

**THE CORRELATION BETWEEN READING COMPREHENSION  
AND WRITING RECOUNT TEXT ABILITY OF THE SECOND YEAR  
STUDENTS OF SMP YLPI PERHENTIAN MARPOYAN  
PEKANBARU**

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**Abstract:** *The purpose of this study was to find out the correlation between reading comprehension and ability in writing recount text of the second year students of SMP YLPI Perhentian Marpoyan Pekanbaru. The samples of the research were 46 second year students of SMP YLPI Perhentian Marpoyan Pekanbaru. There were a reading comprehension test consisted of 30 questions about recount text and writing a recount text test as the instruments of this research. The time allocation was 60 minutes for the entire test. The data were obtained by students' scores of reading comprehension test and writing test. The data for writing test were graded by three raters by using an analytical scoring system. The finding shows that the students had a fair level ability in both reading and writing. To see the correlation between the two variables, the primary data were analysed and correlated by using the Product Pearson Product Moment Correlation on SPSS 26.0 Program. Based on findings, the correlation between students' reading comprehension (X) and their ability in writing (Y), the correlation coefficient ( $r_{xy}$ ) was 0.642 and it was categorized as a fair correlation. It could be concluded that there was a significant correlation between reading comprehension and ability in writing. It is suggested for teachers to help students use English verb tenses appropriately, teachers are also expected to clearly show how each tense is formed. It is also suggested that future research could further examine the relationship between other English skills.*

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

# KORELASI ANTARA PEMAHAMAN MEMBACA DAN KEMAMPUAN MENULIS PADA TEKS RECOUNT OLEH SISWA KELAS DUA DI SMP YLPI PERHENTIAN MARPOYAN PEKANBARU

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara pemahaman membaca dan kemampuan menulis teks recount pada siswa kelas dua SMP YLPI Perhentian Marpoyan Pekanbaru. Sampel penelitian ini adalah siswa kelas dua SMP YLPI Perhentian Marpoyan Pekanbaru yang berjumlah 46 orang. Terdapat tes pemahaman membaca yang terdiri dari 30 soal tentang teks recount dan tes menulis teks recount sebagai instrumen penelitian ini. Alokasi waktu adalah 60 menit untuk keseluruhan tes. Data diperoleh dari nilai siswa pada tes pemahaman membaca dan tes menulis. Data tes tulis dinilai oleh tiga rater dengan menggunakan sistem skoring analitis. Temuan menunjukkan bahwa siswa memiliki tingkat kemampuan yang cukup baik dalam membaca dan menulis. Untuk melihat korelasi antara kedua variabel, data primer dianalisis dan dikorelasikan dengan menggunakan Korelasi Product Moment Pearson pada Program SPSS 26.0. Berdasarkan hasil, korelasi antara pemahaman membaca siswa (X) dan kemampuan menulis (Y), koefisien korelasi ( $r_{xy}$ ) adalah 0.642 dan dikategorikan sebagai korelasi yang kuat. Dapat disimpulkan bahwa terdapat hubungan yang signifikan antara pemahaman bacaan dan kemampuan menulis. Disarankan bagi guru lain untuk membantu siswa menggunakan tenses kata kerja bahasa Inggris dengan tepat, guru juga diharapkan untuk menunjukkan dengan jelas bagaimana setiap tenses dibentuk. Disarankan juga agar penelitian selanjutnya dapat meneliti lebih lanjut hubungan antara keterampilan bahasa Inggris lainnya.

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

## INTRODUCTION

Reading is one of the important language skills that should be mastered by learners. It would help them in understanding the meaning of text learned in school. Reading is an activity to get information about something. As Anderson (2003) claims “reading is an active, fluent process which involves the reader and the reading material in building meaning” (pp. 1-3). He adds that the goal of reading is comprehension. Cline et al. (2006), states reading as the process of extracting meaning from a text. Reading process is the most important thing because to comprehend the text that the readers read is their purpose. Basically, reading is the process of taking meaning from a written text and its purpose is to comprehend what is read.

Most of people have certain ways to convey and deliver their message in communication. One of the ways in communication is writing. Hyland (2003) states, “writing is a way of sharing personal meanings and writing courses emphasize the power of individuals to construct someone’s own views on a topic” (p. 9). In other words, writing is used to explore and convey what’s on mind to communicate using written form through indirect communication. According to Harmer (2001) writing is a form of communication to deliver or to express message or feeling through written form.

