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CHAPTER I INTRODUCTION

I.1 Background of Study

English is an international language which should be learned. In communication with people in different countries, we have to use English. It can bring us to know knowledge in the world. Many books, articles, journals are written in English language. It means that, we must learn how to understand English.

In learning English, learners must know four skills. They are reading, listening, speaking, and writing. These four skills become fundamental in mastering English. One of the important skills is writing. In writing English, people can tell everything. Writing skill also needs to use three other skills, reading, listening, and speaking to find the data about writing. Widdowson in Hernandani (2015:1) states that the aims of language teaching course are very often defined with reference to the four language skills: understanding speech, speaking, reading and writing. Furthermore, he argues that listening and reading are known as the productive skills. It means the language users require the ability to receive spoken and written language in listening and reading activity and the language users require the ability to produce language both spoken and written language in speaking and writing activity. Listening, reading, speaking and writing are related and integrated to each other.

Langan in Metaningrum, Dantes and Suarnajaya (2013: 1) states that there are two reasons why writing is very important. Firstly, writing ability is a basic need for



English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance. Secondly, English writing is a practical need to support their future carrier. It means that, writing has a big impact.

Besides, writing is an important skill in expressing an idea into words and it can be read by readers. Writing is an activity in conducting codes such as structuring letters or numbers to become words and sentences which has meaning to be interpreted. The activities of writing need the ability of authors to create an idea to become an interesting topic to be developed into appropriate paragraphs. They also include criticizing the codes, letters, numbers and symbols in appropriate structure.

Elbow (1998: 7) says that writing is combination of two skills that are so different that they usually conflict with each other. Creating and criticizing. Writing is an ability to create the words and ideas out of yourself, but also an ability to criticize them in order to decide which one to use.

In conducting good writing, author should focus on developing the ideas into a good topic. Topic is an important aspect in starting writing process. Kane (2000: 323) states that before starting to draft the text one thing that should be known is exploring a subject and looking for the topic. Subject related to grammar, sentence style, and so forth. Then, topic should be analyzed.



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Richard (2002: 303) argues that writing difficulty is not only generating and organizing the ideas of the topic but also translating the ideas into readable text. However, writing is the most difficult skill for L2 learners to master. Learners always feel difficult in developing ideas. They are difficult to brainstorm their brain to find appropriate words. They do not know how to create appropriate structure in writing sentences or paragraphs.

In case of teaching and learning writing at Senior High School, Al Huda Vocational High School provides English in its curriculum from first grade until the third grade. In teaching English, teacher puts writing skill in her syllabus, especially in the first grade. Every semester, English has 4 hours in every week. One hour has 45 minutes; total duration is 180 minutes every week. In one semester, English is taught 32 meetings. It means that students study English 2880 minutes or 64 hours/semester. Ideally, teacher teaches writing at least 12 hours in one semester.

Besides, in teaching writing, teacher teaches students by using roundtable strategy. This technique requires students to study in-group to solve the problem in writing. Students can share their ideas to friends in group and decide which one is the best. Then, teacher also uses some games to increase students' motivation in writing.

Preliminary study was done in April 2015 to find out the problems happen in the school. The data were collected by interviewing the teachers and students and

collecting students scores. Based on interview with a teacher, she stated that students got some difficulties in learning English especially in writing. The students did not participate in group discussion, the students could not finish their work on time, the students could not use appropriate vocabulary in writing process, and the students got low scores in assessment. Based on interview with some students, they said that they could not write because they could not develop their ideas. Then, they were lack of vocabulary.

The results of interview showed some symptoms related students' ability in writing: it was difficult for most of students to develop ideas in writing text. It was difficult for Most of students to choose appropriate words in writing. Most of students needed more motivational strategy in learning writing. At last, most of students could not finish their writing on time.

