

**THE CORRELATION BETWEEN READING INTEREST AND  
WRITING SKILL OF THE ELEVENTH GRADE STUDENTS  
OF SMA ISLAM AZ-ZAHRAH PALEMBANG**

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## ABSTRACT

The objectives of this study were as follow: 1) To find out whether or not there was any significant correlation between reading interest and writing skill of the eleventh grade student of SMA Islam Az-Zahrah Palembang. 2) To find out in what extent the reading interest contributed toward students' writing skill of the eleventh grade student of SMA Islam Az-Zahrah Palembang. The population of this study was the eleventh grade students of SMA Islam Az-Zahrah Palembang. The total sample was thirty three students selected by using cluster random sampling technique. The data were collected by using reading interest questionnaire and writing test. After analyzing the data, it could be summarized that both problems of this study were answered. There was significant correlation between reading interest and writing skill of the eleventh grade student of SMA Islam Az-Zahrah Palembang since the p-value 0.001 was lower than 0.05. It means that  $H_0$  was rejected and automatically  $H_a$  was accepted. The r-value was 0.536, which showed that there was fair correlation between reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang. It could be concluded that students' reading interest had a dominant influence through writing skills. It was also found that there was a significant relationship between reading interest and writing skills of the eleventh grade students of SMA Islam Az-Zahra Palembang.

**Keywords :** *reading interest, writing skill, and correlational study.*

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# CHAPTER I

## INTRODUCTION

In this chapter the writer presents the discussion (1) background, (2) problem of the study, (3) objective of the study, and (4) significant of the study.

### **1.1. Background**

English is an important language used in international affairs and also used as a medium for the flow of scientific, technological, and cultural information. In this era of a developing country, it is very important to have an effort to communicate using English to establish strong ties with other countries so that the mastery of science, technology, and culture in the world can be understood. In Indonesia, English is referred to as a foreign language and taught as a compulsory subject at Ellen's school (2011, p. 174). By learning English, students gain knowledge that can be used in communicating both in spoken and written form.

In the world of education, it is known that English has four basic skills, Lotherington (2004, p. 65) argues that the four basic skills of common language are speaking, listening, reading, and writing. The four basic English language skills are divided into two categories such as receptive skills and productive skills. Receptive skills is a term used for reading and listening skill, which is extracted from the discourse; while productive skills is the term for speaking and writing skill, which students actually have to produce language themselves Harmer (2007, p. 265).

According to report of the commission on reading in the United States, reading is a cornerstone for success, not just at school but throughout life. The

commission noted, without the interest to read well, opportunities for personal fulfillment and job success inevitably will be lost, Anderson and Arsenault (2005, p. 12). Based on the quotation above, reading is very important for the students because all students learning activities will involve reading interest and the success of their study also depends for the greater part on their interest to read. They read more books, the more successful they will be in learning. They need reading interest not only for learning something but also for getting experience, knowledge, and everything which can support their future study in higher education. Therefore, it is obvious that reading is an important part in their life.

According to Richards and Schmidt (2002, p. 57), reading interest as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. Reading provides writers with the knowledge of the language of writing, the grammar, vocabulary, and discourse style writers use. By taking a look in this power of reading, Krashen (2004, p. 29) states when children or less literate adults start reading for pleasure, however, good things will happen. Their reading interest will improve, and they will find difficult, academic-style texts easier to read. Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve.

Reading interest is an activity conducted with full awareness of self and the appropriate continuous aims to build the communication pattern with yourself so that the reader can obtain the information from the writing as the process of changing the pattern of thinks for develop quality themselves, Swartawan (2016). Keller (2006) states that the interest has a connection with motivation. He also asserted that the interest was a positive response to stimuli based on existing cognitive structures (background knowledge) in such a way that the learner's curiosity is aroused and sustained. It can be concluded reading interest means something that makes students more confident in communication, so that the knowledge got from reading makes students' mindset to be good as a listener or a speaker.

Writing is the process of expressing ideas, thinking, or feeling in words on the piece of paper, transferring information and message in grammatical sentence that expressed in the text. Meyers (2005) stated writing skill is a skill of communicating a message to reader for a purpose. It means the purpose of writing is to provide information, persuade the reader, and create a literary work. The term of skill is defined as skill or power of someone to write correctly. Writing skill refers to the indirect communication to convey information, message and ideas which we transfer our thought and feeling grammatically and vocabulary with correct sentences.

Writing is linked to reading process and both of the processes are heavily dependent on vocabulary. When reading students have learned to decode words, they may be able to read and pronounce many words that are unfamiliar to them.

They may even be able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, students do not have the shortcut of examining the context in which a word is used. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but also understood well enough to use correctly. Writing skill as stated before is the productive knowledge of words. Learners who have larger receptive vocabulary are likely to know more of those words productively than learners who have smaller receptive vocabulary Webb (2008, p. 79).

In the Curriculum 2013, Senior High School students especially the eleventh graders learn some texts in the teaching and learning process in writing such as descriptive text, recount text, analytical exposition text, narrative text, procedure text, and etc. The text types focused on this study was analytical exposition text. Analytical exposition text is one of the famous genre of texts that should be taught to students of Senior High School especially the eleventh graders. Wafa, et al (2009, p. 178) stated that analytical exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. The purpose of analytical exposition text is to make persuasion stronger, the speaker or the writer gives some arguments as the basic reasons why something happened.

Furthermore, based on the writer's observation during the teaching practice program (PPL) at SMA Islam Az-Zahrah Palembang. Many students had problems in their reading interest and writing skill especially for eleventh graders.

The students had many spelling mistakes and word choices. They do not know how to understand especially reading components, such as topic sentences, identify general information, and summarize texts. When students are asked to write, they face difficulties to develop their ideas in writing. Teachers must plan the appropriate classroom activities to support the learning of writing skills.

In terms opinions many studies have previously explored these variables that related to reading and writing. Hastini (2015) found that there was a significant correlation between reading and writing. The students' knowledge of reading interest played the important role in increasing their writing skill. The students need to understand more the aspects of reading such as main idea, detail information, and vocabulary. The students also need to understand more the aspects of writing in order to improve their ability, such as vocabulary to develop their ideas in writing and summarize paragraphs. Furthermore, Hastini (2015) confirmed that there was a positive correlation between reading-writing in analytical exposition text. She argued that students tended to be confident in writing English if they were good in reading interest. Students could improve their reading interest by reading a lot, finding, memorizing new words, getting new information, and enriching the reading interest which resulted in a good writing.

Based on the explanation above, the writer was interested in conducting the research entitled, “The Correlation between Reading Interest and Writing Skill of the Eleventh Grade Student of SMA Islam Az-Zahrah Palembang.”

## **1.2. Problem of the Study**

### **1.2.1. Limitation of the Problem**

The limitation of this study is specified in reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang.

### **1.2.2. Formulation of the Problem**

In relation to the background above, the writer formulated the research questions as follows:

1. Was there any significant correlation between reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang?.
2. How much did reading interest give the contribution to students' writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang?.

