et al., 2016). The use of digital texts, mobile apps, and various reading resources has encouraged the development of online reading habits. In practice, students today more often read articles, short stories, or news through digital devices such as smartphones and computers (Virgiyanti, Dipta, Fachriza, Nuraini, & Hafiz, 2024). Based on observations conducted twice and interviews with English teachers at SMA Global Mandiri on March 18, 2025, it was found that the school provides each student with a tablet to access learning materials in class. The vice principal and the English teacher specified that students' print reading habits are now relatively low.

The effect of the reading habits shift on literacy abilities, particularly in writing, has raised serious concerns. To effectively comprehend digital texts, students need additional and unique skills, and strategies (Leu et al., 2017; Li, 2020). The fast-paced, multitasking nature of online reading frequently results in a loss of focus and deeper comprehension of the reading material because writing demands a depth of comprehension and a methodical thought process, so this condition may affect students' ability to write successfully. Ferris and Hedgcock (in Ihsan, 2019) state that reading provides the basis for writing because it alerts students to how the rhetorical and pragmatic forces interact to convey meaning and print-encoded information.

Various studies have analyzed the relationship between reading habits and writing. Wati's (2021) correlational study showed there was a strong and positive correlation between the writing abilities and reading habits of 36 tenth graders in Batusangkar. Karunaratne and Navaratne (2023) reported that the reading habits of 30 grade three students at an English

medium private school in Kandy, Sri Lanka, significantly affected their writing skills. In addition, Rijal and Efendi (2024), who involved EFL college students in Aceh Barat Daya, found that reading habit and writing ability are significantly correlated. The study of Choi et al., (2018) found that advanced Korean EFL learner' reading comprehension proficiency had genuinely critical positive impacts on their writing performance.

These previous studies, employing correlational and quasi experimental designs, showed that reading habits and writing performance are positively correlated and reading habits can improve learners' writing abilities. However, these studies none of these studies focused on online reading habits. To address this gap, this study aims to explore the relationship between students online reading habits and writing ability. Regarding this, the following research questions are formulated to address in the study "Is there a positive and significant correlation between students' online reading habits with their English writing ability in tenth-grade students at SMA Global Mandiri Cibubur?" To answer the questions, the following hypotheses were tested.

H₀: There is no positive and significant correlation between students' online reading habits with their English writing ability in tenth-grade students at SMA Global Mandiri Cibubur.

H_a: There is a positive and significant correlation between students' online reading habits with their English writing ability in tenth-grade students at SMA Global Mandiri Cibubur.

LITERATURE REVIEW

Reading Habits

Reading habits are the small, regular routines that help one read more often—like reading 5–10 minutes a day, pairing reading with daily activities, and keeping books easy to reach. According to Baba and Affendi (2020), reading habits are behavioral patterns that include individual choices regarding the type, frequency, and quality of reading that are characterized by regular repetition and a positive view of reading-related activities. In the same vein, Mirza et al. (2021) describe reading habits as behavioral patterns that include personal preferences for reading formats, frequency, and types of content read in both conventional and digital contexts.

Since reading habits make reading easier, more enjoyable, and more consistent, they constitute a crucial basis for an individual's intellectual and scholastic advancement. This practice enhances reading skills while also providing possibilities for acquiring new knowledge, expanding perspectives, and improving cognitive abilities. According to Chettri and Rout (2013), reading enhances individuals' comprehension of themselves, others, and their environment, serving as a conduit for exploring novel ideas and viewpoints. In multilingual contexts, Uslu (2020) emphasizes that reading practices established in a learner's first language (L1) play a pivotal role in shaping reading behaviors in English as a Foreign Language (EFL), thereby fostering the development of literacy competencies and enhancing learner motivation. Moreover, Wani and Ismail (2024) demonstrate that access to high quality reading materials enhances reading fluency and encourages individuals to include reading into their daily routines, hence deepening comprehension.

