

CHAPTER I

INTRODUCTION

1.1 Background

Reading activity plays an important role for human. It can show a development of a country. In some developed countries, people become life-time readers because reading cannot be separated from their activities. Reading is a fun habit for them. It is very different from Indonesian people who live in a developing country. Reading frequency of Indonesian people is low. Reading is not considered as a need for them. In other words, reading has not yet become a habit for most Indonesian people. In 2003, Central of Bureau of Statistic (BPS) reported that Indonesian people prefer watching television to reading. About 84, 94 % of people liked watching television and only 22, 06 % liked reading magazine and newspaper. This was also shown in 1993 that 65 % of the people liked watching television and only 23, 31 % of the people liked reading magazine or newspaper. Based on the data of the BPS above, it can be seen that television programs have eroded the reading habit of the people.

Based on the World Bank report number 16369-IND and the International Association for the Evaluation of Education Achievement (IEA) study in East Asia in 2000, the frequency of reading habit of the children in Indonesia was the lowest of all countries in Southeast Asia. The frequency was only 51,7. It was lower than Philippines (52,6), Thailand (65,1), Singapore (74,0) and Hongkong (75, 5).

There are many factors which influence why Indonesian people reading frequency is low. First, lack of interest and motivation in reading and making reading as habit. Tampubolon (1987:228) states that there is not reading habit if there is no interest. Second, lack of the reading skill such as eyes movement and reading technique mastery. Besides that, Artana (2008) states that there are five factors that make reading frequency of Indonesian people low. First, chatting habit roots strongly in daily life of Indonesian people. Second, technology development, especially television. Television makes Indonesian people prefer watching to reading. Third, the lack of reading interest of Indonesian people to read books, newspapers or magazines. Fourth, the education system. It means reading habit has not become a part of curriculum at elementary school, junior high school and senior high school and even university. Fifth, the poor economy condition causes people unable to buy books. Buying a book is put in the lowest priority by Indonesian people. The factors above illustrate that most of Indonesian people do not know well the importance of reading for their lives. If they know the use of reading well, reading will be their habit and need.

According to Addler (1967) in Harras, et al (2007: 1.4) reading is a basic tool in living a good life. Besides, Roijaker in Harras, et al (2007) states that reading can develop someone totally. In addition, it helps someone follow the new development in her surrounding.

In his writing *Membaca Cepat Menjawab Tantangan Abad Informasi*, Soedarso (1987) in Harras, et al (2007: 1.6) says that in the information era people are

demanding to read more. If people do not read, they will be left behind. Hence, the function of reading here is to get information.

In line with the importance of reading, there should be a strategy to build reading habit of the people. One way to build reading habit is to provide people with various texts books because everybody has different need.

Today there are various reading books both for pleasure (such as short stories, poems, humorous fiction, novel, newspaper, etc) and for studying (such as textbooks across curriculum, etc). According to Tampubolon (1987:211) when reading books for pleasure the readers usually do not need more concentration because the purpose of this reading activity is only to fill their spare time, to satisfy their need and to get imagination. Besides, the reading speed in reading for pleasure is also usually higher than that for learning. Meanwhile, in reading book for learning, the reading speed of the reader is flexible, depending on the material. If it is easy, the reader can read fast. But if it is difficult, the reader can read slowly. The reader needs more time and more concentration to understand the content of the material. Thus, this shows that the reading ability of the reader is different. There are a slow and a fast reader.

Yap (1979) suggests that the reading ability of readers is determined by their reading frequency. It means that the amount of time which is used by the readers to read the book influences the reader's reading ability. The more the reader read, the easier the reader comprehends the material of the book so that they only need a little time to read. In addition, Yap reveals:

“ Faktor-faktor yang mempengaruhi kemampuan membaca sebagai berikut: 65% ditentukan oleh banyaknya waktu yang digunakan untuk membaca, 25% oleh faktor IQ, dan 10% dari faktor-faktor lain yang berupa lingkungan sosial, emosional, dan lingkungan fisik.” (The influential factors of reading ability are 65% reading frequency, 25% IQ, and 10% other factors such as social environment, emotional, and physical environment).

The statement above implies that reading ability can be improved by reading many books. In other words, if reading book has become a habit, it will improve reading ability. It is because readers have an experience in reading so that they know how to read a book and how to comprehend the content of the book well.

For those reasons, this research investigates the correlation between students' reading frequency and their reading ability. Hopefully, this can provide information about students' reading frequency and its influence on their reading ability.

1.2 Statements of the Problem

This study was carried out to find answer to the following questions:

1. What is the level of students' reading frequency?
2. What is the level of students' reading ability?
3. Is there any correlation between students' reading frequency and their reading ability?

1.3 Aims of the Study

The aims of the study are:

1. To find out the students' level of reading frequency
2. To find out the students' level of reading ability
3. To find out whether or not there is a correlation between students' reading frequency and their reading ability.

1.4 Scope of the Study

This study primarily focuses on finding and identifying whether or not there is a correlation between students' reading frequency and their reading ability.

1.5 Significance of the Study

The result of this study can hopefully be able to:

1. find out the students' reading frequency and their reading ability.
2. give the information to people who are interested in trying to improve their reading ability.
3. be a basic data for the teachers, students and those who are interested in teaching reading techniques that can be used to improve the students' achievement in reading subject.
4. give the information to the researchers who probably want to investigate reading ability in the future.