## **1.3. Objectives of the Study**

Based on the problems of the study above, the objective of this study were as follow:

1. To find out whether or not there was any significant correlation between reading interest and writing skill of the eleventh grade student of SMA Islam Az-Zahrah Palembang.
2. To find out in what extent the reading interest the contributed toward students' writing skill of the eleventh grade student of SMA Islam Az-Zahrah Palembang.



#### **1.4. Significances of the Study**

The writer expects that this study will be able to give contributions and benefits to students, the writer, the teacher of English, and other researchers.

##### **1. For the Students**

The result of this study are expected to increase their students' reading interest and to improve their writing skill of the eleventh grade at SMA Islam Az-Zahrah Palembang.

##### **2. For the Writer**

It gives her a clear description about the relationship between students' reading interest and writing skill. Then, the implication of the finding research could be suggested to related people for the sake of developing the process of writing ability.

##### **3. For the Teacher of English Teachers**

The positive results of this writer could support the teacher of English in teaching reading and writing subject. It is expected that this research can inspire them to improve the students' reading interest, so that their writing skill can be also developed.

##### **4. Other Researchers**

This research can help other researcher to develop their knowledge and experience in composing academic writing. It will be useful for the future researchers as the reference to make further research.

## **CHAPTER II**

### **LITERATURE REVIUW**

In this chapter the writer describe (1) the concept of reading, (2) the concept of reading aspects, (3) the concept of interest, (4) the types of interest, (5) the concept of reading interest, (6) the concept of writing, (7) the type of writing performance, (8) the process of writing, (9) the concept of writing skill, (10) the concept of analytical exposition text, (11) the previous related study, and (12) hypotheses.

#### **2.1. The Concept of Reading**

Reading is one of the English basic skills that should be mastered by students. By reading, students can get a lot of information and knowledge. According to Patel and Praveen (2008, p. 113), reading means to understand the meaning of printed words, namely written symbols. It means that reading is a way of getting the meaning or the knowledge from the printed page such as textbooks, newspapers, magazines, novels, and etc. By reading, the students will know more what they should write and speak. Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or a content that wants to share to the reader.

Reading is an active process which consists of the recognition and the comprehension skill. It means reading is an important activity in life with which one can update the knowledge and the tool for academic success. In this process, the reader actively finds the message conveyed by the author. Moreover, Holden (2004, p. 67), describes that reading is an incredibly active occupation. To do it

successfully, we have to understand what the words mean. It means that the readers also understand what they read, and the word means. Because reading is one of the basic important skills that students must be mastered in the classroom. They are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts already stored in their memories. Based on the explanations above, it can be concluded that reading is one of the skills that occurs because of the process of receiving and applying the important information that involves the knowledge to get the meaning understanding the text, and also the ideas or the information previously based on the author.

## **2.2. The Concept of Reading Aspects**

Reading means an activity to understand the text and the information contained in the text. Patel and Praveen (2008) state in order to know the important of reading in teaching process, reading is the contraction of involving the reader connecting the information from the written message. These are five aspects of reading comprehension skills that should be mastered by reader to comprehend the text mind idea, specific information, references, inferences, and vocabulary, Holden (2004 p. 5). These aspects are explained below:

### **1. Mind Idea**

Finding the mind idea of paragraph is one of the most important reading interests. In some paragraphs, the mind idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. In the other word, the main idea is the most important idea that the author

develops throughout the paragraph. For example, in *my family*, the idea of the text is '*my family has four members*'.

## 2. Specific Information

Specific information develops the topic sentences by giving definition example, facts, comparison, analogy, cause, effect, statistic, and quotation. For example, supporting sentence in the second paragraph *my family* is '*my mother 47 years old*'.

## 3. References

References are words or phrases used either before or after the references in reading material. They are used to avoid the unnecessary repetition of words or phrases. It can be the readers' signal to find the meaning of word elsewhere in the text. For instance, she in sentence '*she has a thin and oval face*' refer to her mother (from *my family*).

## 4. Inference

Inference is an educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws them between his observation or knowledge and what he does not know. For example, question '*why the writer cannot speak Sundanese well?*' make the reader a prediction based on the facts he finds in the text.

## 5. Vocabulary

Vocabulary is the stock of word used by the people. Concerning with those statements indeed vocabulary is fundamental for everyone who wants

to speak or produce the utterances for reading. *The elephant* for instance, reader would know that '*a carnivore*' is the answer to the question '*what is the opposite meaning of an herbivore*' after reading the sentence in the text that build the context the word '*an herbivore*'.

Based on the explanation above, the students should mastermind the idea, specific information, references, inferences, and vocabulary. In order make the students can easily identify the information of the text. The reading aspect is the basic students' competence in reading interest specific information of the text because it is important to the teaching learning process in reading.

### **2.3. The Concept of Interest**

The students are not disappointed with their English they are interest in their English reading. If the students have the sufficient interest, they will read frequently because they are attracted and forced. The Interest is the second factor which determines as attitude in working or studying actively. Learning process, will run well if the students have the interest. The interest is the situation or the condition of paying attention and enjoying in some activities and contents, William (2009). This definition tells us than the interest is shown by paying attention and enjoyment in some activiti'es. The interest is always followed by feelings of pleasure and from there can be obtained the satisfaction. Interest is also the big influence in the learning, if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students who have the interest, should be given things that are interesting in the learning process.

According to Suzanne (2006, p. 70) the interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by in erased attention, concentration and affect. It means that the interest can influence students' mindset become positive in learning process. The positive mindset gives more attention and concentration for students in certain subject matter.

Moreover, Djali (2017, p. 358) said that the interest is the tendency of elevated hearth against something. In other words, the interest must be in accordance with one's own personal. When they consider something, that is not appropriate for them, then most likely they will not consider it is important or interested in something. The interest does not arise alone, but there is an element of necessity.

Based on the explanation above, the interest is one of the psychological items that has an important role in humans, especially in education. Interest is always followed by a feeling of pleasure and from there can get satisfaction. The interest is also the big influence in learning, if the learning materials are not in accordance with the interests of students, they will not learn well. The learning process will run well if someone has the interest. Students who have the interest in learning a subject matter will understand the material at a deeper level than students who do not.

#### **2.4. The Types of Interest**

The interest plays the important role in the teaching process and has the great impact on students' behavior and attitudes. Alderman (2004, p. 241),

describes that the interest in a subject can promote the motivation and the learning. Students will learn if they are interested and will not learn or perform well if they are uninterested. Therefore, the interest is the important aspect of motivation that influences the attention, the learning, the thinking and the performance of students. Here are two types of the interest:

#### 1. The Personal Interest

The personal interest is more stable personal disposition toward the specific topic or domain. It is the individual interest that students bring to the classroom such as the space exploration, which is based on a deep level of knowledge. The personal interest assumed to be directed toward the specific activity or topic. For example: particular interest in sports, science, music, dance, and computers.

#### 2. The Situational Interest

The situational interest is more temporary and the specific situation of the attention to a topic. It is more contextual dependent or specific than the personal interest. It is resulted from some instructional activities used in the classroom that triggers the interest. The situational interest can be increased by the use of the interesting text, media, presentation, and the like. It may trigger students' interest in a topic or an activity leading to the personal interest. Therefore, the situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.

