

**THE RELATIONSHIP BETWEEN READING HABIT AND SPEAKING
SKILL OF THE ELEVENTH GRADE STUDENTS OF BOEDI LUHUR
VOCATIONAL HIGH SCHOOL IN THE 2019-2020 ACADEMIC YEAR**

A PAPER

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BY

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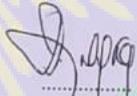
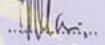
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ABSTRACT

JULIA EVIANA. NIM: 1501055053. *THE RELATIONSHIP BETWEEN READING HABIT AND SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF BOEDI LUHUR VOCATIONAL HIGH SCHOOL IN THE 2019-2020 ACADEMIC YEAR*. A Paper, The Study Programme of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof. DR. Hamka, Jakarta, 2020.

The objective of this study is to find whether or not there is a relationship between reading habit and speaking skill of the eleventh grade students of Boedi Luhur Vocational High School in the first semester of the 2019/2020 academic year.

The method of this study was a quantitative method of a correlational approach to analyze the relationship between reading habit and speaking skill. The data were collected in a form of reading habit questionnaire and a score of speaking skill. The sample of this study were the students of Boedi Luhur Vocational High School. The results showed that 2 out of 28 students have low reading habit score, 8 students have medium reading habit scores, 17 students have reading habit scores, and 1 students have very high reading habit scores. The result of the Pearson's Product Moment correlation calculation found that $r_o > r_t$ ($r_o=2.77$, $r_t=0.317$, $df=26$, $p=0.05$), meanwhile the significance test also shows that $t_o > t_t$ ($t_o = 5.47$, $t_t = 68388$, $df = 27$, $p=0.05$). From the result of the

calculation above, H_1 is accepted and H_0 rejected. It means there is correlation between students' reading habit and their speaking skill.

From the findings of the research, the writer concludes that there is a relationship between reading habit and speaking skill of the eleventh grade students of Boedi Luhur Vocational High School on the first semester in the 2019/2020 academic year.

