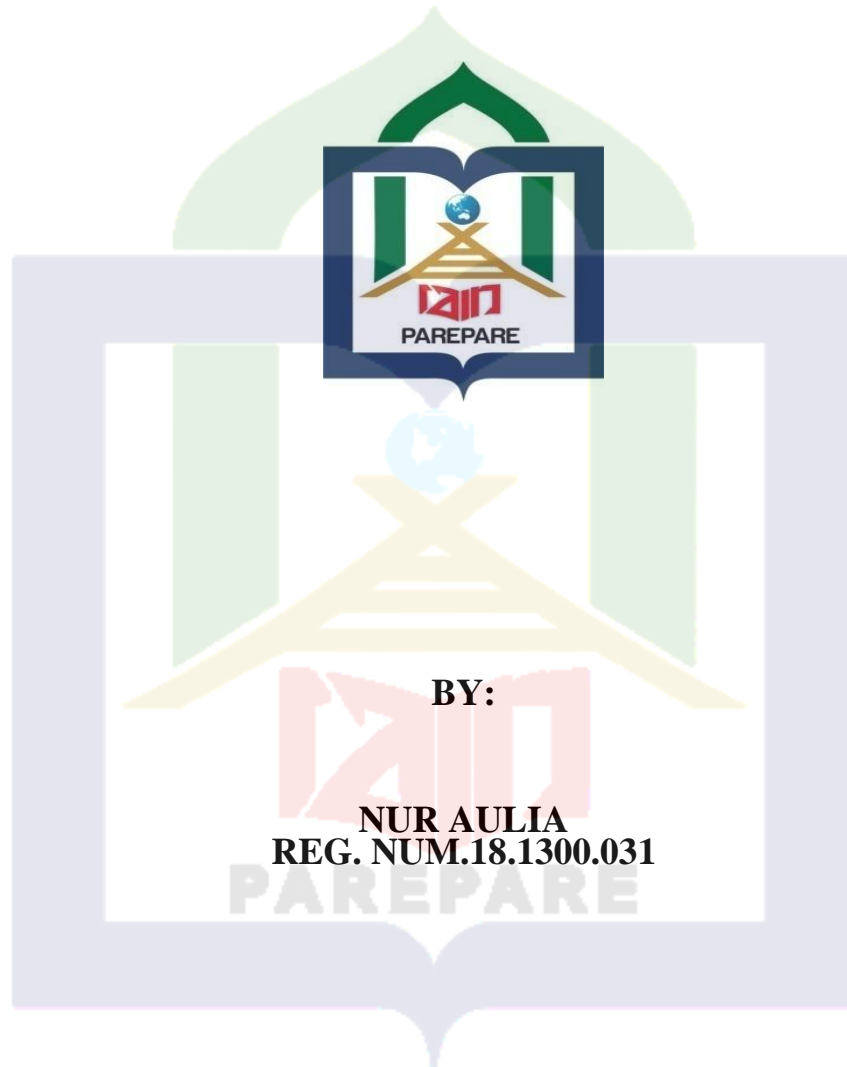


**A THESIS**  
**THE CORRELATION BETWEEN STUDENTS' WRITING  
SKILLS AND READING COMPREHENSION AT  
SMK NEGERI PAKU**



**BY:**

**NUR AULIA  
REG. NUM.18.1300.031**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2023**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)

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**To**

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TARBIYAH FACULTY  
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May the Almighty Allah swt always make us the lucky one now and on, *aamiin.*

Parepare, January 18<sup>th</sup> 2023  
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## ABSTRACT

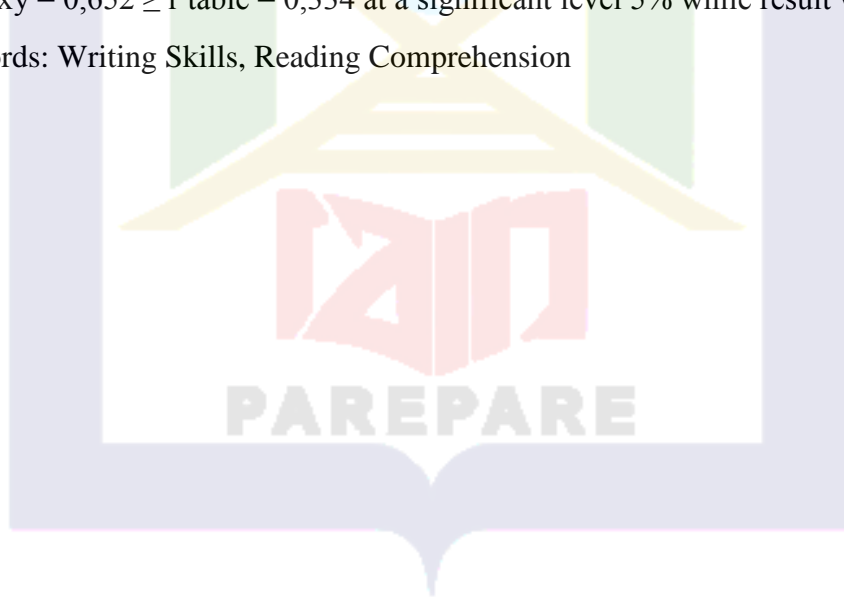
Nur Aulia. (2023) *“The Corelation between Students’ Writing Skills and Reading Comprehension at SMK Negeri Paku”* (Supervised by Saepudin and Zulfah).