Online Reading Habits

The term "online reading habits" often describes a person's practice of using a digital device with an internet connection, such as a computer, tablet, or smartphone, to read texts,

articles, books, or other information. Ismail et al. (2025) highlight online reading habits as patterns of reading behavior that people engage with the help of electronic devices like computers, tablets, or smartphones. Mirza et al. (2021) describe online reading habits as habits that involve students using the internet and digital resources. Furthermore, they emphasize how these practices are changing with the increase in internet usage, resulting in changes in the way students' access, select, and engage with reading resources.

Indicators of Online Reading Habits

Personal reading habits may be assessed by many indications that signify an individual's reading behavior and preferences. Gaona et al. (2011), as referenced in the research by Noor et al. (2022), identifies six primary indicators for evaluating reading habits. First, reading frequency, which measures how often learners dedicate part of their leisure hours to reading. In the context of online reading, this indicator can be adapted to assess how frequently students access digital reading materials. Second, the total number of books read that quantifies the overall reading volume of students. When considering online reading habits, this indicator expands to include e-books and digital publications. Third, academic reading, which assesses the duration dedicated to reading scientific texts. In the online context, this indicator can be adapted to measure the time students spend and what type of online platforms to read such as academic articles, e-journals, online dictionaries, learning sites, and other educational resources available on digital platforms.

The fourth indicator is non-academic reading, which refers to students' engagement with literary texts, including time dedicated to reading materials such as novels. In the realm of online reading, this indicator includes the consumption of e-novels, blogs, and other nonacademic digital content. The variety of online literature available allows students to explore different genres and formats, enriching their reading experiences beyond traditional print (Pardede et al., 2023). Fifth, familial motivation, which reflects the support and interest of family members in providing reading materials. In the context of online reading, this indicator can be adapted to consider how family encouragement influences students' exploration of digital libraries and e-resources. A supportive family environment can enhance students' engagement with online content, fostering a positive reading culture (Pardede et al., 2023). Sixth, motivation derived from the academic environment, indicates the influence of the educational setting on students' reading habits. In an online context, this can be seen in the encouragement from educators to utilize digital platforms for research and study.

Online Reading Advantages and Challenges in Language Learning

Online reading offers several advantages for language learners. First, it raises students' reading competency. With a strong association between online reading frequency and reading test outcomes, Yuliani and Barokah (2017) showed that online reading practices help students' academic performance. Second, easier access to online reading materials allows students to investigate numerous topics, enhancing their knowledge and enthusiasm in the field of their education. Divya and Mohamed (2020) pointed out that learning adaptability, which is able to enhance students' motivation and engagement in the process of learning, is one of the greatest advantages of online reading. In this case, learners can learn anywhere and at any time. Next, online reading strategies may raise students' reading test results, therefore demonstrating the significance of effective strategies in the framework of language acquisition (Altay et al., 2017; Pardede et al., 2023). The range of information accessible

online facilitates students choosing reading materials based on their own interests, therefore enhancing the relevance and appeal of the learning process.

Despite its many benefits, online reading presents certain challenges that need solutions. One main challenge is the prevalence of digital distractions that could interfere with students' focus. Divya and Mohamed (2020) claim that unimportant content often exists in online settings and can cause students to depart from the course of study they are using. Moreover, Yuliani and Barokah (2017) found that certain students lack the necessary skills to effectively use online resources, therefore limiting their potential to grasp complex materials. While strategies for reading can improve results, Altay et al. (2017) found that not all students are competent in using these strategies, which leads to discontent and decreased learning efficacy. The shortcomings in online reading skills might hinder students' capacity to adapt to technologically driven learning settings. Consequently, teachers should give necessary assistance and training to aid students in overcoming these challenges and maximize the benefits of online reading.

Writing Ability in EFL Learning

According to various authors, writing skills include the ability to organize and articulate concepts with clarity and precision in writing. Ekarista (2018) emphasized that writing ability can be improved through visual aids, such as a series of pictures, which help students plan and organize their ideas when writing recount texts. This demonstrates how language proficiency and instructional techniques that support students' creative processes are essential for writing proficiency.

