

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Reading is an important gateway for personal development, and social, economic and civic life (Holden, 2004:5). It supports us to learn about other people, about history and social studies, language arts, science, mathematics, and other content subjects that must be mastered in school. Because the success of their studies largely supports their reading ability. If you have poor reading skills, you are more likely to fail in your studies, or at least have difficulty making progress. On the other hand, if you have good reading skills, you will have a better chance of succeeding in your studies at school.

Reading skill is important throughout the lifespan. Recreational reading has been found to improve reading comprehension, writing style, vocabulary, spelling, and grammatical development Gallik (1999:1). Reading is also very important for writer skill because it can provide writers with knowledge about written language, grammar, vocabulary and discourse styles used by writers. By taking a look in this power of reading, Krashen (2004:11) states,

*“When children or less literate adults start reading for pleasure, however, good things will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts easier to read. Their writing style will improve, and they will be better able to write prose 2 in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve”*

In other words, those who do pleasure reading have a chance, however, 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. In addition to improving reading skill, pleasure reading has been found to be associated with improved writing skill. Writing is linked to the reading process and both of the processes are heavily dependent on vocabulary. But when reading, once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the shortcut of examining the context in which a word is used, he or she is creating the context.

Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly. Writing skill as stated before is productive knowledge of words Webb (2008:79) said that Learners who have larger receptive vocabulary are likely to know more of those words productively than learners who have smaller receptive vocabulary This shows that those 3 who read more acquire more of the written language as Smith (1994:560) undoubtedly right when he advises

*“To learn to write for newspapers, you must read newspapers; textbooks about them will not suffice. For magazines, browse through magazines rather than through correspondence courses on magazine writing ...To write poetry, read it.”*

Based on the explanation of the theories and some former studies, student's reading habits have correlation to their writing ability. Therefore, the writer would like to know whether students' reading habits have a positive correlation to the writing skill of the Indonesian students of English, especially in SMPN 7 Denpasar. In addition, she conducts her research entitled, “The Correlation

between Student's Reading Habit and Their Ability of Writing Narrative Text on the Eighth graders of SMPN 7 Denpasar, in the academic year of 2021/2022".

## **1.2 Research Problem**

Student's reading habit plays an important role in writing ability. The lack of confidence during writing because of vocabulary they have still cannot increase their confidence. Many studies found that to learn how to write students need to read, by reading they could increase their vocabulary and their confidence in writing as well. Therefore, the research problem is formulated as follows: is there any correlation between reading habit and narrative text whiting ability of the eight grade student of SMPN 7 Denpasar in academic year 2021/2022?

## **1.3 Objective of the Study**

Objective of the study is the goal of which the researcher plans to do or achieve after the study is carried out. By knowing the objective of the study, it will help the researcher to be concerned about the process of collecting the data in this research. The undertaking of any scientific investigation is certainly to answer the research question and find out the scientific solution of the research problem. This present study was intended to answer the research problem that had been previously formulated and determined. Based on the research problem in the background, to find out the correlation between student's reading habit and their ability to write narrative text for the eighth grade students of SMPN 7 Denpasar, district in the academic year of 2021/2022.

## **1.4 Limitation of the Study**

In this case, the writer focused on the correlation between reading habit and

narrative text writing ability. The writer choose this topic to find out further information and to know how deep reading habit and their ability in writing narrative text the eighth grade student of SMPN 7 Denpasar district in the academic year of 2021/2022

### **1.5 Significance of the Study**

The result of this study will be expected to be meaningful and useful for improving the quality of study especially in reading habits and writing ability of eighth grade students of SMPN 7 Denpasar in academic year 2021/2022. Besides, this result of the study will be reference for future researchers who want to research the correlation between reading habit and narrative text writing ability.

### **1.6 Definition of the Key Terms**

Key terms are important to be defined in order to give a clear understanding of the topic. In the present study, the researcher has several key terms that are related in the research. The key terms were based on the research variables in the present study. Moreover, the focus of this study was to find out the correlation between reading habit and narrative text writing ability of the eighth grade students of SMPN 7 Denpasar in the academic year 2021/2022. Thus, the key terms in this present study was Reading habit and narrative text writing ability. In order to avoid misunderstanding and confusion on the parts of the readers concerning the key terms significantly used in the context of the present study, the researcher needs to operationally define the following terms:

1. Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby. Reading habits in this study, can be defined as the factors that continually

contributed and committed to attain the goal of the eighth grade students of SMPN 7 Denpasar especially in reading in the academic year 2021/2022.