Writing skill is the ability of students to describe objects clearly and in detail in a paragraph and make the reader understand. Reading comprehension is the ability of the students to interpret and understand the facts and information expressed in the reading. This study was aimed to see correlation between Students Writing Skills and Reading Comprehension at SMK Negeri Paku.

The design of this research is correlation quantitative method. The sample of this research was 35 students from 67 participants students who become population. The researcher used technique Random Sampling in this research to get data. Data collection technique are writing test and reading test. The data analysis technique used is descriptive with used the product moment correlation analysis.

The finding show that the students writing skills t the tenth grade SMK Negeri Paku was 13,2 or 1,320%. This proved that students writing skills is in very high category. The second, students reading comprehension at the tenth grade SMK Negeri Paku was 3,243 or 324,3% . it showed that students ability in comprehending was in very high category. Finally, there was the correlation between students writing skills and stuents reading comprehension at SMK Negeri Paku. It was proved in accordance with the results of the score of the test about writing and reading with significant value  $r_{xy} = 0,652 \geq r_{table} = 0,334$  at a significant level 5% while result was 42.5%.

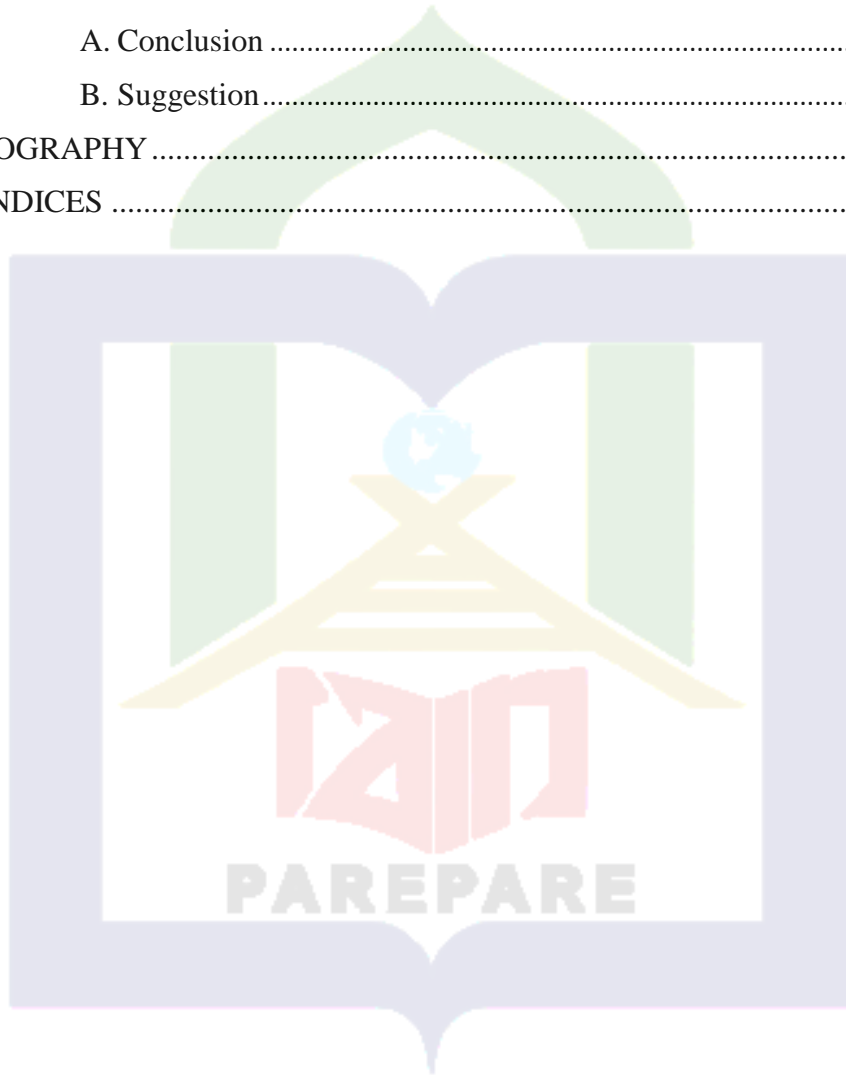
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## CHAPTER I INTRODUCTION

### A. Background

Language is the main tool for communicating in human life, both individually and socially. Everyone is required to be able to speak. Language skills can be obtained in two ways, namely by learning formally through education or schools and courses and can also by learning the language naturally or through personal experience.

