

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

Reading is of important thing or activity which is done by most people in this world. It is one of the four skills that exist in English and usually faced when people are learning English especially students who learn a language. Through reading, people can know much information about what happened in this world and also get knowledge about everything. In learning English, reading is a prominent language skill which can be useful to help people especially students to increase their ability about the language. Reading is one way to search information that needed therefore, a reader needs some skills to support reading process.

According to Grabe and Stoller (as cited in Nurnisa 2019, p.1) reading to search simple information is a common reading ability, and scan skim the text is a process that can be used to find a specific piece of information of specific word. Thus both skill will help the reader while reading and to comprehend the text. McNamara (2003, p.3) states that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The word contain graphemes, phonemes and morphemes. Sentences have syntactic composition, propositions and stylistic features. Nunan (as cited in n Fauziyah 2019, p.19-20) states that

reading is a schematic knowledge on the comprehension process of second language learner. The students not only get information, increase their vocabulary but also they get pleasure. To get information from the passage they read students has comprehend they passage.

Reading is an activity to get information, or idea from the text what the writer mean at the messages in the printed page. It means that a process to understand what we read. Zimelman, et. al. in Farris, et. al. (as cited in Rustan 2010, p.6) states that reading means getting meaning from print. Reading is not phonic, vocabulary, syllabication, or other “skills,” as useful as these activities may be. The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning constructed. This mean that themain goals of reading instruction must be comprehension: above all, we want readers to understand what is on a page. Marksheffel in Irwan (as cited in Rustan 2010, p.7) states that reading is high complex, purposeful, thinking process engaged the by entire organism while acquiring knowledge, evolving new ideas. Solving problems, relaxing or recuperating through the interpretation of printed symbols. It means that reading is an activity between writer and reader, the writer send his ideas in the writer symbol and then the reader catches the idea from the printed page. Reading is very complex process to learn and to teach, it involves eyes and brain. Eyes look at the messages in the printed pages and then send into the brain, the brain processes the significance of the message.

MacNaughton and Wiliams (as cited in Salwah 2021, p.1) state that reading is the recognition and interpretation of the meaning of a printed word or symbol and of groups of words or symbols. Reading is about making

meaning from print. When the reader reads a sign, the reader recognizes the word or symbol and then tries to interpret its meaning. When the reader reads a book, they recognize groups of printed words and images in the book and then try to interpret their meaning. Reading is the result of the interaction between the perception of the graphic symbol that represents language and the reader's language skill and knowledge of the word. In this process, the reader tries to recreate the meaning intended by the writer. Reading is a complex process in which the recognition and comprehension of written symbols are influenced by the reader's perceptual skill, decoding skill, experiences, language background, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.

According to Lorange (2014, p.30), language has a central role in intellectual development, social, and emotional aspects to support student success and learning of all lessons. Literacy levels are performative, functional, informational, and epistemic. Performative level means students are able to read, to write, to listen, and to speak using symbols. Functional level, students are able to use language to fulfill daily life such as reading a newspaper, manual or instructional level, accessing language and knowledge ability on the other hand epistemic level. Many students can read or speak something and someone understands part of them but does not understand what they mean. Reading is an activity informed by the apprehension of images, shapes, patterns, and rhythms, which come to be recognized through repeated encounters and remembered forms; the meanings that are made in reading are in excess of the meanings that arise from the interpretation of written language. Shen (2006, p.559) states that identifies reading habits, as how often, how much, and what the readers read. It is a way of how the

reader organizes his or her reading and how often, how much, and what the readers read. Students reading habit plays an important role in pronunciation mastery. Other people will understand meaning through reading with good pronunciation. Many people can read or speak something and someone understands part of them but does not understand what they mean.

Reading habits affect writing. Writing as one of the language skills has made an important contribution to life. Writing is a difficult and complex language skill to learn in English teaching and learning process. Writing requires good knowledge, practice and hard thinking when students produce word, phrase, sentence, paragraphs at the same time with good English grammar. Writing is the proses of using symbols to communicate thought and ideas in an from easy to read. To write clearly is very important to understand the basic or a language. According to Knapp and Watkins (as cited in Sorayaa 2018, p.7) writing is the most important means of access to the vast repository of knowledge of literate cultures. Those facts alone demand that students in school should gain the fullest, deepest, and richest means of using the cultural technology of writing. Equity of access and full participation both rest on that. Sharples (1999, p.11) states that writing is solitary task, but a writer is immersed in a world of social and cultural influences. Writing is both solitary and collaborative, in that writer often work alone, but with language that has involved in society, drawing on the ideas and texts of other.

