

## **Chapter One**

### **Introduction**

This chapter provides an overview of the research background, a review of previous studies, the study setting, the issues encountered in the research site, the significance of the research, and the research objectives. Additionally, it outlines the issue of identification, scope and focus, the research question, objectives, importance for all parties involved, and the arrangement of chapters. The research question provides a guiding principle for the analysis, while the objectives outline the detailed research objectives. The importance of the research is also examined, along with the organization of the chapter.

#### **Background of the research**

Many factors influence reading skills. One of them is reading habit. Reading habit is an organized and thoughtful study schedule that has enabled students to understand academic material and pass tests. According to Gardiner (2005), reading habits could stimulate learners' productivity and creativity. Moreover, a reading habit is an activity that requires reading frequently, continuously, and being embedded in an individual's daily routine (Issa et al., 2012). Reading habits are beneficial for students as some studies revealed that they enhance the students' academic performance. According to Linuwih (2020), Reading habits influence students' academic performance. In addition, the study of Pham (2021) shows that having a reading habit would improve reading comprehension achievement. Reading habits may have a great influence on students' academic achievement, as well as on their productivity and creativity.

Reading is the process of interpreting a set of textual symbols by examining them. Students use any written language to express information, meaning, and message in this activity. Reading is one of the essential activities for every learner especially language learner

for the reasons that it is a process that can be used to obtain message, information, and even knowledge. Reading helps with language acquisition, claims Harmer (2007). Students improve with reading more if they can comprehend what they read, which is assumed to happen. Reading has also a lot of benefits, according to Pradani (2021), reading can increase the insight and knowledge, can increase vocabulary, can reduce stress, can train to be able to write well and improve memory quality.

According to Wati (2017), creativity is a key component in the writing process that has a significant role in producing written work of excellence. Engaging in creative writing assignments actively allows students to improve their writing abilities. Furthermore, effective communication, good interpersonal abilities, and a high level of creative intelligence are all necessary components of creative writing. Therefore, creative writing serves as a valuable instrument in the process of learning English as a Foreign Language (EFL). It enhances language acquisition, develops creativity, and enhances communication abilities. Teachers may create a stimulating atmosphere that stimulates and enables language learners to get into their imagination and improve their linguistic abilities by providing ways for creative self-expression in English.

Creative writing is expressing and enhancing creative intelligence through writing novels, short stories, poems, and other textual genres, using language to express thoughts and describe images in one's mind according to Nikolouli (2023). According to Harper (2023) creative writing involves linguistic, interpersonal, and creative intelligence, which is the ability to imagine new, distinctive, and unusual things. In addition, Mohan (2020) defined creative writing as "the ability to harness creative thoughts and put them into writing using good sentence structure." As described by Harper (2023) and Mohan (2020), creative writing is characterized by the expression and enhancement of creative intelligence through the use of a variety of textual genres, such as novels, short stories, and poetry. Küçükali (2014)

pointed out that the basic concept of creative writing involves the generation of narratives, stories, poems, and other literary works. That can get the conclusion that creative writing is a method of writing that is carried out in an unrestricted manner and is based on the imagination of the writer.

According to the sources mentioned above, it is clear that there is A correlation between reading and students' writing skills. Yet, comparing the sources on creative writing, it becomes seen that creative writing is not only influenced by vocabulary mastery, but also by creative intelligence. Within this background, researchers want to determine if there is a correlation between reading habits and creative writing.

### **Statement Of the Problem**

After conducting interviews with English teachers, it was found that students showed an opportunity to improvement in their interest in reading and their reading habits. Students' vocabulary development is not as significant as it might turn out due to their reading habits and lack of enthusiasm. Therefore, their overall writing ability is shown below the average as they have difficulty to use appropriate phrases for their assignments. This is in line with Pratiwi (2019) study, because students primarily learn English for academic objectives, they found that the formality of the language presented them with more difficulties. The issues over word choice were also a source of concern, with 54% of her respondents' expressing difficulties in varied terms or repetition.

The researcher wants to find out if reading habits and creative writing correlate to find out the level of students' creative skills and reading habits since looking at the phenomena that exist in the research setting

### **The Research Questions**

Based on the background above, the research questions have been formulated as follows:

1. How are the senior high school students' reading habits at a Senior High School in Yogyakarta?
2. How are the students' creative writing skills at a senior high school in Yogyakarta?
3. Is there a significant correlation between students' reading habits and students' creative writing skills at a senior high school in Yogyakarta?

### **The objectives Of the Research**

Based on the research question above, this research has two objectives:

1. To examine students' reading habits at a senior high school in Yogyakarta.
2. To investigate students' creative writing skills at a senior high school in Yogyakarta
3. To find out the significant correlation of students' reading habits and students' creative writing skills at a senior high school in Yogyakarta

### **The Significance of The Research**

The research will deliver more benefits and knowledge to students, teachers, and future researchers.

#### ***Students.***

This research aims to help students become more aware of the correlation between reading habits and creative writing skills in the English language.

#### ***Teachers***

This research intends to give English teachers, particularly those teaching EFL students, insights into the correlation between students' reading habits and their proficiency in creative writing.

#### ***Future researchers***

The findings of this research can be used by other researchers interested in researching the same topic. They are also expected to serve as a reference from a different perspective for those conducting research in the same field.

### **The Organization of the Research**

This research has five chapters. The first chapter describes the reasons behind the researcher's selection of this particular topic and the factors influencing the choice of research site. It also describes the objectives of this research, the target readership, and the potential advantages that readers in this category could get from it.

Chapter two is a literature review. It provides a definition of reading habits and explains the aspects of reading habits. It also defines writing and creative writing and describes the skills required in writing creatively. This chapter explains studies on the correlation between reading habits and creative writing skills.

Chapter three explains the methodologies researchers employ, including the selection of research participants, the procedures for data collection at the research setting, and the methods used to analyse the data gathered.

The fourth chapter presents both the findings and the discussions. This chapter describes the data, including how often students read and creative writing skills of seniors in high school and how reading habits and creative writing skills correlate.

Conclusions and recommendations are presented in Chapter Five. This chapter provides general answers to research questions as well as researcher recommendations. Teachers, students, and other researchers are given recommendations.