From the explanation above the similarity between the personal interest and situational interest are: First, both the situational interest and personal interest are resulted in the psychological state of interest that involving the increased attention and the cognitive functioning, the persistence and having the affective component. Second, the personal interest and the situational interest emerge from the interaction of the person and certain aspects of the environment and are content specific.

## **2.5. The Concept of Reading Interest**

Reading interest is one of motivational aspects that causes people to have the high attention in reading a text. William (2009 p. 14) states that the individual's reading interest is considered as one of the major factors that determines what she or he reads. Students will read actively if they are interested in reading activity. Thus, they will consider reading activity as habitual activity for them. Reading is a skill and it can only be developed by practicing a lot. In order to understand any kinds of text, a reader must have some skills that will support his understanding. However, a reader reads for many purposes. Students will have different methods for different text to be read. A reader may not use the same method when he reads science books and novels. If it is measured by the time, it can be guessed that a reader will read novel faster than science books. Of course because he has something which makes him reading novels faster than science books. Something that a reader has to support his reading what is called as the interest.



Based on the explanation above, the writer concluded that the reading interest is one of motivational aspects that causes people to have the high attention in reading a text if students' high interest usually read more and find it useful and enjoyable.

## **2.6. The Concept of Writing**

Writing is one of the important skills in teaching English. It has always occupied the place in most English language course. Meyers (2005, p. 90) says that writing is a way to product language, which you do naturally when you speak. Writing is the communication with others in a verbal way. Writing is also an action and a process of discovering, organizing your idea, putting them on paper, and reshaping and revising them. In addition, Hedge (2005, p. 376) states that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing.

In the other words, writing is a combination of process and product. Sokolik (2003) explains that the process of writing is by collecting all ideas or data that we have, managing it then providing it into the good result which also know as the product. Furthermore, writing means the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and world express, or communicating them to others by visible signs. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one's idea.

So, in this case, writing is not only as expressing ideas or sharing information, but also an indicator in the mastery language, it means that students need to be active in writing and have the communicative skill, It shows that learning writing is assumed to be difficult and students should develop the full understanding of the writing process.

## **2.7. The Types of Writing Performance**

Assesing students' writing ability is not an easy task, we must make clear goals and criterias. What we want to score, students' writing ability, correct spelling, correct word or sentence structure, arrangement in paragraphs, topic development, and so on. Brown (2004, p. 220), explains there are four categories of written performance capturing the range of written production:

### **1. Imitative**

This category includes the ability to spell correctly and perceive phoneme-grapheme. Correspondences in the English spelling system.

### **2. Intensive**

Beyond the fundamentals of imitative writing are skills of producing the appropriate vocabulary within a context, collocations, idioms, and the correct grammatical features up to the length of a sentence.

### **3. Responsive**

Assessment tasks require learners to perform a limited discourse level, connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs.

#### 4. Extensive

The processes and strategies of writing for all purposes, up to the length of an essay, a term of paper, a major research project report, or even a thesis.

From the above descriptions, writing is a process of organizing ideas in paragraph of the text. Finally, the writer would apply intensive writing because the students were asked to make a paragraph that fit with the context, grammatical and sentences were long enough.

### **2.8. The Process of Writing**

According to Herero (2007, p. 35), if writing is ungrammatical, many words are misspelled, and there are so in any incorrect punctuations, the reader may not understand the delivered information. Harmer (2001) states that there are four processes in writing:

#### 1. Planning

It is the stage when students are given a topic writing. They must draw up the ideas related to the topic to build a good text.

#### 2. Drafting

In this stage, students start to write the first draft, as the results of their planning activity.

#### 3. Editing

Editing is the stage when students check and edit their writing.

#### 4. The Final Draft

In this stage, the students make sure that their writing is comprehensible to the reader. It is the final stage of writing. The results of writing can be shared with others.

Therefore, the writing process has the long time because it has several stages. But it helps to improve students' writing skill to produce the good and correct writing.

### **2.9. The Concept of Writing Skill**

In Indonesia, English is used as a foreign language, writing is one of the productive skills. Langan (2008, p. 23) stated that the college writing skill is a skill that helps us in learning, practicing, applying the skills to think and communicate effectively. Moreover, Hayes (2002, p. 20) states that the process of writing skill involves three main cognitive activities. They are the text interpretation, the reflection, and the production. The three cognitive processes are not only applied in the drafting process but also in the revising process. First, the cognitive activity of writing is the text interpretation. It is the process of creating the international representation derived from linguistics and graphics input, while the reflection is the process of creating new representation ideas from the existing representation in the process of the text interpretation. The text production is the last process in which the new written linguistics from are produced. The competence English learners can also be seen from the performance of the written with often give a writing assignment.

Writing skill is made up of many interrelated components and any assessment developer needs to determine which aspects should be measured and how to measure it. Through the evaluation, they have used the holistic rating, and purpose related rubric. Test six trait system that score ideas, organization, voice, world choice, sentence fluency, convention Kozlow and Bellamy (2004, p. 127). Aspect that have been measured in writing skill includes, syntactic complexity, ability to edit and revise, vocabulary level; measuring these writing components is time consuming and is often very task, content specific, lastly, the writer mentions that writing test provides the reliable and valid measurements for language conventions.

#### **2.10. The Concept of Analytical Exposition Text**

Exposition text is a text that discussed an issue or a problem. Exposition text can be divided into two types; they are analytical text and hortatory text. Analytical exposition is accompanied by suggestion, but hortatory exposition text is accompanied by the suggestion about an issue or something that should or not to do. Wafa, et al (2009, p. 178), analytical exposition is used to persuade the readers that the idea is important a text which is not a text which is matter. It means that this text has the influencing process to bring the readers not to do something relate to case is happening.

In this text, the writer thinks that analytical exposition text is a text which is telling about the writers' explanation text about the case. Pardiyono (2007, p. 222). The rhetorical structure of analytical exposition text is the thesis contains a writer's statement of his or her position about the certain topic or problem,

argument contains the description of facts to support his or her statement in the thesis, reiteration contains the brief conclusion or resume related to his description to convince that what is stated in the thesis is acceptable or correct reasonably.

There are five language features of analytical exposition text:

- a. Using simple present tense
- b. Using passive sentences
- c. Using linking words or conjunctions (in addition, then, moreover, and etc.)
- d. Using action verbs (breaks, erupts, and etc.)
- e. Giving the detailed description to create the rich meaning

Moreover, three generic structures of analytical exposition text:

- a. Thesis (Introduction): Introducing the topic and indicating the writer's position
- b. Arguments (Body): Explaining the arguments to support the writer's position.
- c. Reiteration (Conclusion): Restating the writer's position.

Here figure 1 example for analytical exposition text.