Writing in a foreign language is inherently more challenging than in a first or second language. When writing in a first language, individuals engage in activities such as idea formation and organization, initial drafting, revision, word choice, and text editing. In contrast, writing in a foreign language requires not only these activities but also a command of the language itself (Wolfersberger, 2003), along with deeper cognitive processing. A person typically thinks in their first language; however, when writing in a foreign language, they must think in that language, which can lead to inaccuracies in translating from their native tongue. As a result, ESL/EFL learners frequently face challenges in writing related to grammar, cohesion, coherence, paragraph structure, word choice, and spelling (Ariyanti & Fitriana, 2017), as well as issues with plural forms, articles, verb tenses, clauses, passive constructions, and prepositions (Hasan & Marzuki, 2017). Studies (e.g., Alfaki, 2015) have shown that various factors—linguistic, psychological, cognitive, psychomotor, and pedagogical—can contribute to the difficulties in acquiring writing skills in ESL/EFL contexts. These challenges can lead to feelings of demotivation, anxiety, and negative attitudes towards writing instruction (Ismail et al., 2010), making the development of writing skills particularly difficult for many ESL/EFL learners.

Despite its challenges, students' mastery of writing skills is crucial for foreign language proficiency. Hwang (2025) emphasized that students' perceptions of feedback while writing can strongly influence their conscious writing skills and habits. In this situation, learners' writing self-efficacy significantly influences the organization of the writing learning process. If students possess self-confidence, they are more likely to employ stable and productive learning strategies and hence enhance foreign language writing abilities. Both Hwang (2025) and Al-Jarf (2013) agree that writing skills are a fundamental aspect of learning a foreign language. This capacity enhances the development of creative and critical thinking abilities

and also makes it significantly easier for students to communicate ideas and information in written language. Consequently, to encourage the development of an optimal learning atmosphere for students, effective writing teaching should include components like recommendation, confidence in themselves, and technological integration.

Since writing skills acquisition requires the integration of linguistic and procedural knowledge, which often exceeds the capacity of individual working memory (Jiang & Kalyuga, 2022), collaborative approaches, such as group work, have been effective in encouraging the enhancement of students' writing quality and optimizing the learning process. Furthermore, adaptive technology, such as the use of artificial intelligence (AI), can provide direct feedback to students, so that they can develop important components of writing such as coherence, grammatical accuracy, and vocabulary range (Song & Song, 2023). In addition, writing skills also involve an in-depth evaluation process to ensure that the writing results are for communication. Apridayani et al. (2024) emphasizes the importance of student involvement in the evaluation process because this approach can help them understand the strengths and weaknesses of their writing. Student-centered evaluation in foreign language learning encourages the growth of creativity and critical thinking, two essential skills for clear concept communication. Writing skills may be enhanced as a technical ability and a powerful communication tool by using collaborative approaches, adaptive technology, and thorough evaluation.

Reading and Writing Relationship

Reading and writing is a core field of study in the field of language pedagogy, especially in EFL/ESL settings where it is not the native language. Schoonen (2019) found that reading and writing are not only related but also build the same skills. This is supported by Graham et al. (2018), who found that reading interventions also markedly improved writing ability. Students who participated in structured reading activities often showed improvements in their writing skills. Programs that integrate reading and writing activities can provide students with dual benefits. It is not only an effective way to acquire information but also a highly influential strategy for advancing learners' writing abilities. This is also supported by other studies. Pamuji (2015) found a positive correlation between EFL learners' reading proficiency and writing achievement, showing that students with good reading skills tend to have good writing performance. Since the two skills support each other in the learning process, giving both aspects a balanced focus in the curriculum is very important. Simatupang (2017) also emphasized the benefits of improving reading comprehension for students' writing skills. Students who improved their reading skills also saw increases in their writing abilities, as demonstrated by research from the Universitas Kristen Indonesia. In accordance with these results, reading well might offer students a strong basis on which to write more effectively. For instance, attempts to help students become better writers should focus on helping them become better readers. Therefore, developing reading skills should be a priority in efforts to improve students' writing ability,

METHOD

Research Design

This study employed a correlational design, which, according to Fraenkel et al. (2022), is essential to identify the magnitude and orientation of associations among variables in the

absence of experimental intervention. This design befits the study as it aims to explore the association between students' writing ability and online reading habits.

