

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a productive skill that allows people to communicate and produce in written form. People can express their ideas, information, or thoughts in writing. Productive language skills mainly function as an effective means of communication. As a means of communication, writing is not limited by time and space. What has been written by a writer can be read by readers. That is why writing is a good and effective means of communication. According to Harmer (2004: 31), writing is a way to produce language and express ideas, feelings, and opinions using writing text. It is means writing is very important and needed for anyone. Besides, writing is not only the process of arranging the alphabet into words or sentences but it is also about expressing people's ideas in the written text. That is why in English, writing is one of the basic skills that are very important in the teaching and learning process and must be mastered by students.

Furthermore, writing also is one of the difficult skills in English. The writing is needed to focus on grammatical accuracy, spelling, and vocabulary based on the topic written. According to Ioannou-Georgiou and Pavlou (2003:68), writing is a difficult skill, it presupposes mastery of a number of language areas such as spelling, grammar, and vocabulary, as well as skills like handwriting and punctuation. It means that writing is not easy as many people think. Many things must be considered in writing because writing is not about writing on paper than everything is done. Writing is an activity when you are able to make one and other

sentences that are related to each other. There are also a lot of things which must be considered. It is started with the spelling of each word that is used, the suitability in grammar usage, and also in the vocabulary selection. Because of that, writing is a difficult skill in English.

According to Oshima and Hogue (2007:15), writing is never a one-step action; it is an ongoing creative act. The process of writing has roughly four steps. That contains choosing a topic, organizing, writing a rough draft, and polishing. In the first step, writers choose a topic and collect ideas to explain the topic. In the second step, writers need to organize the ideas into a simple outline. In the third step, writers write a rough draft by using the outline that has already been made as guidance. In the last step, writers need to polish what they have written. Polishing is most successful if it is done in two steps: editing it and then making revisions. It means that the more writers or students practice and the more support they have, the better they get.

Furthermore, writing is an activity to constructing a sentence in accordance with the rules of writing English, because it makes it easier for readers to understand the contents of the text. Besides that, the more style is used in writing the text that will make the text interesting to readers and then the writer should make an interesting product. According to Krashen (2004:132), the writing style does not come from the experience of writing that has been done, but from reading. In referring to the accuracy of word preparation is needed when writing. Because of that, vocabulary mastery can affect any writing style. In other words, the varieties of words make the interesting than just using a lot of the same words

so the writer needed words or vocabulary in every writing text, those things could get by reading habits. It means that reading is one of the most effective ways to be good spellers and readers, develop a good vocabulary, grammatical and develop good writing style as well.

Moreover, according to Hedgcock and Ferris (2009), reading habits are focused on the content of the text, and also reading is the basis of writing. It is because the data gained through reading contains messages and pieces of information contained in the text, to make the message important when the student writes a text. According to Davidovitch (2016:129), the reading habit is also defined as the manner in which an individual arranges his understanding. It means understanding the text in reading habit activity is the main purpose of reading, which refers to the process of understanding what is being read. Furthermore, because reading habit is basic in writing the purpose of reading habit is also to organize reading and study when the students writing. In other words, reading habits have significant writing ability. Thus, the researcher can write the purpose of reading is how to regulate when read in learning language itself, to learn vocabulary, to practice pronunciation, and the last to help in writing ability. Besides that, the other advantages can be obtained by reading habits such as training students' memory. Moreover, it will help the student in each learning material its students have good habits in reading, so their writing ability is also good to arrange every word in sentences.

Furthermore, Smith (2014: 179) states that reading habit also cannot be separated from writing or thinking because readers will be able to get the meaning

and information from the content of the writing. It means that reading habit is a model for English writing. Reading also provides opportunities to study languages such as grammar, punctuation, vocabulary, and the way how we will construct sentences, paragraphs, and texts. It means that by reading routinely can help the student to write well. When the student does read, they can also learn about language and vocabulary and find the language that is unfamiliar to them. And also at the same time, the student can determine accurate meaning according to the context.