1.6 Hypothesis

According to Hatch and Farhady (1982), a hypothesis is “a tentative statement about outcome of a research.” Related to the problems mentioned earlier, the researcher proposed the hypothesis as follows:

Ha: there is a positive correlation between students' reading frequency and their reading ability.

1.7 Research Method

1.7.1 Method of Study

The method used in this study is descriptive method with an ex-post facto design. The research applied a descriptive statistic with a correlation. Arikunto (2000,p.64) said that correlation is a research that is intended to find out whether or not there is a correlation between two or more variables. The researcher need to measure how high and significant the correlation is. No manipulation is done to the variables. No treatment is given to the learners either.

1.7.2 Population and Sample

The population of the research is the sixth semester students of English Department of UPI Bandung class of 2005. This choice is because the writer has acces to the students. In addition, they are assumed to have more reading activity and therefore have more text types.



In this research, the sample consists of 30 students from English Education B as the sample from the whole population of 186 students.

1.7.3 Data Collection

This research collected the data by using the following instruments:

1. Questionnaire

The questionnaire was implemented to obtain the data on reading frequency of the semester 6th students of English Department in reading English text. To make it easy to understand, the questions in the questionnaire were written in Bahasa Indonesia, as the first language of the respondents.

2. Reading Test

This instrument was used to collect the data on students' reading ability.

3. Students interviews

The sample students were interviewed informally about their reading frequency, kinds of book that they read and their interferences in reading. Interviews were audio taped and transcribed.

1.7.4 Data Analysis

In analyzing the data the writer used several steps. They are as follows:

1. Distributing questionnaires and reading test to students and then scoring them.
2. Estimating the distribution normality of the data of questionnaire and reading test.

In terms of simplicity, the computation of normality uses SPSS 12 (Statistical

Package for Special Sciences) with the equations of *Kolmogorov-Smirnov* and *Shapiro-Wilk*. The result is in two conditions: If the distribution is normal, the correlation analysis uses *Pearson Product Moment*. Meanwhile, if it is not normal, the correlation analysis uses the *Spearman rank order correlation* technique.

3. Classifying and interpreting students' reading frequency to find the level of students' reading frequency as follows:

Table 1.1

Criteria for the Classification of Students' Reading Frequency

Students' Reading Frequency	Classification
+ 3 times / week	High
2-3 times / week	Moderate
0-1 time / week	Low

4. Classifying and interpreting students' reading test score to find the level of students' reading ability as follows:

Table 1.2**Criteria for the Classification of Scores in Reading Ability**

Score	Reading Ability Level
80 - 100	Good to excellent
60 - 79	Average to good
50 - 59	Poor to average
0 - 49	Poor

(Harris, 1969:134)

After the levels of each variable have been found, the process goes on by finding out the correlation between the two subjects. As stated before, the data are computed based on kinds of normality of the data. If it is normally distributed, the computation employs *Pearson Product-Moment*. The formula is as follows:

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

Where: r = correlation coefficient

N = the numbers of pairs of measurement

x = result of students' reading frequency (variable x)

y = result of reading ability (variable y)

Σ = sum

Meanwhile, if the data are not normally distributed, the computation is supposed to use Spearman Correlation for Ranked Data. The formula will look like this.

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Where: D = the difference between each pair of ranks

D^2 = the square of those differences

n = the number of pairs of rankings

5. Determining whether there is a correlation between the two data or not. Although there is a correlation, it must be investigated further to find its significance. The decision of whether it is significant or not is made by comparing the value r (correlation coefficient) or r_s with the level of correlation in *Pearson Correlation* (for the data that is normally distributed) or in *Spearman Correlation* (for the data that is not normally distributed). The level for the correlation will be .05. The value is common for use in social science. After that, the value r (correlation coefficient) is consulted to the table of r coefficient interpretation to investigate the strength of the correlation.

Table 1.3

r Coefficient Correlation

r Coefficient	Correlation
0.00-0.199	Very weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.00	Very strong

(Sugiyono, 2007:257)

6. The last, interpreting and discussing the findings and obtaining the conclusion followed by the likely recommended suggestions.

1.8 Clarification of Terms

To avoid the possibility of misunderstanding of the investigated problem, the writer clarifies the terms used in this study.

1. Correlation is defined as relationship between students' reading frequency and their reading ability.
2. Reading frequency is defined as how often the respondents spend their time on reading.
3. Reading ability is defined as the ability to answer the questions after reading.

1.9 Organization of the Paper

The paper is presented in five chapters. They are introduction, literature review, research method, findings and discussion, and conclusions and suggestions.

Chapter I Introduction

This section contains introduction which discusses background, statements of problem, aims of the study, scope of the study, significance of study, hypothesis, research method, clarification of terms, and organization of the paper.

Chapter II Literature Review

This chapter describes the theories related to the main issue of the paper.

Chapter III Research Method

This section presents how the study is conducted. It covers the method of study, procedures for choosing population and sample, procedures for collecting data, and how data are analyzed.

Chapter IV Findings and Discussion

The chapter reports the result and findings of the study.

Chapter V Conclusions and Suggestions

This chapter consists of conclusions and suggestions in accordance with the research findings.

