

JURNAL

**HUBUNGAN ANTARA PEMAHAMAN MEMBACA
DENGAN KEMAMPUAN MENULIS SISWA KELAS VII
SMP NEGERI 4 KERTOSONO TAHUN AJARAN 2014/2015**

***A CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION WITH THEIR WRITING ABILITY
OF THE SEVENTH GRADE STUDENTS OF
SMP NEGERI 4 KERTOSONO IN ACADEMIC
YEAR 2014/2015***



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS NUSANTARA PGRI KEDIRI
TAHUN 2014**

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017


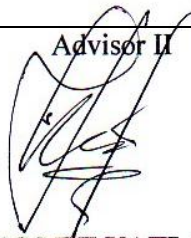
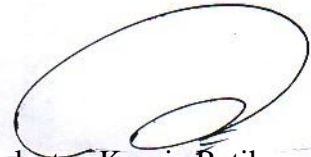
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A CORRELATION BETWEEN STUDENTS' READING COMPREHENSION WITH THEIR WRITING ABILITY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 KERTOSONO IN ACADEMIC YEAR 2014/2015

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ABSTRAK

Reading can be one of important skills in English because by reading, the students can get information to enlarge and develop their knowledge and capability as well as to get entertainment. By reading, the students do not only able to get information and entertainment, but also able to enlarge and develop their language knowledge because by reading, they can learn about how to construct a text. In other words, the students who read a lot of text in many kinds of types will get more vocabulary than who do not have reading habit. The objective of the research: is there any positive and significant correlation between the students' reading comprehension and their writing ability to the seventh grade students of SMP Negeri 4 Kertosono in Academic Year 2014/2015?. This research is used quantitative approach and correlation design because the writer needs to know the correlation of reading comprehension and writing ability. The population of the research is the seventh grade students of SMP Negeri 4 Kertosono. While the sample taken is the class 7-A consists of 30 students. The research was done in 2 meetings and the technique of analyzing the data uses correlation product moment. They are reading test and writing test. The result of the data analysis mentioned, the writer found that the result of r-product moment is compared with the result of table of r-product moment in the degree of freedom 29. The result of 5% is 0.367 and 1% is 0.470. It means that r-observed is higher than r-table 5%. So, the result of the research is significant. Then the result is compared with the t-table of $N-2$, $30-2 = 28$. It can be seen that the t-result is 7.354 is more than the t-table of 5%, 2.048. It means that the result is really significant. So, the result of this research is clearly prove that there is significant correlation between the students' reading comprehension with the students' writing ability. Finally the writer gives suggestions to the teacher should motivate the students to read more. Good reading comprehension can help the students in writing their construction. So, in this way, the teacher can integrate the teaching writing with reading task.

KATA KUNCI : Reading, Habit, Writing

I. BACKGROUND

In learning English, there are four language skills that should be mastered by the students to be able in using English appropriately. Among those skills, reading is one of receptive skills where the students will accept information by reading. In reading, the students have to recognize the

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words used in the sentences in a text and understand their meaning to get the information from the text. Padma (2008: 5) states, "Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey." The quotation means that in reading, the

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students do not only use their eyes to work but also their mind to understand the meaning of the text. It makes reading becomes difficult for some students who are not rich in vocabulary mastery.

Besides, Alyousef (2006: 64) says, “Reading can be seen as an “interactive” process between a reader and a text which leadsto automaticity or (reading fluency)”. It means that in reading, the students do such an interactive process between the text with them. Here, the students have to communicate with the writer through the text. So, the students have to understand the content of the text they are reading to get the information they need from the text.

Therefore, reading can be one of important skills in English because by reading, the students can get information to enlarge and develop their knowledge and capability as well as to get entertainment. Patel and Jain (2008: 114) states,

Reading is the most important activiy in any language class. Reading is not only a source of information and a pleasurable activiy but also as a means of consolidating and extending one’s knowledge of the language.

In other words, by reading, the students do not only able to get information and entertainment, but also able to enlarge and develop their language

knowledge because by reading, they can learn about how to construct a text. In this case, the students can learn on how a text is constructed.

That is why, by reading a lot of kind of texts, the students will get a lot of vocabulary mastery and learn more examples of constructing a text. So, by having good habit in reading, the students will also have good ability in writing skill. In this case, Urquhart and McIver (2005: 13) says, “Reading influences the quality of writing that students produce.” So, it is clear that when the students have reading habit, they can use their vocabulary mastery to make their writing product becomes well formed.

It is also supported by Brown (2000: 347), “By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.”In other words, the students who read a lot of text in many kinds of types will get more vocabulary than who do not have reading habit. Besides, by reading all types of text, the students also learn on how the text is arranged in the form of generic structure of the text. In this way, the students can understand on how they should arrange their own text.

