

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

In English language, there are four language skills that students must know and learn. They are listening, speaking, reading and writing. Among the four skills, reading and writing are important skills because they can be easily linked to other language skills and given more information than listening and speaking. Reading and writing are a key to learn in all aspects of education life. They provide access to get information and knowledge, facilitate life-long learning, and open doors to opportunity. In the senior high school level, the second year students have to focus on the specific skills that should be mastered in learning English subject, especially reading and writing skills.

By reading the students are asked to be able to develop others skills, for example in writing. Writing is another challenging skill since there are many aspects that must be taken into account such as word choices, grammar, punctuation, spelling, coherence, and still many others. Reading and writing skills are said to be so much interrelated at either primary, secondary and/or tertiary levels of education that it has been claimed that “... good writers are good readers... Good reading is the key to becoming a good writer...Becoming a good writer works together with becoming a good reader” (Kessler, 2006,cited in Farahzad and Emam, 2010).

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Islamic Senior High School Al-Ma'arif Mantiasa is one of Islamic senior high schools in Meranti regency. English is served as a compulsory subject, that is taught twice in a week, with 90 minutes for each meeting, which means 180 minutes in a week. The English teachers mainly use communicative learning strategy, which is integrated to the scientific approach as instructed in the K-13 curriculum. Supported by the school's learning facility and sufficient teaching and learning medias such as screen projector, and speakers, a satisfying learning outcome is expected from the students. Besides, she also uses English module made by herself and English book provided by school such as, Look a Head and New light book which are suitable with curriculum used in the school. Especially in writing, the teacher instructs the students to write a passage related to the genre of text they have just learned to see their comprehension and ability toward the text genre.

At the school, based on National Standard Education Council (BSNP) for the 2013 curriculum (K-13), writing monologue text in form of analytical exposition is one of the indicators of students' success in learning English (2013). The students are expected to meet the social function of learning analytical exposition text which is to responsibly express their opinion about hot topics discussed, text structure and language features of the texts and the way of writing analytical exposition text.

While, the table below shows the scoring rubric for assessing the students' writing ability.

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Table. I.1
The Scoring Rubric of Writing Ability

NO	Range	Description
1	80-100	The students' writing has clear and effective ideas; well organized, appropriate and effective vocabulary; few grammatical errors, few errors of spelling, punctuation and capitalization.
2	70-79	The students' writing has clear but ineffective content, loosely organized but main ideas stand out, occasional errors of word but meaning not obscured, several grammatical errors, occasional errors of spelling, punctuation and capitalization but meaning not obscured.
3	50-69	The students' writing has less clear content; ideas confused or disconnected; frequent errors of word and meaning obscured, frequent grammatical errors and meaning obscured, frequent errors of spelling, punctuation, capitalization and meaning obscured.
4	0-49	The students' writing has unclear and understandable content, no organization; essentially translation, dominated by grammatical errors; dominated by errors of spelling, punctuation, and capitalization.

The criteria of students' minimum passing grade for writing ability is 74. Based on the table I.1, the criteria of students' minimum passing grade is in the second range. It means that the students' writing has clear content but ineffective content, loosely organized but main ideas stand out, occasional errors of word but meaning not obscured, several grammatical errors, occasional errors of spelling, punctuation and capitalization but meaning not obscured.

There are two kinds of factors that influence students' success in writing ability, external factors and internal factors. External factors are factors that consist of social environment such as family, teachers, societies, friends and non-social environment such as house, school, and equipment. Internal factors are factors that come from the students themselves, in which it

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consists of psychological aspects such as: intelligence, interest, talent, motivation and attitude.

Kubiszyn, Tom and Borich (1993) argue that attitude is description of people typically feel about or react to other people, places, things, or ideas and how are attitudes are classified-positive if they lead increased contact with the stimulus or negative if they lead to decreased contact with the stimulus.

It means that students refer to attitude as appropriate or inappropriate or as good or bad. Students need to decide what kinds of indicators or behaviors in order that they can identify positive attitudes and negatives attitudes. They can do this by considering what individuals with differing attitudes do or say in the presence of some stimulus.

In regard to reading, it helps readers improve their knowledge if they have good reading attitude. But many students still get difficulty to understand about what they are reading. Then, it makes them lazy to read. According to Smith (2001) reading attitude is defined as a state of mind, accompanied by feeling and emotions that makes reading more or less probable. Unfortunately, many of the students all over the world do not think the same thing, especially for those who use English as their foreign language.

Pamuji (2013) said that reading attitude gave positive correlation to writing. It could be seen from the result of students in the process of teaching and learning English and most of students got best score in writing.

