

## **The Influence of Reading Intensity toward Writing Skill**

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### ***Abstract***

The aims of this research are to find of reading intensity, to examine the student' writing skills, and to probe the influence of the students' reading intensity toward the students' writing skill. By applying descriptive quantitative approach and using correlation research, the subject of the study are the third year students of SMP N 1 Grabag, Kab. Magelang, in the academic year of 2008/2009. Meanwhile, the sample of the research are 40 students of two classes that are taken by applying stratified sampling technique. Furthermore, there are two variables that are analyzed. They are students' reading intensity as independent variable and students' writing skill as dependents variable. Based on the calculation of the critical  $r$  in the level of significant of 5%, the writer found that  $r_{xy}$  arithmethical is higher than  $r_{xy}$  table. Therefore, there is influence of reading intensity toward writing skill.

**Keywords:** *Reading, Intensity, Writing*

### ***Abstrak***

Tujuan dari penelitian ini adalah untuk mengetahui intensitas membaca, dan kemampuan menulis siswa, serta meneliti pengaruh intensitas membaca siswa terhadap kemampuan menulis. Dengan menerapkan pendekatan deskriptif kuantitatif dan penelitian korelasi, peneliti memilih siswa kelas 3 SMP N 1 Grabag, Kab. Magelang tahun akademik 2008/2009 sebagai subjek studi. Sedangkan sampel dari penelitian ini berjumlah 40 siswa dari 2 kelas yang diambil berdasarkan teknik pengambilan sampel secara stratifikasi. Ada dua variabel yang dianalisis; intensitas membaca siswa sebagai variabel independen dan kemampuan menulis siswa sebagai variabel dependen. Berdasarkan kalkulasi kritikal  $r$  pada level signifikan 5%, penulis menemukan bahwa nilai aritmatikal  $r_{xy}$  lebih tinggi daripada nilai pada tabel  $r_{xy}$ . Sehingga, terdapat pengaruh intensitas membaca terhadap kemampuan menulis.

**Kata kunci:** *Membaca, Intensitas, Menulis*

## **Introduction**

Reading has important roles for students. The students can describe their imagination deeply because of reading. It is one of important thing for students' life, because reading gives students' horizon, reading also makes students increase their knowledge. Through reading they are able to know more what they want and also make them increase and progress their knowledge. Moreover in this period, when technology and information develop quickly, reading is important thing in their future life. It is especially in order to make the students are not left behind in science and technology. It is because of reading helps students minting a competence and fluency in speaking, listening, and writing.

Most of students do not realize that reading has important roles for them. One of the factor why the students do not realize it is because their teacher seldom to support them. One of the ways to support them is by explaining the importance of reading when the teachers teach their students in some occasions.

### ***The problem of reading***

The problem of reading consists of two kinds. They are internal and external factors. Those factors are comprehension of the text, to get main idea and intern problems such as lazy, busy, etc. The comprehension of the texts are not easy to understand if the students less in vocabulary, because to understand it they need know more vocabularies. Beside mastery in vocabulary the students have to learn the way of reading, in order to make it enjoy and easy to understand the texts. Without comprehension, reading may prove to be almost useless.

The external factor is environment. Environment influences the students' reading intensity. When most of their friends dislike reading will

influence them to read too. Once more for external factor is training for reading. When the students don't get training for reading, reading speed and always tired when they read book, there is no desire and boring because of low in reading. Those are some of external factor influence in reading ability.

### ***Students' ability***

Students' ability in reading is complicated. There is a student who understands directly after read a book and the second one is low in comprehension. It happens because of some elements important influence the student's ability in reading. Some of those elements are: physical health, mental health, intelligence, maturity, background of experience, attitude of the learner and attitude of the teacher (Dalman, 1982:27). Some elements above we need to be aware of interrelationships among them.

### ***Students' Motivation on reading***

Motivation of the students has important influence in their reading ability. There is student, when he studies English in Senior High School really realize that it has close relation with science development, but in another side those are some students look English subject as a difficult one. They inclined to avoid the subject. One more type of students regarded English subject. They do not realize that English has close relation with science discipline for rising and developing science. Shortly, students as one of primary element in teaching and learning process, has important influence to make activities Reading book to be success or no.

In teaching English knows some methods to teach English such as direct method, functional method, grammar translation method etc. Recently, most of teachers look that Communicative method is a suitable method. The writer assumes that model of teaching English in junior high school is not aim at exercise in Reading mastery. In junior high school, generally the

exercises aim at doing the task of questions structure, memorizing and make short dialogue and also answer the teacher's question by using English.

If the most needed by student is Reading ability, why in teaching English subject doesn't show up more in reading ability especially in junior high school. The Comprehension of reading mastery will influences students writing skill, listening and also speaking skill.

