# CHAPTER I

# INTRODUCTION

## A. Background of the Research

English is widely recognized as the language of science, students are required to acquire the language in order to comprehend what is stated by experts and what is written in the English language version. English as a compulsory subject plays important roles, it is learned by students from elementary to university. It has 4 functional English skills reading, listening, speaking, and writing. Reading is the ability to read, understand, interpret, and decode written language and texts. Listening is the process of receiving messages from other speakers. Speaking is how to speak English properly based on fluency, and pronunciation. Writing refers to the capacity to translate ideas into words and duplicate them using proper grammar, punctuation, and other writing standards. As the four English abilities are crucial for teaching English, they need to be learned as the basis for relationships. Reading and writing are the benefits of learning English, however, in terms of how they can be used to improve the learning process.

The process of reading begins with vision, proceeds with the ingestion of information based on focus and perception, and ends with comprehension in the brain. As a result, reading is an advanced skill that calls for the simultaneous application of a number of skills (Kusdemir & Bulut, 2018). Reading is an analysis activity. Reading does not only look at then translate each word but also

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concentrates in mind so at least some knowledge is reached. Reading is a process that takes effort and practice (Renandya & Widodo, 2016, p. 127). Besides, for the students, reading is not only to focus on the field of study, more than that, but reading is also important to improve reading skills properly, so students can get information and insight more comprehensively to what the students read, then rewrite some information to remember.

Reading is the skill of how to read faster and properly. Reading is very important for education. Maybe, students get textbooks, the textbooks have more information. It has questions based on the story from the students' textbooks, and the students must answer questions properly. . Reading in a foreign language is difficult. Before attempting any reading activity, the teacher must assist the student in developing a suitable language background depending on their requirements, interests, and levels of understanding. The pupil must be fluent in the language in order to read effectively.

Reading can affect writing because, in exercise, writing is a method of arranging ideas on paper. Writing requires a variety of talents, including choosing a topic and crafting effective sentences to grab readers' attention. Writing is a challenging skill because the students must be able to arrange and organize with a good idea for understanding. Not only a challenging skill, but learning writing must also is hard because it requires two mental abilities that are different and usually cause conflict with each other, the ability to criticize and discard them.

Writing principles are learned, reinforced, or tested using writing as a production model. One of the most crucial components of learning a language is writing. Once humans could write something, it became simpler for the author to convey what was on their minds. Similar to how other language skills are used in daily life.

Based on the explanation about, the writer wants to know deeply about the correlation between reading skill and writing ability. So the writer stated his title "Correlation Between Reading Skill and Writing Ability at Eighth Grade of SMPN 4 Tambun Selatan".

## B. Questions and Scope of the Research

### 1. Questions of the Research

Based on the research, the writer would focus to find out. Is there any correlation between reading skill and writing ability at $8^{th}$ grade SMPN 4 Tambun Selatan?

### 2. Scopes of the Research

Skills that must be mastered in learning English are writing, reading, listening, and speaking. In the scope of the research, the writer studied writing and reading. The writer would focus on the correlation between reading skills and writing ability. In addition, levels in Junior High School are $7^{th}$, $8^{th}$, and $9^{th}$ grade. The writer would focus research on $8^{th}$ grade.

## C. Research Hypothesis

The hypothesis is a short-term solution to a problem formulation. The construction of research problems in the form of question sentences has been used in this study. The hypothesis can also be presented as a theoretical response to the phrasing of the problem investigation that has not yet been empirically validated. There are two hypotheses in this study: the Null Hypothesis (Ho) and the Alternative Hypothesis (Ha). The writer stated the research hypothesis in this study, such as:

1. Ho: There is no significant correlation between students' reading skills and writing ability at 8th-grade students of SMPN 4 Tambun Selatan.

2. Ha: There is a significant correlation between students' reading skills and writing ability at 8th-grade students of SMPN 4 Tambun Selatan.

Explanation:

Null Hypothesis (Ho) will be accepted if t-value < t-table.

Alternative Hypothesis (Ha) will be accepted if t-value > t-table

## D. Objective and Significance of the Research

### 1. Objective of the Research

The objective of this research is to know whether there is any correlation between Reading Skills and Writing ability in eighth grade at SMPN 4 Tambun Selatan.

## 2. Significance of the Research

Based on the research, the writer hopes that the result of this research can be useful to learning English as follows.

a) Theoretically

The benefit of this research is that writer can inform the correlation between reading skills and writing ability in SMPN 4 Tambun Selatan. The writer hopes that this research can be used by students to improve their reading and writing ability.

b) Practically

The result of this research, the writer hopes this research can be useful for further research, especially for students of English Literature and English Subjects who will choose similar title.

## E. Operational Definition

### 1. Correlation

Correlation is an introduction to the statistic that measures the degree between two variables to know from two variables correlate or not.

### 2. Reading Skill

Reading skill is a cognitive process of understanding the meaning of words and gathering information to assist the reader in reaching a goal in the learning process.

### 3. Writing Ability

Writing ability is the capacity to communicate a concept in a readable manner by employing letters of the alphabet, punctuation, and spaces.

### F. Systematization of the Research

The research systematization seeks to provide the research in a well-edited composition. The research is organized into five chapters, which are listed below:

Chapter I is an introduction. It explains the background of the research that explains reasons for conducting the research. While questions point at issues of the research, the scope of the research mentions limitations of the research. The research hypothesis explains null hypothesis and alternative hypothesis. Moreover, there are objectives describing the purpose of the research, the significance of the research telling the benefits of the research, operational definition explaining a short definition based on research, and systematization of the research representing details of each chapter.

Chapter II is about the theoretical description that the theories from several references to support the research. The first point of this chapter describes reading skill, including definition, element, application, and assessment. The next point discusses writing ability, covering its definition, element, application, and assessment. Lastly, the writer states the constellation of reading skill and writing ability and research of the relevance.

Chapter III is about research methodology. It contains methods of the research which included the time and place of the research. Population and sample explain the number of participants. Furthermore, there are methods of the research, instrument, variable of the research, and technique of data analysis.

Chapter IV is data analysis which explains data description, data analysis hypothesis, and data interpretation of research findings. Data description is the general information about the data collected. The data analysis hypothesis focuses on the calculation of the data to analyze the hypothesis. In addition, data interpretation defines the meaning of the data analyzed.

Chapter V is about the conclusion and suggestion. In this chapter, the writer concludes the entire chapter relating to the hypothesis discussion. It also gives suggestions relating to the significance of the research.