2. Narrative Writing ability in this study can be defined as a students of SMPN 7 Denpasar in academic year 2021/2022 ability to express his/her mind and feeling which is in a written language, in graphic symbols so the readers are able to understand the the information or content narrative text that the students have learnt at school. References by using short answer tasks.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of some theories related to the study. This is used to support and build the present study to be more firm and based on the fact. Therefore, theoretical review was used to support and build this study. The present study needed to be supported by the theories which have already been given by the experts. There were several sources from several literatures that were related and support this present study. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The present study was based on the discussion of the following theoretical framework: reading habit and writing ability narrative text. For the purpose of the present study, some theoretical new points as well as empirical evidence were reviewed. Some of the viewpoints were as follow:

##### **2.1.1 Reading Habit**

Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby. In term of habit, something that person does often in a regular and repeated way

In other words, habit is the process of behavior that goes unconscious and becomes automatic. For example, the habit of looking both ways before crossing the street is called a habit. Behaviorists view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As a subconscious concept,

reading habits are interpreted very broadly. In terms of acquiring these habits of reading, students have to put these habits into practice.

Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects a person's personality, good or bad, and they went constantly and regularly. Reading habits will help the learner obtain and gain meaningful knowledge and good academic performance in school.

According to Rosemary (2010: 231-235), there are some reading habits which have either positive or negative results. For the purpose of this topic, they are grouped into four segments: hobbial, recreational, concentration, deviational.

a. Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading as a hobby makes a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Moreover Anshi (2012) stated that unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. Reading books in particular can develop the knowledge of vocabulary which helps in conversations. In addition Trent Hamms (2012) stated that reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

b. Recreational

A good reading habit for recreation makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's

brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper, and magazines.

c. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders, this reading habit purpose shows positive results in student's achievement in school.

d. Deviatonal

The last purpose of the reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit is acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

In gaining an effective reading habit, Cesar (2011:59-60) summarized six aspects of reading habit, they are; reading frequency, reading books, time spent on academic reading, time spent on nonacademic reading, motivation in the family environments, motivation in the academic environments.

1. Reading Frequency Reading frequency used to measure students reading books in their spare time.
2. Read Books The number of many books that the students have read in the last three months was included in the questionnaires.



3. Time Spent on Academic reading. It is considered the time that the students devote their time to reading academic books especially for their specialist subject.
4. Time Spent on Non-Academic Reading It discusses the amount of time that the students used to read non academic books, magazines, such as novels, fiction, romance, horror, etc.
5. Motivation in the Family Environment It focuses on the recommended book that is purchased by the family based on the interest of the family.
6. Motivation in the Academic Environment It focuses on the frequency of students' reading literature in their school environment based on the teacher report.

In habitual reading; there are so many advantages that the student can absorb. Reading habit is the powerful and long lasting tool in the development of students' academic success. The implications of applying reading as a habitual activity are that students can expand the knowledge, and increase focus and concentration. Reading as a habitual activity also helps the student to pleasure their understanding, helps them become more intelligent, and boosts their vocabulary meaning.

Thanuskodi (2011: 1) said, the impact of reading in people's lives is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledgeable about the whole world and he can stimulate both thought and emotion. A more complete explanation stated by Jack (2008). He mentions several advantages of reading. They are: (1) habit of reading help the mind performs effectively; (2) habit of regular reading helps us develop a

good 13 vocabulary, (3) habit of reading boots intellectual curiosity, (4) habit of reading means psychological activity (5) habitual reading helps readers to have positive set of mind. However, the low reading comprehension skills of students in English subjects, therefore it is necessary to apply a genre-based learning model in learning English.

Genre based approach is an approach that has been implemented in Indonesian education since 2006. Genre based approach based on the theories of language and theories of language learning. Theories of language as the base of the genre based approach are language as system and language as functional. There are three assumptions that underlay the genre based approach: (1) learning language is a social activity, (2) learning occurs more effectively if teachers are explicit about what is expected of students, (3) the process of learning language is a series of scaffold developmental steps which address different aspects of language.

