

THE CORRELATION BETWEEN READING COMPREHENSION AND WRITING ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 1 MUARO SENTAJO TELUK KUANTAN IN RECOUNT TEXTS

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Abstract: *The objective of this research is to find out the level of students' ability in reading comprehension and writing ability in recount texts and the correlation between those variables of the second year students of SMAN 1 Muaro Sentajo. The sample of this research was class XI IPS 2 which consist 25 students. The data were collected by using two kinds of test, reading comprehension and written test. The result of this research showed that the students got good level with the average score 73.28 in reading comprehension, and in writing the students got good level with the average score 76.12. The result of this research proved that there is a positive correlation between reading comprehension and writing ability on recount texts. The rxy distribution of coefficient correlation is 0.8. It means that the correlation was in a high level. So, Ha (alternative hypothesis) of this research is accepted, and null hypothesis (Ho) is rejected. Is there any difference between students' reading and writing score? So, the researcher try to find out students' reading and writing score and their correlation. Finally, the researcher suggests for the teacher, they should have some efforts to develop the students' motivation and encourage them to practice their reading comprehension and writing ability in recount texts.*

Key words: *Correlation, Reading Comprehension, Writing Ability, Recount Texts*

KORELASI ANTARA PEMAHAMAN MEMBACA DAN KEMAMPUAN MENULIS PADA SISWA KELAS DUA DI SMAN 1 MUARO SENTAJO TELUK KUANTAN PADA TEKS RECOUNT

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Abtrak: Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa pada pemahaman membaca dan kemampuan menuli teks recont dan mengetahui korelasi antara variabel variabel tersebut pada siswa kelas dua SMAN 1 Muaro Sentajo. Sampel pada penelitian ini adalah kelas 2 IPS 2 terdiri dari 25 siswa. Data dari peneletian dikumpulkan dengan berupa dua jenis tes yaitu tes pemahaman membaca dan tes tertulis. Hasil dari penelitian ini menunjukkan bahwa siswa mendapat level yang bagus dengan nilai rata-rata 73.28 pada pemahaman membaca, dan pada kemampuan menulis siwa mendapat level yang bagus dengan nilai rata-rata 76.12. hasil dari penelitian ini membuktikan bahwa ada korelasi positif antara pemahaman membaca dan kemampuan menulis teks recount. Distribusi koefisien korelasi rxy adalah 0.80. Itu berarti korelasi pada level yang tuinggi. Maka, (H_a) dari penelitian ini di terima dan (H_o) d tolak. Adakah perbedaan antara nilai siwa dalam membaca dan menulis? Jadi, peneliti mencoba untuk menemukan apakah ada perbedaan nilai siswa dalam membaca dan menulis. Akhirnya, peneliti menyarankan untuk para guru harus berusaha untuk meningkatkan motivasi siswa dan mendorong mereka untuk mempraktekkan pemahaman membaca dan kemampuan menulis dalam teks recount.

Kata Kunci: Korelasi, Pemahaman Membaca, Kemampuan Menulis, Teks Recount

INTRODUCTION

Reading is ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoler, 2002). Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). Reading comprehension is the process of using syntactic, semantic, and rhetorical information found in the printed texts to reconstruct in the reader's mind, using the knowledge of the world he or she possesses.

Writing skill is one of the points that is very important for Senior High School students if they want to continue their study to University. This skill is important in order to communicate, to share, to express ideas, purposes and thoughts by writing. However, writing needs practice. Brown (2001) defines that writing is not only a process but also a product because everyone is expected to communicate their thoughts in good writing.

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

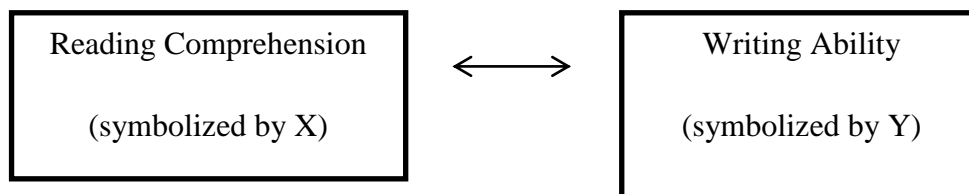
The researcher found, when the students read extensively they would become better writers. Reading is a variety of genres that helps students to learn structures language that can be transferred to their writing later on. At the same time, writing practice would help students to build their reading comprehension. Relation between reading comprehension and writing is important because the students can build their reading comprehension if they always practice their writing ability. Students can imagine the situation when they read an example of a text. Then, they can write the same types of the text with different experience. So that, students can write their own text after they read example of the text.

