

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is a very important language to use in international affairs and is used as a media flows of information science, technology, and culture at the same time. Since we being in a developing country, we really need to have an effort to communicate using English to make strong relations with other countries so that we can catch mastery of science, technology and culture in the world. Since globalization emerged, English has become a global language. According to Harmer (2001: 2-3), English is the second one language or international language because historically, English has many colonies. That makes the language used in British colonial countries. Second The reason is that English is easy to learn because English is complete and organized grammar rules and also great vocabulary development. Another the reason is that Great Britain is a powerful country that has great knowledge, cultures, and technologies that affect the world. That's why English is used in many international affairs. Taking these reasons into account, Indonesia conduct English subjects in the school curriculum.

Based on the explanation above, there are several studies on reading habits. The type of research that has been conducted by Rogue, et al. (2017), Kartal (2017), and Hashanah (2017) are correlational research, experimental research, and case studies at the junior high, high school, and university levels. Research reveals that reading habits

have a significant effect on students' academic achievement. Then, there is a significant relationship between students' reading habits and their writing ability. In many studies, reading habits are used to determine the influence and relationship with students' achievement and writing ability. Therefore, the relationship between students' reading habits and students' writing ability is very close. This reading habit can affect students' ability to write. In addition, students who want to write, must have the capacity to read and understand one's reading material. Reading helps them have a better writing style, improved grammar competence, and good spelling.

Reading is an important gateway to personal, and social development, economic and civil life (Holden, 2004:5). It allows us to learn about other people, on history and social studies, language arts, science, mathematics, and other content subjects that must be mastered in school. Since their success learning largely depends on their ability to read. If their reading skill is poor, they are very likely to fail in learning, or at least they will have difficulty in learning make progress. On the other hand, if they have good reading skills, they will have a better chance of succeeding in their studies at school.

Writing is related to the reading process and both processes are very important depending on vocabulary. But when reading after students learn to decode words, they may be able to read and pronounce many unfamiliar words they. They might even be able to determine the accurate meaning of foreign words simply by examining the context in which the words are used. During writing process, however, a student has no shortcut to check it the context in which a word is used, it creates context. Therefore,

the writer must be able to spontaneously remember words that are known not only by sight, but it is understood enough to be used properly. Writing skill as stated previously was productive knowledge of words. Students who have greater absorption vocabulary tends to know more of those words productively than learners who have a smaller receptive vocabulary (Webb, 2008:79).

From the explanation above, to find out empirical evidence about problem, the author intends to investigate whether there is a correlation or not between students' reading habits and their writing skills, especially in narrative texts. The research title is “The Correlation between Students Reading Habit and Their Ability of Writing Narrative Text of Tenth Grade of SMAK Harapan Denpasar in Academic Year 2022/2023”.

1.2 Research Problem

Scientific research is initiated from a problem which needs to be solved by scientific method. Furthermore, the scientific method has been proved the expert and expected to be able to solve the problem based on what had been described in the background of the study. Moreover, according to the background of the research above, then the research question of this present study can be identified as follows: Is there any significant correlation between students reading habit and their ability of writing narrative text of the tenth grade students of SMAK Harapan in academic year 2022/2023?

1.3 Objective of the Study

In line with the problem formulated above, the objective of this study was to know and describe about whether or not there is a relationship between student's reading habit and their ability of writing narrative text of tenth grade of SMAK Harapan Denpasar in academic year 2022/2023

1.4 Limitation of the study

The discussion about reading and writing are very broad and complex to be discussed in the present study so that the researcher thinks that is crucial to focus on specific area. Furthermore, limitation of the study was important to avoid discussion outside the main topic. It is needed to present the study narrow, deeper and more specific. Therefore, for this topic, the researcher limits the research, and only focussed on examining the relationship between reading habits and the ability to write narrative texts for tenth graders of SMAK Harapan in the academic year 2022/2023. This limitation of the study is regarding to the complexity and broadness of the problem been discussed above.