Based on the research conducted an interviewed with an English teacher of SMA N 01 Abung Selatan on Wednesday, March 24th 2022 at 10.00 am, about students writing ability and students reading habit. The teacher said that students

writing skills are low because students is lazy to learn and lacked ideas and vocabulary mastery so that students had difficulty writing English, so that students writing skills is low. While the reading habit of students low because they do not master vocabulary, students also have difficulty in pronunciation, in reading students do not know the meaning of what they read so that students do not understand the meaning of English reading. The teacher said that the way to improve students writing skill and reading habit is for students to frequently learn to write English text, read English books and improve vocabulary mastery. To be more specific, the research took the students descriptive textscores from the teacher documents which are the result of the formative tests they had obtained. The learning scores of class XI students of SMAN 01 Abung Selatan are depicted from the table below:

TABLE 1
THE AVERAGE SCORE OF STUDENTS WRITING DESCRIPTIVE
TEXT AT THE ELEVENTH GRADE OF SMAN 01 ABUNG SELATAN

No	Score clas XI IPS 1	No	Score clas XI IPS 2
1	50	1	50
2	40	2	40
3	60	3	60
4	55	4	70
5	35	5	50
6	50	6	30
7	55	7	70
8	30	8	50
9	35	9	40
10	55	10	30
11	60	11	40
12	30	12	30
13	70	13	35
14	30	14	30
15	55	15	40
16	30	16	40
17	40	17	35

18	60	18	35
19	70	19	60
20	55	20	35
21	45		
22	55		
avarage	52	Avarage	43

Source, English teacher data

Based on the table above, it can be seen that the average value of each class is still below the school passing grade, namely the passing grade of a score of 70. This means that most students cannot achieve the curriculum target. From this score, who can conclude that the students ability to write descriptive English text is low. Actually there are several causes that can make students have low English skills. Most of the students are not interested in learning English. Lack of students vocabulary memorization, even through vocabulary is very important in learning English because it is related to students writing ability.

Descriptive text contains the description of a particular object, place, or event so that it can be felt, seen, smelled and heard by the reader. Descriptive text is often referred to as descriptive response text. According to Gorys Keraf (1982, p 9) description is a discourse that is used to convey things or objects of conversation so that readers feel like seeing object for themselves. Tarigan (1994) description is writing that can describe a story that aims to invite the reader to understand, feel and enjoy the object being discussed such as mood, activity and so on. The conclusion of the theory above is that the descriptive text contains the description of a certain object, place, or events so that can be felt, seen, smelled and heard by the reader. Descriptivetext is often referred to as descriptive response text.

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 have positive correlation to writing skill of the Indonesian students of English, especially in SMAN 01 Abung Selatan. In addition, she conducts her research entitled, "The Correlation between Students Reading Habit and Their Ability of Writing Descriptive Text at the eleventh social science grade of SMAN 01 Abung Selatan, in the academic year of 2021/2022".

1.2 Identification of the Problems

Based on the background of the study stated above, the problems are identified as follow:

1. What are the problems of students reading habit and writing ability?
2. What are the way to improve students reading habits and students writing ability in learning English?

1.3 Limitation of the Problem

The problem of this study is limited to reading habit in relation to writing skill of descriptive text of the eleventh social science grade students of SMAN 01 Abung Selatan academic year of 2021/2022.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the problem of this study is formulated into following question there is significant the correlation between students' reading habit and their ability of writing descriptive text at the eleventh social science grade of SMAN 01 Abung Selatan academic year of 2021/2022?

1.5 Objective of the Study

In line with the problem formulated above, the objective of this study are to find out whether or not there is the correlation between students' reading habit and their ability of writing descriptive text at the eleventh social science grade of SMAN 01 Abung Selatanacademic year of 2021/2022.

1.6 Usage of the Research

1. Theoretically

This research can contribute to English teaching and learning activities. This study provides information about the correlation between students' ability to identify reading habits and text writing abilities. Therefore, this study can find out the right way for students' writing skills in reading habits, one of which is the student's ability to write descriptive texts.

2. Practically for the :

a. For teachers

this study can be used as a consideration for English teachers in improving students' writing in reading habits. Reading habits can improve students' writing skills. In this case the English teacher must find ways or techniques of mastery of English that are easier, so that teachers or students can be interested in reading English text activities.

b. For students

This study provides information for students about the relationship between students' reading habits and their writing ability in reading. In other words, the students knows that this research is successful and contributes to learning

Englishand can be used to measure the correlation between studentsability to identify reading habits and students' writing abilities

c. For other researchers

This research is used to verify the statements of previous researchers who have the same problem as this research problem and this research can be used as a reference for further research