

CHAPTER I

INTRODUCTION

1.1 Background of the study

In learning English as a foreign language (EFL), the four language skills that should be mastered are listening, speaking, reading, and writing. Listening and reading are classified as receptive skills; meanwhile speaking and writing are productive skills. However, reading is considered to play important role in receiving information description or history from written text. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Besides that, as one of the English skills, reading is crucial to be learned. It is because by reading students can get more knowledge and information. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Therefore reading is one of English skills that crucial to be learned by the students.

Reading is a thinking process. It allows the reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words. Each of the three components of reading is equally important. Tarigan (1998:7) states that reading is a process which is used by a reader in order to get the purpose of the writer tell through the written word.

On the other hand, writing ability is defined as a specific skill which helps writer put their thoughts into word or sentences. Thus, it can be assumed that writing ability means how well the writer is able to express the ideas in a writing that is able

to understand by the readers. Ur (1996) states that the purpose of writing is to convey ideas and meaning. Next, in process of writing, the ideas should explore the mind to find new ideas that make writing meaningful. The ideas will be in a sentence, paragraph, and text.

In schools, reading and writing are one of the basic competences that included in English subject that should be studied by the students. In addition, individuals who want to write should have the capacity to read and comprehend one's reading material. Reading helps them to have a better writing style, progressed grammatical competence, and great spelling. Eckhoff cited in Ilham (2012) states that reading activity influences children's written work, demonstrating that youngsters mirror the type of composing that they are exposed to read. As what has been stated above, by reading students can get more knowledge and information, so that if students have good habit in reading it can affect their writing ability to be better.

Furthermore, Gardner et al., (2012) state that reading habits are thought to be the most influential factor in writing because through reading people learn new ideas, facts, details, knowledge, and experience. Habit can be defined as a person's response to something without going through a thought process. Gardner et al., (2012) also state that the habit of reading continuously will become a culture and provide benefits for students, one of which students will find words, and sentences that have a standardized grammar structure. Students can find similarities, differences, and developments in the use of grammar in the reading texts that they have read.

There have been many attempts to improve students' writing ability, such as by having a reading habit. The relationship between students' reading habit and students' writing ability are very close. Hedgcock as cited in Ilham (2012) state that reading is the basis of writing because the data gained through reading contains print-encoded messages and pieces of information about how the pragmatic and rhetorical constitutes combine to make the message important. Zweirs (2004) states reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes that involved in constructing something. Moreover, Sangkeo (1999) states that reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading, it means that reading habit is also associated with someone's behavior that expressed their willing in reading.

Moreover, this present study also supported with several relevant studies. This first research was conducted by Nasali (2019) from the Islam Syekh Yusuf University of Tangerang with the title "The Correlation Between Students' Reading Habit and Students' Writing Ability at Tenth Grade of SMK Bina Karya Kabupaten.Tangerang in Academic Year 2019/2020. The second research was conducted by Khalisa (2018) from Ar-Raniry State Islamic University, Darussalam-Banda Aceh. She had conducted research on "The Correlation between Students' Reading Habit and Their Writing Ability of the Eleventh Grade Students' of SMAN 4 Kota Banda Aceh in Academic year of 2018/2019. The third research was conducted by Asmara (2021) from Islamic University of Ogan Komering Ilir Kayuagung, South Sumatera. She has conducted research on "The Correlation between Students' Reading Habit and Students' Writing Skill of the Eighth Graders at SMP Negeri 6 Kayu agung in the academic year of 2021/2022. Those relevant

studies have shown that there is significant correlation between students' reading habit and their ability in writing.

Based on the explanation of the theories and some former studies, students' reading habits have correlation to their writing ability. Therefore, in this research, the writer would like to know whether students' reading habit have positive correlation to students' writing ability especially in SMKN 1 Mas Ubud. In addition, the researcher conducts her research entitled, *“The Correlation between Reading Habit and Writing Ability of the Tenth-Grade Students’ Of SMKN 1 Mas Ubud in the Academy Year 2022/2023”*.

1.2 Research Problems

Based on the background, the researcher would like to identify the problems as follows; is there any significant correlation between reading habit and writing ability of tenth grade students of SMKN 1 Mas Ubud in the academic year 2022/2023?

1.3 Objectives of the Study

Based on the statement on the problems above, the objective of the researcher is to know the significant correlation between reading habit and writing ability for the tenth grade of SMKN 1 Mas Ubud in the academic year 2022/2023.

1.4 Limitations of the Study

This study focused on the correlation between reading habit and writing ability. However, the writer limited the study on the tenth grade students of SMKN

1 Mas Ubud in the academic year of 2022/2023. According to some theories, reading habit in second language acquisition can influence their ability to understand the language. By this research, the writer will search the result score for each point (questionnaire reading and writing test). The result of the research will show how student's reading gives effect or relation with their score in writing class.

