
THE CORRELATION READING COMPREHENSION AND WRITING ABILITY OF STUDENTS OF SMA NEGERI 11 PALEMBANG

Jenny Elvinna Manurung
Tridinanti University Palembang
Jenny.EM@univ-tridinanti.ac.id

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*

KORELASI KEMAMPUAN MEMBACA DAN KEMAMPUAN MENULIS SISWA SMA N 11 PALEMBANG

ABSTRAK: Penelitian ini difokuskan untuk mengetahui hubungan antara kemampuan membaca dan kemampuan menulis. Penelitian ini dilakukan dengan menggunakan desain penelitian korelasional. Populasi penelitian ini menyelidiki siswa kelas sepuluh SMA Negeri 11 Palembang dengan jumlah total 482 siswa. Dalam memilih sampel penelitian ini, teknik cluster random sampling diimplementasikan. Ada 147 siswa yang berpartisipasi sebagai sampel. Penulis mengumpulkan data dengan menggunakan dua instrumen dari tes membaca dan menulis. Hasil penelitian ini menunjukkan bahwa tingkat kemampuan membaca pemahaman siswa berada dalam kategori rata-rata. Hasil analisis menunjukkan skor rata-rata pemahaman membaca adalah 61,80. Tingkat kemampuan menulis siswa berada dalam kategori rata-rata. Hasil analisis menunjukkan skor rata-rata kemampuan menulis siswa adalah 6,2713. Dalam menganalisis data analisis korelasi ditemukan bahwa ada korelasi yang signifikan antara pemahaman membaca dan kemampuan menulis. Hasil penelitian ini menunjukkan bahwa tingkat koefisien korelasi antara pemahaman membaca dan kemampuan menulis adalah 0,323 dengan nilai signifikansi 0,000 yang lebih rendah nilai alpha 0,05. Dengan demikian, pemahaman membaca memberikan kontribusi positif terhadap kemampuan siswa dalam menulis.

Kata Kunci: *pemahaman membaca, kemampuan menulis, dan korelasi*

INTRODUCTION

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.

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. 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). 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. 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 felling grammatical and vocabulary with correct sentences.

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. This study focused 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.

a. The Concept of Reading Comprehension

Reading comprehension is the act of understanding of a text. It means that the reader can understand the meaning, main idea, topic and summary of the text. Westwood (2008, p. 31) states that reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information presented in a text. Reading comprehension is very important aspect in our lives. Nurudin (2013) states three reasons why reading is very important. First, reading develops the mind. It means that comprehending a written word is one way of mind to grow up its ability to develop the readers' mind skill. Second, reading can explore the readers to new thing, new vocabularies, new ways to solve problem, and new ways to achieve one thing because exploration starts from reading. Third, reading a process of constructing meaning from the words and comprehend it. The reader can also catch the information in the text even the detail information of each paragraph. Based on the above statements, reading comprehension is the act of understanding of a text. It can develop the mind by involving critical thinking, exploring some new knowledge to solve problem and getting many new vocabularies from text.

Components of Reading Comprehension

According to Rasinski and Brassell (2008, p. 17), there are three components in reading. They are as follows:

1. **Literal Comprehension**

Literal comprehension is the lowest element and simplest form to include the process of understanding the ideas and information stated in the passage.

2. **Interpretative Comprehension**

Interpretative comprehension understands the ideas and information which are not explicitly stated in the passage. Inferences are the ideas which the readers put the facts and ideas together, and draw conclusion, inferring factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage.

3. **Critical Comprehension**

Critical comprehension is analyzing and personally reacting to information is presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statement automatically when the reader reads the text. In this category, readers need ability, such as: personally reacting to information in a passage indicating meaning to the reader.

Based on the above statements, these elements were important major to understand about reading comprehension. All of the elements are needed to produce reading knowledge.

b. The Concept of Writing Ability

Writing is a way to produce language and communication with other on a written way (Hyland 2003, p. 9). It is an action for writer to express their opinions, ideas, and feelings and organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Thus, writing is one of the important skills in learning English, which had to be mastered. According to Myers (2005), writing ability is the skill in process of discovering or organizing ideas, putting them on paper, reshaping and revising them. By doing writing, language learners will be able to measure how good their English is, because it deals with their grammar and vocabularies mastery. According to Brown (2007, p. 398) there are two kinds of writing, they are:

1. Microskills

- a) produce graphemes and orthographic patterns of English.
- b) produce writing at an efficient rate of speed to suit the purpose.
- c) produce an acceptable core of words and use appropriate word order patterns.
- d) use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules.
- e) express particular meaning in different grammatical forms.

