

CHAPTER I

INTRODUCTION

This chapter provides general explanations of what the researcher will discuss in this research. The introductory part contains several subheadings such as background of research, research problem, research objectives, significance of study, scope and limitation, and definition of key terms.

A. Background of the Research

English has four main skills, namely reading, writing, speaking, and listening. These four basic language skills cannot be separated from each other and must be integrated effectively into language learning¹. Reading is one of the important skills in language learning based on the interrelationship between the four language skills. Effective reading is the most important skill because achieving academic success requires successful reading². Reading is one of the basic comprehension skills and a stimulus for students to improve their language skills³. Reading can make students think critically and improve reading comprehension in language learning.

Reading comprehension is the ability to understand and interpret written text. It involves connecting ideas, drawing conclusions, and relating the content to the person's knowledge and experience. Afflerbach emphasizes that reading

¹ Lorena Manaj Sadiku, 'The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour', *European Journal of Language and Literature*, 1.1 (2015).

² K K Palani, 'Promoting Reading Habits and Creating Literate Society', *Journal of Arts, Science & Commerce*, III.2 (2012), pp. 90–94.

³ Henry Douglas Brown, *Language Assessment: Principles and Classroom Practices* (UK: Longman Group UK Ltd., 2004). p.185

comprehension is an active and complex process. Reading involves effective strategies, reading skills, and prior knowledge to make the reader understand the text easily and infer the content of the text⁴. Snow stated that reading comprehension should involve cognitive skills such as decoding, vocabulary acquisition, and background knowledge⁵. Reading comprehension is closely related to critical thinking, which can foster skills such as problem-solving and decision-making, so it is essential for education⁶.

Reading comprehension plays a vital role in language learning, but writing skills are equally important. Writing is a complex process of expressing, organizing, and communicating thoughts through sentences and paragraphs that involve the clear arrangement of ideas⁷. Writing is called a productive skill in language learning that requires mastery of various elements, including grammar, vocabulary, and the overall organization of ideas⁸. In addition, developing writing skills requires deep critical thinking. As explained by Applebee, writing can improve thinking skills and encourage individuals to make their ideas explicit through planning, drafting, and revising⁹. In conclusion, writing is not just arranging words into a paragraph, but it is an

⁴ Peter Afflerbach, *Understanding and Using Reading Assessment, K-12*, (ASCD, 2017), p. 25-26.

⁵ Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, (RAND, 2002), p.11.

⁶ Narcisa Medranda-Morales, Victoria Dalila Palacios Miele, and Marco Villalba Guevara, 'Reading Comprehension: An Essential Process for the Development of Critical Thinking', *Education Sciences*, 13.11.

⁷ David Nunan, *Practical English Language Teaching* (McGraw-Hill, 2003), p 88.

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (Longman, 1991).

⁹ Arthur N. Applebee, 'Writing and Reasoning', *Review of Educational Research*, 54.4 (1984), pp. 577–96, doi:10.3102/00346543054004577.

important skill to develop students' language ability and strengthen their critical thinking ability through the process of creating and refining written works.

Writing skill is very important in language learning and can be developed by practicing to write narrative text. A narrative text is a text that contains a series of events that occurred in the past with specific characters¹⁰. The main purpose of narrative text is to entertain and educate readers through meaningful stories that contain moral messages. Writing narrative texts in English Language Learning (ELL) can help students write texts in a structured way, improve their grammatical organization, and expand their vocabulary. Writing narrative text can also help students easily express ideas effectively.

Writing and reading are closely connected because both skills support each other in developing comprehension and effective communication. Shanahan stated that the connections between reading comprehension and students' writing skills are quite close in language learning. Reading and writing are mutually reinforcing skills where strong reading comprehension often leads to better writing abilities and vice versa¹¹. Moreover, "The Reading-Writing Connection" theory developed by Langer and Flihan explained that reading and writing skills are interrelated cognitive processes in the construction of meaning. This theory states that reading and writing use similar knowledge and

¹⁰ Mieke Bal, *Narratology: Introduction to the Theory of Narrative*, 4rd edn (University of Toronto Press, 2008), p.9, XXI.

¹¹ Timothy Shanahan, 'The Shared Knowledge of Reading and Writing', *Reading Psychology*, 8.2 (1987), pp. 93–102, doi:10.1080/0270271870080205.

strategies that include planning, composing, and reviewing. The understanding gained through reading can be transferred into the writing process.¹²

Research that discussed the correlation between reading and writing was also conducted by several researchers. First, conducted by Christy, which discussed the relationship between students' reading comprehension and their writing ability at the senior high school level¹³. Another research was conducted by Khalisa¹⁴ and Yana¹⁵ which stated that the two studies showed a significant correlation between students' reading habit and their writing skills in senior high schools. From the three studies that have been conducted, it can be concluded that all research showed that there was a significant correlation between reading and writing, and all students who often read and are good at reading comprehension will be good at writing skills and vice versa.