1.5 Significance of the Study

One of the principal reflections taken into account in conducting this investigation is the importance of the expected research findings. The main focus in this study is the relationship between reading habits and the ability to write narrative texts for tenth graders of SMAK Harapan Denpasar in the 2022/2023 academic year. The researcher hopes that the results of this research can provide a good contribution

to theory and practice in the teaching and learning process which can be discussed further below.

Theoretically, the findings of this study are to provide more empirical evidence in determining the relationship between reading habits and the ability to write narrative texts for tenth graders of SMAK Harapan Denpasar in the academic year 2022/2023. Moreover, the findings of the present study are also expected to be used as reference for other researchers who undertake similar research.

Practically, the findings of this study are expected to provide valuable informative feedback for English teachers, students and other researchers. For English teachers, the results of this study can be useful and can also provide informative feedback. In addition, English teachers should be more active, creative and innovative in teaching learning process. It leads teacher to know that reading habit is important and student needed during teaching learning process especially in writing. For the student the result of the research could made student aware and develops and think that reading habit are very important. Therefore, by developing their reading habits that could get good impact, such as get a lot of new information so they can increase their knowledge by reading. It is also could help them during teaching learning process specially in writing ability. For other researcher the result of the study is used as reference for the other researcher in conducting their research, especially in this research which related to the correlation between reading habits and narrative text writing ability of tenth grade students.

1.6 Definition of Key Terms

To avoid misunderstanding and confusion on the parts of the readers, the researcher needs to operationally define the key terms used in the present study. It is expected to be meaningful for the readers when they read this thesis. There are two key terms of this study will be provided to make sure that the readers have clear insight about this study is about. The operational definition of the terms as follows:

1. Reading Habit

Reading habits are student reading activities that occur continuously and routinely in tenth graders of SMAK Harapan Denpasar in the academic year 2022/2023. In this study, the habit of reading can help students to improve their writing skills and improve their achievement.

2. Writing Ability in Narrative Text

Writing ability is the writing ability of tenth graders of SMAK Harapan Denpasar in the 2022/2023 academic year in expressing ideas, especially in writing narrative text. The students write an narrative based on the scoring rubric that already exist and they could write an narrative text based on generic structure

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a conceptual set of terms used in this study. This is very important in scientific research. Furthermore, in the theoretical review, researchers pay attention to theories related to the research topic. On the other hand, the purpose of theoretical studies is to provide information about the knowledge of variables and to provide practical significance and empirical evidence. Therefore, some important points related to this research will be explained below to provide an expert review of various related literatures to support this research, namely: reading habits, ability to writing narrative texts.

2.1.1 Reading Habit

Reading is one of the language skills that is 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 lot of information and knowledge which is needed and important to know new things. 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 comes from the readers itself. However, study at school is still important.

In teaching learning process reading also is one of the basic and important skills. Therefore, it becomes one of the subjects studied for academic purpose. 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 teaching learning activity, reading is the basic skill that should be mastered by student to make teacher easier to teach and 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 a wrong information of those text while they did not understand what they already read. Therefore, reading is one important skill in teaching learning process. During teaching learning process in the class, reading is really needed for student and also teacher. All the things that have been read should memorize and understand it well. Those things just could get when all people especially students had think reading as a habit.

Moreover, Patel and Jain (2008: 114) state that reading habits can help the student to get knowledge and wisdom from the cultural of heritage and also very helpful in passing leisure period. It means that many good benefits that can be obtained by everyone, especially students through reading habit. During doing reading as a habit there are not only getting a new knowledge but can also be used as useful activity while

on leisure period. It would be more beneficial and interested for student when they read books based own their favourite genre, title or even only by the cover of the book. When student read for pleasure, enjoyment and based on their interested, they tend to more and continue 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:

- a. Attitude toward reading this part is about the reason that the person reports on the attitude and behavioural cognitive- affective attitude toward reading.
- b. Reading frequency which about the frequency at which the person report to read books in their spare time.
- c. Books read. It is about total of books that person report having read in the last three month.
- d. Time spent on academic reading is the time that person report to devote to reading books on their study subject.
- e. Time spends on non - academic reading is the time that the person report which not directly related with their studies.
- f. 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.