1.5 Significance of the Study

This study can help to develop student skills and understanding characteristic of student, so that the student can be motivate to study English and make them think that English is a funny subject to learn, it is not difficult but only need more practice. This research will draw a wider understanding to the teacher that students are needed to be motivated to read more, one of the ways is by providing enough time and several kinds of book to read. Next, the students should fell awareness of their own reading habit and the importance of reading habit toward their writing. The students are expected to have a better motivation to increase their habit in reading English texts/books. This study can help to develop student skills and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is a funny subject to learn, it is not difficult but only need more practice

This study can provide information for teachers to know students' reading habit in English; it leads the teacher to find out students' need in learning. This research will draw a wider understanding to the teacher that students are needed to be motivated to read more, one of the ways is by providing enough time and several kinds of book to read in students' English skills. The result also helps the teachers

to develop a lesson plan in writing class based on their reading habit because the reading habit is significantly influenced students' writing ability. Teachers can also encourage their students and make them read more books including books in English.

The students are expected to have a better motivation to increase their habit in reading English books. It develops students' awareness of their own reading habit and the importance of reading habit toward their writing. Having known the importance of it, the students are expected to have a better motivation to increase their habit in reading English books.

1.6 Definition of Key Terms

Key terms are important to avoid misinterpretation and misunderstanding in this paper. The current study uses the following key terms: Reading Habit and Writing Ability.

1. Reading Habit

Reading habit is operationally defined as the habit of tenth grade students of SMKN 1 Mas Ubud in reading English text to add their knowledge.

2. Writing Ability

Writing ability is operationally defined as the ability of tenth grade students of SMKN 1 Mas Ubud in writing a descriptive text based on its generic structure.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

This chapter reviewed the important theory on the correlation between students' reading habit and writing ability which covers the general concept of reading habit, the writing ability and descriptive text. Furthermore, it explains the correlation between reading habit and writing ability and the previous studies done on the correlation between those two variables.

2.1.1 Definition of Reading Habit

Reading is process of understanding writing text. It is an activity which involves perception and thought. It is highly value by students and teachers since it is a complex activity of problem solving in which the reader attempts to understand a content not simply from the words and sentences on the page yet additionally from thoughts, memories and knowledge evoked by those words and sentences states from Schoenbach (2012). Linse (2006) states reading is a set of skills that include making sense and getting significance meaning from printed work. Patel and Jain (2008) also state that reading is purposed to comprehend the significance of printed words into writing symbols. It is an active process which consists of word acknowledgement and comprehension skill. Chettri and Rout (2013:13) state that reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual activities such as pronunciation in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but

also getting meaning from the word to understand what we read. Habit is often considered in terms of the amount of thing being done, the frequency of something that we do as well as the average time spent on what we do. Based on some definitions of habit state above, it can be concluded that basically, habit is related to the hobby. Habit is concern with something that has been done by someone regularly without any more both concentration and attention, and it is difficult to be stop in doing. Reading habit is the powerful and long lasting tool in the development of student's academic success. The implications of applying reading as habitual activity are 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. Chettri and Rout (2013:13) states that reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual activities such as pronunciation in order to receive ideas or information extend by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from the word to understand what we read. The process indicates as a function or operations that someone's encounter in obtaining meaning the product specifies as the concrete insight and information obtained as a result of reading.

Zwiers (2004) states that reading habit describes the way of thinking, willing or feeling acquire through automatic and unconscious processes that involved. Sangkeo (1999) states that reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading, it means that reading habit is also associated with someone's behavior that expressed their willing in reading. Parlette,

(2010) states acquisition of reading habits is a continuous process of learning letters, words, sentences, passages, and complete texts. Habit is often considered in terms of the amount of thing being done, the frequency of something that we do as well as the average time spent on what we do. Base on some definitions of habit stated above, it can be concluded that basically, habit is related to the hobby. Habit is concern with something that has been done by someone regularly without any more both concentration and attention, and it is difficult to be stop in doing. Reading habit is the powerful and long lasting tool in the development of student's academic success.

The implications of applying reading as habitual activity are 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. Palani (2012) states that reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. Knoester (2010) states that 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; it shapes the imagination, and plays a critical role that allows the individual to control language and play a role in society. Ogbodo (2010) states that there are some purposes of reading habits either have a positive or negative result. They are grouped into four purposes.

One of the purposes of reading habits is concentration; this habit is having its own goal. The concentration in reading habits means the readers approve their

process in reading and comprehend of the text they read. This habits end with positive results because it helps students' achievement at school.

Reading for recreational is very good way to follow and do because this habits help students to find other interest beside in academic. Student should not have to always read a text book; they need to read other type of printed book such as newspaper or magazine. This one results the positive effect because it can help people braces their brain while get new knowledge.

