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CHAPTER I INTRODUCTION

A. Background of The Research

Writing is an important skill in English that must be studied by students in ESL and EFL contexts. Through writing, the students are able to improve other skills like vocabulary, reading and grammar. As Mascolo, et al (2014, p. 204) revealed that writing is an essential skill for educational and occupational success. It means that writing skill will influence the students' success both in education and occupation. However, it is not an easy job. As Richards and Schmidt (2010, pp. 640- 641) stated that writing is viewed as the result of complex processes of planning, drafting, reviewing and revising. Hence, the writer has to do hard effort and much practice in order to improve it.

Besides, Linse (2005, p. 98) revealed that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. In addition, writing is a productive skill. It means that the students not only have to understand the language, but also have to produce the language. Producing the language is not as easy as receiving the language. The students have to study hard and practice task frequently in order to master it.

One of the important aspects in developing English skills is the students' interest in learning English. Muhibbin (2004) in Firmani (2009, p.12) stated by interest affects the quality of students' learning achievement in many

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fields, included students' mark in English. Having interest in reading is important because by having it, students will do reading joyfully, thus they will get benefits from what they read. Thus, the students' interest in reading also takes a part in comprehending meaning, and providing new information in order to develop language skills. Students who are interested in learning English have better achievement than students who are not interested in English. The more students are interested in an activity, the more effort they will do, then the better achievements will be achieved.

As stated earlier, all language skills are having correlation each other. It can be denied that those four languages give contribution each other. Reading will also help learners to decipher new words that they need for learning achievements and developing others language skills, such as speaking and writing. As known, all four language skills are correlating and influencing each other. What is written come from what is thought. What is thought usually depends on what has happened, perhaps as a result of what was read, heard, seen, or done. Thus, the importance of reading is to improve writing skill. Because of by reading, students will get new knowledge, information, and ideas that really needed in developing writing skill.

Less or much, reading has role and it influences students' writing ability. One researcher defines reading as more than an interaction between a reader and a text (Johnston, 1981, p.17), in Nanik (2013). When a person reads, two aspects of the "human information processing system" continuously interact. Then, research shows that writing ability are directly related to the quantity of

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reading students engage in. In addition, According to (Grabe, 2003; Stansberry, 2009) in Khairuddin (2013, p.162) reading interest is linked to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative.

State Senior High School 1 Kampar is one of Senior High Schools in Kampar. This school provides English as a compulsory subject for the students. The Students of the school learn English 2 meetings a week for 90 minutes. As known, English has four skills; listening, speaking, reading and writing. These Fourth skills are taught integrated. It means that every skill is not studied separately. Thus, teaching-learning process cannot focus in one skill only. Afterwards, learners need to comprehend all the skills in common. Since these four skills are taught mixed, it should correlate and support each other. This school is applying Thirteen Curriculum (K13) for the teaching-learning process. Concerning to the K13 curriculum, writing is aiming at expressing a simple personal or interpersonal feeling in recount, narrative, procedure, descriptive, and report on daily days by written form (Kemendikbud). So, based on the curriculum, it is clear that students have to be able to write a paragraph.

Based on preliminary observation at State Senior High School 1 Kampar by interviewing the teacher of English, the Researcher found some problems faced by the students in writing although they have interest in reading. It can be proven from the students score in writing, most of the students could not pass the passing grade, the passing grade from the school is 75. When they

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wrote a paragraph, they got difficulty to express their ideas in writing English. It has showed that they always ask the teacher or their friends what word “X” in English was. Besides, when the teacher wrote instructions in whiteboard about what they should do in writing, they still asked the teacher to explain it in Bahasa. Next, when the teacher asked them to write a paragraph, they only could write five sentences during lesson. However, the big problem found by the students was they got block minded before going to write paragraph.

Based on the problems that the researcher depicted above, the researcher found the following phenomena:

1. Some of the students read in their spare time but they still faced difficulties to use appropriate vocabulary in writing.
2. Some other students have a willingness to read but they still faced difficulties to express ideas in writing.
3. Some of the students read continuously but they still faced difficulties in organizing ideas and sentences.