<b>The Importance of Reading</b>	▶	<b>Title</b>
I personally think that reading is a very important activity in our life. Why do I say so?	▶	<b>Thesis (Introduction)</b>
Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, and etc. We can find these things written in either books, magazines, newspapers, or other media sources.	▶	<b>Arguments (Body)</b>

<p>Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason is that reading can give us the pleasure too. When we are tired, we can read books, the newspaper or a magazine and read such things as comedy, short stories, science fiction, and many other things, and it can be very relaxing. Lastly, reading can also take us to other parts of the world. By reading a book about Papua, or the Amazon, we may feel like we're really sitting in the jungles, not at home in our rooms.</p> <p>Lastly, reading can also take us to other parts of the world. By reading a book about Papua, or the Amazon, we may feel like we're really sitting in the jungles, not at home in our rooms.</p>	▶	<p><b>Arguments (Body)</b></p>
<p>From the facts above, it is obvious that everyone should try to read to get knowledge, information and also have some entertainment. In summary, we can say reading is truly important in our lives</p>	▶	<p><b>Reiteration (Conclusion)</b></p>

*Source: Katrini & Farikhah (2015)*

**Figure1.** Example of Analytical Exposition Text

### 2.11. The Previous Related Studies

There were two previous studies which are closely with this thesis. First, the writer was conducted by Marwan (2016) entitled “The Correlation between Reading Interest and Speed Reading of the Eleventh Grade Student of SMA Muhammadiyah 1 Yogyakarta”. This thesis used the correlation study. The objectives of this study was to get information about students reading interest and speed reading. The population and the sample of this thesis was the eleventh grade student of SMA Muhammadiyah 1 Yogyakarta. The instruments for collecting the

data in this research by using the questionnaire and the test. This study was conducted on June 24<sup>th</sup>, 2016. Based on this thesis, it can be suggested that students need to have the interest in order to be able to read fast and effectively.

The similarities of this two thesis was correlation design, independent variable, the level of sample from the eleventh grade students, and instruments collecting the data. The differences of these both thesis was dependent variable, this study was writing skill and Marwan's studies was speed reading, and the object.

Second, the writer was conducted by Hastini (2015) entitled "The Correlation between Reading Interest and Writing Ability of the Eleventh Grade Student of SMA 3 Bogor Jawa Barat". This thesis used the correlation study. The objectives of this study were to find out whether or not students' reading interest correlated significantly with their writing ability. The population and sample of this thesis was the eleventh grade student of SMA 3 Bogor Jawa Barat. The instruments collecting the data in this research by using the questionnaire and the test. The result proved that there was a correlation between reading interest and their speed writing ability.

The similarities of these both thesis was correlation design, independent variable, the level of sample from the eleventh grade students, and instruments collecting the data. The differences of these both thesis was dependent variable, this study was writing skill and Hastini's studies was writing ability, and the object.



## **2.12. The Hypotheses**

A hypotheses is a temporary explanation of the research problem where a given explanation is just based on the relevant theory in which stated in the research questions, Sugiyono (2009, p. 9). The hypotheses of this study were as follows:

**Ha :** There was a significant correlation between reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang.

**Ho :** There was no significant correlation between reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang.

## **CHAPTER III**

### **RESEARCH PROCEDURE**

This chapter presents about procedure (1) method of the study, (2) research variable, (3) operational definition, (4) population and sample, (5) technique in collecting data, and (6) technique for analyzing the data.

#### **3.1. Method of the Study**

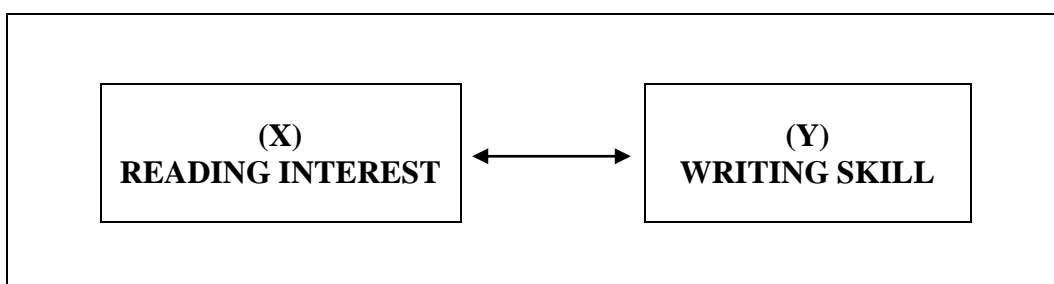
This study conducted through a quantitative approach. Tanzeh (2011, p. 63) quantitative research is a research which basically uses the deductive-inductive approach, meaning that departs from a theoretical framework, the notion of experts. In addition according to Muijs (2004, p. 1), quantitative research is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).”

Correlation research design was used as the research design. According to Fraenkel and Wallen (2012), correlation research is to investigate the extent which variations in one factor correspond with variations in one or other based on correlation coefficients. In addition, Lodico, Dean, and Katherin (2006, p. 14) state that correlation research is a quantitative method designed to show the relationships between two or more variables.

#### **3.2. Research Variables**

Cresswell (2012, p. 112) says that the variable is a characteristic an individual or an organization that can be measured or observed and varied by the researchers. There were two kinds of the variables in this study, the independent

variable and dependent variable. Fraenkel and Wallen (2010, p. 36) illustrate the independent variable is hopefully having an effect to the dependent variable. The independent variable statistically gives and impacts to the dependent variable. In this study, the independent variable is the reading interest (X) while the dependent variable is writing skill (Y). The research is presented in figure 1 below:



**Figure 2.** Variables of Reading Interest and Writing Skill

Note: a. Variable 1: Students' Reading Interest (Independent Variable)

b. Variable 2: Students Writing Skill (Dependent Variable).

### **3.3. Operational Definition**

The title of this study is "The Correlation between Reading Interest and Writing Skill of the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang". In order to avoid the misinterpretation, the terms of this study were explained as follows.

#### **1. Reading Interest**

Reading interest is one of motivational aspects that causes people to have the high attention in reading a text, if students have high interest, they usually read more and find it useful and enjoyable.

#### **2. Writing Skill**

Writing skill is students' learning skill in class with the material provided by the teacher. The results will be assessed with the indicators of content of proposed ideas, grammar, vocabulary, spelling, and punctuation.

### **3.4. Population and Sample**

#### **3.4.1. Population**

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristics. The population which involved in this study was the eleventh grade students of SMA Islam Az-Zahrah Palembang in the academic year of 2021/2022. The total number of students were 104 students. The population of this study presented in the Table 1 as follow:

**TABLE 1**  
**POPULATION OF STUDY**

<b>No</b>	<b>Class</b>	<b>Students</b>
1	XI IPA 1	33
2	XI IPA 2	36
3	XI IPS	35
<b>Total</b>		<b>104</b>

*Source: SMA Islam Az-Zahrah Palembang Academic year 2021/2022*

#### **3.4.2. Sample**

Sample is a part of the population that used to be the object of the study. According Lodico, Dean, and Kahterin (2006) statet that sample is the smaller group selected from the larger population that is representative of the larger population. Then, according to Fraenkle, Wallen, and Hyun (2012, p. 91) statet that sample refers to the process of selecting the individual from population. In this study, the writer used cluster random sampling by using lottery technique.

Cluster random sampling is one obtained by using groups as the sampling unit rather than individuals Fraenkel and Wallen (2009, p. 105). Therefore, cluster random sampling is the procedure of sampling that uses a group as sampling than an individual. The reason that the writer used this cluster random sampling technique, because the more representative the samples were the higher significance of correlation would be obtained. The steps of choosing the sample as follows:

1. The names of the three classes placed on three small pieces of paper.
2. These papers were rolled input into a box.
3. The rolls of paper were shaken.
4. The researcher put the paper down and chose one of them randomly.
5. The class in the chosen paper would be the sample.