Teaching of English by applying the genre based approach means that the teaching learning activities focus on learning many kinds of text. Genre means many kinds of text. There are twelve texts that should be taught to the senior high students in Indonesia. Those texts are: recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, anecdote, narrative, procedure, description and review. A text is a passage whether spoken or written that has unified meaning. A text is influenced by the context of culture and context of the situation. It can be short or long, the principle is that the text has meaning, the text is aimed to whom, and what is the way the text is communicated, whether in spoken or written way.

In applying the genre based approach in the English curriculum, there are four steps that should be followed: building knowledge of the field, modeling, joint construction and independent construction. In the first step, building knowledge of the field, generally the students are introduced to the text that should be faced, the techniques that can be used are: question and answer about the text, watching video related to the text, guessing game, and the other challenging activities. In modeling text, the students are asked to recognize the structure of the text and given the model of the text. The techniques that can be used are: listening to the videos about the text, reading a text, the students also can be challenged to describe the structure of the text. In joint construction, the teacher still has a role in guiding students to make a text. The teacher can use the techniques such as brainstorming, mind mapping, discussion, etc. The last step, independent construction, the students are asked to construct a text by themselves in order to measure how far they master the lesson.

The principle in applying the genre based approach is by finding more text, the students are expected to know more kinds of text, they find more knowledge and they are able to enlarge their vocabularies. In learning English, the techniques should be developed as interesting and challenging as possible in order to make students interested and they hope to catch the lesson easily. In order to be able to conduct teaching learning activities based on genre in the classroom well, teachers have to understand the implementation of the genre based approach. Understanding means that the teachers have knowledge about the genre based approach and the implementation, they comprehend about the implementation of the genre based approach and they have opinion to the implementation of the

genre based approach. Teaching learning activities in the classroom are planned by the teachers through syllabus and lesson plan. In developing the syllabus and lesson plan there are some steps that should be followed by the teachers. Those steps are: planning, implementation, evaluation, and revision.

### **2.1.2 Writing Ability**

Writing is an activity to produce written text that is easily accessible. The writer in his writing is not only gathering his ideas into written text but also considering some aspects related to the process of writing itself. Dealing with this, Westwood (2008:56) cited in Sturm and Koppenhaver says that composing includes the complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion, and trans-creation.

Furthermore, Hughey (1983:6) states that writing is complex, difficult, frustrating, and even exhausting. But writing can also be challenging, rewarding, and exciting for both teacher and learner. Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers.

Writing ability is a specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. This ability is not an easy matter and cannot be gained for a short time. Writing ability is a process, and takes a long and continuous process. It not only puts the words in the correct grammar but also makes the words understandable and meaningful for the readers.

Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactic structures, and appropriate strategies for planning, composing, reviewing and revising written language. In addition, Hyland (2004:32) state that writers need, at least:

- a. Grammatical competence: a knowledge of grammar, vocabulary, and the language system.
- b. Discourse competence: a knowledge of genre and the rhetorical patterns that create them.
- c. Sociolinguistic competence: the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes.
- d. Strategic competence: the ability to use a variety of communicative strategies.

In conclusion, writing, as a productive skill, requires students to produce a written text. It is not as easy as we imagine. In writing, students not only generate and organize the ideas but also translate the ideas into readable text. Besides that by writing, the writer also can foster other competences such as grammatical and sociolinguistic competence. Through writing, the writer can learn various grammars in different texts because every text has different language features or grammar.

### **2.1.3 Narrative Text**

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text review events

that have happened. Usually the events are presented in the order; Kathleen T. McWhorter (1985: 128) said that the story is told, however, to make a point or to explain an idea. Narrative can be divided into two types:

- a. Traditional fiction (folktales fables, pour quoi tales, legend, myth, and realistic tales)
- b. Modern fiction (science fiction, contemporary realistic fiction)

Narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). A writer usually starts a story by introducing characters and problems that they face. The middle of the narrative is organized around a plot. The plot includes a series of episodes that are written by the writer to hold the reader's attention and build excitement as the story progresses. Commonly the generic structure of narrative text involves:

- a. Orientation: this sets the scene and introduces elements or the participants of the story such as the characters, time, and place.
- b. Complication: Describing a problem or series of problems that arise in the story.
- c. Resolution: the way of participants or character that finds out the solution of the problem happened.