In this research there were three research questions, they were:

1. How is students' reading comprehension of the second year students of SMAN 1 Muaro Sentajo in recount texts?
2. How is students' writing ability of the second year students of SMAN 1 Muaro Sentajo in recount texts?
3. Is there any correlation between reading comprehension and writing ability of the second year students of SMAN 1 Muaro Sentajo in recount texts

METHODOLOGY

This research is a correlational research. It consists of two variables. The two variables used in research were the students' reading comprehension in recount texts (symbolized by X) and writing ability in recount texts (symbolized by Y) which can be seen in the following pictures:



According to Gay (1987) the population is the group of interest to the writer of the group which he/she would like to result of the study to be generalized. The population of this research was the second year students of SMAN 1 Muaro Sentajo, they were XI IPS 2.

Gay (1987) states that cluster random sampling is the sampling which group, not individuals are randomly selected. The writer put three pieces of paper in a box with one of them having the word “sample”. Then, the writer asked the chairman of each class to take a piece of paper from the box. The one who got the paper with the word “sample” was selected as the sample. And this research was used cluster random sampling.

Before the researcher got the real test, the researcher has done try out to students. A try out was conducted in order to find out the difficulty level of the test of the reading test. Heaton (1975) says that index of difficulty of an item shows how easy or difficult the particular item provided in the test. The test should reach the standard level of the difficulty which is $>30\%$ and $<70\%$.

The data were collected by administering two different tests to the students. The tests were about reading comprehension and writing ability in recount texts. For reading test, the researcher gave 30 questions about recount texts, and for writing test the researcher gave 5 topics and the students were asked to choose one of the topics and write a of recount text minimum 2 paragraph.

After finding out the result of the coefficient of correlation, the writer interpreted it to find out whether it is very low, low, moderate, high and very high by Sudjono (2004).

Table 1. The Interpretation of correlation

r_{xy}	Interpretation
0.00-0.20	There is a very low correlation between the two variables
0.21-0.40	There is a low correlation between the two variables
0.41-0.70	There is a moderate correlation between the two variables
0.71-0.91	There is a high correlation between the two variables
0.91-1.00	There is a very high correlation between the two variables

RESULT AND DISCUSSION

Results

The scores of the students' ability were obtained through a reading comprehension test. The test consisted of 30 questions with four the optional answers of each question. Meanwhile, the score of the students' writing ability were obtained by

using written test. In the case, the students were asked to write a paragraph based on the topic given. From the result of the reading comprehension try out, the items number 3 and 21 were rejected because F.V were lower than 0.30. It means that these items were categorized as too difficult. Then, the items number 7, 8, and 19 were rejected because F.V were higher than 0.70. It means that these items were too easy. The mean score was 20.75, the standard deviation was 2.76 and the reliability was 0.56.

In reading comprehension, the highest score is 92 and the lowest score is 60. The students who achieved a score of 92 were 2 students and there were 4 students who got 60. The total score of reading comprehension is 1832 with the total number of respondents of 25. Therefore, the average score of reading comprehension test is 73.28 which means that the students' reading ability is in good level.

Table 2. Percentage of the Students' Ability in Reading Comprehension Test

No	Test Score	Frequency	Percent age	Level of Ability	Average Score
1	91-100	2	8%	Excellent	73.28
2	71-90	16	64%	Good	
3	31-70	7	28%	Mediocre	
4	11-30	0	0	Fair	
5	1-10	0	0	Unacceptable	
Total		25	100%		

In writing ability, the highest score is 93 and the lowest score is 55 and the total score of writing is 1903. After getting the real score, the writer found out the average score of the students' writing test. Then, the total score of students writing ability was divided with total of research population. Therefore, the average score of writing ability is 76.12. It means that writing ability of the second year students of SMAN 1 Muaro Seantajo is good level.