The last support is delivered by Hinkel (2004: 12) that divides writing into knowledge transforming and knowledge telling. It is said,

Knowledge transforming is considerably more cognitively complex than knowledge telling because writers do not merely retrieve information already available to them in memory, but derive it from reading and integrate with that already available to become obtained knowledge.

It means that in doing knowledge transforming in writing activity, the students have to rich in information and knowledge. Those information and knowledge can be gain from reading. In short, to be success in writing good arranged text or paragraph, the students must have reading habit.

Writing is one of productive skills in English where the students have to produce English in written products. It means that in writing, the students have to use their English to produce arranged sentences in the form of written text. Here, the students do not only use their ability in arranging sentences or utterances but also express their idea or feeling into those sentences or utterances so that can be understood by the readers.

Elbow in Brown (2000: 336) says, "Writing is a two-step process. First, you figure out your meaning, then you put it

into language, figure out what you want to say." So, it is clearly mentioned that in writing, the students do two main activities. First, the students have to express their idea into sentences using English in written text. The second activity is the students have to arrange those sentences into good arrangement, so the readers can understand what the writer is talking about.

In addition, Patel and Jain (2008: 125) states, "Writing is a kind of linguistic behaviour, a picture is not. It presents the sounds of language through visual symbols." It means that writing is a process done by the writer in producing meaningful English in written product.

According to those two difinition of writing, it can be concluded that writing is one of essential language skills of English that should be learnt by the students. Here, Harmer (2004: 31) states,

Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

It means that in writing, the students can train their ability in using the language in use as well as the ability in developing their language.

Furthermore, Nunan (2001: 36) cites,

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variable simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

It is clearly mentioned that to able to write well, the students have to be rich in vocabulary as well as have vocabulary knowledge in spelling and letter formation. Besides, the students have to master English grammar well to avoid misunderstanding among the readers. The next, the students have to master the use of punctuation as well to strengthen the meaning of the utterances written.

Writing becomes more complex because beside their ability in writing the utterances, the students have to be able in arranging those utterances into meaningful text. here, Nunan (2001: 36) continuous, "Beyond the sentence, the writer must be to structure and integrate information into cohesive and coherent paragraph and text." In this activity, the students have to arrange the sentences they write in good arrangement. It should demand on cohesion and coherent. Cohesion and coherent help the readers in understanding the text about.

According to Harmer (2004: 25), "When a text is coherent, the reader can understand at least two things: the writer's purpose and the writer's line of thought." So, in other words, coherent and cohesion is important in writing a text or paragraph because sentences that are arranged in well formed coherent and cohesion can help the readers in understanding what the writer is talking about as well as the writer's purpose of writing the text, for example, when the readers have to read an advertisement of new product. If the writer arranges the sentences and description of the product clearly and in good arrangement, the readers will get what they need to know about the product and the writer's purpose to buy the product.

But the fact nowadays, most students have problem in their writing. First, they do not have idea to write and the second is they cannot express their idea fluently because they are not rich in vocabulary mastery. Most students spend too long time to write something on their sheet or note book. Some of them do not have problem in writing by completing sentences or copying. But, they will get many problems in writing a short paragraph or text by developing a topic given by their teacher.

In addition, the students who do not have reading habit will have lack of vocabulary to write good sentences in a paragraph. They do not get knowledge on how to construct good paragraph because they have poor habit of reading a text. So, they do not get more references of constructing text or knowing the generic structure of a text. In short, most students nowadays like to listen or watch than to read.

Thus, reading habit may be good solution for the students to enrich their vocabulary mastery and text knowledge in term the generic structure of the text. By reading a lot of kinds of text, the students can get information to build up their idea to write and help them in writing meaningful text or paragraph in good coherent and cohesion.

Paying attention to the problems above, a research under the title **“A Correlation Study between Students’ Reading comprehension with their Writing Ability of seventh Grade Students of SMP Negeri 4 Kertosono in Academic Year 2014/2015”** is conducted to know the real correlation of reading habit that can influence their writing ability.

II. METHOD

A. Research Design

Based on the title of this research, “A Correlation Study between the Students’ Reading Habit with Their Writing Ability of the Seventh Grade Students of SMP Negeri 4 Kertosono in Academic Year 2014/2015”, so the design of this research is correlation design. Vanderstoep and Johnston (2009: 76) state that correlation research involves identifying relationship between two variables. A correlation has a direction, can be either positive or negative. It can be said possitive if one variable increases the other variable while negative if one variable increases and the other variable decreases. So, in this research, the writer needs to know on how far reading habit can give possitive correlation to the students’ writing ability.

In addition, Best and Kahn (2006: 378) say, “Correlation is the relationship between two or more paired variables or two or more sets of data.” That is why, this research belongs to correlation because there are two sets of data, they are the reading habit that will be obtained from reading test and writing ability. Then, the writer needs to know the correlation of the result from reading test to the students’ writing ability. The writer would like to know whether or not there is correlation

between the students' reading habit and the students' writing ability.

