

CHAPTER I

INTRODUCTION

This subchapter is divided into eight parts, namely: the Background of the Study, the Reasons for Choosing the Topic, the Research Problems, the Objectives of the Study, the Limitation of the Study, the Definition of Key Terms, the Hypotheses, the Significance of the Study and the Outline of the Report.

1.1 Background of the Study

English is an International language which is used by everyone in the world to communicate with someone who has different language by using English. As an International language, English can be called a bridge that can connect someone with someone or someone with various group with one language as a communication tool. As an international language, English is also used in establishing cooperation with other countries in the fields of technology, culture and science around the world. Nowadays, English has dominated almost all information in electronic or non-electronic media such as internet, films, music, books that we often used in daily life.

In Indonesia, English is a foreign language but many people especially students have mastered English. Because, English has been taught since they were early but still Indonesia as a main language. They study English because nowadays a lot of work requires them to speak English and to be able to communicate with people from abroad. Indonesia began to realize how

importance of English in aspects of life, specifically to improve the quality of human resources. Therefore, English is the only foreign language that must be taught or used daily in schools from elementary school to university level. Now, English becomes compulsory subjects in the school and in teaching learning process, students are more organized to learn English step by step. Thus, it is expected that the results of learning english will be maximized.

In learning English, there are four main skills students should learn, namely: speaking, listening, writing and reading. According to Morehouse (2017) these four skills that can make students to comprehend and produce the language for an effective communication if they studied continuously. Sadiku (2015:1) argues that these skills must be taught to help students reach the standards that the teachers set and practice communicative competencies step by step. The four skills are interrelated, one is related to the other. In learning, the teacher cannot present only one skill but is associated with other skills.

From the four skills, reading skill are considered to be most important. Reading is important because it can help to develop the imagination, develops the mind and fundamental in developing a good self image (Davis: 2016). The saying goes that books are a window to the world. Book besides as a source of knowledge can also be entertainment and a source inspiration. With a lot of reading, knowledge can also be absorbed more and more. Thus, ideas and inspiration to express the results of thinking are increasingly widespread. From the statement above, reading is very important to students because all of the teaching learning process will involve reading skills, the more they read books the

more successful they are in learning. They need reading skill not only for the lesson in the school but also to improve vocabulary, getting knowledge and more educated.

Holden (2004) argues that reading is an important gateway to personal development, and to social, economic and civic life. It means that reading is the one of the skills that is useful to understand about other people, science, technology, art and other subject that must be mastered in the school (Lyon, 1997). Students who like reading will not find significant difficulties in taking a lesson. But instead, students do not have reading habit will have more difficulty to understand the subject. So the success of their study depends on their ability to read.

Reading skill is directly proportional to writing skill. The more you read, the wider your knowledge and insight. Therefore, reading texts or essays is very helpful in developing ideas in order to write an essays or texts. By reading a lot, vocabulary will increase and can understand essays written by other people who can facilitate understanding various types of writing as enrichment in writing.

Nurgiyantoro (2010:422) revealed that the most difficult skill in learning language is writing. Writing skill is a productive skill in written mode and more complicated than three other skills. It because writing skills require mastery of various linguistic elements that will be the content of the essay, both elements of language and elements of content must be intertwined to produce coherent essays. According to Brown (2007:391) writing may become a challenging skills for students. It is also considered as the most complex activity among the four

language skills in English. This is because the process of writing requires a set of competencies. As Browne (2007:81) stated writing is a complex activity involving many skills to determine ideas and to transfer the ideas onto a piece of a paper clearly and comprehensibly for the reader. Writing ability itself not only can write an essay but also must master the knowledge of spelling and punctuation, sentence structure and vocabulary, and drafting the paragraphs. In addition, the results of someone's writing can reflect how much knowledge and insight the person has.

Writing is not an ability that can be mastered by itself, but must go through by the learning process and practice continuously. According to Finoza (2009:189), writing is a person's activity in putting his ideas into writing. Writing essays is the ability to express ideas that are expressions of feeling and contain knowledge and various life experiences. Nowadays, many students have difficulties when they have to put out their ideas in an essays. This is caused by the low interest of students in reading, so that, their knowledge of something is very limited. Sanjaya (2011:13) suggest that interest is a tendency that causes someone trying to find or try activities in certain fields. So, if students has an interest in reading, they will naturally love reading. Therefore, reading habit and writing ability has a close relationship.

Narrative text is the type of the text in the form of fiction or fairy tale that tells a story that has a series of interconnected chronological events. In writing narrative texts, it takes imagination and inspiration which will combine knowledge and experience. Therefore, reading a lot of fictional essays such as

novels and short stories can foster ideas and creative thoughts. In addition, by continuing to read fictional or scientific works of other people who are experts in their fields, will foster the quality of students in writing.