Students of junior high schools are taught some types of text. One of them is Recount text. According to Hyland (2004) recount is a type of genre that has social function to retell what happened in the past and its purpose is either to inform and to entertain readers. Based on the objectives of teaching English as stated in the Basic Competence of English Curriculum of 2013 for junior high school, there are two competencies that should have been achieved by the students, such as: a) students are able to identify social function, generic structure, and language feature of recount text. b) students are able to write a short recount related to personal experience in the past by paying attention to social function, generic structure, and language feature. Based on the previous explanations, the researcher is interested in finding the correlation between reading comprehension and ability in writing recount text of the second year students of Junior High School. Therefore, the researcher conducted this research entitled “The Correlation between Reading Comprehension and Writing Recount Text Ability of the Second Year Students of SMP YLPI Perhentian Marpoyan Pekanbaru”

## RESEARCH METHODOLOGY

The design of this research is a correlational research. In conducting the research, the researcher used quantitative approach. Ary et al. (2009) states that quantitative research applies objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. Ary, et. al (2009) also describe that correlational research looks for the relationship or correlation between variables in positive correlation or negative correlation, and the level of correlation is determined by the coefficient of correlation. It can be said that the detection of correlation among variables is based on its correlation coefficient.

The research data were conducted from April 2021 to March 2022 in Pekanbaru. The samples of the research were 46 second year students of SMP YLPI Perhentian

Marpoyan Pekanbaru. There were a reading comprehension test consisted of 30 questions about recount text and writing a recount text test as the instruments of this research. The time allocation was 60 minutes for the entire test. The data were obtained by students' scores of reading comprehension test and writing test. The data for writing test were graded by three raters by using an analytical scoring system. To see the correlation between the two variables, the primary data were analysed and correlated by using the Product Pearson Product Moment Correlation on SPSS 26.0 Program. To determine the criteria of correlation, the interpretation of coefficient of correlation by Sugiyono (2022) was used.

**Table. 1 Interpretation of Number Correlation  $r_{xy}$  product moment**

$r_{xy}$	Interpretation
0,00-0,0199	Very low correlation
0,20-0,399	Low correlation
0,40-0,599	Fair correlation
0,60-0,799	Strong correlation
0,80-1,000	Very strong correlation

## RESULT AND DISCUSSION

### Result

#### Try-out Test

Before being given to students, the instrument was first calculated the level of validity and reliability by doing a try out. This calculation is done using SPSS 26.0 program. The r table value used was 0.361 based on the number of samples which consisted of 30 samples at a significance level of 5%. The try out for reading comprehension which was conducted to 30 students with 30 multiple choices related to recount text, the result showed the r count value for all items was bigger than the r table value. The overall items in the instrument has met the requirements ( $> 0.361$ ). Thus, it can be concluded that the instrument used was valid.

#### Reading Comprehension

The highest score of students in reading was 93.33 and the lowest score was 43.33. There was one student who scored 93.33 and one student scored 43.33. The average score achieved by students in reading comprehension test was 70,8 which was in the range of 66-79. It means that generally, the students' ability in reading comprehension of recount was in good category. To know the category percentage of the students' reading comprehension can be seen in the following table:

Table. 2 The Category Percentage of the Students' Score of Reading Comprehension

No	Category	Frequency	Percentage
1	Excellent	9	19.5%
2	Good	22	47.8%
3	Enough	11	24%
4	Less	4	8.7%
5	Fail	0	0%
Total		46	100%

## Writing

The highest score of students in writing was 84.16 and the lowest score was 46.25. There was one student who scored 84.16 and one student scored 46.25. the average score achieved by students in reading comprehension test was 72.3 which was in the range of 66-79. It means that generally, the students' ability in writing recount was in good category. To know the category percentage of the students' reading comprehension can be seen in the following table:

Table. 3 The Category Percentage of the Students' Score of Writing

No	Category	Frequency	Percentage
1	Excellent	9	19.6%
2	Good	31	67.4%
3	Enough	2	4.3%
4	Less	4	8.7%
5	Fail	0	0%
Total		46	100%

## Correlation

After getting the scores of the students' reading comprehension and their ability in writing recount texts, the data were statistically computed to find out the correlation between the two variables. The researcher analyzed the collected data by using Pearson Product Moment Correlation assisted by SPSS 26. The result of the Pearson Correlation Product Moment is as follows.

**Table. 4 Correlations**

		Correlations	
		Reading	Writing
Reading	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	46	46
Writing	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	46	46

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the computation of the correlation coefficient based on table 4.7, it is found that the coefficient correlation ( $r$ ) between reading comprehension ( $X$ ) and writing ability ( $Y$ ) was 0.642. These results indicate a positive correlation. The correlation coefficient falls into the interval 0.60-0.799 with a strong correlation. It means that there is a strong relationship between reading comprehension and writing ability.