According to Kush, Marley & Brookhart (2005), students' attitudes towards reading are the leading factor that directly affects their reading

comprehension and productive skill such as writing ability. Therefore, it has been determined that students who have positive attitudes towards reading tend to write on what they read.

However, based on the preliminary observation mentioned earlier, the researcher found some phenomena as follows: firstly, some of the students had positive towards reading, they see reading as an interesting activity and they really enjoy it. They also believed that reading was a way to get useful information that they need to enrich knowledge, but their writing was poor. The students were not able to write based on the topic given. They were not able to use language features in their writing. They could not write a good coherence, cohesion, and punctuation in learning English writing. They had ideas but they could not express their ideas into written form and the sentences were not organized well and they would write with confusion and frustration. The teacher of English said that the students did not enjoy and felt bored in the classroom when studying in writing.

Secondly, some of the students had negative attitude towards reading, they disliked reading and for them reading was a boring activity, they only read when they really need the information that supports their study, like homework or assignment and for the examination but actually their writing was good. Thirdly, some of the students had negative attitude towards reading and are bad in their writing. They disliked reading and writing, they think they could get information by watching television, listening the radio, or accessing the internet.

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As individuals begin to read, they get information and create a personal understanding based on what he/she read, and then they tend to put down their understanding as a written form. In other words, individuals receive information from reading and they put down what they think, know and understand by writing. However, individuals must start reading first by having positive attitudes towards reading.

In this study, the writer is interested in involving the students' reading attitude that can influence students' writing ability, because we know that reading is source for student to be successful in their achievement in learning process especially writing ability. From the reason above, the writer is interested in finding out **“THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE AND THEIR WRITING ABILITY AT THE SECOND YEAR OF ISLAMIC SENIOR HIGH SCHOOL AL-MA'ARIF MANTIASA MERANTI REGENCY”**

B. The Definition of Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, the researcher defines the terms used in this research as follows:

1. Reading Attitude

According Smith (2001), reading attitude is defined as a state of mind, accompanied by feeling and emotions that makes reading more or less probable. In this research, it refers to students' reading attitude at the

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second year of Islamic Senior High School Al-Ma'arif Mantiasa Meranti Regency.

2. Writing Ability

Writing ability is the ability of person to express his or her ideas, feelings or something to others by using written language. It means, a person's capability in expressing ideas, feelings, or something to others by writing.

C. The Problem

1. The Identification of the Problems

Based on the explanation above, the researcher identifies the problems as follows:

- a. Why are some students unable to express their ideas in writing, while actually they have positive attitude towards reading?
- b. Why do some students have negative attitude towards reading, but actually their writing is good?
- c. Why do students have negative attitude towards reading and writing?

2. The Limitation of the Problems

Based on the identification of the problems above, it is clear that there are many problems in this research, thus, to limit the problem in this research, the researcher only focused on correlation between students' reading attitude and their writing ability especially in writing analytical exposition text at the second year of Islamic Senior High School Al-Ma'arif Mantiasa Meranti Regency.

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3. The Formulation of the Problems

The problems of this research can be formulated in the following questions:

- a. How is the students' reading attitude at the second year of Islamic Senior High School Al- Ma'arif Mantiasa Meranti Regency?
- b. How is students' writing ability at the second year of Islamic Senior High School Al- Ma'arif Mantiasa Meranti Regency?
- c. Is there any correlation between students' reading attitude and writing ability at the second year of Islamic Senior High School Al- Ma'arif Mantiasa Meranti Regency?

D. The Objectives and the Significance of the Research

1. The Objectives of Research

This research aims finding out whether there is a significant correlation between students' reading attitude and their ability in writing analytical exposition of the second year at Islamic Senior High School Al- Ma'arif Mantiasa Meranti Regency.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. The research findings contribute the valuable input to all English teachers, especially to the English teacher at the second year of Islamic Senior High School Al- Ma'arif Mantiasa Meranti Regency as an attempt to improve the students' writing ability.

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- b. The research findings are expected to give information for all students especially for the second year of Islamic Senior High School Al-Ma'arif Mantiasa Meranti Regency.
- c. The research findings are expectedly practical and theoretical information in order to develop the theories in English language teaching.
- d. To fulfill one of the requirements for the researcher to complete her graduate degree program at English education department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

E. The Reason of Choosing the Title

The reasons of choosing the title are:

1. The problems of the research are interesting to be researched. The teachers of writing have to know the correlation between students' reading attitude and their writing ability in order to make them able to improve their reading and writing ability.
2. This research is relevant to the researcher's status as a student of English Education Department of Education and Teacher Training Faculty, State Islamic University of Sultan Syarif Kasim of Riau