

THE CORRELATION BETWEEN STUDENTS' WRITING AND READING ABILITY

At the tenth grade students of SMK IPTEK Sanggabuana Karawang

¹Asep Darojatul Romli

²Nandang

³Rizky Sukma Purnama

Program Studi Manajemen Fakultas Ekonomi dan Bisnis
Universitas Buana Perjuangan Karawang

¹asep.dj@ubpkarawang.ac.id

²nandang@ubpkarawang.ac.id

³mn19.rizkypurnama@mhs.ubpkarawang.ac.id

ABSTRACT

This final aims to know and find out, is there significant correlation between students' writing and their reading ability, The research in this thesis is using quantitative paradigm, in approach of the correlation study research method, there are two variable in this thesis. This research involve two variables, there are independent variable and dependent variable. variable X is students' writing as independent variable and variable Y is their reading ability as dependent variable. Place and Time of the research

The research palce was held at SMK IPTEK Sanggabuana Karawang, especially at the tenth grade students. The address of school is on Jl. loji, Kecamatan Tegalwaru, Kabupaten Karawang 41361. The research population is the students at tenth grade of SMK IPTEK Sanggabuana Karawang in there are 30 students. The sample in this research was taken about 30 students from the population of tenth grade students. The method of collecting data for this research is using testing. The data needed was taken from a test. The test is used to identify the students' achievement. Therefore, the researcher uses data collecting technique namely: Writing test : First, the researcher gets data from writing test of students at the tenth grade of SMK IPTEK Sanggabuana Karawang, the researcher namely variable X. Reading test : Second, the researcher gets data from reading test of students at the tenth grade of SMK IPTEK Sanggabuana Karawang, the researcher namely variable Y. The instrument of the research is the test. There are two kind of the test. They are students' writing test and reading test. The first test is to measure the students' writing at the tenth grade of SMK IPTEK Sanggabuana Karawang. The first test is writing test it consists of 30 question, they are multiple choice tests. Multiple choices consist of 30 items from number 1 to 30. Its scores per item are true 1 and false 0. The second test is direct test. It is to measure Karawang, 28 Februari 2023

the students reading ability. It is read the text. The test scores the fluency, accuracy, pronunciation, intonation and ability. There is significant positive correlation between variable of students' writing (X) with variable of students' reading ability (Y). it is shown by $r - \text{count}$ is the bigger than $r - \text{table}$ on significant degree 0,05 and N as many as 30 ($0,577 > 0,361$). The researcher of meaningful correlation uses $t - \text{research}$ where the result of calculation obtained the point " t " calculate as many as 3,74 where as the point " t " table on significant level 0,05 got 2,04 so ($3,74 > 2,04$). It means there is positive correlation between students' writing and their reading ability.

Keywords : Correlation, Writing and Reading Ability

A. BACKGROUND OF THE PROBLEM

English is an international language. For people in several continents, it is used a native language and many other have learn to speak it language. Most of continent in the world use English to communicate each other. English is used in human activities, such as: business, politic, education, technology, etc. the mastering of English also can give more benefit or advantages to society because transformation of technology can be done properly.

Indonesia, as a developing country considers that English has a important role in almost every aspect not only science but also in technology. In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students real-life communication situations. They help their students develop this ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do using acceptable (that is, comprehensible) pronunciation.

The Indonesian students start learning English at the elementary school as the local content and the process continues at Senior High School and university. In fact, now, English is also taught in some kindergartens. The pupils are introduced to some English vocabularies. In addition to learning the language in formal education as mentioned above, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education. This indicates there are might be several things wrong in teaching English in Junior High School in Indonesia is not successful. It can be seen from the quality of SMP graduates mastery of English.

There are four skills needed when people learn English, they are writing, speaking, reading and writing. Besides, if someone learns English, she/he has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because it is very important. Those skills are found in school curriculum. The curriculum of junior high school states that learning English in junior high school consist of reading, writing, speaking and writing should be taught with integrated.

. Writing is one of skills in learning foreign language, including English. For many students, writing is a difficult skill to be improved. So that, teacher have to get right method and right media in improving students writing skill. The writing activities develop a wide variety of writing in details and inferring meaning from context. These exercises often require completing an authentic task while writing, such as taking missing word in completing items, text of the conversation, or taking telephone messages. The recordings on the class cassettes contain both scripted and unscripted conversation with natural pauses, hesitation and interruption that occur in real speech.

Based on the description of the problem background above, the researcher is interested in doing further research with the title: “the correlation between students’ writing and reading ability at the tenth grade students of SMK IPTEK Sanggabuana Karawang”

Based on of issues then to be able to focus on the research study, the researcher limits the problems are:

1. What are things that can affect the score of writing and reading ability?
2. Is there significant correlation between students’ writing and their reading ability?