Research Settings

This study was carried out in SMA Global Mandiri Cibubur in Legenda Wisata Cibubur Housing Jl. Alternative Trans Yogi Km.6 Cibubur, Wanaherang, West Java. The research was conducted from April 29 to May 9, 2025, which was chosen to ensure that the data collected would reflect the relevant context.

Population and Sample

The population of this research was 152 tenth-grade students from SMA Global Mandiri Cibubur. They were chosen as the population because, at the time this study was conducted, English language classes at the school often applied online reading, the school provided tablets for learning, and the library was already supported by digital reading. The sample 57 students selected through a straightforward random sampling method. The method was used to provide an equal opportunity for all subjects in the population to be selected as samples (Lestari & Yudhanegara, 2017). The researcher used a spinner from an online website to determine the random class selected.

Research Instrument

To collect the data, this study administered a questionnaire and a test. The questionnaire, comprising of 28 closed-ended questions, was used to gauge students' online reading habits. It was developed based on six indicators proposed by Gaona et al. (2011, as referenced in Noor et al., 2022). The indicators include: online reading frequency (5 items), total number of online texts read (5 items), online academic English reading (5 items), online non-academic English reading (5 items), familial motivation for online reading (5 items), and motivation derived from the online academic environment (5 items). Each item is designed to be answered by choosing one of the four response options, i.e., strongly disagree to strongly agree. To ensure its validity, Pearson product moment method was administered. The statistical analysis, showed that 2 of the 30 items did not meet the validity criteria because their r values were below the cutoff point (r table = 0.3202). These 2 items were removed so that the questionnaire includes only 28 valid items. To ascertain its reliability, the questionnaire was tested applying Cronbach's Coefficient Alpha with the analysis results of 0.880, indicating that it is reliable.

The second instrument, an essay written test, was used to evaluate students' writing ability. The test validity was ensured through expert judgement. Its validity was ensured using inter-rater reliability evaluated by utilizing the Infraclass Correlation Coefficient (ICC) method, which yielded a value of Cronbach's Alpha of 0.773—indicating its reliability in measuring participants' writing scores.

Data Analysis Technique

The obtained data was analyzed by administering the Pearson product-moment correlation formula with the level of significance (p -value < 0.05)

FINDINGS

Students' Online Reading Habits

As shown in Table 1, the students' online reading habit patterns were overwhelmingly positive in general. Of the total 57 students analyzed, the majority, specifically 87.72% of the students were classified in the "Very Good" category. This reflected that most students had very good online reading habits. Meanwhile, 2.28% were placed in the "Good" category, indicating that they also had quite strong online reading habits, although still slightly below the main group. Interestingly, none of the students were included in the lower middle categories, such as "Fair," "Poor," or "Very Poor," as indicated by a frequency of zero at all three levels.

Table 1.