- g. 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 applied 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, for those two indicators which are books read and motivation in the family environment not use because not relatable with Indonesian's habit and only suitable to use in overseas. Therefore, the researcher chose not to apply those two indicators in this present study.

2.1.2 Writing Ability

Writing is considered as the important language skill. It is the skill that allowed people to express their ideas, feelings, and opinion and produce it into the written form. Loannou - Georgeiou, S and Pavlou P. (2003:68) state that writing is difficult, it presupposes mastery of a number of language area 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 as one of the complex and difficult skills of communication.

Writing is also a productive skill. As a productive skill, writing has been widely seen and recognized as one of the four skills that students must master in language learning. Writing is also known as a difficult subject but also as a challenging subject by most students. Oshima and Hogue (2007:15) state that when students first write

something, they already think about what to say and how to say or express it in written form. The statement means that students can take a few minutes to start an idea and write it down into a sentence on a piece of paper because they don't know what word to use to start or open their writing.

In addition, Hyland (2003: 15) states 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 practicing more. Therefore, it is normal for 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. In 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, things that very important 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 nicely. Because of that the process is the important thing in writing. In academic purpose, the process while writing process also very important than the final product.

In this case writing ability is defined as a specific skill which helps writers put their thought into word in a meaningful form to mentally interact with the message. According 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 writing process there are many subject that need more attention. During writing the writer should make sure that each words and each sentence that used are related and connect to each other. Moreover. It does not enough only once time, but it 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 a number of steps. This definition gives a view about writing that is a skill which can be learnt by anyone, certainly through continuous practices, whereas it is considered as a process of discovery because to get a good final draft of writing, individuals are required to follow a number of steps through 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, 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 piece of writing as a draft. As the writing process proceeds into editing, a number of 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 final

version. The final version is when the writers is now ready to send the written text to its intended audience.

However, Oshima and Hogue (2007:15) state that 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 choose. The second is organizing. Organizing is the step when student 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 student should do 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 the ideas, feeling, or anything and produce it into a written form. However to express those thing in writing is not easy. Many things that need to consider while writing process, like the grammar, spelling or punctuation. Therefore, practice is needed to develop the ability of writing.

2.1.3 Narrative Text

Narrative is a text that tells a story using a series of events. According to Jordan (2003:27), narrative text is a type of text that describes events in the past and is communicated in chronological order. Likewise, Jordan, Oshima and Hogue (2007:24) also state that narrative writing is story writing based on time. Time is used to describe what events happened first, after that and immediately. That is, in narrative texts the

time signal is a very important thing that students need to know and understand. In other words, time signals are used to organize sentences.

Narrative is a text that tells a story and has functions to entertain or educate the reader or listener. According to Anderson (2003: 8), a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. In narrative text has some parts, i.e., orientation, complication, sequence of events, resolution, and coda. In the orientation section, the writer will introduce the characters in the story, and in the next part, namely complication, there will be conflicts in the story, while in the sequence of events, the character tells how the characters react to their complication, in the resolution section there is a solution to problems or conflicts that occur in the story, while in the last part, the coda is the delivery of the message conveyed by the writer to the content of the story.

2.2 Empirical Review

Several researches have been done related to this present study which discussed about correlation between student's reading habits and their ability of writing narrative text. For this study the researcher used two studies. The first study is " The Correlation between Students' Reading Habit and Their ability of writing Narrative text " that has been conducted by Maula (2015) to the eleventh grade student of SMAN 1 KajenPekalongan in academic year 2014/2015. The second study is " The Relationship between Students ' Reading Habit and Their Narrative Writing Ability of the Tenth Grade Student in SMA Pribadi Depok" that has been conducted by Kartal (2017).

