

CHAPTER I

INTRODUCTION

1.1. Research Background

Writing is one of the most important skills for foreign language learners in learning English. It is also one of essential skill that needs to be mastered by the students, especially in language learning context. Writing is very important in human life especially in realizing language communication as the result of the expression of thoughts, feelings, plans, and knowledge(Nejad, 2016). This is similar with Lin and Yang (2011) that states Writing is also one of the linguistic abilities to communicate ideas, concepts or give the readers a statement. In addition, writing also indicates academic success since writing is commonly used to measure and evaluate the students' academics(Ceylan, 2019). It includes several indicators of writing such as title, topic sentence, grammar used, diction, development, arrangement, and mechanic. Further, the students are expected to be able to master all of those indicators of writing.

Writing is a significant knowledge that pupils have to master. Adnan and Najogi (2019) assume that writing is a difficult skill to be mastered. This is also similar with (Muthoharoh & Anita, 2018)that states writing is the most difficult skill of other skills in language aspects. This is because it contains a lot of essential analysis components, such as contents, language use, organization, glossary, orthography, punctuation and mechanics. In addition, the capacity for writing thoughts should be

grasped. Learners must select a target, carefully plan it, think about its layout and syntactic organization. When writing, students must employ cognitive skills; people should examine the sources and compactly combine them. As one of the skills that should be learned by English Foreign Language (EFL) students that have responsibilities to express their ideas clearly and make readers understand about what they have written.

Many EFL students are still lacking in writing skill. This is supported by Adnan and Najogi (2019) that stated In reality, it is impossible to dispute that pupils have weaknesses in writing, such as vocabulary, punctuation, grammar, and so on. This is also similar with (Rahmatunisa, 2014)that found many Indonesian students who still faced difficulties in EFL writing organizing paragraph, remaining word classes, arranging the generic structure, making a conclusion, and putting punctuation. They also commonly only translate the word or sentence in Bahasa to English in which it make the writing not as natural as the native language (Ariyanti, 2016).Moreover, writing can be classified into two kinds of writing, which are functional writing and creative writing. Creative writing is the writing about express feelings, opinions, ideas, and reactions to the reader. Short story is one of the creative writing. (Ibnian, 2010) said that writing is the best way to promote creativity of students. He also stated that simulating creativity is the most effective way to teach writing.

Short story is a piece of prose fiction in creative writing. Short story writing is one of the creative writing products which are included in the form of narrative or fantasy essays (Fauzi & Pratama, 2020). As one of the literature works, short story can be a big help to build the students' creativity. This study were analyzing short story because the difficulty in making short story is in intermediate level. It can be easier to find a group of students that have written short story. The selection of short stories written by creative writing class students was also based on the consideration that creative writing classes proved to be a place where students were encouraged to make their imagination meaningful. By creative writing, students can create their own meaningful and valuable literary works (Hansen, 2020). However, writing creatively is hard not only for the beginner writer but also for the professional writer. There are two ways to become a better writer, "write a lot and read a lot". In language learning, Reading and writing are inextricably linked. Better writers are more likely to be excellent readers, and better readers are more likely to generate excellent writing.

Reading is one of the language skills which are very important in learning English. This is related to (Rumainah, 2018)that stated reading skill has played a role that is very important in learning English as a foreign language. Reading is a very great tool for swapping information in daily life and also for learning environment (Janthong& Sripetpun, 2010). It is important for the students to increase their knowledge by exchanging information with others like their friends, teacher and also family. A well-

read writer has a larger vocabulary, is more aware of linguistic subtleties, and can discern between poor and good writing. A writer who does not read is comparable to a musician who does not listen to music or a director who does not watch movies. Thus, reading must be trained early in order to make reading become a habit for the students and facilitate in learning the language.

Reading habit is needed not only in language learning but also in students' daily life. Every student's life requires them to develop a reading habit in learning environment or in their daily life (Oriog, 2015). Reading habit is an activity that someone doing for making a meaning (Septiarini, Rahmat, & Darmahusni, 2018). It can indicate that reading habit is not only about reading a text, book, magazine or newspaper, but also about a behavior in understanding the meaning of reading materials. However, most students are still lacking in reading habit. (Janthong & Sripetpun, 2010) said that reading habits plays a very significant role in learning to affect the success of reading comprehension. It is appropriate with (Suhana & Hryudin, 2017) that said the results of learning English at school in Indonesia are still far from the goals.