Students' Online Reading Habits

Score Range	Interval	Interpretation	F
$M_i + 1.5 (SD_i) < X \leq 100$	$75.5 < X \leq 100$	Very good	50
$M_i + 0.5 (SD_i) < X \leq M_i + 1.5 (SD_i)$	$58.5 < X \leq 75.5$	Good	7
$M_i - 0.5 (SD_i) < X \leq M_i + 0.5 (SD)$	$41.5 < X \leq 58.5$	Fair	0
$M_i - 1.5 (SD_i) < X \leq M_i - 0.5 (SD)$	$4.5 < X \leq 41.5$	Poor	0
$0 < X \leq M - 1.5 (SD)$	$0 < X \leq 24.5$	Very poor	0

This distribution indicated that the entire population of students in this study had developed online reading habits classified as good to very good. The absence of students in the low category strengthened the conclusion that, in general, students' digital literacy skills, particularly in terms of reading, were at a very encouraging level

Students' Writing Ability

The results derived from the descriptive statistical examination of the students' writing ability test were summarized in Table 2. The findings revealed that a considerable percentage of students fell within the "Very Good" category, with 52 out of 57 students (approximately 91.2%). This indicated that a large proportion of students exhibited a high level of proficiency in writing in English. Only 5 students (8.8%) were rated as "Good," and there were not any pupils in the "Fair," "Poor," or "Very Poor" categories, as reflected by a frequency of zero in those levels. This distribution indicated that the overall writing skill of tenth-grade students at SMA Global Mandiri Cibubur were excellent with no students exhibiting poor performance

Table 2.

Students' Online Reading Habits

Score Range	Interval	Interpretation	F
$M_i + 1.5 (SD_i) < X \leq 100$	$75.5 < X \leq 100$	Very good	52
$M_i + 0.5 (SD_i) < X \leq M_i + 1.5 (SD_i)$	$58.5 < X \leq 75.5$	Good	5
$M_i - 0.5 (SD_i) < X \leq M_i + 0.5 (SD)$	$41.5 < X \leq 58.5$	Fair	0
$M_i - 1.5 (SD_i) < X \leq M_i - 0.5 (SD)$	$4.5 < X \leq 41.5$	Poor	0
$0 < X \leq M - 1.5 (SD)$	$0 < X \leq 24.5$	Very poor	0

...

As shown in Table 3, the data consisted of 57 participants. For online reading habits, the lowest was 70, the highest was 93, and the mean was 82.44 with a standard deviation of 5.574. This indicated that students generally had relatively high online reading habits with moderate variability. Meanwhile, the writing ability scores ranged from 71 for the minimum and 97 for the maximum, with a mean score of 86.68 and a standard deviation of 6.420. The outcomes showed that students performed well on the writing test and that there was a slightly higher dispersion in writing ability compared to their online reading habits. Overall, the data indicated that students exhibited strong online reading habits and good writing performance in English.

Table 3.

Descriptive Analysis of Students' Online Reading Habits and English Writing Ability

	N	Minimum	Maximum	Mean	SD
Students' Online Reading Habit	57	70	93	82.44	5.574
Students' Writing Ability	57	71	97	86.68	6.420
Valid N (listwise)	57				

Hypothesis Test

Referring to Pearson correlation test results in Table 4, an r value of 0.941 for online reading habit among students and English writing ability was obtained. Referring to the rule for interpreting the result of the correlation coefficient in Table 3.8, the r value = 0.941 belongs to the "Very High Correlation" category since it lies in the 0.80 - 1.00 interval. This signifies that there exists a highly significant and positive connection among the two variables. Additionally, 0.000 is the significance value (Sig. 2-tailed) that shows that the correlation is highly significant, since it falls below the significance level of 0.05. It can thus be assumed that the more online reading behavior the students exhibit, the better their English writing capacity. From these numerical results, it is thus concluded that the null hypothesis (H_0) that there is no significant correlation between the two variables is rejected, and the alternative hypothesis (H_a) that there is a positive and significant correlation is accepted.

Table 4.