Based on the symptoms above, it can be said that teaching and learning English especially in teaching writing skill does not run well. The process of teaching and learning should be fixed and changed. Based on the schedule made by school, the duration in teaching writing should be enough for students to achieve their writing skill. In the other hand, teacher's strategy should help students in solving their problem. In fact, the duration of writing was not enough for students. Then, teacher must think additional way to improve students' achievement in writing ability.

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Based on the symptoms above, one aspect which should be focused in teaching writing is increasing students' writing motivation. Writing motivation can help students to increase their attitude and their achievement in writing text. Metaningrum, Dantes and Suarnajaya (2013: 2) stated that along the process of writing, students were influenced by external and internal factors where motivation was one of the dimensions that had to be considered in acquiring the second language as an internal factor. In relation to the problems in writing, students were not only lack of ability in writing but also lack of motivation to write. So, it would be very important to consider this internal factor.

Lecturers, parents and observers are easy to recognize students with high motivation to learn and would also be easy to differentiate them with one with low motivation. The students with high motivation to learn English got better preparation for themselves to engage the process of teaching and learning in classroom.

An additional theory from Metaningrum, Dantes and Suarnajaya (2013: 2), they stated that motivation from writing in classroom could be developed in several ways, such as encouraging the students to have clear and specific goals in their learning and provide activities that are challenging in terms of students capabilities. Clear and specific goals promote self-efficacy, referring to an individual's belief in his or her capability of performing a specific action and then the activities that will be given to the students are not difficult and the activities are not outside the range of their competence.

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Writing motivation can be achieved when the students get their own style in writing text. Lai (2011: 2) argued that teacher should attempt to give students more autonomy or control over their own learning by allowing them to make choices and use collaborative or cooperative learning approaches. In addition, teacher should create a supportive classroom environment with respect to goal structures, attribution, and external evaluation.

In addition, one aspect that should be focused in external evaluation toward students' writing ability is students' reading habit. In this case, reading habit is a focus variable in this research. As we know that, reading also has a correlation with writing. The students who always read the material may have an idea in writing text because of their reading habit. The more their read, the more they can find idea and write it down into a piece of paper. Sartika (2012:2) states that the process of writing cannot ignore the contribution of reading activity. Reading is an activity that can train to be good and critical thinkers. Critical thinking is generally conceptualized as an intellectual ability suitable for development by those involved in education. Reading is an integral part of process. During reading the reader transacts with the text to construct meaning, makes predictions and struggles to understand the text.

Clark and Foster (2005: 32) wrote that students read because it could help them to understand the world. It also helps them to find out what they want and it is a skill for life. It means that reading habit would increase students understanding about everything that they want to know and carry out.

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Reading habit has a function to recall the information that had been read by students. Students would try to remember their reading material and then put their words in text. The frequency of students' reading activities showed how much students read the books and it could add students' experience and knowledge about information. Much information would bring students to be able in expressing idea, organizing the sentence and editing the text. Muawanah (2014:19) stated that reading habit reflected person's quality good or bad. It also helped the students to obtain and gaining a meaningful knowledge and good academic performance in school.

In analyzing students' difficulties in learning writing, also based on the problems of the students about their writing ability, writer was interested in finding the answer about the problems above and carrying out a research entitled **“The Influence of Reading Habit and Writing Motivation on Writing Ability of Al Huda Vocational High School Pekanbaru”**.

1.2 Statement of the Problem

In teaching and learning English in Al Huda vocational high school, writing is in the syllabus and lesson plan. The goal of teaching and learning writing clearly stated that students must understand the steps in writing and they can write the material. At the end of lesson, students can collect their writing product. Students can use the steps of writing every time and everywhere they want. Also, students do not think that writing is a hard skill.



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Besides, teacher often complains about the low level of their learners in learning writing. This may be due to such internal factors as the motivation level or the classroom media used in teaching and learning process. According to Syllabus in the second grade students in English lesson, students enable to write simple message either in direct message or media message. Based on the symptoms of the students' difficulties in learning writing, the problems could be stated that why are the students not able to write in English? Why are the students not able to develop their ideas? Why do the students have lack of vocabulary in writing text? The last question related to the statement of the problem, is there any significant influence between reading habit and writing motivation on students' writing ability?

