

**THE CORRELATION BETWEEN READING COMPREHENSION AND  
WRITING ABILITY OF THE TENTH GRADE STUDENTS OF SMA  
NEGERI 11 PALEMBANG**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF TRIDINANTI  
PALEMBANG 2020**

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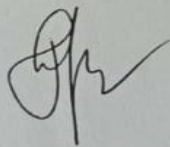
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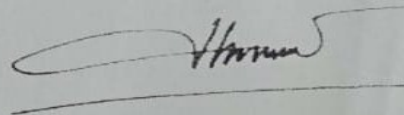
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## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata didalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang,        Maret 2020

Mahasiswa



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## ABSTRACT

This study focused on finding out the correlation between reading comprehension and writing ability. This study was conducted using correlation research design. The population of this study investigated the tenth grade students of SMA Negeri 11 Palembang with the total number were 482 students. In selecting the sample of this study, cluster random sampling technique was implemented. There were 147 students participated as the sample. The writer collected data by using two instruments from reading and writing test. The result of this study showed that the level of students' comprehension reading was in the average category. The analysis result showed the mean score of reading comprehension was 61.80. The level of students' writing ability was in the average category. The analysis result showed the mean score of students' writing ability was 6.2713. In analyzing the data of the correlation analysis it was found that there is a significant correlation between reading comprehension and writing ability. The results of this study showed that the correlation coefficient level between reading comprehension and writing ability was 0.323 with the significance value 0.000 that lower alpha value 0.05. Thus, reading comprehension gave positive contribution to students' ability in writing.

**Keywords :** *reading comprehension, writing ability, and correlation*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of: (1) background, (2) problem of the study, (3) objective of the study, and (4) significances of the study.

#### **1.1 Background**

Language is one of the important aspects of life. People use language for social interaction because it has functions to connect people with their surrounding and in daily activity to interact, communicate, socialize with their surroundings, and get information through mind, idea, and feeling. One of the important languages is English as it used by many people around the world. So that, it plays an important role as international language.

Moreover, Murcia (2001, p. 96) stated that English is second or foreign language learning that is often viewed as the most determining of all language skills. English is mostly used all around the world in various countries and field that many countries use it as their native language or the second language and even as a foreign language. In Indonesia, the role of English is as a foreign language. Learning a foreign language is the process that learners learn the four basic skills in English, namely: reading, listening, speaking and writing skill. These skills are divided into two part, they are productive and receptive skills. Speaking and writing are considered as productive skills because learners have opportunity to create the language. While receptive skills that the skills where the



learners only receive the language. The receptive skills are listening and reading (Nunan 2003, p. 48).

Reading is one of the basic skills of language learning that is important to learn by students. According to Brown (2001), reading is the process of constructing meaning from a written text, from reading the students can acquire a valuable source of information that can improve their thinking to generate the ideas from the written text they read. Furthermore, Klingner (2007) claimed that reading is activity had a purpose to comprehend the text and gain the information and knowledge. Pang (2003), adds that reading is about understanding written texts. It is a complex activity that involves both perception and thought that consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense of words, sentences and connected text (p. 6). Reading activity consists of word recognition and comprehension processes. It refers to interactive process between reader and text to comprehend the writer's message. The readers use their prior knowledge to develop and understand the new information from the text.

Reading contains the activity to understand the text and information in the text. To understand and get some points from the text, the reader needs comprehension to the text. Therefore, reading cannot be separated from comprehension. Meanwhile, Brassell and Rasinski (2008, p. 18) explained reading comprehension as the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that

information. It means that reading is not only to read every single sentence in a paragraph but also to comprehend the contents of the texts as well. In other words, the readers can identify the main idea in paragraph, get information from the text, conclude the reading text correctly and find the purpose of the text.

Reading comprehension is not easy to be mastered. The readers should be able to know the meaning of words and understand what they read. However, Shehu (2015) showed that reading comprehension difficulty occurred frequently even in students who were good in decoding and spelling. This difficulty in reading comprehension occurs for many reasons. They were vocabulary, working memory absence of extensive reading, and types of text. Comprehension is the ability to process the text, understand the meaning of discourse context, it can make the reader feel more comfortable with the language and can write better in English. Meanwhile, a good reader usually makes a good piece of writing, reading and writing are related each other (Zainal & Husin 2012). Since to an audience, writing can be said as a process of giving and putting idea or message into words. Moreover, the successfulness in writing depends on how much the readers can understand what the writer's mean.

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. Myers (2005) stated writing ability is a skill of communicating a message to reader for a purpose. The purpose of writing is to provide information, to persuade the reader, and to create a literary work. The term of ability is defined as skill or power of someone to write correctly. Writing

ability refers to indirect communication to convey information, message and ideas which we transfer our thought and feeling grammatical and vocabulary with correct sentences. Furthermore, based on the writer's observation during doing teaching practice program (PPL) at SMA Negeri 11 Palembang. Many students had problems and difficulties in comprehending their English text and writing especially for the tenth grade students. The students had a lot of mistakes of spelling and choices of words. They did not know how to figure out particularly the components of the reading, such as topic sentence, identify general information, summarized the text and when the students were asked to write they faced difficulties to develop their ideas in writing. The teachers should plan appropriate classroom activities to support the learning of writing skill process.

In the Curriculum 2013, Senior High School students especially the tenth graders learn some texts in the teaching and learning process such as descriptive text, recount text, announcement text, narrative text, procedure text, etc. The text types focused on this study was recount text. Recount text is one of the famous genre of texts that should be taught to students of senior high school especially tenth graders. Hyland (2003 p. 29) stated that recount text is a sequential text that has social function to reconstruct past experience by retelling in original sequence. The purpose of recount text is to inform and to entertain the past event for readers.

In terms opinions many studies have previously explored these variables that related to reading and writing. Ershadi and Syarfi (2012) found that there was a significant correlation between reading and writing. The students' knowledge of reading comprehension played an important role in increasing their writing ability.

The students need to understand more the aspects of reading such as main idea, detail information, 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, Maulana (2015) confirmed that there was a positive correlation between reading-writing in narrative text. She argued that students tended to be confident in writing English if they were good in vocabulary mastery. Students could improve their vocabulary by reading a lot, finding and memorizing new words, getting new information and enriching the vocabulary mastery which resulted in a good writing.

Based on the above explanation, the writer was interested in conducting the research entitled “The Correlation between Reading Comprehension and Writing Ability of the Tenth Grade Students of SMA Negeri 11 Palembang”.

## **1.2 Problem of the Study**

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

The limitation of this study was to find out the correlation between students’ reading comprehension and writing ability of the tenth grade of SMA Negeri 11 Palembang, particularly in recount text.

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

On the basis of limitation above, the problem of this study was formulated: “Was there any significant correlation between reading comprehension and writing ability of the tenth grade students of SMA Negeri 11 Palembang?”

### **1.3 Objective of the Study**

Based on the problem above, the objective of the study was to find out whether or not there was a significant correlation between reading comprehension and writing ability of the tenth grade students of SMA Negeri 11 Palembang.

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

Hopefully, the significances of the study could be able to give contribution and benefits to the students, the teachers, the other researchers and the writer herself.

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

The results of this study are expected to increase their students' reading comprehension and to improve their writing ability of the tenth grade at SMA Negeri 11 Palembang, particularly in recount text.

#### **2. For the Teachers**

Hopefully, the results of this study are useful as reference and feedback for English teachers to help the students' reading comprehension and writing ability.

#### **3. For the Writer and the Other Researchers**

The results of this study are considered as valuable information for the writer and could be reference to the other researchers in conducting the further study focusing on reading comprehension and writing ability.

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