Narrative text has five common components. Most test questions refer to one of these five story elements (Narrative Text Strategies):

1. Setting: A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar

places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader

2. Characters: People or animals in the stories.
3. Plot: The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.
4. Theme: The theme is the central idea of the story. A theme can be directly stated or through use of story elements.
5. Vocabulary: The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of writing narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions. According to Syaff'i, narrative has certain elements in common, they are; unfold over time, display emotion, and center on events more than ideas. Unfold over time means the stories or events happened in a certain order and chronological order must be communicated to the reader. Events are listed in sequence of how they happened and specific scenes are set in time and in place and recreated for the reader. Display emotion refers to how the writers are able to connect some sort of emotion felt by the subject of events to the reader. Centre

on events means the writers should make the events to be detailed; they also have applied a broader meaning to the events.

Based on the theories, we can conclude that narrative have some characteristics, they are:

- a. The narrative text tells sequence of an event
- b. The narrative text uses the chronological order
- c. The narrative texts are usually based on the personal experience
- d. The narrative text is written in the past action.

Narrative text is organized focusing on character oriented. It is built using descriptive familiar language and dialogue. There are some genres of literary text which fit to be classified as the narrative text. Some of them are: Commonly, narrative text is organized by the story of grammar. There will be a beginning, middle and end of the story. To build this story grammar, narrative text needs plot. This plot will determine the quality of the story. Plot is a series of episodes which holds the reader' attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have the ability to handle that problem. The language features usually found in a narrative are:

2.1 Specific Character

2.2 Time words that connect events to tell when they occur.

2.3 Verbs to show the actions that occur in the story.

2.4 Descriptive words to portray the characters and settings



The language features shown above are being used by a narrator. There are always specific characters in every story. For instance, in the story of Little Mermaid above, the specific character is Little Mermaid. Time words are also used in that story, for example "One day.....". And also the last two language features. The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story. From the explanation above, narrative text has certain language features which are adapted from a story. It shows how the whole story is, also it becomes a special characteristic of narrative text among other texts. If concluded, it is a narrative text is a text which contains a story in the form of written or unwritten, and there is a series of interconnected events that emphasizes the existence of a conflict and the solution while the recount is a text that contains a story in which in the form retell stories and the experiences of the author and the people who described.

## **2.2 Empirical Review**

Empirical review is the review of the relevant researches that have been conducted; in which it reviews the previous research that is relevant with 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 wanted to make a correlation between reading habit and narrative text writing ability. Several researchers have been done related to this study which discussed the correlation between reading habit and narrative text writing ability. There are

some related researches which have been conducted previously by other researchers.

Besides, we have to analyze what the point focused on, inform the design, findings and conclusion of the previous research, they are:

A study entitled *The Correlation between Students' Reading Habit and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 GunungPelindung East Lampung* was carried out by Wulandari. It was conducted to investigate whether or not there is a significant positive correlation between students' reading habit and their reading comprehension ability. The instruments used in this research were a questionnaire which assessed the students' reading habit and a reading test measuring the students' reading comprehension. Based upon the analysis conducted, it reached a conclusion that there was a positive significant correlation between students' reading habit and their reading comprehension ability with  $t$  observed obtained was 0.642.36

Another research relevant, entitled *The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text*, was conducted by Maula. Its objective was to investigate whether or not there was a significant correlation between students' reading habits and their ability to write narrative text. The population encompassed 309 students in the eleventh grade of SMAN 1 Kajen in the academic year of 2014/2015. A random sampling was employed in this study in which there were only 34 students randomly selected from the population. A questionnaire and guided writing test were used in this study. The findings revealed that there was a significant correlation between reading habit

and writing ability of narrative text at 95% level of confidence with  $r$  obtained 0.629.41

Based upon the relevant studies above, there are some similarities and differences among the relevant studies above with the present studies. First, a Wulandari's study is similar in terms of the method used, namely correlational study and one variable employed which is reading habit, but the other variable used was reading comprehension which is different from the present study, i.e., narrative writing skill. The last one is a study conducted by Maula whose variables are similar to the present study, reading habit and narrative writing skill, although it may be considered as a replica, a possible different result will be likely occur since the subjects are different. Maula conducted her study at the eleventh grade senior high school whereas the present study is carried out at the eighth grade junior high school.

### **2.3 Hypothesis**

1. Null hypo ( $H_0$ ): There is any significant correlation between reading habit and writing ability of narrative text of the eight grade student of SMPN 7 Denpasar district in the academic year 2021/2022
2. Alternative hypothesis ( $H_A$ ): There is any significant relationship between reding habit and writing ability of narrative text of the eight grade student of SMPN 7 Denpasar district in the academic year 2021/2022