In many cases a sample was give more than a census. Because of its small size, the accurate information compared to the sample could be used by the personnel who had the high skills so that the error factor in data collection and processing could be reduced as low as possible. In this study, the writer took XI IPA 1 of SMA Islam Az-Zahrah Palembang as sample. The total numbers of the sample were thirty three students. The distribution of the sample of the study was presented in Table 2:

**TABLE 2**  
**SAMPLE OF THE STUDY**

<b>Class</b>	<b>Students</b>
XI IPA I	33
<b>Total</b>	<b>33</b>

*Source: SMA Islam Az-Zahrah Palembang Academic year 2021/2022*

### **3.5. Technique in Collecting Data**

The research instrument is defined as a device or a procedure for systematically collecting information (Wallen & Frankle, 2012). The data of research were gathered by distributing the questionnaire and administering writing test. The instruments were questionnaire of reading interest and writing test.

#### **3.5.1. Questionnaire of Reading Interest**

Questionnaire is a tool in collecting the information through writing questions, it is one of the most widely usefull social research techniques. According to Arikunto (2006), he states that the questionnaire is a list of questions given to people to give their response to the question. Based on the above definition, it can be concluded that the questionnaire is a list of questions given to respondents to collect information about respondents through the question. The writer used the Likert scale as questionnaire ratings. Sugiyono (2008, p. 83) says that the Likert scale used to measuring attitudes, opinions, communities, or groups of perception about social phenomena. The questionnaire adopted by Fajri (2015). Questionnaire in obtaining the data for reading interest, the writer used the ready-made questionnaire which consisted of eighteen items. In this questionnaire, the scales were rated by using five-point likert scale. Range scale of reading interest was presented in Table 3:

**TABLE 3**  
**RANGE SCALE OF READING INTEREST QUESTIONNAIRE**

Score		Level
Positive	Negative	
5	1	Always
4	2	Often
3	3	Sometimes
2	4	Seldom
1	5	Never

*Source: Fajri, M (2015)*

### **3.5.2. Validity of Questionnaire**

The writer adopted the ready-made questionnaire of reading interest from Fajri (2015). The scoring of questionnaire used likert scale which was one of scaling techniques of writing scale. The questionnaire consisted of eighteen items, twelve positive items and six negative items. The scoring for positive items were always (five points), often (four point), sometimes (three points), seldom (two points), and never (one point). In contrast, scoring for negative items are always (one point), often (two points), sometimes (three points), seldom (four points), and never (five points). The questionnaires were developed by using indicators from the internal motivation and emotional factors Fajri (2015). All questionnaire items were valid. The figure of reading interest indicators can be seen in Table 4 below:

**TABLE 4**  
**INDICATORS OF READING INTEREST**

No	Indicator	Sub-Indicator	Number	Items
1	Internal Motivation	Focusing attention	1, 5, 15	3
		Curiosity	2, 8, 12	3
		Time spending	18	1
		Effort	13, 17	2
		Concluding	3, 6, 10	3
2	Emotional Factors	Pleasure	4, 14	2
		Enthusiasm	9, 16	2
		Impression	7, 11	2
<b>Total</b>				<b>18</b>

*Source: Fajri, M (2015)*

The category reading interest of questionnaire consisted of eighteen items. twelve positive are 1, 5, 15, 2, 8, 12, 18, 13, 17, 3, 6, and 10. For six negative were 4, 14, 9, 16, 7, and 11. The category items were presented in Table 5.

**TABLE 5**  
**CATEGORY OF READING INTEREST QUESTIONNAIRE**

Category	Items
Positive	1, 5, 15, 2, 8, 12, 18, 13, 17, 3, 6, 10
Negative	4, 14, 9, 16, 7, 11

*Source: Fajri, M (2015)*

### 3.5.3. Reliability of Questionnaire

A test is considered good if it is valid and reliable. Reliability refers to consistency of the test. Reliability means that scores from an instrument are stable and consistent (Creswell, 2012). According to Fajri (2015) the reliability score of questionnaire was 0.80. It was considered strong reliability.



### 3.5.4 Writing Test

According to Arikunto (2006, p. 193), writing test is a question or other ways to measure skills, knowledge, ability of individual or group. Writing test was given to measure students' writing skill of writing text with time allocation 2 x 30 minutes at least two hundred fifty words.

The criteria for scoring the students' writing achievement, the writer used the analytical scoring rubric to analyze the data revealed to student's writing test. Writing test is given to measure all aspects considered in writing a research proposal which assessed based on writing indicators such as; *content, organization, vocabulary, grammar, and mechanics*. The writing scoring scale is adapted from Brown and Hughes (2004). It is presented in table 6:

**TABLE 6**  
**THE WRITING SCORING SCALE**

Aspects	Weighting	Score	Criteria
<b>Content</b>	2x	10	<b>Very good:</b> Thorough development of topic
		9	<b>Good:</b> Relevant to topic but lacks detail
		8	<b>Fair:</b> Inadequate development of topic
		7	<b>Poor:</b> Does not show knowledge of topic
<b>Organization</b>	2x	10	<b>Very good:</b> Write paragraph structures correctly
		9	<b>Good:</b> Loosely organized but ideas stand out
		8	<b>Fair:</b> Incoherent ideas and lacks logical sequencing
		7	<b>Poor:</b> Does not write paragraph structures correctly

Aspects	Weighting	Score	Criteria
<b>Vocabulary</b>	2x	10	<b>Very good:</b> Employ accurate and effective choice of words/diction
		9	<b>Good:</b> Employ accurate diction, but not effective
		8	<b>Fair:</b> Employ lacks accuracy of diction, but meaning not obscured
		7	<b>Poor:</b> Errors in applying diction or word form, and meaning obscured
<b>Grammar</b>	2x	10	<b>Very good:</b> Use correct grammar (tense used, pronouns, subject-verb agreement, etc.)
		9	<b>Good:</b> Several errors of tense, pronoun, subject-verb agreement, etc., but meaning not obscured
		8	<b>Fair:</b> Major errors of tense, pronouns, subject-verb agreement, etc., and meaning obscured
		7	<b>Poor:</b> No Mastery of sentence construction and dominated by errors
<b>Mechanics</b>	2x	10	<b>Very good:</b> Very little errors of mechanics
		9	<b>Good:</b> Few words of mechanics, but meaning not obscured
		8	<b>Fair:</b> Many errors of mechanics, and meaning obscured
		7	<b>Poor:</b> Dominated by errors of mechanics

*Source: Brown and Hughes (2007)*

Moreover, the students' scores were calculated and analyzed by using the above rubric were categorized as stated in the Table 7 below:

**TABLE 7**  
**FINAL SCORE CATEGORY**

<b>Range of Final Scores</b>	<b>Categories</b>
86-100	Very Good
71-85	Good
56-70	Fair
10-55	Poor

*Source: Evaluation Standard of FKIP University of Tridianti Palembang*

From the Table 7 above, it could be explained that the students who got the range score 86-100 was categorized into “very good”, range score 71-85 was categorized into “good”, range score 56-70 was categorized into “fair”, and range score 10-55 was categorized into “poor”.

