

CHAPTER I

INTRODUCTION

1.1 Background of Study

In Indonesia, English is a foreign language, and it is an obligatory subject for students in Junior High School or Senior High School. The purpose of teaching English in Indonesia is to introduce students to the importance of learning a foreign language. In addition, when learning English, we have already known that English has four skills to be learned. There are speaking, writing, reading, and listening. It is a must to learn all aspects because each skill is related to the other.

The research took place at SMPN 4 Sukawati. All the students in this school need to master various elements to convey thoughts, wishes, intentions, feelings, and information in written form. Reading is very important for the students' learning activities that will involve reading skills. The success of their study also depends for the greater part on their ability to read. The more they read books, the more successful they will be in learning. They need reading skills not only for learning something (lesson) but also for getting experience, knowledge, and everything which can support their future study in higher education.

Therefore, it is obvious that reading is an important part of their life. In other words, those who do pleasure reading have a chance. However, those who do not develop the pleasure reading habit 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. In addition, to improve reading skills, pleasure reading has been associated with improved writing skills. Writing is linked to the reading process, and both of the processes are heavily dependent on vocabulary. Once students have learned to decode words when reading, they may read and pronounce many

unfamiliar words. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used.

However, during the writing process, a student does not have the shortcut of examining the context in which a word is used. They are creating the context. Therefore, the writer must be able to recall words that are known not only by sight spontaneously but also that is understood well enough to use correctly. Writing skill can be developed through reading habits because reading and writing are correlated. It is also supported by Harmer (2004:31) who states that writing encourages students to focus on accurate language use. By writing, students will be able to reach their deepest knowledge related to language use. They will not only remember about various vocabularies, but they also will know about how to use those vocabularies in terms of writing process and their daily life as well. Moreover, their ability in sentence building will be increased as well by doing the writing process continuously. It will be more effective if they can write in various topics. So, they need more practice to make their writing skill developed.

Reading is one of the essential skills to increase our English. Through reading, we can acquire new information and enrich our knowledge. Pollard (2008:44) states that reading is a great source of language learning. Through reading, the students can get much important information and knowledge about the language that they want to learn. In line with Pollard's statement, Brown (2004:185) states that in learning a language, reading is likewise a skill that a teacher simply expects learners to acquire. When students learn English by reading many kinds of texts, articles, stories, books or other sources that use English, these sources can give them information that is provided in the texts. For this reason, it is important for students to read many kinds of references. The repetition of reading activity is

called a reading habit. Shen (2006:559) stated that reading habits can be identified by reading materials that students read and frequency of reading and time spent in reading. The frequency of reading refers to the number of times that they spend reading in a week; meanwhile, the time spent on reading refers to how many hours students spend when they read.

On the other hand, writing also plays an important role in reading, speaking and listening. Oshima and Hogue (2007:15) state writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. The learners would learn to apply the understanding through writing, which goes continuously during learning. Hogue (2008:28) adds that good writing is more than just sitting down and 'talking' on a piece of paper. Good writing involves thinking, planning, writing, and revising.

Based on the explanation of above, students' reading habit is assumed to correlate with writing ability. Reading material, expressed idea, and reading comprehension is part of the reading that plays a role in writing production. Therefore, the writer would like to know whether students' reading habits positively correlate to the writing skills of Indonesian students of English. In addition, the researcher chooses eighth graders as the researcher wants to know the effect of reading habits for the beginner class and whether it has significantly good impacts.

1.2 Research Problem

According to the background stated above, the researcher formulates the problem as follows: is there any significant correlation between reading habit and writing ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022?

1.3 Objectives of the Study

Concerning the problem above, scientific investigation is always intended to answer the research problem. This study aims to find out whether there is a significant correlation between reading habit and writing ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022.

1.4 Limitation of the Study

The researcher limits the study by focusing on two variables which are reading habit and writing ability. These two variables are investigated on English language subject on the eighth-grade students of SMPN 4 Sukawati. The researcher wants to know the correlation between reading habit and writing ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022. The researcher needs to measure the level of their reading habit by using a questionnaire. In addition, the researcher has to limit students writing skill only by using descriptive text that they have learnt from their teacher.