Correlation Coefficient Test Result

Correlations			
		Students' Online Reading Habits	Students' Writing Ability
Students' Online Reading Habits	Pearson Correlation	1	.941**
	Sig. (2-tailed)		.000
	N	57	57
Students' Writing Ability	Pearson Correlation	.941**	1
	Sig. (2-tailed)	.000	
	N	57	57

Referring to Pearson correlation test results in Table 4.7, an r value of 0.941 for online reading habit among students and English writing ability was obtained. Referring to the rule for interpreting the result of the correlation coefficient in Table 3.8, the r value = 0.941 belongs to the "Very High Correlation" category since it lies in the 0.80 - 1.00 interval. This signifies that there exists a highly significant and positive connection among the two variables. Additionally, 0.000 is the significance value (Sig. 2-tailed) that shows that the correlation is highly significant, since it falls below the significance level of 0.05. It can thus be assumed that the more online reading behavior the students exhibit, the better their English writing capacity. From these numerical results, it is thus concluded that the null hypothesis (H_0) that there is no significant correlation between the two variables is rejected, and the alternative hypothesis (H_a) that there is a positive and significant correlation is accepted.

DISCUSSION

The findings showed there is a positive and significant correlation between students' online reading habit and writing ability at SMA Global Mandiri Cibubur. This confirmed Khalisa's (2018) finding of a high correlation between students' reading habits and the writing ability of 40 second-year students of SMAN 4 Banda Aceh City with a value (R_{xy}) of 0.889. The finding also supported Paramitha's (2019) findings revealing a high correlation between students' reading habit writing skill of 60 tenth-grade SMAN 1 Batu, with a value of 0.629. Similarly, Yana (2024) also identified the reading culture of the students to significantly relate to the writing skill of 34 students, 22 Tembung, MAS Al-Wasliyah, with a value of 0.629. The findings revealed that students' reading habits are indeed highly correlated with their writing performances.

Since the findings showed that students' online reading habits are correlated with their English writing ability, English teachers are suggested to facilitate and encourage students to read online a lot. In the context of SMA Global Mandiri Cibubur, students have strong reading habits, which is important because research shows that reading online can improve writing ability. The significance of the outcomes obtained in this research can also occur because the school encourages online reading by providing access to e-books and educational websites, making it easy for students to find interesting materials. Furthermore, teachers support this by including digital content in lessons and assigning projects that require online research. Additionally, the school hosts reading challenges and discussions to motivate students to explore various topics. By promoting both reading and writing, SMA Global Mandiri helps students become better readers and writers in the digital age. Therefore, no wonder the student's majority had high reading habits.

CONCLUSION

The results of this study reveals a positive and significant correlation between students' online reading habits and writing ability at SMA Global Mandiri Cibubur. It indicates that students' online reading habits and their writing ability have a substantial positive impact. It may therefore be inferred that increasing the frequency of students' online reading habits has a significant positive effect on improving their English writing ability.

Based on the findings, the following recommendations are suggested. First, students need to consistently develop their reading habits, especially by reading high-quality English texts, to significantly improve their language ability. Reading regularly allows

them to expand their vocabulary, gain a better understanding of grammar, and see how ideas are structured in writing. Second, teachers are recommended to integrate more intensive activities related to online reading into classroom learning. Teachers can guide students to explore various online reading resources and provide tasks that connect reading to writing, such as writing summaries, reflections, or responses based on what they read. Third, schools and institutions should provide better access to digital reading resources by improving internet facilities and recommending reliable online platforms. Finally, future researchers are suggested to include larger groups of students or different grade levels to gain a broader understanding. Additionally, researchers could look into how different types of online reading material impact students' writing skills development.

Disclosure statement

I declare that there is no conflict of interest, and also confirm that the study was conducted without any financial or personal relationships that could bias the findings.