#### **3.5.5. Validity of Writing Test**

Based on Fraenkel, Wallen, and Hyun (2012, p. 148), validity has been as pertaining to appropriateness, correctness, meaningfulness, and usefulness of the precise inferences researcher makes supported the information they collect. It means that validation is the process of collecting and analyzing evidence to support such inferences. In this study to measure the writing test, the writer used evidence related to the content. It refers to the content and format of the instrument. The content and format must be consistent with the definition of the variable and the sample of subjects to be measured. The test specification was related to the syllabus in the curriculum and presented in Table 8 below.

**TABLE 8**  
**TEST SPECIFICATION OF THE TEST ITEMS**

<b>Basic Competence</b>	<b>Content</b>	<b>Indicators</b>	<b>Task</b>	<b>Time</b>
4.4.2 Compile analytical exposition text, related to actual issues, taking into account social function, structure text, and language lessons, fully appropriate and in accordance with the content.	The genre of test is analytical exposition text	<ol style="list-style-type: none"> <li>1. The student are able to identify the content or information in analytical exposition text.</li> <li>2. The students are able to identify the organization the ideas.</li> <li>3. The students are able to find new and increase the knowledge of new meaning of analytical exposition text</li> <li>4. The students are able make analytical exposition text based on structure and language features text. The students are able make analytical exposition text using punctuation and they able to spelling words</li> </ol>	Write analytical exposition text consisting of approximately 250 words.	2 x 30 Minutes

*Source: SMA Islam Az-Zahrah Plembang Academic Year 2021/2022*

### **3.5.6. Reliability of Writing Test**

Reliability refers to the steadiness or consistency also because the precision which entered into measurement procedure. Based on Fraenkel, Wallen and Hyun (2012, p. 154), reliability is the consistency of the scores obtained, how consistent

they are for each individual from one administration of an instrument to another and from one set of items to another. To measure the reliability of the instrument the writer used inter-rater reliability because the raters who would rate the students' written performance. The rater were a lecturer of Tridianti University and the teacher of English of SMA Islam Az-Zarah Palembang.

According to Hafner (2003), inter-rater reliability had been measured by the correlation between two sets of grades assigned to a group of students by two different raters. Then, the instrument would be analyzed using Person Product Moment to see its internal consistency. It would be assumed that it was reliable. According to Cohen, Manion, and Morrison (2007), the criteria of reliability was as shown in Table 9:

**TABLE 9**  
**THE CLASSIFICATION OF RELIABILITY**

Value	Interpretation
>0.90	Very Highly Reliable
0.80 – 0.90	Highly Reliable
0.70 – 0.79	Reliable
0.60 – 0.69	Marginally or Minimally Reliable
<0.60	Unacceptably Low Reliable

*(Source: Cohen, Manion, & Morrison, 2007, p. 525)*

**TABLE 10**  
**RELIABILITY STATISTICS**

Cronbach's Alpha	N of Items
.690	2

The reliable coefficient which was acquired from reliability test was 0.690. From the interpretation of the classification of reliability in the Table 9, it could be concluded that the writing test was marginally or minimally reliable.

### **3.6. Technique for Analyzing the Data**

#### **3.6.1. Descriptive Analysis**

The analysis of frequency was used to analyze the data obtained. This analysis would be presented the frequency of students in terms of their reading interest and writing skill. It covered the minimum and maximum score by the respond, the sum of wholes scores, and the frequency of respondents who got certain scores. Those score was calculated by using SPSS 24.

#### **3.6.2. Normality Test**

Normality test was used to know about the data that had been gotten had normal distribution, so it could be counted in parametric statistical. However, normality testing is used to know whether the collected data is normal distributed or not Ghasemi and Zahediasl (2012). Normality test was used to find out whether or not the data of reading interest and writing skill. It means that normality test was used to know about the data that had been gotten had normal distribution, so it can be counted in Parametric statistical. It was done by using Kolmogorov-Smirnov computed by applying SPSS 24. The data were distributed normally, if the probability p-value was higher than alpha-value (0.05). It would be indicated that the data were normal if the normality spread was p-value  $>0.05$  then it was normal but if p-value  $<0.05$  it was not normal.

### **3.6.3. Correlation Analysis**

As stated before, this study used correlation analysis to find out the correlation coefficient between two variables reading interest as independent variable and dependent variable writing skill of the eleventh graders students of SMA Islam Az-Zahrah Palembang. The data were collected and calculated using Pearson Product Moment correlation analysis. Based on Creswell (2005, p. 8), The Pearson Product Moment correlation analysis is a measure of the strength of a linear association between two variables. To find out the correlation between reading interest and writing skill, the writer used Pearson's Product Moment correlation coefficient. Then, to find out the contribution, regression analysis was applied. In calculating the data, the writer applied statistical analysis by using Statistical Package for Social Science (SPSS) version 20 before correlating the variables.

The results were analyzed to determine whether the reading interest and writing skill of the eleventh graders students of SMA Islam Az-Zahrah Palembang was significant or not. To determine whether or not the correlation between the variables was significant or not, the  $r$ -obtained from the calculation was compared with the  $r$ -table score. The correlation was considered significant if  $r$ -obtained was higher than  $r$ -table ( $r$ -obtain  $>$   $r$ -table), but the correlation was considered not significant if  $r$ -obtained is lower than  $r$ -table ( $r$ -obtain  $<$   $r$ -table).

**TABLE 11**  
**THE CRITERIA OF THE CORRELATION COEFFICIENT**

Coefficient interval	Interpretation
0.00–0.19	Very low
0.20–0.39	Low
0.40–0.59	Fair
0.60–0.79	High
0.80–1.00	Very high

*Source: Sugiyono (2008, p. 184)*

#### **3.6.4. Regression Analysis**

Regression analysis is the technique of data to find out whether or not reading interest gave the contribution to students' writing skill of SMA Islam Az-Zahrah Palembang. Regression analysis is used to model the relationship between a target variable and one or more predictor variables Montgomery, Peck, and vining (2012). In this study, the writer chose simple linear regression. Simple linear regression was a linear regression model with a single independent variable. It was a statistical method that allowed researcher to summarize and study relationship between two variables; one variable, denoted X, was regarded as the predictor, explanatory, or independent variable. The other variable, denoted Y, was regarded as the response, outcome, or dependent variable.



## CHAPTER IV

### FINDINGS AND INTERPRETATION

This chapter discusses (1) findings and (2) interpretation.

#### 4.1. Findings

This section summarize the results of descriptive analysis, normality test, correlation analysis, and regression analysis.

##### 4.1.1. The Description of the Data

Descriptive analysis summarized the general information about students' result of reading interest questionnaire and writing skill test. Therefore, this analysis included: (1) the results reading interest questionnaire, and (2) the result of writing test.

##### 4.1.1.1. The Results of the Reading Interest Questionnaire

Based on reading interest questionnaire the results from 33 students, it was found that the minimum score was 60, the maximum score was 90, the mean of positive was 75.67, and the standard deviation was 6.972. The summary of descriptive analysis result was presented in Table 12.