There are some researchers who have conducted research to find out the correlation between students' Reading Habit and students' Reading Comprehension. The study conducted by Najnawati (2019) claims that reading habit has an effect on students' reading comprehension. The students' reading habit is high there will be a high student's reading comprehension, and if the students' reading habit is low, it will be low students' reading comprehension. It can be concluded that the higher the students' reading habit, the higher their reading comprehension and vice versa. Another researcher, Inayatul Maula (2017) investigated the effects of students' reading habit on their ability of writing narrative text. Then, the result show that there is a significant correlation between students' reading habit on their ability of writing narrative text. The students' reading habit affects their ability of writing narrative text by making students often get used to reading and have an interest in reading more in the learning process, so as to improve their ability to write narrative texts. Reading habits can affect students' writing skills by making students more accustomed to reading to

get ideas and vocabulary, with these students can improve their writing skills. So, in this study, the researchers used Reading habits and Writing ability as variables

Based on the explanation above, the researcher is curious to find the correlation between reading habit and students' writing ability especially in narrative text. Therefore, the researcher wanted to prove the explanation above by conducting research at SMA Harapan Nusantara Denpasar. The researcher was motivated to figure out whether there is a significant correlation between reading habit and writing ability especially in narrative text. The researcher was attracted to conduct research entitled "The Correlation Between Reading Habit and Writing Ability of The Eleventh Grade Students of SMA Harapan Nusantara Denpasar in Academic Year 2021/2022".

1.2 Research Problem

Based on the research problem, the research question of the present study can be formulated as follows: is there any correlation between reading habit and writing ability of the eleventh-grade students of SMA Harapan Nusantara Denpasar in academic year 2021/2022?

1.3 Objective of the Study

Based on the research problem on the background, the objective of the study is to know whether or not there is any correlation between reading habit and writing ability of the eleventh-grade students of SMA Harapan Nusantara Denpasar in academic year 2021/2022.

1.4 Limitations of the Study

The limitation of the study is very important to make the discussion about the research problem more specific and avoid a broad discussion. In the present study, the researcher focuses on finding out the correlation between reading habit and writing ability of the eleventh-grade students of SMA Harapan Nusantara Denpasar in academic year 2021/2022 by giving a questionnaire and writing test which is the student has to write narrative text based on the title that provided.

1.5 Significance of the Study

The results of the findings in this study are essentially expected to be advantageous in both theoretical as well as practical issues in the teaching and learning process especially in learning English. Theoretically, this research is expected to contribute further to support the findings of subsequent research, that the writing ability is an important role in communicating. Practically, the finding of this present study is expected as feedback to English language teachers, or an alternative way of teaching writing of the eleventh-grade students of SMA Harapan Nusantara Denpasar to take the effects of category reading habit in writing.

Furthermore, the result of this study is expected to be useful for teachers, students, and the next researchers. For the teachers, it would be useful for them as it gives the information to the teacher about the correlation of reading habit and their student's writing skills. Meanwhile, this research is expected to give advantages for the students about the writing problem and they become aware to practice more until they master in writing ability. Moreover, for the next

researchers, the result of this research is expected to give information for further research that decide to do the research in the different schools.

1.6 Definition of the Key Terms

In order to avoid misunderstanding and confusion among the readers in comprehending this research study; the researcher provides a clear operational definition of the terms used in the present study. This operational definition can be used as a reference in confining the complexity of the present study. The researcher defines the following terms of the present study as follows: Writing Ability and Reading Habit.

1. Writing Ability

Writing ability in this research means the ability of the eleventh-grade students of SMA Harapan Nusantara Denpasar in academic year 2021/2022 in writing a narrative text based on the topics provided.

2. Reading Habit

Reading habit is the student's reading activity that happened continuously and routine of the eleventh-grade students of SMA Harapan Nusantara Denpasar in academic year 2021/2022.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review theory for the present study. Therefore, it is used to support and build the present study. It is used as references and frameworks to solve the problem in the present study. Scientific research should be conducted based on some relevant theoretical constructs and hope to give practical significance and empirical evidence. Thus, several important points related to this study will be explained below to give the expert review from many related kinds of literature to support this study, which are: writing ability, reading habit, and narrative text.