Based on the problems above, it can be assumed the influence of reading habit and writing motivation as the answer of the problems. Ochanya (2010:231) stated that reading habit could make people to be versatile in knowledge in many areas and the person can discuss knowledgeably with others. It helps to develop mental reasoning and helping the person to satisfy the interest or aspiration.

Hamilton in Shroufa (2013:237) stated that teacher often complained about the low level of their learner in learning English language skill, this may be due to such internal factors as the motivation level. It means that motivation level is one of the factors that make students get low level in learning English language skill, especially writing ability. In addition, Prakash in Shroufa (2013:240) explained that motivation was the heart of significant age level. When motivation was high, students

learn things without taking much time, but when it was low, they take longer time to learn the writing skill aspects and they were exposed to make many errors in learning the material.

I.3 Limitation of the Problem

In conducting this research, lack of time and facilities were the main obstacles, it means that entire problems stated above could not be researched in one time. In this case, writer takes one problem. Therefore, in this research writer limits the problem based on phenomena to be more specific. The problems were limited about the influence of Reading Habit and Motivation toward Students' writing Ability at Al Huda Vocational High School Students.

I.4 The Purpose and Objectives of the Study

The purpose of this research was to investigate the influence of reading habit and motivation toward students' writing ability. Meanwhile, the objectives of this study can be said that:

1. To investigate the level of reading habit
2. To investigate the level of writing motivation
3. To investigate the level of writing ability
4. To investigate the relationship between reading habit and writing ability
5. To investigate the relationship between writing motivation and writing ability

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6. To investigate the influence of reading habit and writing motivation toward writing ability

I.5 Research Questions

The problem in this research is formulated as the following question:

1. How is the level of reading habit of Vocational High School of Al Huda Pekanbaru?
2. How is the level of writing motivation of Vocational High School of Al Huda Pekanbaru?
3. What is the level of writing ability of Vocational High School of Al Huda Pekanbaru?
4. Is there any relationship between reading habit and writing ability?
5. Is there any relationship between writing motivation and writing ability?
6. Is there any influence of reading habit and writing motivation toward writing ability?

I.6 Significance of the Study

In general, this research was expected to give positive contribution in improvement knowledge to support existence of writing in learning English as a foreign language. Then, this research was expected to give valid information in exploring the writer knowledge in order to be beneficial especially in educational



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research of English language teaching. The finding of the research gave benefits for teachers, students, stake holders and school head masters.

The benefit for teacher, this research can be used as a mirror in teaching and learning English. Teacher knows about students' motivation level. Then, teacher would know about students' reading habit. It is very useful to know students' reading habit in order to select the material appropriately for students. The research finding in this research can be used as the indicators to arrange syllabus and lesson plan. Teacher can make the description of students, and it makes easy for teacher to select the strategy and balancing book's material and students' need.

The benefit for students, this research can give the result of motivation. Then, the students can know how to increase their writing skill based on their reading habit. The students also know how far the influence of their reading habit and motivation toward their ability in writing. The students develop their reading habits and increase their motivation to reinforce their writing ability. This research can give the information of students' skill in writing materials.

Next, the benefit for school, this research helped school to be more careful to identify students' interest and their motivation in studying English. Headmaster can get the information about students' criteria in teaching and learning English, especially in writing skill. This research can help the headmaster to know its grade or quality. The headmaster would give the instruction to teachers to change teacher style



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in teaching and learning English or give in more reinforce for teacher to increase teacher understanding about students' motivation and reading habit to increase students' writing skill.

Particularly, this research was expected to give a valuable information and input for teacher and students at Al Huda Vocational High School. It gave information for others to study further, especially in English education to know the influence of reading habit and motivation toward writing skill. The last, this research was mainly expected to be beneficial in education especially for writer himself.