**TABLE 12**  
**THE DESCRIPTIVE OF READING INTEREST QUESTIONNAIRE**

	N	Minimum	Maximum	Mean	Std. Deviation
Questionnaire of Reading Interest	33	60	90	75.67	6.972
Valid N (list wise)	33				

Furthermore the result of percentage analysis can be seen in Table 13 below.

**TABLE 13**  
**THE PERCENTAGE ANALYSIS OF READING INTEREST**  
**QUESTIONNAIRE**

No	Question	Always	Often	Sometimes	Seldom	Never	Category	
							Positive	Negative
<b>Focusing Attention</b>								
1	I am not curious about the rest of the story after reading the synopsis.	54,5%	45,5%				100%	
5	I cannot give opinion about the book/newspaper/ magazine that I have read.	66,7%	30,3%				100%	
15	I am bored of reading a book/ newspaper/magazine that I like.	72,7%	21,2%				100%	
<b>TOTAL</b>							100%	
<b>Curiosity</b>								
2	I am able to criticize a book/newspaper/ magazine that I have read.	81,8%	18,2%				100%	
8	I go to library for reading even there is no reading task.	33,3%	33,3%	24,2%	6,1%	3%	66,6%	
12	I will buy a book/newspaper/ magazine that I like.	78,8%	9,1%	12,1%	6,1%		87,9%	
<b>TOTAL</b>							77,7%	

No	Question	Always	Often	Sometimes	Seldom	Never	Category	
							Positive	Negative
<b>Time Spending</b>								
18	I do not like to read for a long time.	75,6%	12,1%	9,1%	3%		33,1%	
TOTAL							33,1%	
<b>Effort</b>								
13	I try to borrow a book to a friend or library if I don't have it.	75,7%	12,1%	6,1%	6,1%		87,8%	
17	I read a book even it is a holiday.	72,7%	18,2%	3%	6,1%		90,9%	
TOTAL							89,35%	
<b>Concluding</b>								
3	I am pleased when I read a book/ newspaper/ magazine.	66,7%	24,2%	9,1%			90,9%	
6	I get new experience while reading.	69,7%	18,2%	3%	6,1%	3%	87,9%	
10	I get self-stratification when I read a book/newspaper/ magazine.	87,9%	9,1%	3%			97%	
TOTAL							91,93%	
<b>Pleasure</b>								
4	I can read accurately.	3%		15,2%	36,4%	45,4%		81,8%
14	I am able to retell what I have read.	3%	24,2%	12,1%	33,3%	27,3%		60,6%
TOTAL								71,2%

No	Question	Always	Often	Sometimes	Seldom	Never	Category	
							Positive	Negative
<b>Enthusiasm</b>								
9	I cannot conclude a text that I read.			21,2%	<b>57,6%</b>	21,2%		78,8%
16	I feel less enthusiastic to do a reading task.	9,1%	6,1%	27,3%	<b>30,3%</b>	24,3%		54,6%
TOTAL								66,7%
<b>Impression</b>								
7	I want to read more when I see a tittle of a book/newspaper/magazine.	6,1%	3%	15,1%	36,4%	<b>39,4%</b>		75,8%
11	I read a book even it is a holiday.	3%	6,1%	30%	<b>39,4%</b>	18,2%		57,6%
TOTAL								66,7%

Based on the result of the percentage analysis above, it could be concluded that from the perception questionnaire mostly students were in a positive response because the average student's choice of each questionnaire items is above 25%. The result of percentage analysis explained as follows:

#### **4.1.1.1.1. Focusing Attention Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of focusing attention .It could be seen that the students are not curious about the rest of the story after reading the synopsis (54,5%). Students cannot give opinions about book/newspaper/magazine that have been read (66,7%). Students are bored of reading a book/newspaper/magazine that they like (72,7%).

#### **4.1.1.1.2. Curiosity Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of curiosity. It could be seen that the students can criticize a book/newspaper/magazine that they have read (81,8%). Students go to the library to read even there is no reading task (66,6%). Student will buy a book/newspaper/magazine that they like (78,8%).

#### **4.1.1.1.3. Time Spending Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of time spending. It could be seen that the students do not like to read for a long time (75,6%).

#### **4.1.1.1.4. Effort Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of effort. It could be seen that the students try to borrow books to a friends or the library if they do not have it (75,7%). Students read a books even though it is holiday (72,7%).

#### **4.1.1.1.5. Concluding Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of concluding. It could be seen that the students pleased when they read a book/newspaper/magazine (66,7%). Students get new experiences while reading (69,7%). Students get self-satisfaction when read a book/newspaper/magazine (87,9%).

#### **4.1.1.1.6. Pleasure Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of pleasure. It could be seen that the students can read accurately (45,4%). Students are able to retell what they read (33,3%).

#### **4.1.1.1.7. Enthusiasm Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of enthusiasm. It could be seen that the students cannot conclude a text they have read (57,6%). Students feel less enthusiastic to do a reading task (30,3%).

#### **4.1.1.1.8. Impression Aspect**

From the data analysis, it was found out that the result of the questionnaire by aspect of impression. It could be seen that students want to read more when they see a tittle of a book/newspaper/magazine (39,4%). Students read a book even it is a holiday (39,4%).

#### **4.1.1.2 The Results of Writing Test**

Based on the results of writing test from thirty three students, it was found from the first rater that the minimum score was 78, the maximum score was 94, the sum score was 2830, the mean of was 85.76, and the standard deviation was 3.800. From second rater, it was found that the minimum score was 78, the maximum score was 94, the sum score was 2800, the mean of was 84.85, and the standard deviation was 4.094. For the score of writing test, the minimum score was 156, the maximum score was 188, the sum score was 5630, the mean of was

170.61, and the standard deviation was 6.901. The summary of descriptive analysis result was presented in Table 14.

**TABLE 14**  
**THE DESCRIPTIVE OF WRITING TEST**

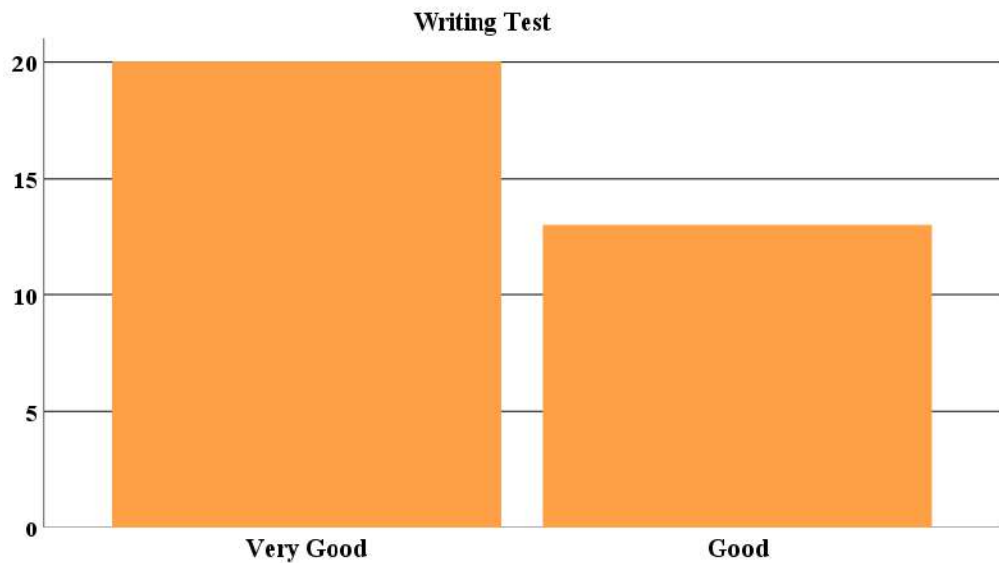
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Rater 1	33	78	94	2830	85.76	3.800
Rater 2	33	78	94	2800	84.85	4.094
Writing Test	33	156	188	5630	170.61	6.901
Valid N (list wise)	33					

Based on results of the study, it was found there were thirty three (39%) students classified into good level, and twenty (61%) students classified into very good level. It means that the students of SMA Islam Az-Zahrah Palembang had enough good level of writing skill. The score distribution of writing skill was presented in Table 15 below.