1.5 Significance of the Study

The present study is highly expected to provide meaningful and significant research findings. It is because the significance of the study is important in conducting research. Furthermore, the study is only focused on determining whether there is a significant correlation between reading habit and writing ability of the eighth-grade students of SMPN 4 Sukawati in academic year 2021/2022. The result of the present study is highly expected and recommended to provide significant research findings related to reading habit and its correlation with writing ability. The finding of the present study is expected to give both theoretical and practical significance to the correlation between reading habit and writing ability

that would be conducted in the future. The present investigation is expected to have theoretical and practical importance to teaching and learning English as a foreign language in Indonesia.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation theories based on the problem faced above. In addition, the findings of the study are expected to distribute and support the theoretical outcome of the existing correlation theory, especially about reading habit and writing ability. It contributes to providing empirical data on the scope of correlation study, specifically reading habit and writing ability.

Practically, the outcome of this research study is expected to give feedback to English teachers, especially those who teach at SMPN 4 Sukawati. For English teachers, the research finding can inform them about the relations between reading habit and writing ability. The researcher also hopes that the result of this study will become input to English teachers for their teaching and learning. The practical importance of the present research is expected to yield more practical application of the teaching and learning process.

1.6 Definition of Key Term

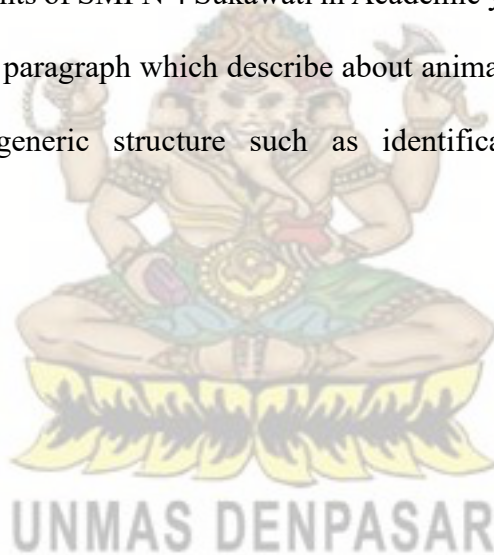
To avoid misunderstanding on the readers, the researcher states two optional definitions of the key terms used to include reading habit and writing ability. The definition of key terms is associated, and it is very important to define to make a better understanding in the present study. In addition, the definitions of key terms are used to make the readers have a profound understanding of the present study. The researcher uses some key terms in explaining the important terms in this research:

1. Reading Habit

Reading habit is defined as the behavior to read regularly of the eight-grade students of SMPN 4 Sukawati in Academic year 2021/2022 which focused on the aspect of attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the academic environment.

2. Writing Ability

Writing ability in the present study is defined as the ability of the eight-grade students of SMPN 4 Sukawati in Academic year 2021/2022 in writing descriptive paragraph which describe about animal, person and things with complete generic structure such as identification, descriptions, and conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is purposed to demonstrate the researcher knowledge in the chosen field, concentrating on the research problem formulated. It contains the relevant information needed to solve the problem. In this chapter, the researcher presents, namely: general concept of reading habit, general concept of writing skill, descriptive text, and the assessment of reading and writing.

2.1.1 Reading Habit

Habit is the form of constant behavior of the effort to adapt to the environment which contains elements of affective feelings which are gotten from exercise. According to Narramore in Ogbodo (2010) defined the habit as a pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effect. Reading habits is a set of skills related to making of flavor and fosters the meaning of the word that has been printed (Linse and Nunan, 2005:69).

Reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes involved in constructing meaning from text (Zwiers, 2004:4). Reading habits are the manner in which an individual organizes his reading (Davidovitch, 2016). Scientists note that for reading to become a habit, reading must be encouraged. In practice, reading accompanies a child throughout her life, with the understanding that reading is a means for personal growth. Reading is one of the most effective ways to become good readers and spellers, have a sufficient vocabulary and advanced grammatical competence, and

build up a decent writing style. On the other side, Patel and Jain (2008:114) Reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period.

Gaona and González (2010:56) state that there are seven indicators of reading habit. They are as the following:

1. Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.
2. Reading frequency is the frequency at which the person reports to read books in their spare time. It is considered from the frequency reported.
3. Books read is the number of books that the person reports having read in the last three months.
4. Time spent on academic reading is the time that the person reports to devote to reading books on his or her study subject.
5. Time spent on non-academic reading is the time that the person reports to use in reading books that are not directly related to the study subjects.
6. Motivation in the family environment is often reported by the person on the purchase of books, recommending books and reading interest in the family.
7. Motivation in the academic environment is the frequency the person reports on the teacher using activities to promote contact with psychology literature.