2. Macroskills

- a) use cohesive device in written discourse.
- b) use the rhetorical forms and convention of written discourse.
- c) appropriately accomplish the communicative functions of written text according to form and purpose.
- d) convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) distinguish between literal and implied meanings when writing.
- f) correctly convey culturally specific references in the context or the written text.
- g) develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, writing ability is the skill to produce a text or message in written form to communicate with others. In writing, there are some aspects which have to be considered. There are micro- and macro-skills in writing to make writing better. The micro-skills are more related to the smaller chunks of language while the macro-skills deal with the larger elements.

Process of Writing

According to Harmer (2004), the writing process is divided into four stages, they are planning, drafting, editing, and final draft. All the stages of writing process are explained below:

- a. Planning

In planning the process, the writer has to know the purpose of writing. By knowing the purpose of writing, the writer can decide the most appropriate style of the language.

b. Drafting

Draft is the first version of a piece of writing. The writer needs to focus in putting all ideas and thoughts in a piece of paper.

c. Editing (Reflecting and Revising)

Editing means the students read again what they write as a draft. By doing this, the mistakes can be minimized by writer and it makes writing be effective. For example, the information is not clear, the sentence has ambiguous meaning. If the writer finds that condition, he or she should be change or revise it.

d. Final Draft

It is the last stage of the writing process when the written text is ready to be send to its intended audience.

Genre of Texts

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes and also the level of context dealing with social purpose. According to Hartono (2005), the meaning of the genres intended is that the students are able to understand the concept and they would be able to identify a kind of texts (p. 4). There are five kinds of text genres that learned by the tenth grade students in curriculum 2013, namely:

1. Descriptive Text

Description is a text used to describe a particular person, place or thing.

2. Announcement Text

An announcement is a text that containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about.

3. Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

4. Procedure Text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

5. Recount Text

Recount is a text used to retell events for the purpose of informing or entertaining.

Based on the types of the text above, the writer in this study focused on recount text which was suitable to the curriculum 2013 and the syllabus SMA Negeri 11 Palembang.

c. The Concept of Recount Text

Recount text is one of famous genre of texts that taught by teacher to the students of senior high school especially the tenth graders. According to Hyland (2003), recount text is a kind of genre texts that has social function to reconstruct past experience by retelling in original sequence (p. 29). Moreover, Knapp and Watkins (2005, p. 224) also say that recount text is a sequential text that does little more than sequencing a series of events. The purpose of recount text is to inform and to entertain

the past event for readers. Based on the above statements, recount text is the text that retells about the events, experience, what happened, where the event took place and when the event happened including generic structure and language features.

Generic Structures of Recount Text

According to Anderson (2003) the generic structure of recount text are orientation, events and re-orientation. The explanations of them are explained below:

1. *Orientation*

The paragraph introduces the background information such as the participant of the story and informs the settings, it is needed to understand the text providing information about who, where and when.

2. *Events*

The paragraph tells the main activities occurred in the story of the text. In writing a recount text, events ordered in chronological sequence.

3. *Re-orientation*

The paragraph consists of optional of events or endings.

2.8.3 The Language Features of Recount Text

Recount text has the language features. According to Boardman (2008) the language features of recount text are:

1. Using of proper nouns

Focus on specific participant, example: I (the writer).

2. Using of past tense

The tense used in recount text is past tense, because it retells about a story in the past. The formula of past tense is S + V2... or S + to be (was/were)...

3. Using of Temporal Conjunctions

It is organized in a chronological order, using time connectors that signal the order of sequences or events, for example: then, next, after, meanwhile, they functions as connectors.

4. Using of Adjectives and Adverbs for Details.

In addition, the language future of a recount text are focused on participants, material process to show what happened and what someone do or what is done, a circumstances of time and place and using past tenses.

METHODOLOGY

This study used a quantitative correlation research design. According to Creswell (2012), a correlation is a statistical test to determine and measure the degree of association (or relationship) between two or more variables or sets of scores (p. 358). A correlation occurred if one variable (X) increases and another variable (Y) increases or decreases. The purpose of correlation research is to investigate the extent to which differences in one characteristic or variable are related to differences one or more other characteristics or variables (Leedy & Omrod 2010, p. 183).