**TABLE 15**  
**THE SCORE DISTRIBUTION OF WRITING SKILL**

Variables	Score	Categories	Frequency
<b>Writing Skill</b>	86-100	Very Good	20
	71-85	Good	13
	56-70	Fair	0
	10-55	Poor	0
<b>Total</b>			33

Meanwhile, figure 3 displays the score distribution in writing skill.



**Figure 3.** The Diagram of Writing Test Results

#### 4.1.2. Normality Test

Based on the results of normality test. It can be seen that the p-value of reading interest was 0.198. While, the p-value of writing skill was 0.200. From interpretation analysis the data of normality test, the values both were higher than 0.05. It means the data reading interest of questionnaire and writing skill were distributed normally. The statistical outputs are presented in the Table 16.

**TABLE 16**  
**THE RESULTS OF NORMALITY TEST**

		Reading Interest Questionnaire	Writing Test
N		33	33
Normal Parameters <sup>a,b</sup>	Mean	75.67	74.39
	Std. Deviation	6.972	3.220
Most Extreme Differences	Absolute	.127	.122
	Positive	.127	.122
	Negative	-.118	-.090
Test Statistic		.127	.122
Asymp. Sig. (2-tailed) <sup>c</sup>		.198	.200 <sup>e</sup>



#### 4.1.3. Correlation Analysis of Reading Interest and Writing skill

Based on the table below, it was found that the significant coefficient was 0.001 lower than alpha value 0.05 there was significant correlation. The Pearson Correlation of student's reading interest and writing skill was 0.536 indicated in fair category correlation. The results of correlation analysis were displayed in the Table 17.

**TABLE 17**  
**THE RESULT OF CORRELATION ANALYSIS**

		Reading Interest Questionnaire	Writing Test
Reading Interest Questionnaire	Pearson Correlation	1	.536**
	Sig. (2-tailed)		.001
	N	33	33
Writing Test	Pearson Correlation	.536**	1
	Sig. (2-tailed)	.001	
	N	33	33

#### 4.1.4. Regression Analysis

Based on the table below, it was found that the correlation value (R) was 0.536. From the output data, the coefficient of determination (R Square) was 0.288. It means that contribution and interaction effect of reading interest and writing skill were 28,8%. The results summary of regression were presented in Table 18.

**TABLE 18**  
**THE RESULT SUMMARY OF REGRESSION**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536 <sup>a</sup>	.288	.265	2.762

#### **4.2 Interpretation**

Based on the results of the descriptive analysis of questionnaire reading interest and writing test at SMA Islam Az-Zahrah Palembang, the data showed that there were some students who got good grades. Some of those got good score in the questionnaire of reading interest and writing test. In contrast, some students who got low in questionnaire of reading interest and writing test. Almost all students, who had average category in questionnaire of reading interest and writing skill. It means that the correlation coefficient was categorized in fair level. As final point, since there was correlation between reading interest and writing skill. It means that if the students got high score in questionnaire of reading interest, they inclined to get high score in writing test. It also indicated that most of the eleventh grade students of SMA Islam Az-Zahrah Palembang had high level of the reading interest. It means that the reading interest takes in role to improve students' writing skill.

Secondly, for the contribution of questionnaire reading interest and writing skill. Based on the result of simple regression, it was found that questionnaire of reading interest had the effect to writing skill. In addition, the result also showed that reading interest influenced 28.8% towards students' writing skill. The result

of the pearson correlation shows that the r-value of students' reading interest of questionnaire and writing test 0.536 showed that there was the fair correlation between reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang. In addition, the p-value is 0.001, which is lower than 0.05 (level of significant). Since the r-value is positive and the p-value is lower than 0.05, It means that Ha (Alternative Hypothesis) was accepted and automatically Ho (Null Hypothesis) was rejected. There was a positive and significant between students' reading interest and writing skill of the eleventh grade students at SMA Islam Az-Zahrah Palembang the academic year of 2022.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter discusses about (1) conclusions and (2) suggestions.

#### 5.1. Conclusions

As it has been explained in the previous chapters, students' reading interest is one of the factors that affects students' writing skill in some subjects such as in listening, writing, and others. It is really important for students to understand their own reading interest well in order to get maximum result in writing skill. To prove that assumption and get the empirical evidence whether or not there was a significant relationship between students' reading interest and their writing skill, the researcher conducted the research focused on the topic.

Based on the findings and interpretation of this study, it could be summarized that both problems of this study were answered. There was significant correlation reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang since the p-value 0.001 was lower than 0.05. It means that  $H_a$  (Alternative Hypothesis) was accepted and automatically  $H_o$  (Null Hypothesis) was rejected. The r-value was 0.536, based on rubric categorized which showed that there was fair correlation between reading interest and writing skill of the eleventh grade students of SMA Islam Az-Zahrah Palembang. It could be concluded that the students' reading interest has a dominant effect to student writing skill.

## **5.2. Suggestions**

The writer would like to deliver for suggestions for students, teacher, school and other researchers

### **1. Students**

From the results of this study, it is suggested for students to improve their reading interest and writing skill level. Students must have more practices, interest in reading, high motivation, and clear goals in learning English so that they are able to have the strong interest or like to maximize their potential in the academic achievement, especially in reading.

### **2. Teachers**

Teachers should facilitate students to improve their writing skill. They are supposed to make the comfort situation and condition for students during their teaching instruction, be communicative to their students do not feel worried in learning reading and use the suitable media like video, pictures, globes, maps, and social media to make students improve their writing skill.

### **3. School**

More facilities, such as library with the sufficient books, newspaper, and dictionary should be provided to make students can get a lot of knowledge, interest in reading, more practicing in reading and improve their writing skill. The school should make the atmosphere of the class more conducive in order to make the teaching learning process more lively and joyfully to all students in the class.

#### 4. Other Researchers

After conducting this research, the writer found some challenges in terms of low reading interest and writing skill. For other researchers should emphasize or enhance the reading interest and improve the writing skill. Besides that, this study can be used as a reference to develop the similar study with a greater population with the same variables using various aspects of writing skill test and using various test not only questionnaires but also tests and interview.

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