As the results shown, the students who have a good reading habit also have a better academic achievement. It could be inferred that this relationship could indicate that students who spend more time reading have, in general, superior academic skills and these skills help them achieve academic success.

There is also substantial evidence that reading, especially pleasure reading, is the source of development of literacy. Lee and Krashen (1996) reported that those who read more write better, read better, spell better, have larger vocabularies and have superior grammatical competence. The purpose of the study was to confirm the power of reading, to see whether those who read more showed better development of literacy. They examined the relationship between free reading and a performance on a test of writing. The major findings was that free reading, as measured by a self-report questionnaire and the Author Recognition Test, was significantly related to the performance on a writing examination.

After looking some studies about reading, the writer concerns her research on the correlation between students reading habit and their ability of writing narrative text to make sure whether there is significance correlation between students reading habit and ability of writing narrative or not.

Based on the explanation of the theories and some former studies, students reading habit have correlation to their writing ability. Therefore, the writer would

like to know whether students' reading habit has positive correlation to writing skill of the Indonesian students of English, especially in SMA Negeri 11 Semarang. In addition, she conducts her research entitled, "The Correlation between Students Reading Habit and Their Ability of Writing Narrative Text on the tenth grader students of SMA Negeri 11 Semarang, in the academic year of 2018/2019".

1.2 Reasons for Choosing the Topic

Students reading habit plays an important role in writing ability. The lack of confidence during writing because of they vocabulary 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 confident in writing as well.

There are some reasons why the writer chooses the topic:

1. One of the basic problems in writing recently is the lack of vocabulary, which make the students difficult in expressing their idea in communication and reading is one of the ways to improve their vocabulary.
2. To examine whether or not there is a correlation between reading habit and writing ability of narrative text. The writer chooses narrative text because in writing narrative text the students concern to a story, a fiction and with the lack of vocabulary mastery and general knowledge which can be acquired by reading, it will lead the students to difficulties.

3. To encourage students to improve their reading habit in order to broaden their knowledge and vocabulary mastery which will improve their writing ability.

1.3 Research Problem

The problems investigated are stated as follows:

Is there any correlation between students reading habit and their ability of writing narrative text of SMA N 11 Semarang?

1.4 Objectives of the Study

The purposes of the study can be stated as to find out the correlation between students' reading habit and their ability of writing narrative text of the eleventh grade students of SMA N 11 Semarang.

1.5 Limitation of the Study

The problem of the study is limited to reading habit in relation to writing skill of narrative text of the eleventh grade students of SMA N 11 Semarang.

1.6 Definition of Key Terms

Based on the reasons for choosing the topic and to avoid misinterpretation of the terms in this study, there needs to be term restrictions for each variable such as the following:

1. Reading habit is a reading activity that is carried out routinely to dig up information or get entertainment from a reading text, both fiction and nonfiction. (Bahtiar, 2012)

2. Writing skills is the ability to express ideas, opinions and feeling to other parties through written language (Abbas, 2006)
3. Narrative text is a form of writing that creates, narrates, and sequence the actions of human beings in an event chronologically or takes place in a unified time. (Finoza, 2009)

1.7 Hypotheses

The hypotheses of this study which is going to be proven, those are:

- 1) The null hypothesis (Ho) states that there is no significance correlation between reading habit and students' ability writing narrative text
- 2) The research hypothesis (Ha) states that there is a significance correlation between reading habit and students' ability writing narrative text

1.8 Significance of the Study

By conducting the research about the correlation between students' reading habit and their ability of writing narrative text, the writer hopes that the result of the research will be useful to give some contributions to English language teaching and learning as follows:

1. For the teachers

The result of the research will be useful as a reflection in order to increase and develop their method in teaching students about reading to improve their vocabulary and relating to its importance in their ability in writing.

2. For the students

The finding of the research will motivate them to read more than they did before and encourage them to learn English by reading a lot of books to improve their vocabulary. In addition, by improving their vocabulary mastery, they will be able to increase their writing ability.

3. For the other researchers

The finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students reading habit and their writing ability of narrative text of the tenth grader students of SMA N 11 Semarang.

1.9 Outline of the Report

This report of the study is divided into 5 chapters. Chapter I is introduction of the study. It consists of the background of the study, the reasons for choosing the topic, the research problem, the purposes of the study, the significance of the study, and the outline of the report.

Chapter II is the review of the related literature which discusses review of the theoretical studies, the theoretical framework and review of the previous studies.

Chapter III deals with methods of investigation. The writer presents the research design, the subject of the study, the variable and hypotheses, the instrument of the study, the try out, the validity and reliability, the data analysis, and the Pearson r Correlation.

Chapter IV discusses the research findings from which the data was collected and analyzed. The discussion is distributed into description of the respondents, data description, instruments analysis, data analysis, correlation analysis, and discussion

Chapter V is the writers' conclusions and the suggestions.