However, in the present study, the researcher only applied five indicators. The books read and motivation in the family environment were not considered in this study as they were not really in line with most of the students in Indonesia.

According to Zwiers (2004:4) adds that comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct the meaning. Reading habit provides readers with great knowledge, and by reading

books frequently and having a good reading habit, the readers are able to analyze other's ideas, which make them think more critically.

2.1.2 Writing Ability

Writing is considered as one of four skills in English in addition to listening, speaking, and reading. Writing is considered as one of complex kind of communication, beside it is produced in written forms, the writing skill is one of the most difficult skills and the highest level of communication skill. As students continue to develop to an understanding of the writing process; the element of writing; text forms, genres, and formats; and technology, they can express themselves more confidently and efficiently.

According to Weigle (2002:4) in comparison to speaking, listening, and reading, writing can be seen as a more standardized system which must be acquired through special instruction. based on those theories, writing which is conducted in the classroom is called academic writing. This writing requires skills, such as organization, sentence structure, grammar, and punctuation. Since writing is one of the productive skills, so it requires producing a form of the written product. The process of writing will not only develop the students' paragraph writing skill but also their creativity. Lastly, writing can be mastered through practice continuously; thus, the students can improve their communicative ability in written form and assist them to share their ideas, knowledge, feelings and opinions with other people.

Moreover, Brown (2004:218) today, the ability to write has become an indispensable skill in our global literate community. According to Hyland (2003:9) writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. It is supposed

to produce language and communicates with others in a written way, express their opinions, thoughts, and feelings, and then organize them in a written form. The purpose of writing is to give some information to other people by writing it down.

2.2 Empirical Review

Empirical reviews discussed in previous studies are similar to this present study. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and clarify and define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between reading habits and writing ability. Other researchers have shown the correlation between reading habits and writing ability. The researcher used the studies as a vital consideration to conduct this study. The empirical reviews are presented as follows:

The first research was conducted by Galmin (2019) in his correlation research entitled 'The Correlation between Reading Habit and Writing Ability of The Tenth Grade Students of SMK PGRI 4 Denpasar in Academic Year 2019/2020'. Furthermore, the objective of this study was to scientifically investigate the correlation between reading habits and writing ability. Moreover, based on the research results, it could be clearly seen that there was a correlation between reading habits and writing ability, especially about their apprehension and achievement. In addition, the strength of the study was in its research findings.

The previous research findings showed a significant correlation between two variables: reading habits and writing ability. There is a similarity between the previous research and this research: test writing using descriptive paragraphs. However, in previous research by Galmin, there was a lack of theory of statement from the experts. In this present study, the researcher adopts some theories from the

experts to support the research study. The researcher also provided a clear scoring rubric that made it easy for readers to identify each item being valued for making an objective scoring.

The second research was conducted by Maula (2015) in her correlation research entitled 'The Correlation Between Students' Reading Habit and Their Ability of Writing Narrative Text'. Furthermore, the objective of this study was to scientifically investigate the correlation between reading habits and the writing ability of narrative text. Moreover, based on the research results, it could be clearly seen that there was a correlation between reading habits and writing ability of narrative text, especially about their apprehension and achievement. In addition, the strength of the previous study was in its research findings.

The previous research findings showed a significant positive correlation between two variables: reading habits and writing ability of narrative text. Also, Maula, in her research, stated many theories from the experts to support her research study. However, there are differences between the previous research and this research: previous research used different questionnaires and narrative text as a test. Whereas this research used the reading habit aspect from Gaona and González and descriptive paragraph as the test and provided a clear scoring rubric that made it the readers easy to identify each item being valued for making an objective scoring. The previous research also did not give clear instructions on his narrative text test, which makes students confused when reading the instructions.

2.3 Hypothesis

In this present study, the hypothesis is stated: there is a significant correlation between reading habit and writing ability in SMPN 4 Sukawati in

academic year 2021/2022. A Hypothesis in the research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating a hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypotheses:

- a. Alternative Hypothesis (H_a): There is a significant correlation between reading habit and writing ability.
- b. Null Hypothesis (H_0): There is no significant correlation between reading habit and writing ability.