B. RESEARCH METHODOLOGY

The research in this thesis is using quantitative paradigm, in approach of the correlation study research method, there are two variable in this thesis. This research involve two variables, there are independent variable and dependent variable.

1. Variable X is students’ writing as independent variable
2. Variable Y is their reading ability as dependent variable

Place and Time of the research

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The research palce was held at SMK IPTEK Sanggabuana Karawang, especially at the tenth grade students. The address of school is on Jl. loji, Kecamatan Tegalwaru, Kabupaten Karawang 41361.

Time of the research was be held on July 1, 2022 until July 30, 2022 finish at the tenth grade of SMK IPTEK Sanggabuana Karawang.

Population

The research population is the students at tenth grade of SMK IPTEK Sanggabuana Karawang in the academic year 2022/2023 there are 30 students.

Sample

The sample in this research was taken about 30 students from the population of tenth grade students in academic year 2022-2023.

The Technique of Data Collecting

The method of collecting data for this research is using testing. The data needed was taken from a test. The test is used to identify the students' achievement. Therefore, the researcher uses data collecting technique namely:

Writing test : First, the researcher gets data from writing test of students at the tenth grade of SMK IPTEK Sanggabuana Karawang, the researcher namely variable X.

Reading test : Second, the researcher gets data from reading test of students at the tenth grade of SMK IPTEK Sanggabuana Karawang, the researcher namely variable Y.

The Instrument of the Research

The instrument of the research is the test. There are two kind of the test. They are students' writing test and reading test. The first test is to measure the students' writing at the tenth grade of SMK IPTEK Sanggabuana Karawang.

The first test is writing test it consists of 30 question, they are multiple choice tests. Multiple choices consist of 30 items from number 1 to 30. Its scores per item are true 1 and false 0.

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The second test is direct test. It is to measure the students reading ability. It is read the text. The test scores the fluency, accuracy, pronunciation, intonation and ability.

fluency	Accura cy	Pronunciatio n	Intonatio n	comprehensi on	Tota l
10	10	10	10	10	50

The writer gave the texts to the students then they choose one of the texts than act out in front of the class. The writer will score the fluency, accuracy, pronunciation, intonation and ability. Each criterion has maximum score of 10.

The Technique of Analyzing Data

In analyzing the data, the data were based on the score of those two variables, namely students' writing test and their reading ability. The data were analyzed by using statistical method. In the data analysis, students writing test is indicated as X and their reading ability test is indicated as Y.

Correlation coefficient

The coefficient of correlation between those variables was analyzed by using the formula of correlation of Product Moment Person. The formula was:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \cdot \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

Note :

r_{xy} : Coefficient correlation between variable x & y

$\sum xy$: Sum of scores in variable x & y

N : Number of respondents

$\sum x$: Sum of students' writing in variable x

$\sum y$: Sum of students' their reading ability in variable y

$\sum x^2$ and $\sum y^2$: Sum of squared scores in variable X & Y.

Simple Linier regression

$$y = a + b x$$

y = Dependent variable

x = Independent variable

a = Constant

Hypothesis Testing

The hypothesis testing was implemented by using the steps as follows :

Issues formulation

$H_0 = p = 0$, it mean there is a significant relationship between variable x with variable y.

$H_1 = p \neq 0$, it means that there is no significant between variable x with variable y.

Observing the testing important value by taken into account to dependency and significant level which was using the r table. The formula :

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

C. THE RESULT OF THE RESEARCH

The Data Description of students' writing skill

According to the target of the research which would like to be achieved is to get the prove whether there is or there is not positive correlation between students' writing with their reading ability. The students' writing could be free variable given X symbol, where as the students' their readingability could be chained variable given Y symbol.

Based on the output of the research in realization about students' writing is taken from multiple choice tests. This text has 30 items the pupils are given test at last lesson. After doing the span

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calculation, standard deviation so the result are: the best score is 27 and the worst score is 16. The mark of students by researcher is grouped to be classes, the length of the class is 2 and the first interval class is 16-17, so it could be made frequency distribution about students' writing which is made sample in research. It could be seen on the bellow table

Table: 1

Variable Frequency Distribution List of students' Writing(X)

Class	F	The Middle Point	Real Limit
16-17	3	16,5	15,5-17,5
18-19	3	18,5	17,5-19,5
20-21	6	20,5	19,5-21,5
22-23	11	22,5	21,5-23,5
24-25	5	24,5	23,5-25,5
26-27	2	26,5	25,5-27,5

From the above table and graph show explain the highest data frequency at the interval 22-23 is as many 11 frequencies which have the middle point 22,5 where as the real limit is 21,5-23,5. The average mark (mean) is 21,7 median is 22,04 and modus is 22,4 and deviation standard is 2,70.