### ***The Influence of Reading Toward Writing Skill***

A student's ability to write will be greatly enhanced through better reading skill. Reading abilities improve through preparation, planning and practice. To increase their writing skill make the reading as the habit, because to write a text that is scientific text needs knowledge broadly. The student can achieve knowledge broadly through reading books. It means we have to realize that writing is more difficult than other skill (reading and speaking skill). Some people assumed that accomplished writers simply sit down and write out the perfect letter in paragraph, essay or in other document from start to be finish in one sitting.

Reading has influence for the student towards their writing skill. Generally, the students have problems in their writing especially to make a scientific written to fulfill their task. Some factors influence them. The first factor is less in reading. Beside those factors the students need about how to write effectively. To write effectively, one must choose a method that is orderly and logical should progress from topic selection, to research, to composition, and finally to completion of the work. Realize or unrealized the most difficult part of writing is getting started. With practice and patience, writing will become expressive, creative and consistently easier. The writer suppose if the student always read book daily, his writing skill will be achieve easily. But, if student low in reading his writing skill will decrease.

From the explanation above, the writer is interested to research the students of the junior high school (SMP N) 1 Grabag in their reading intensity and their writing skill. They are, first to find reading intensity of the third year student third year students of SMP N 1 Grabag Kab.Magelang in academic year of 2008/2009. Next propose, to find the students' writing skill of third year students of SMP N 1 Grabag. And the last is to find out the influence of the students' reading intensity towards the students' writing skill.

### ***Reading Intensity***

Reading is the process of finding meaning in written character of symbol and of interpretation and analyzing text; reading is the complements of writing (Beene and Kopple, 1992:12).

As we know, reading is needed by students to increase their knowledge and also to know more about the information. The students who have high intensity in reading will make them increase their information. While, the students who have low intensity in reading they will have less information.

Reading is a process of transferring data from the book into brain. It needs concentration to make easy catch the message in the book, but it is not easy to apply it. Most of the students do not know how to get it easy, especially for them who still in junior high school.

### ***Writing skill***

Writing is clearly system of human intercommunication bu means of conventional visible mark (Gelb, 1952:12). To achieve the students' writing skill, one of the ways is by improving their reading portion. Basically, there are many ways to make our reading more meaningful and helpful. There is no

best way. It depends on the condition of students themselves. The teacher and the students should find the suitable techniques for it.

### **Research methodology**

In this research, the writer presents what kind of the research approach used. The writer used descriptive quantitative approach. The writer looks all of the students as sample in this research by entering their classroom and asks them some questions.

The goals this approach is to make the phenomena and facts become true and clear systematically and accurately. Descriptive method in this research includes collecting and analyzing data, finding model and drawing the conclusion based on the data. Without description first, to find data and make a conclusion is not easy, so the writer uses descriptive method.

Type of this research is descriptive correlation research. Correlation research is intended to determine whether there is a possible relationship between two or more existing variables and how far the relationship. Here, the writer inventing towards writing skill calculated by using arithmetical and product moment correlation techniques. Based on the data collected this research includes quantitative research.

In this research, the writer takes two classes of the third year student of SMP N 1 Grabag. The writer takes twenty students in a class. So, the total sample in this research is forty students.

In this thesis, the writer used stratified sampling. Stratified sampling is technique of taking sample by some subject from population. Not the total population becomes sample. There are only 40 students considered as the sample.

In this research, the writer uses primary and secondary data collections. The primary data, collection used questionnaire and test. The second data is interview and documentation.

## Discussion

There are two variables that are analyzed, independent variable and dependent variable. Independent variable is students' reading intensity. Dependent variable is student's writing skill.

To get data of the students' reading intensity easily, the writer used questionnaire. The questionnaire consists of fifteen items. There are four choices in each question. The techniques of scoring questionnaire are as follows:

- a. Alternative of response A is scored 4
- b. Alternative of response B is scored 3
- c. Alternative of response C is scored 2
- d. Alternative of response D is scored 1

The total result of reading intensity from the questionnaire of the third grade students of SMP 1 Grabag from total 40 students is 1.871. Whereas, the total score for the writing skill is 2.061.

To get the percentage of reading intensity and writing skill and the influence of reading intensity towards writing skill, the writer is going to use the formula as follows:

### 1. *Arithmetical Calculation*

- a. To find out the score of reading intensity, the writer uses the formula:

$$P = \frac{\sum x}{N \times 100} \times 100\%$$

P = The score obtained

$\sum$  = the sum of the score X/Y

$$P = \frac{1871}{40} \times 100\%$$

N = the sum of the sample

$$40 \times 100$$

$$P = 46,78\%$$

Note: the result score of reading intensity is 46,775%

b. To find out the score of writing skill, the writer uses the formula:

$$P = \frac{\sum x}{N \times 100} \times 100\%$$

$$P = \frac{2.061}{40 \times 100} \times 100\%$$

$$P = 51,53\%$$

## 2. Product Moment Correlation Analysis

To find out the product moment of the data, firstly the writer counts the square and the multiple of x and y. The results found that the score of  $x^2$  is 89.173 and the score of  $y^2$  is 111.565. The result of  $x \cdot y$  is 97.764.

