

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, objectives of this study, significance of this study, scope of the study, and definition of the key terms.

A. Background of the Study

Writing is one of the linguistic skills that students must develop. It is significant since it offers many stead to students learning the language and is one of the most difficult abilities in English. A strong writing ability enables students to clearly communicate their point and helps them delve other English skills more effectively. Writing is a process that devote individuals to convey their feelings, thoughts, and ideas to the reader or, it can be reassure that, writing is a fettle of pouring the person's ideas into words, sentences, and paragraphs in order to make it easier for the readers to read and apprehend (Harmer, 2006).

The writing process includes brainstorming ideas, reading, planning, and outlining. A writer must go through the editing or revising process even after they have finished writing. According to Harmer (2006), in order to compose a decent paragraph, a non-native language writer must also cognize in grammar, punctuation, layout, spelling, vocabulary, and avoid sentence and content repetition. These processes indicate that writing is a time-consuming and difficult activity.

Writing is a widespread difficulty in Indonesia, and it has a significant influence on the performance of English learning in schools (Ariyanti, 2016; Mustafa, Kirana and Bahri., 2017; Widiati and Cahyono, 2016). Despite the

significant amount of attention and study devoted to teaching English in Indonesia, writing remains the most difficult hurdle to overcome (Febtiningsih et al., 2021; Hidayati, 2018). According Ariyanti and Fitriana (2017) discovered two types of writing challenges in students. Grammatical, cohesiveness, and coherence flaws are classified as major, whereas organization, word choice, and misspelling problems are classified as minor.

The cognitive viewpoint is one of the ideas in the literature that address the subject of writing skills. Several research have found a link between these issues and pupils' internal cognitive characteristics (Gardner, 1983; Nolan, 2004). The fundamental issue is that teachers have been unable to identify the causes of the diversity in pupils' writing abilities, as well as the internal variables that cause the difference in writing abilities. Each student receives a score. Students' grades in heterogeneous learning should be predicted by mapping students' intelligence so that appropriate writing learning techniques can be prepared.

Gardner's theory suggests that teachers must understand their students' multiple intelligences, which allows them to begin mapping students and developing suitable learning materials and approaches. Gardner (1983) asserts that each human has a unique intelligence and ability to solve life's difficulties. As a result, they must be treated differently based on their intelligence requirements. Gardner's idea of multiple intelligences is directly tied to linguistic intelligence in terms of English language education.

Linguistic intelligence refers to a person's capability to understand information and create work using oral words such as conversation, literature, and poetry in writing. This intelligence refers to a person's capacity to produce words

vocally well and interestingly, as undergone by lecturers, narrators, speakers, and others, or to produce words from writing, as done by authors, poets, editors, and others. This intelligence incorporates the abilities of someone who grasps semantics, language design, and language meaning, as well as the ability to express oneself through words through reading, speaking, and creating (Gardner, 1983). Linguistic Intelligence can be defined as a person's ability to utilize language clearly and correctly, both orally and in writing, for a specified goal.

Furthermore, the quality of academic writing is determined by critical thinking. Vyncke (2012) defines this critical thinking as the ability to select, evaluate, analyze, reflect, question, infer, and judge. All of these factors are considered when producing an essay or argumentative writing, which should be written in structured formal language. The collection of such critical thinking components does not happen overnight. It takes work to continue reading a wide range of books on a regular basis. (Changwong et al., 2018).

According to (Florence et al., 2017), Reading helps kids attain academic success. It is the main artery that connects all of an institution's courses. Students will not be able to gather information, knowledge, and experience that will be valuable to their studies unless they have adequate reading skills (Ferisia et al., 2019). Reading and writing are considered to be closely related in terms of information depictions, cognitive processes, contexts, and contextual limitations, with both having linearity (Fitzgerald & Shanahan, 2000).