This purpose of reading habits give negative result, it is not recommending to students to do. This kind of habits is pretend to reading, they deviate from studying, it should be avoiding by the students to help them read deviates things.

2.1.2 Definition of Writing

Writing is also a productive and expressive activity because in its activities writers must be skilled in utilizing grammatical structures and proper vocabulary selection because writing skills do not come automatically but must go through continuous practice and practice on a regular basis. Mahyar (2012) states that writing is a process of acquiring idea and composing something into the written form. It is meant that writing not only the process writing symbols but also pouring the thoughts into written form. Tarigan (1989:15) states that writting is a language skill that is used to communicate indirectly (not face to face with the other person). Writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Hyland (2003) states that writing is a way to develop individual perspective on a topic where someone is pouring their point of view toward a content or a topic in a written form. It is supposed to produce language and communicate with other on a written way and to express

their opinions, thoughts, feel then organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Therefore, before we write we need to determine what to writes should have something meaningful to convey. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. Students can think if they can recall some information about the memory. The bottom line is that writing skills are very important in the writing process because these skills contain structural skills, word groups, words characteristics.

Mahyar (2012) states writing is considered as one of complex kind of communication, besides it is produced in written forms, the writing skill is one of the most difficult skill and the highest level of communication skill. In this case writing ability is defined as a specific skill which helps writers put their thoughts into word in a meaningful form to mentally interact. Writing ability is the skill of putting together what they think or what they want to say using words, which is who read is able to know their thoughts, ideas, feeling and what they want to convey with grammatical rules. Brown (2001) states writing as thinking, drafting, and revising a written product in which require advanced knowledge of how to generate ideas, arrange them in a logical manner, review the text for clarity, edit the language for proper grammar, and produce a final work. Spratt et al. (2005) state that writing is an activity to express one's ideas by using letters, terms, clauses, phrases in a sequence of connected sentences. Base on the definitions above, it infers that writing ability is an ability to express thoughts and ideas in organized way through the form of writing. It requires advanced knowledge to make a good writing in which the message and the content are clear and

understandable for readers.

2.2 Empirical Review

Empirical review is the way to review other studies from other researchers to know the strengths and also the weaknesses of those studies which are similar to the present study. This first research was conducted by Nasali (2019) from the Islam Syekh Yusuf University of Tangerang. The previous study that correlates with the current one is as follows; " The Correlation Between Students' Reading Habit and Students' Writing Ability at Tenth Grade of SMK Bina Karya Kabupaten Tangerang in Academic Year 2019/2020. Moreover, the strength of this study based in the result using the questionnaire transformation test to test students' reading habit and essay writing test for testing students' writing skill. The reading habit questionnaire consists of 20 question. The writing descriptive text consists of 15-20 sentences in 45 minutes.

The second research was conducted by Khalisa (2018) from Ar-Raniry State Islamic University, Darussalam-Banda Aceh. She had conducted research on "The Correlation between Students' Reading Habit and Their Writing Ability of the Eleventh Grade Students' of SMAN 4 Kota Banda Aceh in Academic year of 2018/2019. Moreover, the strength of the researcher was clear specification of the reading habit questionnaire. The researcher also explained the item and allocation to do the questionnaire in detail. The scoring rubric for the descriptive test was no clear enough. The researcher did not asses the text and how to give the point to the students. However facilitate this research in assesing test results that will affect the results of the scores in giving test point to researcher.

The third research was conducted by Asmara (2021) from Islamic

University of Ogan Komering Ilir Kayuagung, South Sumatera. She has conducted research on “The Correlation between Students' Reading Habit and Students' Writing Skill of the Eighth Graders at SMP Negeri 6 Kayu agung in the academic year of 2021/2022. In addition, researchers use the strength of this research as a complement and refinement of the form of the thesis that is made.

2.3 Hypothesis

A hypothesis of this research is to examine the significant the relationship between students' reading habit and writing ability. The hypothesis is a prediction of what will be found as a research project and a project focuses on the relationship of two different variables studied in the research. This research is based on both theories about how it will work but, this is already scientific evidence. Regarding the problem in this study, the researcher assumes that there is a correlational study, namely the directed hypothesis. It defines the hypothesis as two connected variables in this study. These studies are not by chance and that they are significant in terms of supporting the theory under investigation. The hypothesis states as follows; there is a significant relationship between student’s reading habit and writing ability in English of the tenth grade of SMKN 1 Mas Ubud in the academic year 2022/2023.

Since there is always a possibility that the result of the study wills show that possibly true or possibly also wrong relationship between the variables, the hypothesis is stated in the following hypothesis:

- Null hypothesis (H₀): There is no correlation study between students reading habit and students writing ability.

- Alternative Hypothesis (H1): There is correlation study between students reading habit and students writing ability.

