

The Influence Of Reading Habit On Speaking Ability

HASANUL BISHRY

Sekolah Tinggi Ilmu Ekonomi Riau
Jl. HR. Soebrantas Panam, Tuah Karya, Kec. Tampan, Kota Pekanbaru, Riau 28293
E-mail : hasanulbishry@lecturer.stieriau-akbar.ac.id

Abstract: Penelitian ini bertujuan untuk mendapatkan data secara kuantitatif tentang pengaruh kebiasaan membaca siswa di MTs Al Huda terhadap kemampuan berbicara siswa. Penelitian ini menggunakan metode penelitian kuantitatif dan menggunakan Teknik penelitian survey. Dalam menganalisa data, formula yang di gunakan adalah regresi sederhana menggunakan *software* SPSS. Penelitian ini di lakukan pada siswa kelas VIII MTs Al Huda pekanbaru. Dimana sample penelitian berjumlah 30 orang di ambil menggunakan Teknik *purposive sampling*. Adapun hasil penelitian dapat di lihat bahwa kebiasaan membaca siswa tergolong pada kategori sangat tinggi. Selain itu, kemampuan siswa dalam berbicara berada pada kategori bagus. Pada intinya, kebiasaan membaca memiliki pengaruh yang signifikan terhadap kemampuan berbicara siswa. Dapat disimpulkan bahwa, semakin tinggi tingkat kebiasaan membaca siswa dapat memberikan manfaat yang besar terhadap kemampuan berbicara.

Keywords: *Kebiasaan membaca, kemampuan berbicara*

Speaking is a skill to communicate to each other. It can help people to deliver the information. Speaking needs to express the idea, body language and feelings. As a skill, speaking must be practiced and repeated. Also, in delivering information, people should speak in appropriate way.

In the context of teaching and learning process, speaking also has an important role in delivering the message of a lesson. Teachers and students need the skill to speak. Especially in English subject, students should have a good speaking skill to deliver their idea in learning process. In delivering the message to each other, students should use appropriate language, sound and intonation to make clear the message.

Sometimes, students get difficulty in delivering information in the form of writing. In that factors, information needs sound and appropriate intonation to achieve the goal. It needs the capability to use speaking to deliver the messages. In other word, speaking has a good way to achieve the goal of information. Others problems, students do not have background knowledge about the information because

of lack of reading habit. Also, students' duration in reading is very short. Then, they are not motivated to speak to each other in English.

(Kurum, 2016) clarifies the areas in composing speaking ability consist of three areas. The first is mechanics which asses pronunciation, grammar and vocabulary. The second is functions which asses transaction and interaction. The last is pragmatics, social and cultures rules and norms ethics. These areas will judge the students have a good speaking ability.

The statement above can be analysed that students can be asses their speaking ability related to their pronunciation, the quality of grammar and vocabulary mastery to achieve the mechanics areas. Then, transaction to delivering the message and the interaction to deliver the message should be clear. Also, the rules to deliver the message in the aspects of social and cultures and the ethics to mention the message.

In achieving their ability in speaking, students can develop their speaking ability by improving their habits

in reading. The habits in reading can help students understanding the material of lesson, and get background knowledge to deliver the information. Students will more confident to deliver the information because they have read the information. Therefore, the connection between reading habit and speaking ability should be understood by students to achieve the goal to deliver the message.

(Khan & Ali, 2010) briefly states that the most important aspect in improving speaking ability is students' perspectives. It is caused by the factors of modern era of mass communication. Students need to be able in accessing the benefit of modern education, library use, and so on. That factors influence students competitive and increase their self-esteem.

The statement above explains that habit in reading modern source of education will improve students' perspective. When the students have good perspective, they can be able to deliver the information. Their perspective can help them to be able in their competition in classroom.

(Julio in Bishry, 2017) mentions reading habit has six indicators. The first is Reading frequency. Reading frequency used to measure students' reading frequency in their spare time. The second is Books read. The number of many books which the students have read in the last three months. The third is Time spent on reading academic book. It is considered the time that the students devote their time to read academic book especially for their specialist subject. The fourth is Time spent on non-academic book. It is discussed amount of time that the students used to read non-academic book, magazine such as novel, fiction, romance, horror, etc. the fifth is Motivation in family environment. It is focuses on recommended book that purchased by the family based on the interest of family. The last is Motivation in academic environment. It is focuses on the frequency of students' reading literature in

their school environment based on the teacher report.