Keywords: *reading habit, speaking skill.*

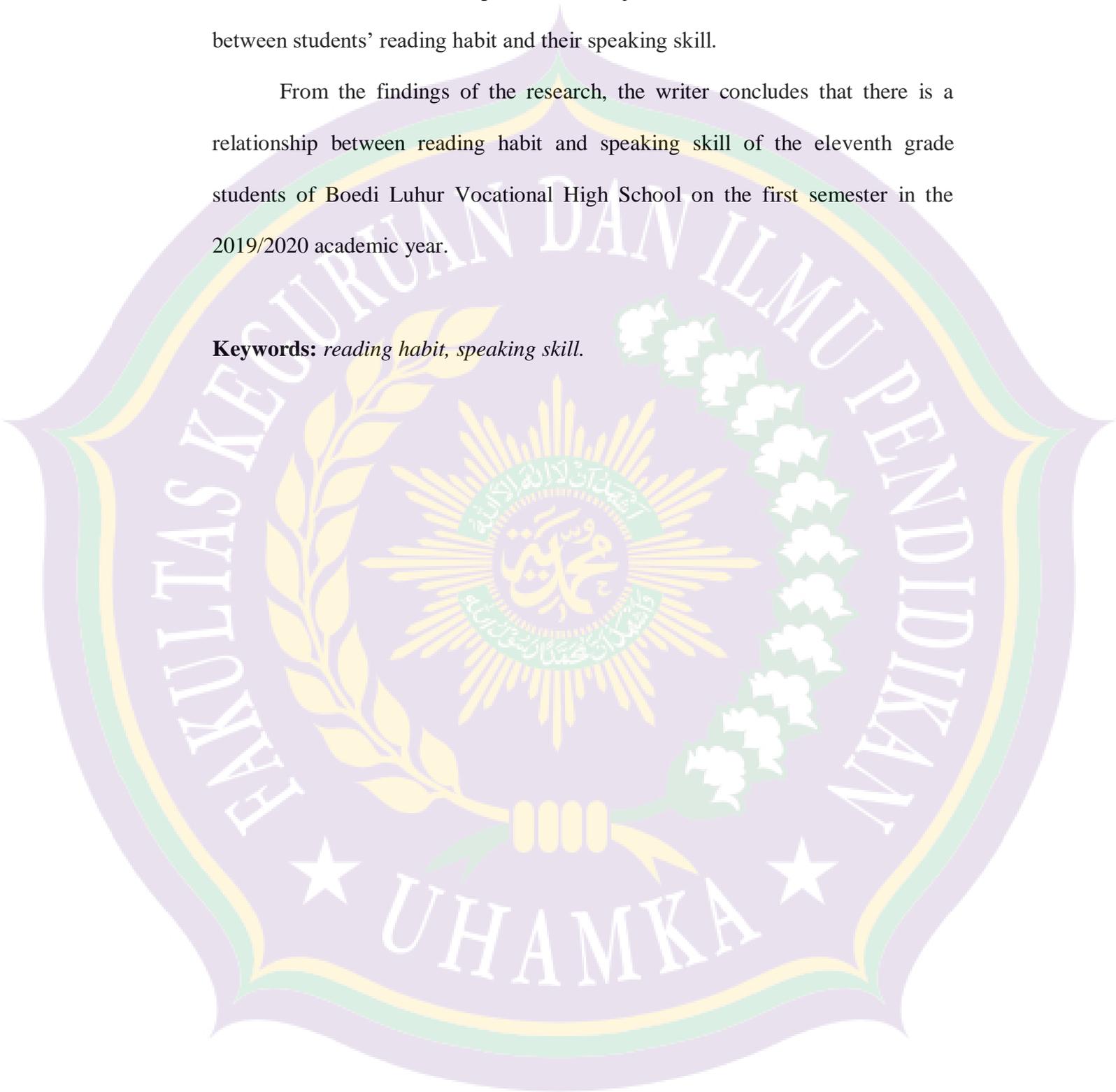


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CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is one of the foreign languages which students compulsorily learn at junior and senior secondary schools. There are four basic language skills that students need to learn in order to be able to use the foreign language that they are learning; they are listening, speaking, reading, and writing. Reading and listening are called receptive skills in which people receive the information, while writing and speaking are called the productive skills because people produce the language to convey information.

Speaking is the language skill in which communication activities mostly take place. Through speaking, people present their intentions, ideas, hopes, and viewpoints. Eko (2015:64) quoting Harmer (2001) states,

There are three reasons why people communicate. The first reason is that people communicate because of the fact that they want to say something. It refers to intentional desire the speaker has in order to convey messages to other people. The second reason is that people communicate because of the fact that they have some communicative purposes. By having some communicative purposes, it means that the speakers want something to happen for the purpose of what they say. The third reason is the consequence of the desire to say something and the purpose in conducting communicative activities. (Eko, 2015: 64).

Speaking is one of the language skills that the students need to learn and as a corollary, the teacher has to teach it to the students in the English subject. To teach speaking effectively and successfully, teacher needs to employ the various methods and teaching strategies. Nazara (2011: 33) quoting Nunan (1999: 241) emphasizes that for speaking classroom, learners should be given the maximum number of opportunities to practice the target language in the meaningful contexts and situations. The opportunities are the integral part of speaking class. The main task of an instructor is to assist the student understand the mechanical elements of language (pronunciation, grammar, and vocabulary), elements of language functions, and elements of sociocultural norms by providing the authentic exercises and preparing them to interact into the real communication. Instructors need to help the students produce the grammatical expressions, logical, and according to the situation of the speaking, and using an acceptable pronunciation. (Nazara 2011: 33)

Furthermore, Sofyan et.al. (2015 : 18) quoting Brown (2004 : 172) point out that speaking has five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Students have to realize this component. Before they speak, they have to know what they are going to say. Therefore, they need to have many ideas in their minds about what they will say. (Sofyan et.al.2015:18)

In conclusion, Speaking is a language skill that mostly involves oral communication activities. People show their intentions, ideas, hopes, and points of view through conversation. Speaking is one of the language skills that students

need to learn and teachers have to teach using various teaching techniques and strategies in order to be effective and successful. Speaking consists of five components: grammar, vocabulary, comprehension, fluency, and pronunciation. These components must be realized by students so they know what they are going to say before speaking.

In fact, to help the students produce the good pronunciation, grammar, and vocabulary, the teachers can ask the students to improve their reading habits. Through reading habits, the students are more likely to understand it because there is a process of repetition and habits. According to Nuning (2017: 1) various surveys indicate very low rates of reading interest in Indonesia. In 2015, National Library released data shown only 10% of Indonesian who are in the age above 10 years old are interest in reading. It proves that reading habits in Indonesia is very low, even though reading habits can be a source of learning speaking. (Nuning, 2017: 1)

From the writer experience, when the writer conducted teaching practice program at schools, students did not feel confident when speaking in class or in public because of their limited vocabulary. But some students were very comfortable to speak in front of the class or in public even to participate in speaking competitions. According to the English teacher at the school that the speaking skills of eleventh grade students in Boedi Luhur vocational high schools were not good because some students thought that speaking in English was a difficult thing to do. Only a few students find it easy because they have an interest and desire to learn. This makes the writer interested in investigating whether or

not there is a relationship between students' reading habit and their speaking skill and that is the reason why the writer chose *The Relationship between Reading Habit and Speaking Skill of the Eleventh Grade Students of Boedi Luhur Vocational High School in the 2019/2020 Academic Year* as the title of this paper.

B. The Formulation of the Research Question

Based on the background of the study the writer formulates the question of the research as follow: "Is there any relationship between students' reading habits and the speaking skills' of the eleventh grade students of the Boedi Luhur Vocational High Schools in the first semester of the 2019-2020 academic year?"

C. The Scope and Limitation of Study

Based on the formulation of the research question, the writer limits the study on the relationship between reading habits and student speaking skills in term of expressions of opinion and thought and extended expressions of hopes and wishes.

D. The Objective of Study

The objective of this study is to find the empirical evidence of whether or not there is relationship between reading habits and speaking skill

of the eleventh grade students in the Boedi Luhur Vocational High School in the academic year 2019-2020.

E. The Significance of Study

Hopefully, the result of this study is expected to broaden the perception of the writer in terms of the students' reading habit and their speaking skills, in particular, and of the readers, in general.



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