Besides, this research uses quantitative approach. As this research uses quantitative approach, so the result of this research is analysed using certain statistical formula. Thomas (2003: 2) states, "Quantitative research uses numbers and statistical methods. It tends to be based on numerical measurement of specific aspects of phenomena." So, here, the writer needs to know the students' writing ability by giving them writing test and analyse their score using statistical formula.

B. Sample of Research

The writer takes class seventh, 7A as the sample of this research consists of 30 students. The technique of getting the sample is using one of sampling techniques of probability sampling like mentioned by Sugiyono (2008: 218), that is simple random sampling. In this case, the writer does not use certain criteria to take the sample. The writer takes the sample randomly.

C. Instrument of the Research

It is clearly mentioned that test is conducted to know someone's skill, intelligence, achievement or talent. There are two tests that will be conducted by the writer, as follows:

1. Reading Test

In this research, the writer firstly gives the students reading test to know the students' reading ability. In this research, the writer needs two groups. They are ones who do not have reading habit and ones who have reading habit. The students who get half good score will be the group who have reading habit, while the students who get half bad score will be the group who do not have reading habit. The test will be in the form of multiple choices consist of twenty five items. There are five short descriptive texts followed by five questions for each text.

2. Writing Test

The result of reading test will be two group of students. The writer will spare those two groups of students. Then, the writer give writing test in the following day of this research. The test is in the form of writing task. Here, each student have to write a descriptive text based on the picture they have taken. They have to describe the picture in fifteen good sentences in for about 30 minutes.

D. Data Collecting Technique

In this research, the writer needs only two meetings. In this case, the writer main purpose is to know the students' writing ability by giving writing test. The brief procedures are as follows:

1. Giving Reading Test

Here, the writer needs to give the students a reading test to know the students' reading ability. It is done in the first day of conducting this research. It is hold on Thursday, August 21st, 2014. In this way, the writer wants to know which students have reading habit. So, by using this reading score, the writer can divide the students into two controlled group. Ones who get good score in reading was parted from ones who get bad score in reading. The reading test was in the form of multiple choices test of 25 items. There are five different decriptive texts followed by five questions for each text.

2. Giving writing test

This test is conducted in the second day of this research. It is done on Saturday, August 23rd, 2014. Writing test is given to all students. In this case, the writer will give a picture to each student and they have to write a short descriptive text based on the picture. It is used to know the students' writing ability between both controlled groups.

E. Data Analysis

After collecting the data from writing test, the writer was analysed the data obtained and draw the conclusion. The data is analyzed using statistic formula for correlation product moment from Sugiyono (2008: 183) because this

research belongs to correlation research that look for the correlation between two variables. They are reading habit to writing ability. The formula is as follow:

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

The detail description for the formula is:

x : the result of writing score from students who do not have reading habit

y : the result of writing score from students who have reading habit

III. RESULT AND CONCLUTION

A. Result of Research

In this sub-chapter, the writer can make the description shorter. In brief, there is significant correlation between the students reading habit with the students' writing ability. In this case, Harmer (2001: 68) states,

Reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the srpingboard for well-rounded, fascinating lessons.

It is clearly mentioned that in reading, the students learn the language construction in terms of grammar, puctuation including how to construct the

sentences into good paragraph or text. So, by reading much more reading text, the students can get more vocabulary and learn about grammar. Thus, when they have to write, they can construct good text with good grammar using variative vocabulary.

In addition, Brown (2000: 347) states, "By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing." It means that by reading, the students can get knowledge on how to construct good paragraph because the texts they have read can give them examples of constructing the text. So, if the students read much more text, in this case descriptive text, they will get a lot of example of descriptive text and can construct good descriptive text in good construction.

B. Conclusion

In this session, the writer would like to write about the conclusion of her research in investigating the correlation of reading habit to the students' writing ability. As it is mentioned in the previous chapter that reading is one of difficult thing to do because there are two main jobs, they are the task of eyes to recognize the words used in the text and the task of brain to understand the meaning of the words and sentences used in the text. By having good

habit of reading, the students will get much exercises to get new vocabulary and how to construct good text. By reading, the students can know on how to arrange the sentences into meaningful paragraph and text. So, the students can write their own text well.

From the result of calculating the reading test and writing test using certain formula, the writer found that the result of r-product moment about the correlation of reading habit and writing ability is 0.812. The result of r-product moment is compared with the result of table of r-product moment in the degree of freedom 29. The result of 5% is 0.367 and 1% is 0.470. It means that r-observed is higher than r-table 5%. So, the result of the research is shown that there is significant correlation between reading habit and the students' writing ability.

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