

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a communication tool or symbol to state and express their ideas or statements in spoken, manual, and written based on their community (Robins, 2020). Their statements and ideas mix with the words. From this tool, many people can express their feelings, ideas, and statements through their languages. The receiver can gain information, influence others through their activities, and suit themselves to others with the same or different symbols.

In Indonesia, English has become a foreign language. Neyhapuzee (2011) states that in Indonesia, teaching English has been taught almost at all levels, starting from primary and secondary school. Because of that, the massive of EFL learners in Indonesia is enormous. However, there are many problems that the English teachers found in the teaching-learning process. The lack of inspiration, poorly planned time, insufficient facilities and supplies, and the abundance of students in each classroom are certainly some of the challenges that teachers face in teaching English as a foreign language.

These language skills such as reading, writing, speaking, and listening have a strong relationship. For example, to increase student's reading skills, the student has to improve their background knowledge and writing skills. From all language skills, reading and writing skills appear to be language skills that need to be investigated further in this study.

McNamara (2007) states that reading is a phenomenal accomplishment as one recognizes the number of stages and elements to be learned. Also, Mo (2020) and Oakhill

et al. (2015) state that recently, many students still struggle in reading comprehension and face some problems in indicating the main ideas from some written text. Like reading, writing is also an essential skill that correlates to the students' language mastery skills. Kucer (2014) argues that writing naturally has a sequence of its process. It has the step and structural planning. Writing a specific kind of text helps if the writer has read that kind of text. To follow a specific language style, the writer needs to read the language (Hayik, 2018).

It can be seen that the weakness of students' reading comprehension influences their achievement in writing. From the problem that happened in SMP Negeri 102 Jakarta, the writer observed their lack of reading comprehension and writing skills. There were many of the students who still had problems in interpreting the meaning from a written text; their lack of background knowledge and vocabulary knowledge led them to not understand the meaning; their lack of indicating the topic and idea into sentences; their lack of mechanics and grammatical structure; and repetitive teaching-learning process on their Google Class group which made the students bored to learn the lesson.

Dewi et al (2018) conducted a previous study about "The Correlation Between Reading Comprehension and Writing Ability in Descriptive Text". They sought the relationship between two variables and found a weak relationship with each other. Some influence it the factors such as the students have problems and difficulties in comprehending the English text and writing test which their lack of background knowledge leads them to their difficulties in associating the meaning of the text and problems in writing aspects. Even though the predictor (reading comprehension) and the criterion (writing ability) had a pretty strong relationship, they can be changed in opposite

directions and vice versa. Thus, the writer decided to investigate the correlation between seventh-grade students' reading comprehension and their writing ability at SMPN 102 Jakarta. Furthermore, this study would give valuable information which had different results from other studies before.

B. The Problem of the Study

Based on the background problem above, the study investigated the problem, as follows:

“Is there any significant correlation between seventh-grade students' reading comprehension and their writing ability at SMPN 102 Jakarta?”

C. The Objective of the Study

The purpose of this study was to determine whether there was any significant correlation between seventh-grade students' reading comprehension and their writing ability at SMPN 102 Jakarta.

D. The Scope of the Study

Due to the current condition of COVID-19, the writer was more considerate about the time, sample, and budget constraints. This study conducted correlational research on “The Correlation between Seventh Grade Students' Reading Comprehension and their Writing Ability at SMPN 102 Jakarta”. The writer focused on the seventh grade in Junior High School at SMPN 102 Jakarta in this study. In collecting the data, the writer used a reading comprehension test (predictor) and used a descriptive writing test for their writing

abilities (criterion). Then, the process of distributing the instruments and collecting the data from the samples were done online.

E. The Significances of the Study

From this study, the writer gave much information which hopefully will be helpful for the students, teachers, and other researchers:

1. For students, the result of this study will hopefully improve their language skills more than before. It will encourage them to do self-reflection for improving their reading comprehension ability and their achievement in writing.
2. For EFL teachers, the result of this study will hopefully become their guidelines for teaching reading comprehension and writing more efficiently to the students.
3. For other researchers, the result of this study will hopefully give helpful information for the researcher who will conduct researches in the same field/topic.