According to Cresswel (2012), population is a group of individuals who had the same characteristics (p. 381). The population in this study was the tenth grade students of SMA Negeri 11 Palembang in the academic year of 2019/2020. Sample is a part of the population, and all processes of some characteristics that make them members of

sample group. Cresswel (2012, p. 381) argued the sample is the group of participants in a study selected from the target population from which the researcher generalized to the target population. In selecting the sample, the writer used cluster random with the total number of students 147 students. Cluster random sampling is obtained by using groups as the sampling unit rather than individuals (Fraenkel and Wallen 2009, p. 105).

In the collecting the data, the writer gave reading comprehension and written test of recount text. In reading comprehension test, the writer had given the students several questions in the form of multiple choices. The students were expected to understand the text and answer the questions. The students were expected to infer the content of text and know what is in the text about. The topic was about recount text with the material in the syllabus of SMA Negeri 11 Palembang.

Written test was given to measure the students' writing ability of recount text. In this test, the students were freely to create and develop their own writing. The data were analyzed by using Pearson product Moment correlation of SPSS (Statistical Package for Social Science).

FINDINGS AND DISCUSSION

The findings of this study were presented of the research problem about the correlation between reading comprehension and students' writing ability with the topic of recount text.

Normality Test

Based on the result of normality test in the table above, it can be seen that the significance coefficient (Sig. 2 tailed) for reading comprehension test was 0.055. Then, the significance coefficient (Sig. 2 tailed) for writing ability test was 0.620. The data both of significance coefficient (Sig. 2 tailed) was higher than 0.05. It could be assumed that the data of reading comprehension and writing ability were distributed normal.

Homogeneity Test

The Result of homogeneity test shown the significant value of Levene test was 0.067. Since that the value was higher than 0.05, it could be concluded the data had the same variances. The result of homogeneity test can be seen in the table 1 below.

Table 1. Results of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.520	27	113	.067

Descriptive Analysis

a. Results of Students' Reading Comprehension Text

Based on descriptive analysis of reading comprehension and students' writing ability test of recount text, the mean score of students' reading comprehension test was 61.80 with the highest score 92 and lowest score 16 and the mean score of students' written test of recount text was 6.2713 with the highest score 8.62 and lowest score 3.94. The summary of descriptive analysis of reading comprehension test is presented in table 2 below.

Table 2. Descriptive Analysis of The Students' Reading Comprehension Test

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	147	16	92	61.80	16.347
Valid N	147				

b. Students' Level of Reading Comprehension

The percentage analysis was used to know the students' level in terms of their reading comprehension. The score results of the students' reading comprehension test were categorized based on five levels category of the students' level achievement that presented in the following table 3.

Table 3. Students' Level Achievement of Reading Comprehension

No	Category	Score	Frequency	Percentage (%)
1	Excellent	86 – 100	7	4.77
2	Good	71 – 85	45	30,62
3	Average	56 – 70	49	33,33
4	Poor	41 – 55	29	19.72
5	Very Poor	0 – 40	17	11.56
Total			147	100

Based on the results of the students' reading comprehension test, the writer found that 7 students (4.77%) were in excellent category, 45 students (30.62%) were in good category, 49 students (33.33%) were in average category, 29 students (19.72%) were in poor category, 17 students (11.56%) were in very poor category.

c. Result of Students' Writing Ability Test

The test of writing ability test was distributed to 147 the tenth grade students of SMA Negeri 11 Palembang in the academic year 2019/2020. The summary of descriptive analysis of writing ability test is presented in the table 4.

Table 4. Descriptive Analysis of The Students' Writing Ability Test

	N	Minimu m	Maximu m	Mean	Std. Deviation
Writing Ability	147	3.94	8.62	6.2713	.92131
Valid N	147				

The result of students' writing ability in recount text shown in the table above which the maximum score was 8.62 and the minimum score was 3.94. The mean score was 6.2713, with the standard deviation was 0.92131. Furthermore, score distribution in writing recount text test can be seen in the table 5.