Students' Writing which has good category is as many as 7 or 23,3%. The students' writing which has middle category is as many as 11 or 36,7% and the students' writing which has bad category is as many as 12 or 40%. To be clearer, we can see on table 2.

Table 2:

Variable Percentage Table of The students' Writing skill

Students Writing Skill	Frequency	Percentage
Good category	7	23,3%
Middle category	11	36,7%
Bad category	12	40%
Amount	30	100%

The Data Description of Students' Reading ability

The data obtained about students readingability which is got from oral test. The writer will score the fluency, accuracy, pronunciation, intonation and ability. Each criterion has maximum score of 10. After doing the span calculation, standard deviation so the result are: the best score is 48 and the worst is 21. The mark of students' by the researcher is grouped to be 6 classes, the length of the class is 4 and the first interval class is 21-25, so it could be made frequency distribution about students' readingability which is made sample in research. It could be seen on the below table:

Table 3:

Variable Frequency Distribution List of Students Reading ability (Y)

Class	F	The Middle Point	Real limit
21-25	7	23	20,5-25,5
26-30	9	28	25,5-30,5
31-35	6	33	30,5-35,5
36-40	5	38	35,5-40,5
41-45	2	43	40,5-45,5
46-50	1	48	45,5-50,5

From the above table and graph show explain the highest data frequency at the interval class 26-30 is as many as 9 frequencies which have the middle point 28 where as the real limit 25,5-30,5. The average mark (mean) is 31,17 median is 29,06, modus is 28,7 and deviation standard is 6,88.

Students' reading ability which has good category is as many as 9 or 30%. The students' readingability which has middle category is as many as 11 or 36,7% and the students' readingability which has bad category is as many as 8 or 26,6%. To be clearer, we can see on table 4:

Table 4:

Variable percentage table of the students' reading ability

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Students' readingability	Frequency	Percentage
Good Category	14	46,7%
Middle Category	9	30%
Bad Category	7	23,3%
Amount	30	100%

Requirement Test of Data Analysis

Normality Test

Before examining hypothesis to prove whether both variable have correlation or not, the researcher carried out or did normality and linearity test as the exam of data analysis requirement. Normality test is done with students' writing as free variable (X) and variable about students' readingability as chained variable (Y).

Normality test is carried out by using the formula of liliefors statistic. Normality test for X variable produces L_o namely 0,0823. L_o table on significant level (α) = 0,05 with dk 28 and $N = 30$ is 0,1610. Therefore L_o is received because L_o counts less than table is ($0,0823 < 0,1610$). From the result of exam, we can be concluded that distribution of frequency of students' writing skill. Is "normal".

Whereas normality test for students' readingability or Y variable, by using the formula of similar statistic, produces L_o count (L_o) namely 0,1592 with L_o table on significant level (α) = 0,05 with dk 28 and $N = 30$ is 0,1610. Therefore L_o is received because L_o count is less than L_o table is ($0,1592 < 0,1610$). From the result of exam, we can be concluded that distribution of frequency of students' readingability or Y variable is "normal", it can be seen on the below table:

Table 5:

Normality Test of X and Y Variable

N	α	Variable	Lo Count	Lo Table	Conclusion
30	0,05	X	0,0823	0,1610	Ho received
30	0,05	Y	0,1592	0,1610	Ho received

Analysis Test of simple Linier Regression

Analysis of simple linier regression with similarity of regression $\bar{Y} = a + bX$ produces similarity $\bar{Y} = 0,685 + 1,426 X$. with similarity of regression could show that every raising of students' writingis 100%, so it will improve students' their reading ability namely 0,685. Therefore we can see that there is ability in writingand reading ability at SMK IPTEK Sanggabuana Karawang.