2.1.1 Writing Ability

Writing is considered an important language skill. It is the skill that allowed people to express their ideas, feelings, and opinion and produce it in written form. Ioannou-Georgiou and Pavlou (2003:68) states that writing is difficult; it presupposes mastery of several language areas such as spelling, grammar, and vocabulary, as well as skills like handwriting and punctuation. It means that writing is not easy, many things must be considered when writing. Therefore, writing is considered one of the complex and difficult skills of communication.

Writing also is a productive skill. As a productive skill, writing has widely been viewed and recognized as one of four skills that have to be mastered by

students in language learning. Writing is also known as a difficult but challenging subject by most students. Oshima & Hogue (2007:15) state when students first write something, they have already thought about what to say and how to say or express it in written form. That statement means that students could take a few minutes to start their ideas and write into a sentence on a piece of paper because they do not know what words they should use to start or open their writing.

In addition, Oshima & Hogue (2007:15) state that writing is the most important skill that student needs to develop and keep practicing. That statement means that writing is one of the important things and it is also difficult. To be a good writer that can develop their writing they need to practice more. Therefore, it is normal for a student if during the writing process students have difficulty starting a word and it takes a few minutes to start a word because the most thing in writing is to keep trying and practicing. On the other hand, from those several practicing students could develop their writing ability.

Pollard (2008:51) states that writing focuses on the process of writing rather than on the final product. It means that while writing, the final product is the main purpose for all the writer. However, the very important thing is the process. Good writing must be obtained from the process that is carried out by the writer. If the writers do the process truly, the end of the final product could be nice. Because of that, the process is the important thing in writing. For academic purposes, the process while writing process is also very important than the final product.

In this case, writing ability is defined as a specific skill that helps writers put their thought into words as a means to mentally interact with the message. According to Boardman (2002:11), writing is a continuous process of thinking and organizing, rethinking, and reorganizing. That statement means that writing is a way to produce language that comes from our thought. In the writing process, many subjects need more attention. During writing the writer should make sure that each word and each sentence that are used are related and connected. Moreover, it does not enough only once time but needs a lot of time to do the editing process and rewrite the text.

Furthermore, Langan (2008:7) states that writing is a skill that can be learned as well as it is a process of discovery which is required several steps. This definition gives a view about writing that is a skill which can be learned by anyone, certainly through continuous practices, whereas it is considered as a process of discovery because to get a good final draft of the writing, individuals are required to follow some steps through the editing of revising until they find their work has served its needs.

Based on Harmer (2007:4), there are four steps in the writing process. The first step is planning. Planning is plan what they are going to write. When planning writers have to think about three main issues: the first is, the place they have considered the purpose. The second is experienced writers think of the audience they are writing for, and the third is writers have to consider the content structure. The second is drafting. Drafting is the first version of a piece of writing as a draft. As the writing process proceeds into editing, some drafts may be

produced on the way to the final version. The third is editing (Reflecting and Revising). Editing is when the writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The last is the final version. The final version is when the writer is now ready to send the written text to its intended audience.

However, Oshima and Hogue (2007:15) state that the writing process has roughly four steps. The first step is prewriting. Prewriting is a way to get ideas. In this step, students choose a topic and collect ideas to explain the topic that has been chosen. The second is organizing. Organizing is the step when students organize the ideas into a simple outline. The third is writing. In this step, students write a rough draft by using the outline as a guide. Students write to the draft as quickly as possible without stopping to think about grammar, spelling, or punctuation. The thing that students should do is just put the ideas down on paper. The last step is polishing. In this step, students polish what they have written. This step is also called revising or editing.

The conclusion according to the concept of writing ability above that writing is the process to express ideas, feeling, or anything and producing it into a written form. However, expressing those things in writing is not easy. Many things that need to consider while writing process, like grammar, spelling, or punctuation. Therefore, practice is needed to develop the ability of writing.