Related to the factors of reading habit, this research intends to know the influence of reading habit on students speaking ability. This research will give the contribution to teachers' strategy in teaching and learning process. So, the finding in this research will be given to the management of school to improve the school's strategy in evaluating teachers' lesson plan and strategy.

METHOD

This research method used quantitative research. The design of this research was a survey research. (Cresswell, 2008) explained a survey research design produced in quantitative research in which investigation administers a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population. This research variables consisted of independent variable: reading habit and dependent variable: speaking ability. This research will asses the influence of reading habit on speaking ability.

This research took place at Islamic Junior High School of Al Huda. The location is in H.R Soebrantas street No. 57. Pekanbaru-Riau. This research conducted to grade VIII. The population in this research is 198 students. Based on this population, sample is taken by purposive sampling. The sample is in class VIID with the number of students of 30 students.

Table 1 : Population

No	Name	Number
1	VIIIA	30
2	VIIIB	31
3	VIIIC	30
4	VIIID	30
5	VIIIE	27
6	VIIIF	25
7	VIIIG	25
Total		198

The table above describe the population is 198. It consists of seven classes. Class VIIIA is 30 students. Class VIIIB is 31 students. Class VIIIC is 30 students. Class VIID is 30 students. Class VIIIE is 27 students. Class VIIF is 25 students. The last, VIIG is 25 students.

Table 2 : Sample

Class	Male	Female	Total
VIID	13	17	30

The table clarifies the total sample is 30 students. It is consisted on 13 male students and 17 female students. The sample was taken by interviewing English teacher in that school. He recommended to choose VIID as a sample because of the students' homogeneous.

This research was focused on questionnaire in analysing students' reading habit, there are six indicators and consist of 20 statements. Meanwhile, in analysing students' speaking ability, the instrument used in this research was speaking test. There are 5 indicators: pronunciation, grammar, vocabulary, fluency and comprehension. The data was analysed by SPSS software. It analysed the influence of reading habit on speaking ability by using simple regression formula.

RESULT

In finding result, there are some score would be published in this research. In first display, it can be seen the score of students' reading habit. The category in scoring as follows:

Table 3: Frequency Descriptive of Reading Habit Score

Score	Frequency	Percentage (%)	Level
0 - 24	0		Low
25 - 49	0		Moderate
50 - 74	4	13.3	High
75 - 100	26	86.7	Very High
Total	30	100%	

(Adapted from Bishry:2017)

The table above clearly describes that students' reading habit category is in **very high**. There are 86.7 % of students in this category. Only 13.3% of students are classified in high category. In this case, students have very high intention in reading book in classroom or outside classroom. In other side, this research also finding the students' speaking ability. This score was analysed by English teachers in that school and also the writer. The score is a combination from three analysis of three persons. Two English teachers and the writer. The score can be described as follows:

Table 4 : Students' Descriptive of Speaking Ability Score

STUDENT	GRAMMAR	PRONUNCIATION	VOCABULARY	FLUENCY	COMPREHENSION	AVERAGE
1	3	3	3	3	3	3
2	4	4	4	4	4	4
3	4	4	4	4	5	4,2
4	3	3	3	3	4	3,2
5	4	4	4	4	4	4
6	3	3	3	3	4	3,2
7	4	4	4	4	5	4,2
8	4	4	4	4	5	4,2
9	3	3	3	3	4	3,2
10	4	4	4	4	4	4
11	3	3	3	3	5	3,4
12	4	4	4	4	5	4,2
13	3	3	3	3	4	3,2
14	4	4	4	4	5	4,2
15	4	4	4	4	4	4
16	3	3	3	3	5	3,4
17	4	4	4	4	4	4
18	4	4	4	4	5	4,2
19	3	3	3	3	5	3,4
20	4	4	4	4	4	4
21	4	4	4	4	4	4
22	3	3	3	3	4	3,2
23	3	3	3	3	5	3,4
24	4	4	4	2	4	3,6
25	4	4	4	4	5	4,2
26	3	3	3	5	3	3,4

ST UD EN T	GR AM MA R	PRON UNCI ATIO N	VOC ABU LAR Y	FL UE NC Y	COMP REHE NSIO N	AV ER AG E
27	4	4	4	4	5	4,2
28	4	4	4	5	5	4,4
29	3	3	3	3	4	3,2
30	3	3	3	4	5	3,6
ME AN	3,57	3,57	3,57	3,6 3	4,4	3,7 5

Based on the table above, the score of speaking ability can be explain based on the indicators of speaking ability. There are five indicators of speaking ability. These five indicators are classified in three areas. Mechanism, Functions, pragmatics, social and culture rules and ethics norm. the area of mechanism consisted of Grammar, pronunciation and vocabulary. The score of grammar is 3,57. It means that students has good grammar mastery. They are able to speak the language with sufficient structural accuracy to participate effectively in conversation. The score of pronunciation is 3,57. It can be analysed that students' error in pronunciation is never interfere with understanding and the pronunciation is rarely disturb. The score of comprehension is 3,57. It means that students are able to speak the language with sufficient vocabulary and they can participate the conversation effectively.