The first research is a is " The Correlation between Student's Reading Habit and Their ability of writing Narrative text " that has been conducted by Maula (2015) to the eleventh grade student of SMAN 1 Kajen Pekalongan in academic year 2014/2015. This study aims to obtain empirical evidence whether or not there is a relationship between reading habits and the ability to write narrative texts of students at SMAN 1 Kajeng Pekalongan. In general, the results of this study indicate that there is a positive relationship between reading habits and students' ability to write narrative texts. This is evidenced by the rxy distribution which shows a correlation coefficient of 0.629. This means that there is a positive relationship between reading habits and the ability to write narrative texts of students at SMAN 1 Kajeng Pekalongan in the academic year 2014/2015.

The strengths of this research provides theories about reading habits and the ability to write narrative texts from experts to support their statements and also provide clear instructions for obtaining data. However, previously the researchers gave a questionnaire to test reading habits without a specific time allocation. This makes students take a long time to answer the questionnaire test. In addition, without a certain time allotment can result in cheating in the reading habit questionnaire test. So to get the data takes a long time.

The second study was conducted by Kartal (2017) in his research entitled "The relationship between students' reading habits and their narrative writing skills in the tenth grade of SMA Pribadi Depok academic year 2016/2017". The purpose of the study was to determine the relationship between reading habits and students' ability to

write narrative texts. He selected a sample using random sampling. In collecting data, the researcher used Pearson Product Moment Correlation on SPSS version 16 to analyse the data. The results of the study It found that the correlation coefficient between reading habits and students' ability to write narrative texts was 0.610 at a significance level of 0.01. This means that the correlation coefficient value is higher than the critical value of the r-table ($0.610 > 0.304$). In conclusion, there is a positive relationship between reading habits and ability students write narrative texts.

The strength of this research is that the researcher provided theories about reading habits and students' ability to write narrative texts from experts to support their statements and provide instructions and steps to obtain data. However, the weakness of this study is that it provides a reading habit test without a specific time allocation. So to get the data takes a long time. In further research, the researcher must arrange the time allocation to carry out test activities so that the process is effective.

In addition, those study also have the weaknesses and strength. The first is the weaknesses of both of those study is in the questionnaire test both researchers did not put the time for finished the test. For the strength of both of those study have accurate dimension of reading habit questionnaire and also accurate dimension of scoring rubric criteria of writing test of narrative text. However, those researchers put clear enough instruction for participant which is be the sample for their research are both of those researchers have the accurate data and they are able to showed that there is significant correlation between reading habit and writing ability. The results are not quite different one to another.

In this present study, the researcher also used questionnaire and writing test of narrative text as the instrument to get the correlation between reading habit and their ability of writing narrative text of tenth grade student of SMAK Harapan Denpasar in academic year 2022/2023. However, even the researcher used same instrument with those study before, but there are still different from those two studied before. The differences are in this study, for questionnaire about reading habit the researcher used Theory from book with the title " relationship between reading habits, university library and academic performance in a sample of psychology students " by Gaona and Gozales (2010) as the dimension or the element of this present study. The other is for the scoring rubric, the researcher was adapted the scoring rubric from book which the title " introduction to academic writing " by Oshima and Hogue (2007:196) as the dimension in this present study. In this scoring rubric, the researcher changed some part that related with narrative text. Therefore, the researcher was adapted not adopted the scoring rubric.

In addition, in this present study the researcher also used different style with those two studies before of the questionnaire. Two study before was used multiple choice test which the total questions of the questionnaire is 20, while for this present study the researcher used checklist style which the total of the statement of the questionnaire is 40. Therefore , the researcher provide four columns , namely strongly agree (*sangat setuju*), agree (*setuju*), disagree (*tidak setuju*), and strongly disagree (*sangat tidak setuju*); where the participants just choose according to their choice by giving a check (\surd) mark. Furthermore, in writing test the researcher already provided

four topics. The instruction was clear enough because it shows the criteria in the scoring rubric. Thus, the students could easier to understand.

2.3 Hypothesis

In this study, the researcher makes a hypothesis that can be formulated from this correlation study, as follows: There is a significant relationship between reading habits and the ability to writing narrative texts for tenth graders of SMAK Harapan Denpasar in the academic year 2022/2023.

