

CHAPTER I

INTRODUCTION

This chapter provides some aspects underpinning the topic of the research. They are the background, the problem, purpose, the operational, the significant of the research and the scope of the research. They will be presented respectively.

1.1 Background of the Research

English has very important function for the human's life since the globalization era and it is accepted as an international language. In Indonesia English is still as a foreign language, it means that it is not used in the country for daily communication. However, English plays an important role in the field of education in Indonesia, especially in formal education and it has been taught from elementary school up to university level. There are some skills that should be learnt and practiced. Such as listening, speaking, reading and writing.

Writing is one of the language skill that should be mastered by students, but writing is considered as one of the difficult skill to master. Khaled Barkaoui (2007:35) state that writing is one of the most difficult skills that second language learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies. Their statement is supported by Richards (1990:100) who says that learning to write well is difficult and lengthy

process, one that include anxiety and frustration in many learners. Dealing with difficulty of writing, Byrne (1984:4) divides the problems or difficulties in writing into three groups, namely psychological problem, linguistics problems, and cognitive problems. Psychological problems are some problems which are mostly caused by the lack of interaction and feedback between the writer and the readers. In this case, the writer cannot receive the readers' response directly. Linguistic problems are some problems which are related to the use of structure of the utterance produced. This means that in writing the sentence produced should use correct words and structures so that the readers may understand the content of the writing easily. The last problem is the cognitive problems relating to the learning process of writing. Writing is include in the English subject taught in junior and senior high schools in Indonesia; therefore, it should be learned by the students to achieve language competence. According to Rozimela in Utami (2008:01), the importance of being able to write in English is often ignored in the discussion of the teaching of English for high school students in Indonesia.

In fact, the ability to write in English is very important and useful. It has become the students' immediate need since the students are expected to master the four language skills. The mastery of language skill is intended to support the ability to communicate both in oral and in written forms. In addition, Harmer (1998:79) states that reasons fo teaching writing to students of English as a foreign language are for reinforcement, language development, learning style, and most importantly, writing is as a basic skill. Considering the reason, writing as a means of communication is demanded.

Writing can help the learners express themselves. If the learners do not involve their skill of writing in the communication, they cut themselves off from a community. In writing, reading interest is also important, Hidi and Boscolo (2007:73) state that some research on interest and writing includes several studies conducted on the conditions which make writing task attractive to children and which may contribute to a long lasting positive orientation to write. They also note that some studies have investigated the role of interest in writing. in the light of the distinction between situational and individual interest hypothesized that a source of situational interest, that is the interestingness of themes and topics, which has been shown to influence students comprehension, should also influence students production of expository text. Verma (2006:21) also supports the statement by saying that we cannot learn without interest, the presence of interest alone is enough to signify that the work is already half complete.

For some people, reading can be interpreted as a hobby that is part of the daily activities. For students in particular, reading interest is a powerful attention and deep concern accompanied with a sense of excitement to the act of reading and necessary for those that are expected to facilitate the learning process.

According to observation, the condition of students at some schools most has a middle class economic background. This situation affects the effectiveness of students teaching and learning resources will affect the students' interest. Learning resources at frequently used textbooks and supplementary book. Existing learning resources at their home sometime inadequate and incomplete like magazines and newspaper. In addition, students' interest in reading especially

English is still low. At school students rarely visit the library to read. They prefer chatting or playing.

Based on the explanation above, the researcher is interested in conducting a research to know the relationship between interest in reading and the ability to write a text with a title “The Correlation Between Reading Interest and English Writing Ability of the Seventh grade students at SMP Muhammadiyah 2 Kalisat in the 2015/2016 academic year”.

1.2 Problem of The Research

Based on the research background above, the problems of the research are:
Is there any significant correlation between reading interest and English writing ability of the seventh grade students at SMP Muhammadiyah 2 Kalisat in the 2015/2016 Academic Year?

1.3 Purpose of the research

The purpose of the research is a follow:

To know wheter or not there is a significant correlation between reading interest and English writing ability of the seventh grade students at SMP Muhammadiyah 2 Kalisat in the 2015/2016 academic year.

1.4 Operational Definition

In this research, there are variables: Reading Interest and English Writing Ability.

1.4.1 Reading interest

Reading interest has been used to refer to reader perception in regarding to the degree to which a reader enjoys reading or considers it potentially exciting or interesting. It will concern about attention, enjoyment, curiosity. Reading interest in this study is the interest of the student to read English textbooks.

1.4.2 English writing ability

English writing ability deals with the score of the students' writing test after being taught the proposed actions that is writing a descriptive paragraph. Descriptive paragraph in this research is a paragraph that describe a thing, event, and people. The students are required to write a short descriptive paragraph consisting of at least 50 – 60 words. The paragraph it self consists of identification and description. The measurement of the students' paragraph writing covers grammar, vocabulary and mechanic. The students are required to write a descriptive paragraph by using present tense.

1.5 Significance of the Research

This final project is written for two purposes. Hopefully, the research gives support for the teachers to teach in the classroom.

1.5.1 Theoretical Significance

The result of the research is expected to give valuable information to the English teacher about the correlation between reading interest and English writing ability to find it positive or negative relation.

1.5.2 Practical Significance

It can help the teacher as an input to know how the way to increase the students' reading interest.

1.6 Scope of the Research

The writer limited the research about reading interest, it will concern about attention, enjoyment, curiosity. And also about English writing ability with indicators such as grammar, vocabulary, mechanic. And the respondents of this research are seventh grade students of SMP Muhammadiyah 2 Kalisat in the 2015/2016 Academic Year. This research design is correlation by giving them questionnaire and test to know the correlation between reading interest and English writing ability.