2.1.2 Reading Habit

Reading is one of the language skills that are important for people. By reading, people can get much important information and knowledge for their daily

life. The concept of reading is a never-ended concept to be discussed. Patel and Jain (2008:113) state that reading is the most useful and important skill for people. It means that reading is needed for all people because by reading people can get a load of information and knowledge which is needed and important to know a new thing. Moreover, Smith (2004:2) states that reading is the most natural activity in the world. It means that without even studying at school people can still read because the desire to be able to read is coming from the readers themselves. However, studying at school is still important.

In the teaching-learning process reading also is one of the basic and important. Therefore, it becomes one of the subjects studied for academic purposes. Brown (2004:185) states that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. It means that in the teaching-learning activity, reading is the basic skill that should be mastered by the student to make the teacher easier to teach and the student also easier to understand. Reading purposes are for pleasure, to get more information, and to get knowledge. In reading the student are not only expected to read the word but also to interact with the text to gain meaning. Reading can help the student master the vocabulary. By reading student add their new vocabularies.

However, not everyone can understand what they had read before. Sometimes, they just read without understanding the context of the text. This is exactly not a good thing because they can share the wrong information of those texts while they did not understand what they already read. Therefore, reading is one important skill in the teaching-learning process. During the teaching-learning

process in the class, reading is needed for students and also the teacher. All the things that have been read should memorize and understand well. Those things just could get when all people especially students had to think of reading as a habit. According to Sangkaeo (1999:3), reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read. Many researchers in the past have devoted their effort to examining learners' reading habit. Krashen (2004:132) states that writing style does not come from actual writing experience, but from reading. It means that reading is one of the most effective ways to become good readers and good spellers, an adequate vocabulary, advanced grammatical competence, and develop good writing style as well.

According to Grabe and Stoller (1997), a good reading habit is important for the development of personalities and mental capacities. This habit is necessary for healthy intellectual growth and plays a crucial role in enabling a person to achieve language proficiency. Reading provides readers with great knowledge, by reading books frequently and having a good reading habit, the reader can analyse other's ideas, which makes one think more critically. This can be seen from the plenty of evidence that those who participate in free reading programs write better and simply people deal with far more words in reading than in writing.

Moreover, Patel and Jain (2008:114) state that reading habits can help the student to get knowledge and wisdom from the culture of heritage and also very helpful in passing leisure period. It means that many good benefits can be

obtained by everyone, especially students through reading habits. During doing reading as a habit there are not only getting a new knowledge but can also be used as a useful activity while on leisure period. It would be more beneficial and interesting for the student when they read books based on their favorite genre, title, or even only by the cover of the book. When students read for pleasure, enjoyment, and based on their interests, they tend to more and continue to read because of their willingness.

In addition, Gaona and Gonzalez (2010:59) state that there are seven indicators of reading habit. Those of seven indicators of reading habit are

1. Attitude toward reading. this part is about the reason that the person reports on the attitude and behavioural cognitive-affective attitude toward reading.
2. Reading frequency which about the frequency at which the person reports to read books in their spare time.
3. Books read. It is about a total of books that a person report having read in the last three months.
4. Time spent on academic reading is the time that a person reports to devote to reading books on their study subject.
5. Time spend on non-academic reading is the time that the person report which not directly related to their studies.
6. Motivation in the family environment. It 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 student reports on the teacher using activities to promote contact with psychology literature.

However, in this present study, the researcher only applies five indicators from those seven indicators. Those five indicators that the researcher used are attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, and motivation in the academic environment. Moreover, those two indicators which are books read and motivation in the family environment not used because not relatable with Indonesian's habits and are only suitable to use overseas. Therefore, the researcher chose not to apply those two indicators in this present study.

2.1.3 Narrative Text

A narrative is a text which tells a story using a series of events. According to Jordan (2003:27) narrative text is a type of text which describes the event in the past and is communicated in a time sequence or chronological order. Similarly, with Jordan's statement, Oshima and Hogue (2007:24) also state that narrative writing constitutes story writing which is created based upon time. Time is used to describe what events that occur first, after that, and soon. It means that in narrative text time signal is very important things that the students need to know and understand. In other words, the time signal is used to organize the sentence.