Table 5. Score Distribution of The Students' Writing Ability In Recount Text

No	Category	Score	Writing Recount Text	
			Frequency	Percentage (%)
1	Excellent	86 – 100	1	0.6
2	Good	71 – 85	25	17.1
3	Average	56 – 70	90	61.2
4	Poor	41 – 55	30	20.5
5	Very Poor	0 – 40	1	0.6
	Total		147	100

From the results of the students' written test in recount text, the writer found that 1 student (0.6%) were in excellent category, 25 students (17.1%) were in good category, 90 students (61.2 %) were in average category, 30 students (20.5%) were in poor category, and 1 student (0.6 %) was in very poor category. The diagram of writing ability result is presented in figure 1.

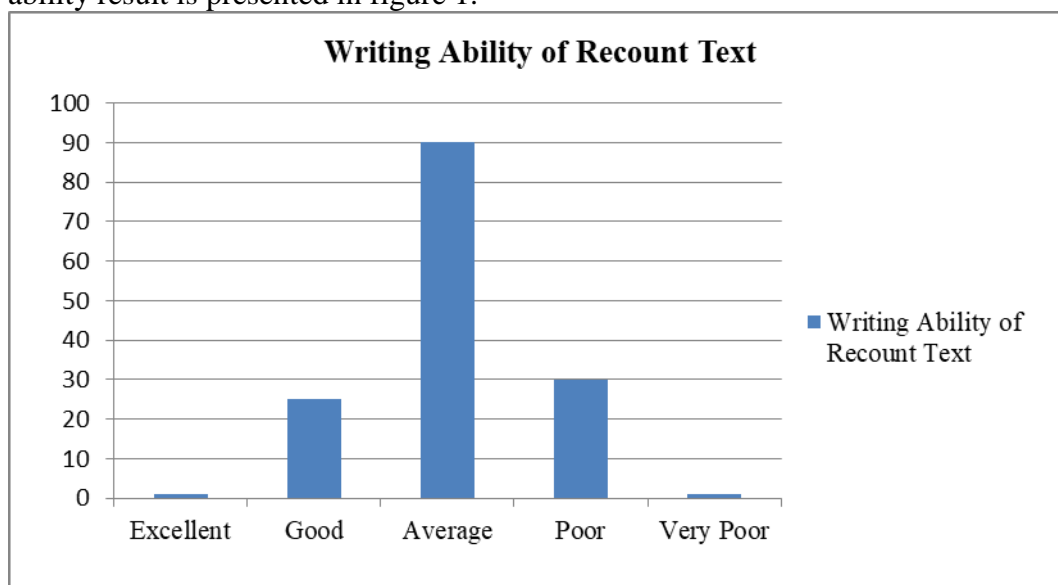


Figure 1. Diagram of Score Distribution in Writing Ability of Recount Text

Correlation Analysis

The result of correlation analysis shown r-value was 0.323 with significance coefficient (p- value) was 0.000 which was lower than alpha value 0.05. It could be concluded that there was a significance correlation between students' reading comprehension and writing ability. The result of correlation analysis is displayed in the table .

Table 6 . Result of Correlation Analysis of Reading Comprehension and Writing Ability

	Reading Comprehension	Writing Ability

reading comprehension	Pearson Correlation	1	.323**
	Sig. (2-tailed)		.000
	N	147	147
writing ability	Pearson Correlation	.323**	1
	Sig. (2-tailed)	.000	
	N	147	147

DISCUSSION

Based on the results of descriptive analysis the data shown there were some students who got excellent and good score. Meanwhile, there were some students who got poor and very poor score in reading comprehension and writing test recount text. Most all of the students' score were in average category in reading comprehension and writing ability recount text. It showed that the improvement of students' reading comprehension was followed by the improvement of student's writing ability recount text. Basically, reading and writing are interconnected because the students can acquire a valuable source of information by reading that can improve their vocabulary, get so much of information and knowledge. It can help students' good ability in writing. The result of correlation analysis showed that there was a significant correlation between reading comprehension and writing ability of the tenth grade students of SMA Negeri 11 Palembang. It could be assumed that the result of this study correspond with the writer's assumption that reading comprehension could influence writing ability of recount text test. Reading comprehension gave positive contribution to students' ability in writing.

CONCLUSION

The result of this study showed that most of the scores of students' reading comprehension and writing ability of recount text were in average category. Moreover, there was a significant correlation between students' reading comprehension and writing ability of the tenth grade students of SMA Negeri 11 Palembang. Therefore, it means that reading comprehension gave positive contribution or influence writing ability of recount text test.

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