In relation to previous research, many researchers have examined the correlation between students' reading and writing ability at the senior high school level. Looking at previous research, through this study, the researcher wants to explore the same topic about the correlation between students' reading comprehension and students' writing ability. This study differs from previous

¹² Langer, J. A., & Flihan, S. (2000). "The Reading-Writing Connection: The Role of Communication in Learning to Read and Write." In R. Indrisano & J. R. Squire (Eds.), *Perspectives on Writing: Research, Theory, and Practice* (pp. 112–139). International Reading Association.

¹³ Rahel Ave Christy, 'The Correlation Between Reading Comprehension and Writing Ability of The Tenth Grade Students of SMA Negeri 11 Palembang', 2020.

¹⁴ Nurul Khalisa, 'The Correlation Between Students' Reading Habit and Their Writing Ability', 2018.

¹⁵ Fitri Yana, 'The Correlation Between Student Reading Habit and Their Ability of Writing Narrative Text', *BRIGHT VISION Journal of Language and Education*, 4.2 (2024).

studies with the reading comprehension test measured directly by asking students to read a text and answer multiple choice questions to assess their understanding. While in the writing test, students are asked to retell the story they understand from the fairy tale video by using a written retelling format. by examining students' reading comprehension and writing ability in narrative texts. Moreover, this research was conducted at the MTsN level because in previous studies, there were still few who examined at that level. Therefore, with these differences, this study aims to fill the gap in the literature. For this reason, researcher is interested in conducting research with the title: *“The Correlation Between Reading Comprehension and Writing Ability in Narrative Texts of Ninth Grade Students at MTsN 1 Tulungagung”*

B. Research Problem

Is there any significant correlation between reading comprehension and writing abilities in the narrative text of ninth grade students at MTsN 1 Tulungagung?

C. Objective of the Research

From the research problem above, the research aim is:

To know whether or not there is a significant correlation between reading and writing abilities in the narrative text of the ninth grade of MTsN 1 Tulungagung.

D. Research Hypothesis

1. H₀ (Null Hypothesis)

There is no significant correlation between reading comprehension and writing narrative text ability of ninth grade students at MTsN 1 Tulungagung.

2. H1 (Alternative Hypothesis)

There is a significant correlation between reading comprehension and writing narrative text ability of ninth grade students at MTsN 1 Tulungagung.

E. Scope and Limitations of the Research

This research focuses on students' reading comprehension and writing skills in narrative text. The material that will give to students is in the form of narrative text with a fairytale theme. Meanwhile, on students' writing ability, it depends on their ability to retell the fairy tale movie they have watched into a narrative text form using their own language. The limitations of this study only examined reading comprehension and narrative text writing skills in ninth grade students at MTsN 1 Tulungagung.

F. Significance of the Research

This research focuses on the correlation between reading comprehension and students' writing ability in narrative text. The results of this study are expected to provide benefits for:

1. Teachers

With this research, teachers can find out students' abilities in reading comprehension and writing skills. Teachers are expected to work hard in boosting students' reading skills to improve students' writing skills and vice versa. Teachers can use the right learning methods or learning approaches to improve students' skills.

2. Students

This study is expected to give students an awareness of increasing their reading comprehension and writing ability.

3. Other researchers

This study is expected to provide useful information for other researchers if they want to conduct further research on students' reading comprehension and writing skills.

G. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is the cognitive ability to understand, interpret, and analyze written text by connecting it with the reader's prior knowledge. Reading comprehension identifies the social function, text structure, vocabulary, and linguistic elements of narrative text. Moreover, it identifies explicit and implicit information from narrative texts to determine purpose, main idea, and moral value.

2. Writing Ability

Writing ability is the ability to convey ideas, thoughts, and meanings in written form. Writing ability is assessed based on five main aspects, including content, organization, grammar, vocabulary, and mechanics. Writing ability is measured through students being asked to retell the story they have watched into a narrative text form that includes a complete text structure, accurate grammar, and diverse vocabulary.

3. Narrative Text

Narrative text is a text that tells a story or describes a sequence of events that occurred in the past. The purpose of this text is to entertain and engage readers by presenting a coherent account of experiences, actions, or occurrences, often focusing on character development and plot progression. Narrative texts can be either fictional or based on real events, and they usually follow a chronological structure to maintain a logical flow of information.