REFERENCES

- Alfaki, I. M. (2015). University students' English writing problems. *International Journal of English Language Teaching*, 3(3), 40–52.
- Altay, İ. F., & Altay, A. (2017). The impact of online reading tasks and reading strategies on EFL learners' reading test scores. *Journal of Language and Linguistic Studies*, 13(2), 136-152
- Al-Jarf, R. (2013). Enhancing freshman students' performance with online reading and writing activities. *The 9th International Scientific Conference eLearning and software for Education Bucharest*, 9(2), 524-530. doi:10.12753/2066-026X-13-193
- Apridayani, A., Han, W., & Sakkanayok, K. (2024). Enhancing English writing competence in higher education: A comparative study of teacher-only assessment versus teacher and student self-assessment approaches. *AsianPacific Journal of Second and Foreign Language Education*, 9(37), 1-20. doi:10.1186/s40862
- Baba, J., & Affendi, F. R. (2020). Reading habit and students' attitudes towards reading: A Study of students in the faculty of education UiTM puncak alam. *Asian Journal of University Education (AJUE)*, 16(1), 109-122
- Chettri, K., & Rout, S. K. (2013). Reading Habits: An overview. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 14(6), 13-17
- Choi, J., Moon, Y., Paek, J. K., & Kang, Y. (2018). Examining the relationship between reading and writing of advanced Korean EFL learners. *응용언어학*, 34(1), 91-116.
- Davidovitch, N., Yavich, R., & Druckman, E. (2016). Don't Throw Out Paper and Pens Yet : On The Reading Habits of Students What Is The Reading List For ? *Journal of International Education Research*, 12(4), 129–144.
- Divya, P., & Mohamed, H. K. (2020). Factors influencing digital reading behavior of students: A study in Universities in Kerala. *DESIDOC Journal of Library & Information Technology*, 40(5), 313-320. doi:10.14429/djlit.40.5.15672
- Fraenkel, J. R., Wallen, N., & Hyun, H. H. (2023). *How to Design and Evaluate Research in Education* (11 ed.). New York: McGraw Hill LLC

- Gaona, J. C., & González, E. R. (2011). Relationship between reading habits, university library and academic performance in a sample of psychology students. *Revista De La Educacion Superior Enero-Marzo*, 40 (157), 55-73
- Hasan, J., & Marzuki, M. (2017). An Analysis of Student's Ability in Writing at Riau University Pekanbaru. *Theory and Practice in Language Studies*, 7(5), 380–388.
- Hwang, S. (2025). Unpacking the impact of writing feedback perception on self regulated writing ability: The role of writing self-efficacy and self-regulated learning strategies. *Behavioral Science*, 15, 1-24. doi:10.3390/bs15020100
- Ihsan, M. T. (2019). The Correlation between students reading habit and their writing ability of narrative text. *Indonesian Journal of Integrated English Language Teaching*, 5(2), 124-130. doi:http://dx.doi.org/10.24014/ijelt.v5i2.12621
- Ismail, N., Elias, S., & Albakri, I. S. M. A. Perumal, P. D. Muthusamy, I. (2010). Exploring ESL Students' Apprehension Level and Attitude Towards Academic Writing. *International Journal of Learning*, 17(6), 475–484.
- Jiang, D., & Kalyuga, S. (2022). Learning English as a foreign language writing skills in collaborative settings: A cognitive load prespective. *Frontiers in Psychology*, 13(932291), 1-11. doi:10.3389/fpsyg.2022.932291
- Karunaratne, S. K., & Navaratne, H. L. (2023). The impact of the reading habit on the writing skills of primary students. *Studies in Linguistics and Literature*, 7(4), 15-27. doi:http://dx.doi.org/10.22158/sll.v7n4p15
- Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2017). New Literacies: ADual-level Theory of the Changing Nature of Literacy, Instruction, andAssessment. *Journal of Education*, 197(2), 1–18.https://doi.org/10.1177/002205741719700202
- Li, J. (2020). Development and validation of Second Language Online Reading Strategies Inventory. *Computers and Education*, 145, 103733. https://doi.org/10.1016/j.compedu.2019.103733
- Linuwih, E. R., & Winardi, Y. K. (2020). The Influence of Reading Habit on Students' Writing Skill. *Anglo-Saxon: Journal of the English Language Education Study Program*, 11, 37-47. <https://doi.org/10.33373/as.v11i1.2432>
- Mirza, Q., Pathan, H., Khatoon , S., & Hassan , A. (2021). Digital age and reading habits: Empirical evidence from Pakistani Engineering University. *TESOL International Journal*, 16(1), 210-231
- Nguyen, H. T. (2022). The effects of reading habits on writing performance: A case study at Van Lang University. *International Journal of TESOL & Education*, 2(4), 105-133. doi:https://doi.org/10.54855/ijte.22247
- Noor, G. R., Arini, D. N., & Arapah, E. (2022). The correlation of English students' reading habits and their writing ability. *International Journal of Educational Studeis in Social Sciences*, 2(2), 62-70. doi:10.53402/ijesss.v2i2.48
- Pamuji, A. (2015). The correlation between reading achievement and writing achievement to the eight graders of bilingual class at SMP Negeri 1 Palembang. *Premise: Journal of English Education and Applied Linguistics*, 4(1), 1-10
- Pardede, P. (2024). Collaborative writing in EFL settings: A review. *JET (Journal of English Teaching)*, 10(1), 92-109. <https://doi.org/10.33541/jet.v10i1.5631>