Good reading habits lead to improved reading skills. It is critical to develop a reading habit in school activities since it helps with academic writing success. Reading Habit, according to (Ferisia et al., 2019) is defined as one's activities in

carrying out the nature of reading, reading preference, reading materials, and reading frequency across numerous topics and types of texts. It shapes readers' knowledge and helps them advance critical thinking skills. According to Khairunnisa and Safitri (2018), reading habits benefit the students' academic writing. Reading helps with concept formation, critical analysis, knowledge enhancement, vocabulary enrichment, adding supporting details readily, reinforcing theory, and producing improved writing quality.

Furthermore, Ratna (2019) stated that students' reading comprehension in Indonesia is still stunted. It is demonstrated by the fact that the average reading score of Indonesian pupils ranks 69th out of 76 countries tested in the Program for International Student Assessment (PISA). This is supported by the findings of a UNESCO survey, which found that Indonesians have a reading interest of only 0.001%, or one in every thousand individuals. Furthermore, based on the Ministry of Education and Culture's calculation of the Reading Literacy Activity Index (Alibaca), the average number of the national alibaca index, which includes thirty four provinces in Indonesia, is 37.32, indicating low literacy activity in nine provinces in Indonesia. In the area of moderate literacy activity, twenty four provinces are classified as low and one province is classified as very low. Meanwhile, East Java Province has an index number of 33.19, placing it in the category of low literacy activation (Solihin, 2019). This suggests that most provinces have low levels of literacy activity. These statistics show that none of Indonesia's provinces have high or very high literacy activity levels.

Meanwhile, According to Esti (2012), Proficiency in English as a Foreign Language (EFL) is one of the communicative skills required for teaching English

in Indonesian higher education. This communicative ability, which includes both linguistic and performance skills, is now part of the national higher education curriculum (Peraturan Presiden RI No.8 on KKNI, 2012). In recent years, these competencies have been substantially included into higher education curriculum design.

There are various hypotheses in the literature about concerns with writing ability, including the cognitive approach. Several research imply that the problem is related to the learners' own cognitive processes (Gardner, 1983; Nolan, 2004). Furthermore, According Lestari and Widagsa (2022) they observations in a vocational high school in Central Java, Indonesia, the fundamental issue is that the teachers have been unable to identify the causes for the diversity of students' writing talents, as well as the internal variables that cause the diverse writing scores in each student. This varied students' learning score achievement should be counted by mapping the students' intelligence in order to develop the best method of learning writing.

Based on researcher experience in essay competitions in state islamic institute (IAIN) Kediri. Researcher experienced a lot of difficulties in writing an argument because reseacher didn't have enough reading habits. so, researcher got minimal information. Not only reading habits but the level of linguistic intelligence in analyzing the information obtained and creating it in the form of written work with linguistic intelligence, a person will be able to understand the language design that will be used for a particular purpose in writing.

Some previous studies are related to this study. The first previous study was from Sulistyaningrum and Siswantoro (2018). They investigated a correlation

between vocabulary, reading habit, and their writing. The result of the research show that the first there is a positive correlation between vocabulary mastery and writing, the second there is a positive correlation between reading habit and writing skill and the last, there is a positive correlation between vocabulary mastery, reading habit, and writing skill.

Another research about reading habit is written by Rahmawati (2021). She investigated Students' Reading Habits and Gender on Academic Writing Achievement. The study found that reading habits had no effect on students' academic writing achievement, with a very weak association, however gender had an effect on students' academic writing achievement; there was a weak relationship. Furthermore, students' reading habits and gender influenced their academic writing achievement by up to 10.4%.

Another study conducted by Lestari and Widagsa (2022). They investigated correlation between linguistic intelligent and writing ability in descriptive text. The result in this study the significance value obtained from the product moment correlation = 0.528 and the significance value < probability 0.05, Based on the statistical examination, this study concluded that there was a correlation between students' linguistic intelligence and the ability of writing descriptive text.

Based on the explanation above, researcher want to investigate correlation among reading habits, linguistic intelligence, and students' writing skills. This research entitled "Correlation among Reading Habit, Linguistic Intelligence and Writing Skill of senior high school students'.