To the test the strength of correlation between students' writing (X) with their readingability (Y) with various combination resources produces the marks as we can on the following table:

Table 6:

Anava's Table for simple Linier Regression

The Resource of Varians	DK	JK	RJK	Fcount	F table
Total Amount	30	31290	1043		
Regression (a)	1	29956,8			
Regression (b/a)	1	444,91	444,91	14,02	4,20
The rest	28	888,29	31,72		
“Tuna cocok”	10	531,26	53,126	2,67	2,42
“Galat”	18	357,03	19,835		

Explanation:

- JK = The amount of quadrate
RJK = The Average amount of quadrate
DK = The Level Freedom

Linearity Test

After knowing that there is correlation between students' writingand their reading abilityat SMK IPTEK Sanggabuana Karawang so the researcher will continue with linearity test carried out through the way of anava's statistic. The result of linearity test got the result Fcount is 2,67. The significant number Ftable with DK numerator is 10 and DK enumerator is 18 at significant level 0,05 obtained Ftable (10:18) is namely 2,42. Therefore Hi is received because Fcount is bigger than Ftable (2,67>2,42). So the correlation we can conclude that both research Karawang, 28 Februari 2023

variable correlation mean the model of simple linear regression could be received. It can be seen on the below table:

Table 7:
Linieritas Table of Both Variable
(Students' Writing and Reading ability)

N	α	F Count	F Table	Conclusion
30	0,05	2,67	2,42	Ho Received

The Result of the Data Analysis

The formula of hypothesis proposed before H_0 stated that there is correlation between students' writing and their reading ability achievement. The criteria of the test are refused H_1 and received H_0 if r -count is bigger than r -table.

The step taken is analyzing data carried out by joining two kinds of score is students' writing with students' reading ability. The formula to analyzed data is the formula of product moment correlation owned Karl Pearson from the calculated obtained r -count is 0,577.

Coefficient of correlation r which obtained then is consulted on r table product moment on significant level 0,05 and $N = 30$ obtained r -table is 0,361. Thus r -count is bigger than r -table ($0,577 > 0,361$). It means that students' writing and their reading ability have positive correlation, so hypothesis of research could be received because the result of calculate shows positive correlation direction. The clearer explanation could be seen on the below table:

Table 8:
Significant of Correlation " r " product moment

N	A	rCount	rTable	Conclusion
30	0,05	0,577	0,361	Ho Received

To know the meaningful level of both variables are carried out by t – test from the calculation is obtained t – count 3,74. For the price t – table of real standard is got t – table is 2,04. Thus t – count is bigger than t – table ($3,74 > 2,04$). It means H_0 is received, it shows that there is significant correlation between variable students' writing and their reading ability achievement.

Table 9:

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Significant of The Price – t

N	α	r Count	r Table	conclusion
30	0,05	3,74	2,04	Ho received

Interpretation or Research Result

The result of data analysis has proved that the hypothesis of research has significant positive correlation between students' writing and their reading ability achievement. It is shown by r-count is 0,577 if it consulted with r-table on significant standard namely 0,05 and $N = 30$ is obtained as many as 0,361. It means r-count is bigger than r-table. Based on data result show there is significant positive correlation between students' writing and their reading ability achievement.

From correlation coefficient of positive r-count shows that correlation has the same direction. It could be interpreted that higher and higher students' writing will be followed with higher students' reading ability.

D. CONCLUSION AND IMPLICATION

Conclusion

There is significant positive correlation between variable of students' writing (X) with variable of students' reading ability (Y). it is shown by r – count is the bigger than r – table on significant degree 0,05 and N as many as 30 ($0,577 > 0,361$).

1. Relations characteristic obtained is in the same direction where one of variable movement will be followed by one other variable.
2. If the students' writing improves to the positive direction so the students' reading ability will also improve to the positive direction.
3. It could be said that the bad or good students' writing related to the students' reading ability achievement. It is appropriate with hypothesis proposed namely there is correlation between students' writing and their reading ability at the tenth grade students of SMK IPTEK Sanggabuana Karawang.
4. The researcher of meaningful correlation uses t – research where the result of calculation obtained the point “t” calculate as many as 3,74 where as the point “t” table on significant level 0,05 got 2,04 so ($3,74 > 2,04$). It means there is positive correlation between students' writing and their reading ability.

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5. Variable contribution on of students' writing with variable of students' reading ability is 33,29%
6. By contribute as many as 33,29% shows that there is significant correlation between students' writing and their reading ability, so the research could be said that theory which states students' writing is very students' reading ability until now still relevant to be reference in the field of education.

Implication

Based on the conclusion above, the research includes implication those are:

1. The experience of English needed for the teaching and learning process such as doing some more exercises, practicing it in the daily conversation.
2. A complete facility needed to teach English such as language laboratory, a complete library and the other facility that has relative to the high technology to support the teaching English in the classroom.
3. The teacher role is very important to make students rely or in mastering knowledge, giving motivation to the students in order that they don't get bored, giving the guidance and training in mastering reading and arranging words into a good sentence.
4. The last, it is very important to make good cooperation between teachers and parents in increasing and developing the students learning motivations.

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