Moreover, Kane (2000:366) states that a narrative is a meaningful sequence of events told in words. That statement means meaning must always be rendered. The writers have to do more than tell the truth that is seen in the story.

The writer must be able to build a character that is made into a narrative text. In this case, the real challenge is the reader could feel and explore the existing character emotionally even though only by reading the narrative text. If the reader can feel: those characters its automatically means that the reader was interested in reading the writer's narrative text. Therefore, as we know that narrative text has its social function. Its social function is to amuse and entertain some people by telling the story in the right order.

On the other hand, the narrative text also has its structural features. There are three structures of narrative text are commonly arranged. The first part is the orientation where in this part the writer sets the scene and introduces the characters. Then, the second part is the complication. This is the part where crisis arises because in this part problematic events are already seen. The last part when the crisis is resolved is called resolution. The narrative text has some language features such as the focus on specific and usually individualized participants, use of material processes, and use of past tense. Fairy tales, myths, legends, and mystery are the instances of narrative texts.

Rakhmi (2012:2) states that narrative text is a story is being told to the reader. It is a bit like recount text but it is usually a made-up story. It usually has some events that take place and a problem that needs to be solved by the characters. It usually has a crisis in it and then is resolved at the end. Moreover, based on Rakhmi (2012:5), there are three generic structures of narrative text. Firstly, is an orientation which is introducing the participant and informs the time and the place. Secondly is a complication which it is describing the rising crises

which the participants have to do with. Thirdly is a resolution which is showing the way of the participant to solve the crises, better or worse.

According to Zemach and Islam (2005:63), there are four events (stages of the story) in the narrative text that are told in a logical sequence: background information, beginning of the story, middle of the story, end of the story. A narrative usually starts with background information. It is to set the scene for the story and provide context. It is also can tell when and where a story happened. The next stage is the beginning of the story. This stage usually tells what happened first in the story. Another stage is the middle of the story that usually tells the main part and also tells most of the events in the story. The last is the end of the story which concludes the story. It tells the final event and has a concluding remark.

2.2 Empirical Review

Empirical review is the review of relevant research that has been conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies' results, and to clarify as well as define the concepts of the study. In conducting this study, the researcher wants to make a correlation between students' reading habit and writing ability. Several researchers have been done related to this present study which discussed the correlation between students' reading habit and writing ability. For this study, the researcher used two studies. The first study is "The Correlation between Students' Reading Habit and Their Writing Ability that has been conducted by Nurul Khalisa (2018)

to the Eleventh Grade Students of SMAN 4 Kota Banda Aceh in the Academic Year 2018/2019". The second study is "The Correlation between Students' Reading Habit and Their Narrative Writing Ability" that has been conducted by Zehra Kartal (2017) of the Tenth-Grade student of SMA Pribadi Depok in the Academic Year 2017/2018.

Both of those studies have a positive correlation between reading habit and writing ability, but there were similarities and differences contained in both studies. The first is the similarities of both studies. Both of those studies used to reading habit as the independent variable and writing ability as the dependent variable. And also used random sampling to take the sample student population. Furthermore, the research instrument of those studies used two different test items to measure their reading habits and writing ability. There is a questionnaire to use to get data in a reading habit, and a test of writing descriptive text in writing ability. The text used to measure writing ability is different, Khalisa used descriptive text and Zehra used narrative text to measure writing ability.

Considering the result data, those two studies were already good in presenting the data of the correlation between students' reading habit and writing ability. The sources of the material that the researchers used were good. However, in the writing test of the research that was conducted by Khalisa (2018), there was no clear instruction about the time for each student during the test. On the other hand, in the research that was conducted by Kartal (2017) the researcher did not do the observation before delivering the questionnaire. Hence, in this present

study the researcher provides time allotment to write narrative text and also the researcher does an observation directly before delivering the questionnaire.

2.3 Hypothesis

According to Singh (2006:54), the hypothesis is defined as a tentative solution to the problem. From the empirical above about the correlation between reading habit and writing ability, the researcher assumes there is a positive correlation between reading habit and writing ability at the eleventh-grade students of SMA Harapan Nusantara Denpasar in academic year 2021/2022 (Ha).