In the previous study of (Iftanti, 2012) conducted in East Java, showed that Despite the fact that they have been reading English since elementary school, the students do not appear to have excellent English reading habits. Only several students who identified have good English reading habits. They devote time to reading a variety of English books and have a strong desire to read English for enjoyment. The length of their

learning English did not seem to be able to nurture the respondents' good English reading habits. Culture and the existence of technology such as the internet, television, video games, and so on are some of the factors that contribute to a lack of reading habits.

Another study regarding to reading habit and writing ability also found the same result. It was a study conducted by (Nazali, 2020) in Tangerang which was purposed to know the correlation between students' reading habit and their writing ability in narrative text. The sample of this study was 30 students in grade 10 of SMK Bina Karya Kabupaten Tangerang in Academic Year 2019/2020. It was found that the result indicated that the correlation between students' reading habit and their writing ability in narrative text was low.

The study was conducted by investigating the quality of Creative Writing students' short story and their reading habit. The present study was used one short story of each student as the objects of this study. The total short story that was investigated in this study was six short stories. This study is important because the ability of writing is very hard to develop. Therefore, the result of this present study was expected to inspire the readers especially the students of Creative Writing in writing a good short story. Moreover, reading plays a major role in writing (Rosyida & Ghufon, 2018). However, the result of the previous study showed that the correlation between reading habit and their ability in narrative text was low. Thus, this present study was also conducted in order to know the reading habit of each student of Creative Writing. The different of this

present study with the previous study was the use of short story to be investigated.

The present study was conducted in Ganesha University of Education Singaraja because this university is one of the most favorite universities in Bali, especially in North Bali. It means that this university is one of the priorities for the students to study. This university placed in the middle of Singaraja city that means this university is reachable. This university also has several libraries with adequate facilities for reading like books, journals, comics, magazines, etc. It is also make the students can access the internet easily in order to search the reading material that they interest in. If the students' reading habits can be increased, they will be able to be a competent writer. The students will be able to know many vocabularies and style in writing, so they can write a good writing if they read a lot of reading material and become accustomed in reading.

1.2. Problem Identification

Based on the background of this study, many EFL students in Indonesia are still lacking in writing skill. Thus, EFL students in Bali, especially in Singaraja are also indicated to have poor writing skills especially in creative writing. Moreover, it will be difficult in writing creatively. It was supported by Cahyono and Mulyaningsih (2020) that stated creativity is hard because it contains a rich and creative language, funny and contains motivation in the way of solving the problem of the story. The students cannot organize their ideas because they have lack of ideas (Ibnian, 2010). In order to get ideas, reading usually become the best

way. Reading is the key in getting ideas (Huang, 2019). Therefore, an investigation was needed in order to find out what is the quality of writing short story of Creative Writing students. It was also needed to find out the students' reading habit to be associated with students' writing skills.

1.3. Limitation of the Research

The present research was limited on 2 things. The first one was the students who will participate this research is the students of English Language Education in seventh semester who choose Creative Writing course as a concentration class. The second one was the researcher conducted the research only in short story production of creative writing students in English Language Education.

1.4. Research Questions

Based on the background above there are two research questions in this research, as follows:

- 1.4.1 What is the quality of writing short story of Creative Writing students?
- 1.4.2 How is the English reading habit in Creative Writing Class?

1.5. Research Objectives

- 1.5.1 To investigate the quality of writing short story of Creative Writing students
- 1.5.2 To identify the English reading habit in Creative Writing Class

1.6. Research Significances

The significance of this study demonstrated how it may be beneficial and contribute to a variety of fields. The current research was intended to be both theoretical and empirically beneficial.

1.6.1 Theoretical Significance

The result of this study is expected to give contribution to short stories analysis, especially in analyzing the quality of short story. Furthermore, the result of this study is expected to give students another perspective about reading habit that can inspire an idea in writing through reading.

1.6.2 Practical Significance

The present study is expected to be useful for several parties, as follows:

a. For the students of Creative Writing:

The result of the present study is expected to be useful for the students of Creative Writing or the students who want to write short story. As the present study analyze the short story is using short story grading rubric, the result of the short story analysis is expected can provide an overview of the characteristics in writing a good short story.

b. For Future Researchers:

Future researchers could use the result of this study to give them more information in order to produce more intensive research by

investigating the same moderator and variables with writing short story and reading habit. This present study could be used as a reference and source of the citation for the future researchers.