The coefficient correlation,  $r$ , is then compared to the  $r_{\text{table}}$  to see if it is significant or not. If  $r_{xy} > r_{\text{table}}$ , then  $r$  is significant. For significance level ( $\alpha$ ) = 5% and  $df = 46$ , the  $r_{\text{table}}$  is 0.291. Since,  $r$  (0.64) > 0.291,  $r$  is significant. Thus, the alternative hypothesis ( $H_a$ ) was accepted. In conclusion, there was a significant correlation between reading comprehension ability and writing ability of the second year students of SMP YLPI Perhentian Marpoyan Pekanbaru.

## Discussion

Based on the findings, there are statistically positive and significant relationship between the ability in reading comprehension and the ability in writing recount text. This finding clearly demonstrates that high scores on reading comprehension tend to be associated with high scores on writing. The implication is that students who are good in reading comprehension, also tend to be good at writing among the second-year students of SMP YLPI Pekanbaru. It can be seen from the average scores of the students' reading comprehension and writing. The results showed that, generally, the students' ability in reading comprehension of recount was good, as well as their ability in writing recount text.

Although the students' ability in reading comprehension and writing in general were in good category, some of them are still low on several aspects of reading comprehension such as finding main idea, word synonym and past form of a word. Moreover, for writing, some students were still low in terms of using the correct tense. Therefore, it is necessary for students to pay attention to aspects that they are still lack on to get the greatest results in reading comprehension and writing.

There are some previous researches that are relevant to the findings of this research. First, a research by Erliani (2019) which showed that the students' reading comprehension and writing ability had a significant relationship. It was proven by the score of  $r$  (0.500) > critical value (0.355). The result of the research showed that there was a positive sign correlation, where a student with a high score on reading is likely to have a high score on writing. Second, this finding was also in line with a research by Mailis (2018) who found that reading comprehension significantly correlated with

writing ability. His findings showed that number  $r_{xy}$  of this study (0.80) was higher than the number of  $r_{table}$ .

The findings of this research and some previous similar research confirmed some theories from experts. According to Krashen (2004) states that good readers are frequently good writers. He adds that great writers will read more than mediocre writers. Writing is very much related to reading. Through reading, students can enhance their knowledge by involving aspects of critical thinking on what they read. In addition, According to Brown (2001), reading and studying various types of literature may provide students with important insights about how they should write as well as the subject matter that may become the theme of their writing. Reading comprehension requires students to understand the meaning of each word, phrase, and sentence in the book so that they can write effectively. It is similar to writing, students must have a large vocabulary that they can employ in their writing.

On the other hand, the findings of Juriati (2018) contradicts with the findings of this research. It showed that  $r$  (0.098) <  $r_{table}$  (0.1981) which indicates no significant correlation between reading and writing ability. Considering the level of students and the genre of the text, the results of this research is different from Juriati's. This research involved 8th graders junior high school students and used a recount text. Meanwhile, Juriati's (2018) involved 7th graders and used a descriptive text. In short, Juriati discovered in her research that students' writing ability is uncorrelated with high reading comprehension.

From the previous explanations, it can be seen that this research has the same results and different results from several previous research. While this research had a significant correlation between reading comprehension and writing ability, the previous research with the same topic had a different result, which was no significant relationship between the two variables. It means that, correlational research does not take the future into consideration as it only measures the recent relationship between two or more variables.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

The purpose of this research was to examine the relationship between reading comprehension and writing ability. This research is limited to providing statistical information from two variables only. The findings revealed a significant relationship between two variables, reading comprehension and writing ability in recount text which indicates a strong relationship between them. These findings imply that the higher the value of students' reading comprehension ability, the higher the value of students' writing ability in recount text. Thus, it can be said students' scores on reading comprehension are strongly correlated with their scores on writing. However, this research only revealed previously undiscovered relationships, but it did not offer a conclusive reason for the existence of the relationship.



## **Recommendation**

The researcher offers several recommendations for students, teachers and future researchers:

Firstly, the students are advised to give more attention to some aspects in reading comprehension which they were still low on such as finding main idea, word synonym and past form of a word. Students should read the passage thoroughly in order to determine the main idea. Furthermore, students need to read voraciously. By doing so, they can expand their vocabulary.

Secondly, related to the students' writing, they were still low in terms of using the correct tense forms in their writings. Students unwittingly change tense whilst writing. In order to help students use English verb tenses appropriately, teachers are expected to clearly show how each tense is formed. Teachers are advised to also show to their students the different situations where a particular tense may occur.

Lastly, the results of this study revealed a significant correlation between reading comprehension and writing. On this basis, future research could further examine the relationship between other English skills.

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