- Pardede, P., Rafli, Z., & Iskandar, I. (2023). Indonesian EFL learners' digital reading habits. *Journal of English Education and Teaching*, 7(3), 459-479. <https://doi.org/10.33369/jeeet.7.3.459-479>
- Peter, J., & Singaravelu, P. G. (2020). Problems in writing in English among high school learners. *Aegaeum Journal*, 8(9), 1502-1515
- Rijal, K., & Efendi, Z. (2024). Does reading habit correlate to students' writing ability. *Journal of English Language Teaching in Indonesia*, 12(2), 395-402.
- Risman, K., Jufrizal, & Rozimela, Y. (2019). The correlation between reading habit and students' writing ability. *International Journal of Science and Research (IJSR)*, 8(5), 221-224. doi: 10.21275/ART20197528
- Schoonen, R. (2019). Are reading and writing building on the same skills? The relationship between reading and writing in L1 and EFL. *Springer Reading and Writing*, 32, 511–535. doi:10.1007/s11145-018-9874-1
- Simatupang, A. J. (2017). The writing skill benefits of increased student's reading comprehension: A case study at Universitas Kristen Indonesia. *Journal of English Teaching (JET)*, 3(3), 177-187. doi:10.33541/jet.v3i3.759
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL student. *Frontiers in Psychology*, 14(1260843), 1-14. doi:10.3389/fpsyg.2023.1260843
- Uslu, M. E. (2020). Transferring L1 reading attitudes to EFL reading habits. *Journal of Language and Linguistic Studies*, 16(1), 30-41. doi:10.17263/jlls.712635
- Virgiyanti, D. F., Dipta, D., Fachriza, A., Nuraini, E. I., & Hafiz, L. A. (2024). Online and offline reading materials from students' perspective. *saga: Journal of English Language Teaching and Applied Linguistics*, 5(1), 29-34. doi: 10.21460/saga.2024.51.181
- Wani, E. A., & Ismail, H. H. (2024). The effects of reading habits on academic performance among students in An ESL classroom: A literature review paper. *International Journal of Academic Research In Progressive Education & Development*, 13(1), 470-483. doi:http://dx.doi.org/10.6007/IJARPED/v13-i1/20207
- Wati, S. O. (2021). The correlation between students' reading habit and their writing ability. *Jurnal Kepemimpinan dan Kepengurusan Sekolah*, 6(2), 157-161.
- Wolfersberger, M. (2003). L1 to L2 writing process and strategy transfer: A look at lower proficiency writers. *Tesl-Ej*, 7(2), 1-12.
- Yuliani, S., & Barokah, F. (2017). The influence of online reading habit on reading achievement of the eleventh grade students of senior high school Muhammadiyah 1 of Palembang. *English Community Journal*, 1(1), 51-59. doi:https://doi.org/10.32502/ECJ.V1I1.652