I.7 Rationale of the Study

In completing their study in vocational high school, students need to complete their lesson. Especially in English, it is one of the national examination lessons that should be passed by students. It means that English is very important to be learnt by students. In English, writing is a fundamental skill to make students master in English. In case, students are lack of ability in writing and it makes students have low quality in English. Hernandani (2015: 1) states that writing is unlike spoken language, as it requires the reader or the audience to understand and interpret what has been written. Therefore, the writers should use all sorts of linguistic devices to make their message or meaning clear. Writing is not just to put the pen to the paper or writing down the ideas but it is how the ideas are presented or expressed effectively.



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This study will provide an insight into whether these students have better writing ability or just performing the usual way to know English. The impetus of this study is a desire to know the influence of reading habit and motivation toward students' writing ability. Drake in Brookfield (1987:12) state that critical thinking is generally conceptualized as an intellectual ability suitable for development by those involved in education. Reading is an integral part of process, during reading the reader transacts with the text to construct meaning, make prediction and struggles to understand the text.

The importance of this research is to help English teacher in analyzing students need about English. This research also has benefit for English teacher to know about students' motivation and teaching and learning aid for students. In the other words, teacher may know how students' reading habit and students' motivation and writing ability are. In knowing students' writing motivation, Brophy in Meece (2001:4) states that students' motivation to learn is an acquired competence developed through general experience, but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers). In other word, writing motivation refers to the modeling, communication, and direct instruction or socialization by the parents or teachers to students in conducting writing task or writing activity in their school or home.

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Besides, Mustofa (2012:2) states students' reading habit is related to four parameters. The first is frequency of the respondents reading books or other library materials in a certain period of time. Then, the second is duration or the time spent by the respondents when reading books or other library materials. The third is spending how much money the respondents spent to buy books and other library materials in a certain period of time, and the last is collection owned, how many books and other library materials the respondents have in their private collection.

Roca De Larios, et al in Barkhoui (2007:36) clarify the five major behaviors that students need to acquire in writing. The first is the ability to manage complex mental representation. The second is ability to construct rhetorical and organizational goals and hold them in mind while composing. The third is the efficient use of problem-solving procedures in order to formulate their text. The fourth is the ability to distinguish between editing and revision as two different operations distributed in different stages of the composition process, and the last is adoption of a flexible attitude toward the use of rhetorical devices.

Therefore, this research is necessary to be carried out. This research would give information to English teacher that reading habit has influence toward students' writing skill. Hernandani (2015:46) states that reading habit also makes a significant contribution to the students' writing skill. Writing is expressing idea in some mind in written text. Writer need some ideas or mature concept before write into certain media. One of ways to get some ideas and language knowledge is reading activity.

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In case of improving students motivation, Dornyei (in Barkaoui 2007: 42) stated that motivation should help learners want to increase their practice time and to set new writing goals for them self. In this argument, it can be said that motivation has relation to increase students writing skill. If the students have good motivation, it can help students to write well.

1.8 Definitions of Terms

To avoid misunderstanding among the readers, there are some terms which are very important to be defined.

a. The Influence

Influence is the capacity to have an effect on the character or behaviour of someone or something, or the effect itself. (Oxford English dictionary 7th edition)

b. Writing ability

Writing is viewed as the result of complex process of planning, drafting, reviewing, and revising and some approach to the teaching of first and second language. In this research, writing ability means that the students' ability in writing text from the planning, drafting, revising and editing the text until the product of writing is conducted. (Richard et al;(2002:175)

c. Motivation

1. Motivation is the internal condition that activities behaviour and gives it direction; energizes and directs goal-oriented behaviour. (Wikipedia 2009)

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2. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai R. Emili 2011:2. Motivation: a literature review)

d. Reading habit

Reading habit refers to the behaviour that expresses the likeness of reading and tastes of reading. (According to Sangkeo in Annamalai and Muniandy in Hernandani, 2015:4)