Table 3. Percentage of Students' Ability in Writing Recount Texts

No	Score	Frequency	Percent age	Level of Ability
1	91-100	1	4%	Excellent
2	71-90	15	60%	Good
3	31-70	9	36%	Mediocre
4	11-30	0	0	Fair
5	1-10	0	0	Unacceptable
Total		25	100%	

After the writer got the total score in students' reading comprehension, and the total score in students' writing ability, the writer computed the scores in table Calculation on the Data. It was analyzed by using Pearson *product-moment correlation formula*. After the writer got the calculation of the data, the writer used *Pearson product moment correlation formula* to analyze the correlation value, and the result was

$r_{xy}=0.80$. The complete calculation of the data and the real data were presented in appendix 15. Finally, it was found that the value r_{xy} of this study (0.80) was higher than the value of r in table product moment, which indicates that H_0 was rejected and H_a was accepted. It means the research finding of this research is there is correlation between reading comprehension and writing ability, and the correlation is in a high level because there was no much different between reading and writing score, and based on the formula Pearson Product Moment the result is in a high level.

Table 4.the Calculation of the Data from Variable X and Variable Y

N	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY
N=25	1835	1903	136597	148009	140644

Discussions

The topic of this research is the correlation between reading comprehension and writing ability of the second year students of SMAN 1 Muaro Sentajo in recount texts in Teluk Kuantan. This research is supposed to find out the level of students' ability in reading comprehension, the level of students' ability in writing, the correlation between reading comprehension and writing ability in recount texts and the level of correlation between reading comprehension and writing ability in recount texts.

Reading and writing is related. Since young, a learner learns reading and writing simultaneously. It because reading and writing is also called as early literacy where both skills are developed in early childhood. Children usually will learn the foundation of reading and writing simultaneously, when they start to learn how to recognize the letters, they also start to learn how to write it. In line with this, Lunsfords (1978) states that "the teacher of writing must automatically and always be a teacher of reading as well." Grabe (2001) supports this idea by stating that one of the most consistent implications of two decades of research on reading and writing relations is that they should be taught together and that the combination of both literacy skills enhances learning in all areas. It is also common knowledge that true reading we can get some information that can be used in writing assignment.

By using Pearson Product Moment correlation formula, the interpretation of the value " r ", the value was 0.80, where it was between 0.71-0.90. it means that the correlation between reading comprehension and writing ability of the the second year students of SMAN 1 Muaro Sentajo in recount texts in Teluk Kuantan was positive correlation in a high level and the alternative hypothesis (h_a) is accepted.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the result the test given, it shows that the highest score of students' reading comprehension ability was 92 and the lowest score was 60. Meanwhile for writing ability, the highest score was 93 and the lowest score was 55.the average of

writing ability of the second year students of SMAN 1 Muaro Sentajo is in good level (76.12) and the average score of reading comprehension I in good level (73.28).

By using Pearson Product Moment correlation formula, it was found that r_{xy} is 0.80. Since the value is positive, it means that there was positive correlation between two variables. Based on the table interpretation of the value “ r ”, the value was 0.80, where it was between 0.71-0.90. it means that the correlation between reading comprehension and writing ability of the the second year students of SMAN 1 Muaro Sentajo in recount texts in Teluk Kuantan was positive correlation in a high level and the alternative hypothesis (H_a) is accepted.

Recommendations

From the conclusion above, the writer would to like to give recommendations. First, considering that the students’ ability in reading comprehension is in good level and the students’ ability in writing ability is in good level. For reading comprehension, students who get good level should not satisfy with the result. They have to keep this achievement and they should do improvement to get perfect result. For writing ability, the student should pay attention with the components of writing and knowing the less contribution of writing. Second, for English teacher should have some effort to develop the students’ motivation and encourage them to practice writing ability in recount texts. The teacher should explain about writing components, writing process and increase students’ writing ability on recount texts by using good method. Finally, for next research can be conducted different text such as descriptive texts, narrative texts, and different school level such junior high school level.

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