In the area of functions consisted on fluency. The score of fluency is 3,6. It can be analysed that students can discuss with particular interest of competence with reasonable ease. They also rarely to grope for words. The last is the areas of pragmatics, social and culture rule and ethic norm consist of comprehension. The score of comprehension is 4,4. The score describes that students can understand any conversation within the range of his experience.

Table 5 : The Result of Reading Habit on Speaking Ability

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	100.020	1	100.020	73.998	.000 ^b
Residual	37.846	28	1.352		
Total	137.867	29			

a. Dependent Variable: SPEAKING_ABILITY

b. Predictors: (Constant), READING_HABIT

The result of reading habit on speaking ability is described in the table above. There is a significant correlation between reading habit and speaking ability. It means that reading habit has a strong influence on speaking ability.

DISCUSSION

Students can speak well if they understand how their speaking will be assessed by people. Also, they will use the indicators of speaking to increase their ability. (Brown, 2004) states the score of speaking ability as follows:

Pronunciation

Score 5: equivalent to and fully accepted by educated native speaker.

Score 4: errors in pronunciation are quite rare.

Score 3: error never interfere with understanding and rarely disturb the native speaker.

Score 2: accent is intelligible though often quite faulty.

Score 1: errors in pronunciation are frequent but can be understood by a native speaker.

Grammar

Score 5: equivalent to that of an educated native speaker.

Score 4: able to use the language accurately on all level normally.

Score 3: control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic.

Score 2: can usually handle elementary constructions quite accurately but does not have thorough or confident control of the

grammar.

Score 1: errors in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigners attempting to speak his language.

Vocabulary

Score 5: speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

Score 4: can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

Score 3: able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

Score 2: has speaking vocabulary sufficient to express himself simply with some circumlocutions.

Score 1: speaking vocabulary inadequate to express anything but the most elementary needs.

Fluency

Score 5: has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Score 4: able to use the language fluently on all levels pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

Score 3: can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

Score 2: can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family and autobiographical information

Score 1: no specific fluency description. Refer to other four language areas for implied level of fluency.

Comprehension

Score 5: equivalent to that of an educated native speaker.

Score 4: can understand any conversation within the range of his experience.

Score 3: comprehension is quite complete at a normal rate of speech

Score 2: can get the gist of most conversation of non-technical subjects (i.e. topics that require no specialized knowledge)

Score 1: within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Task

Score 5: speaking proficiency equivalent to that of an educated native speaker.

Score 4: would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

Score 3: can participate effectively in most formal and informal conversation on practical, social and professional topics

Score 2: able to satisfy routine social demands and work requirements; need help in handling any complication or difficulty.

Score 1: can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

Besides, reading habit can influence speaking ability. Reading habit start to exercise students in reading books in classroom or outside classroom. It needs students' motivation in reading books. Also, the duration in reading book should be improve to create students' behaviour in reading. When the reading is becoming a habit. Students will ease to develop their knowledge. (Clark and foster in Bishry, 2017) explain that students read because it could help them to understand the world. It also helps them to find out what they want and it is a skill of life.

The result of this research intended to examine the influence of reading habit on speaking ability. According to (Sudarmadji, 2015), he argues in his research that reading habit has significant effect toward students'

speaking skill. By having high reading habit, students will be easier to understand and grasp information from what they read.

CONCLUSION

Reading plays an important point for students to increase their speaking ability. Without reading, students do not have knowledge to speak in classroom. Then, reading will help students to find the meaning of words and their fluency in speaking. In this case, students at Islamic Junior High School of Al Huda has a good reading habit and also it helps them to speak well in classroom. English teacher plays his good model and curriculum well. Also, school management helps students in literation program and improving students' habit in reading. This research suggests for English teacher to stay strong in improving students' reading habit by giving more the students joining literation program in school. The English book should be available in library and the reading corners.

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