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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is an important gateway to personal development, and to social, economic and civic life Holden (2004:5). It allows us to learn about other people, about history and social studies, the language arts, sciences, mathematics, and the other content subjects that must be mastered in school. Since the success of their study depends to a greater part, on their ability to read. If their reading skill is poor they are very likely to fail in the study, or at least they will have difficulty in making progress. On the other hand, if they have a good reading ability, they will have a better chance to succeed in their study at school.

Reading skill is important throughout the lifespan, recreational reading has been found to improve reading comprehension, writing style, vocabulary, spelling, and grammatical development Gallik (1999:1). Reading provides writers with knowledge of the language of writing, the grammar, vocabulary, and discourse style writers use. By taking a look in this power of reading, Krashen (2004:11) states,

“When children or less literate adults start reading for pleasure, however, good things will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts easier to read. Their writing style will improve, and they will be better able to write prose

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in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve”

In other words, those who do pleasure reading have a chance, however, those who do not develop the pleasure reading habit simply do not have a chance. They will have a very difficult time reading and writing at a level high enough to deal with the demands of today’s world. In addition to improve reading skill, pleasure reading has been found to be associated with improved writing skill. Writing is linked to reading process and both of the processes are heavily dependent on vocabulary. But when reading once students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them. They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the shortcut of examining the context in which a word is used, he or she is creating the context.

Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that are understood well enough to use correctly. Writing skill as stated before is productive knowledge of words. Webb (2008:79) said that Learners who have larger receptive vocabulary are likely to know more of those words productively than learners who have smaller receptive vocabulary This shows that those

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who read more acquire more of the written language as Smith (1994:560) undoubtedly right when he advises “To learn to write for newspapers, you must read newspapers; textbooks about them will not suffice. For magazines, browse through magazines rather than through correspondence courses on magazine writing ...To write poetry, read it.”

In order to accomplish students need toward writing, School Based Curriculum (SBC) (2006:126) provides writing as one of the skills that must be taught and learned in Senior High School. Based on SBC (School Based Curriculum), the purpose of teaching English are as follows:

1. Developing the communicative competence in oral and written form to achieve informational literacy level.
2. Having awareness about the sense and the significance of English in order to increase national competence in global society.
3. Developing understanding of students about the relationship between language and culture.

Because of the students have the low skills in inferential reading comprehension; the writer has opinion that reading habit supports the student to be able to comprehend the text. That is the reason why the writer wants to show that reading habit is very important to support inferential reading comprehension.

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In fact, students are still confused and cannot understand about narrative text that can be seen from problems below:

1. Some of the students are not able to use the chronological order in writing narrative text.
2. Some of the students not able to make the presentation, complication, and resolution even though they have studied about narrative text.
3. Some of students are not able to develop topic sentence to be a paragraph past tense and use verb action.

Reading habit is a useful activity in which students can increase their cognitive growth. Reading habit also helps students to widen their reading range. By reading people will attain the ideas that they want and will be able to use them in accordance with their needs. According to Wassman that two main ingredients are needed: the willingness to change those reading habit that interfere with or limit your reading ability, and the willingness to practice, practice, and practice.

Because on the problems mentioned above, the writer considered that this problem is appropriate to be investigated, remembering the benefit which can be taken from the research activity. In this research, the writer is interested in researching the problem above into a research project entitled **“The Correlation between Student’s Reading Habit**

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and Their Writing Ability of Narrative Text at Senior High School 2 Tambang Kampar Regency.”

B. Problems

1. Identification of the problem

This research is identified as follows:

1. How is the students reading habit in narrative text?
2. How is the students ability in writing narrative text?
3. What makes some of the students difficult to writing narrative text?
4. What are the factors that influence the students ability in narrative text?

2. Limitation of the problem

Based on the identification of the problem stated above, thus, the writer need focus and limit. In this research, the writer only focused on the students reading Habit and their ability in writing narrative text at the eleventh grade at Senior High School 2 Tambang Kampar Regency.

3. Formulation of the problem

The problems of this research are formulated in the following question:

1. How is the students reading habit at eleventh grade of Senior High School 2 Tambang Kampar Regency?
2. How is the students ability of writing narrative text at eleventh grade of Senior High School 2 Tambang Kampar regency?

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3. Is there any significant correlation between students reading habit and their ability in writing narrative text at the eleventh grade of Senior High School 2 Tambang Kampar Regency?

C. Reasons for Choosing the Title

There are some reasons why writer is interested in carrying out this research. This research is conducted based on the following reasons:

1. The title of the research is relevant with writer states as a students English Education Department
2. The title of this research is not yet investigated by other previous researchers
3. The location of the research facilitates the writer in conducted

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the information about the students reading habit in at eleventh grade of Senior High School 2 Tambang Kampar Regency.
- b. To find out the information about the students writing ability in narrative text at eleventh grade of Senior High School 2 Tambang Kampar Regency.
- c. To know whether there is a significant correlation between students reading habit and their ability in writing narrative text at the eleventh grade of Senior High School 2 Tambang

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2. Significance of the Research

The research is expected to have both academic and practical contribution.

- a. Hopefully, this research finding is able to benefit the writer as a novice a researcher, especially in learning how to conduct of research
- b. These research finding a also expected useful and valuable especially for students and teachers of English of the eleventh grade of Senior High School 2 Tambang Kampar Regency as the positive information for the following teaching learning process.
- c. Besides, this research finding a also expected to be the positive issues especially for those who are concerned in the world of teaching and learning English as EFL/ESL in general.
- d. Finally, these research findings are also expected to be both practical and theoretical information to the development of theories on language teaching.

E. Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

1. Correlation

Correlation is a connection between two things in which one thing affects or deends on another. On other hand, correlation is a measure of

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strength of the relationship between two sets of data in this research; it is a way to find out the correlation between students reading comprehension and writing in narrative text.

2. Reading Habit

Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby. reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading Sangkaeo (1999:1). it is a way of how the reader organizes his/her reading and how often, how much, and what the readers read.

3. Writing Skill

Writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers

4. Narrative Text

Narrative is the written or oral account of a real or fictional story or the genre structure underlying stories. A message that tells the particulars of an act or occurrence or course of events; presented in writing or drama.