$$r_{xy} = \frac{\sum xy - \left\{ \frac{(\sum x)(\sum y)}{N} \right\}}{\sqrt{\left\{ \sum x^2 - \left[ \frac{(\sum x)^2}{N} \right] \right\} \left\{ \sum y^2 - \frac{(\sum y)^2}{N} \right\}}}$$

$$r_{xy} = \frac{97.764 - \left\{ \frac{1.817 \cdot 2.061}{40} \right\}}{\sqrt{\left\{ 89.173 - \left[ \frac{(1.871)^2}{40} \right] \right\} \left\{ 111.565^2 - \frac{(2.061)^2}{40} \right\}}}$$

$$r_{xy} = \frac{1.360,725}{2.983,493}$$

$$r_{xy} = 0,456$$

- Testing of criteria

When  $r_{xy \text{ arithmetical}} \geq r_{xy \text{ table}}$ , it means nothing nil hypothesis is refused.

- Conclusion

From the result of statistical experiment, it shows that  $r_{xy \text{ arithmetical}}$  is 0.456 while  $r_{xy \text{ table}}$  is 0.312. So it can be called that  $r_{xy \text{ arithmetical}} > r_{xy \text{ table}}$ .

- Interpretation

From the result above, it means nothing nil hypothesis is refused. In other words “there is any influence between students’ reading intensity and their writing skill.”

### ***Hypothetical conclusion***

After the writer presents the calculation above, the writer formulates the hypothesis as follows. The score of reading intensity of the third year of SMP N 1 Grabag Kab.Magelang is good enough. It is proved by the percentage of students’ reading intensity which is 46.78% from the highest percentage of 80%. The score of writing skill of the third year of SMP N 1 Grabag Kab.Magelang is good. It is proved by the percentage of their writing skill which is 51.53%. Afterwards, statistical hypothesis that says “There is no influence of reading intensity toward writing skill of the third year of SMP N 1 Grabag Kab.Magelang in the academic year of 2008/2009” is refused, because after consulting the critical r in the level of significant of 5% the writer found that  $r_{xy \text{ arithmetical}}$  is higher than  $r_{xy \text{ table}}$ . The result of  $r_{xy \text{ arithmetical}}$ : 0.456 while  $r_{xy \text{ table}}$  is 0.312. So the writer concludes that there is any influence of reading intensity toward writing skill.

### ***Review of research result***

Based on arithmetical calculation on the students' reading intensity, the writer that the score of it is 46.78% and the score students' writing skill is 51.53%. It can be called that the score of the students' reading intensity and the score of the students' reading intensity and the score of students' writing skill is good enough. It is proved by their calculations that show the score of both variables.

Based on the calculation of product moment correlation analysis, the writer found that the arithmetical  $r = 0.456$ . to know the correlation of variable X and Y, the arithmetical calculation score should be compare with table r. the result is arithmetical calculate is higher than table r because  $r_{xy}$  arithmetical 0.456 while  $r_{xy}$  table is 0.312. it means writing skill of the third year students of SMP N 1 Grabag.

Based on the field research, most of the students of third years student of SMP N 1 Grabag who have high intensity reading are read books when they have leisure time. Most of them use their leisure time or break time to reads books. Sometime, they go to the library and read some books to increase their reading ability. Library is one of the facilities that support them. The library is an important part of the system of learning, even to increase their reading. The library is where the student can become educate and find extensive information or almost any subject of the present or past.

Madding is one of the facilities to apply their writing skill in the school. In the fact, the students who have high in their reading intensity are always written some article or paper in their madding school. They also do the task about writing skill perfectly and collected to their teacher quickly.

Reading is one a way to increase some writing skill elements. When the students read some books, automatically their information, knowledge, and experience will advance. It makes them easy to write what they want

based on their information, knowledge and experience. So, read books give a large number benefits to the students towards their writing skill.

### **Conclusion**

Based on the data analysis on the previous chapter, the writer concludes the result of those analyses as follows: the reading intensity of the third year students of SMP N 1 Grabag Magelang is good enough. Most of some aspects of school support them to increase their reading of English book. The score of reading intensity is 46.78%.

The writing skill of the third year students of SMP N1 Grabag Kab.Magelang is good enough. It can be seen from the score of writing skill test. The result of this calculation shows that the score of students' writing test is 51.53%

Based on the arithmetical product moment, calculation  $r$  arithmetical is higher than  $r$  table. It is proved by  $r_{xy}$  arithmetical: 0.456 while  $r_{xy}$  table is 0.312. It means there is any influence of reading intensity towards writing skill of the third student of SMP N 1 Grabag. Students reading intensity is independent variable and dependent variable is students' writing skill.

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