B. Problem of the Study

Based on the background of the study above, the researcher intended to investigate:

1. Is there any significant correlation between reading habit and writing skill of the 11th graders of MAN 2 Kediri?
2. Is there any significant correlation between linguistic intelligence and writing skill of the 11th graders of MAN 2 Kediri?
3. Is there any significant contribution among reading habit and linguistic intelligence to writing skill of the 11th graders of MAN 2 Kediri?

C. Objectives of the Study

From the research problem above, the objective of this study are as follows:

1. The researcher wants to know the significant of the correlation between reading habit and writing skill of the 11th graders of MAN 2 Kediri.
2. The researcher wants to know the significant of the correlation between linguistic intelligence and writing skill of the 11th graders of MAN 2 Kediri.
3. The researcher wants to know the significant contribution among reading habit and linguistic intelligence to writing skill of the 11th graders of MAN 2 Kediri.

D. Hypothesis

A hypothesis is a temporary answer to a research problem formulation, based on the objective of the study the researcher wants to know about correlation among reading habit, linguistic intelligence and writing skill of senior high school students'. the researcher proposed the following hypothesis:

1. Reading Habits with Writing Skill of Senior High School Students'

Ha : There is significant correlation between reading habit and writing skill of senior high school students'.

Ho : There is no significant correlation between reading habit and writing skill of senior high school students’.

2. Linguistic Intelligence with Writing Skill of Senior High School Students’

Ha : There is significant correlation between linguistic intelligence and writing skill of senior high school students’

Ho : There is no significant correlation between linguistic intelligence and writing skill of senior high school students’

3. Multiple Correlation among Reading Habits, Linguistic Intelligence and Writing Skill of Senior High School Students’

Ha : There is significant correlation among, reading habit, linguistic intelligence and writing skill of senior high school students’.

Ho : There is no significant correlation among, reading habit, linguistic intelligence and writing skill of senior high school students’.

E. Significance of the research

The following findings may be both theoretically and practically useful:

1. Theoretically

This study seeks to give future researchers with further information about students' reading habits as well as students' linguistic intelligence for learning to write.

2. Practically

a. Student

This research is useful for students to increase their knowledge about text/book reading habits which influence linguistic intelligence and writing

skills. Students will realize that reading habits have an important influence on linguistic intelligence and writing skills can support them in learning a foreign language.

b. Teacher

This research is useful for teachers to obtain further information about students' reading habits, linguistic intelligence and writing skills which can support students during the learning process. Apart from that, teachers are able to realize that reading habits influence linguistic intelligence and writing skills are interrelated and important for students' learning process. Teachers can develop learning plans in writing classes based on their reading habits by looking at the students' level of linguistic intelligence.

c. Other researchers

This research is useful for other researchers to become sources or guidelines for other researchers who are conducting similar research topics. This research can provide information that may be useful to support the research. Apart from that, researchers hope that this research can be a reference for other researchers who want to conduct more in-depth research on students' reading habits, linguistic intelligence and writing skills.

F. Scope of the research

This research will focus on students' reading habits, linguistic intelligence and students' analytical exposition writing skills. This research will be taken on class XI students at MAN 2 Kediri.

G. Definition of The Key Term

1. Reading Habit

A reading habit is an action taken to gain a better understanding of ideas and concepts expressed in written or unwritten symbols. Reading is essentially the act of building meaning from textual communication. This method allows readers to combine written material with their own expertise and experience.

2. Linguistic intelligence

Linguistic intelligence is the ability to think in words and use language to communicate and understand complex ideas. Linguistic intelligence allows us to comprehend word order and meaning, as well as apply metalinguistic skills to reflect on our language use.

3. Writing Argumentative

Argumentative writing involves gathering and presenting evidence to help the reader make an informed choice about a topic. A persuasive essay will often employ examples or rhetoric to create an emotional response.