Based on the phenomena explained by the researcher above, the researcher is interested in conducting a research entitled: **“THE CORRELATION BETWEEN STUDENTS’ READING INTEREST AND WRITING ABILITY AT TENTH GRADE OF SENIOR HIGH SCHOOL 1 KAMPAR”**.

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B. The Problem

1. Identification of the problem

Based on the background, the problems of this research are identified as follows:

- a. What factors that made the students still faced difficulties to use appropriate vocabulary in writing, even though they read in their spare time?
- b. What factors that made the students still faced difficulties to express ideas in writing, even though have a willingness to read?
- c. What factors that made the students still faced difficulties in organizing ideas and sentences, even though they read continuously?

2. Limitation of the Problems

Based on identification of the problem above, it is clear that there are several problems in this research. Considering the limitation of the researcher in investigating the problems of this research, thus, these research problems are limited to focus on the students' writing ability in descriptive text paragraph at tenth grade of State Senior High School 1 Kampar.

3. Formulation of the problem

Since this research is focused on the analysis of correlation between students' reading interest and their writing ability, therefore the problems discussed are formulating in the following questions:

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- a. How is the students' reading interest at tenth grade of State Senior High School 1 Kampar?
- b. How is the students' writing ability in descriptive text at tenth grade of State Senior High School 1 Kampar?
- c. Is there any correlation between students' reading interest and their writing ability in descriptive text at tenth grade of State Senior High School 1 Kampar?

C. The Objectives and Significance of the Research**1. Objectives of the Research**

The objectives are specified into the following goals:

- a. To identify the students' reading interest at tenth grade of State Senior High School 1 Kampar.
- b. To identify the students' writing ability in descriptive text at tenth grade of State Senior High School 1 Kampar.
- c. To identify the correlation between students' reading interest and writing ability in descriptive text at tenth grade of State Senior High School 1 Kampar.

2. Significant of the Research

In addition to the objectives of the research above, this research is expected to provide several significant as follows:

- a. This research can prove the correlation between students' reading interest and writing ability.

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- b. This research can provide benefit to the researcher as a student who is learning how to conduct an educational research.
- d. This research can give benefits to the teachers and students. Particularly, it gives benefit for teachers and students at State Senior High School 1 Kampar.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. The reasons are as follow:

- a. The title of this research is not yet investigated by other researchers.
- b. The title of this research is relevant with the researcher's status as a student of English Education Department.
- c. The location of the research facilitates the researcher for conducting the research.

C. Definition of the Terms

In this research, there are so many terms involved. To avoid misunderstanding toward the term used, the following terms are necessary defined as follow:

1. Correlation

According to Ary, Jacobs, Sorensen & Razavieh (2010, p.349) correlational research is a research that assesses the relationships among two or more variables in a single group. However, in this research the term of correlation is a design of this research to correlate between two variables (X and Y). Variable X (The independent variable) is referring to

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students' reading interest. Meanwhile, Y variable (the dependent variable) refers to students' writing ability.

2. Reading Interest

Reading is a set of skills that involves making sense and deriving meaning from the printed word. When people is reading, he must be able to decode (sound out) the printed words and comprehend the reading material (Linse, 2005, p.69).

Interest is the feeling of a person whose attention, concern, or curiosity in particularly engaged by something (Oxford University Press, 2003, p. 232). In Firmani (2009, p. 16), Crow and Crow stated an interest is a motivating force implies an individual participation in an activity than another. It indicated that interest provide a strong motivation to learn.

Therefore, reading interest is a feeling of person in reading activity whose attention or motivation that forces person to do reading activity more than another activity.

3. Writing Ability

According to Linse (2005, p. 98), writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. In other words, it is a process of arranging words, sentences, and paragraphs into a meaningful way so that the readers understand what the writer implies. In this research, the researcher asked the respondents to write a descriptive text.