English is general knowledge widely used in the world. In other words, English is used by people between countries to communicate. English is foreign language for the people of Indonesia and is also official language of many countries. In the current era of globalization, English has become a mandatory skill that must be possessed by students or professionals. Because English is an international language, which means that in communicating internationally, we must use English. Not mastering English means not being able to communicate with the international community, so it is important to learn.

In Indonesia, teaching English as a foreign language give priority to the four skills namely; listening, speaking, reading and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.<sup>1</sup>

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1991), p.16

Receptive skills are listening and reading, because learners do not need to produce language and the learners only receive the language. Receptive skills are the ways in which people extract meaning from the discourse they see or hear.<sup>2</sup> Receptive communicative skills are the abilities that we need to understand the message (input). Next is productive skills are speaking and writing, because learners doing these need to produce language. The skills as categorized productive skills are speaking and writing because students need to articulate words and write to produce language.<sup>3</sup> Productive communicative skills are the abilities we used to produce a message (output).

It is certainly the case that when we speak or write we are producing language, and no one would argue with the idea that language activation takes place when we are doing this. But reading and listening also demand considerable language activation on the part of the reader or listener. We cannot access meaning unless our brains are fully engaged with the text we are interacting with. In other words, we have to think to understand, using any or all of our language knowledge to get meaning from what we are seeing or hearing.

Almost any speaking activity is bound to involve listening, of course, but sometimes when students are involved in some kind of cooperative writing they will be speaking, listening, writing, and reading almost simultaneously. Indeed Task-based learning, or even just working on some single task, is almost predicated on the

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman: 2001) p.199

<sup>3</sup> H.D Brown, *Teaching by Principle: An interactive approach to Language*, 2001.



idea of skill integration, since it is usually impossible to complete a task successfully in one skill area without involving some other skill too.<sup>4</sup>

Receptive skills and productive skills feed off each other number of ways. What we say or write is heavily influenced by what we hear and see. Our most important information about language comes from this input. Thus the more we see and listen to comprehensible input, the more English we acquire, notice or learn.<sup>5</sup> For example, first, listening and speaking prerequisites to each other. One learns to speak by listening. A person can express himself only when he understand what he hears. On the other hand, through listening activities, a person knows the pronunciation of words, word structure, and sentences structures which are a strong foundation for developing listening skills. Second, reading is the basis for writing. Through a lot of reading, a person can broaden his thinking and enrich the content of writing. Conversely, writing enhances reading. Writing is the best way to demonstrate and develop reading efficiency. By writing, they will try to find relevant sources of information in the reading. From the four aspects above, the skills that must be mastered by students in this study are writing and reading.

All language skills play an important role in human communication. Like other language skills, writing is have many benefit. It is used to communicative with other people in the society and also to express our feelings and opinion although the ideas or thoughts can also be produced through spoken form. According to Jeremy Harmer, writing is a basic language skills, as important as speaking, listening and reading. Students need to know to write letters, how to put written reports together,

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<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education Limited, 2007), p.267

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Pearson Education Limited, 2007), p.266

how to reply advertisement and increasingly how to write using electronic media.<sup>6</sup> Writing in addition to functioning as an indirect communication tool, can also train someone to think critically, recognize self-potential, and helps remember information. Writing is a means for someone to express all current emotions, thoughts and feelings it feels.

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and than these element have to be presented in learning activities.<sup>7</sup> The ideas contained in written form are information obtained from various reading materials by an author. The more we read, the more information we get so that it an increase our knowledge and our thinking power to be creative.

Writing is combination of thought and activity. In writing, the writer has to select and organize the fact in order to carry out a specific purpose and he himself must undergo the intense mental activity involved in working out his own problems of selecting and organizing in writing. Writing is a complex, multidimensional, contextually situated activity.<sup>8</sup>

Reading is also an important skill for high school students to learn because it allows them to extract knowledge from the material of reading, and the information derived from the text necessitates a thought process in order to achieve the goal of knowledge. Harrison argues that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability.

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<sup>6</sup> Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2010), p.79.

<sup>7</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31

<sup>8</sup> Peggy O'Neill, et al., *A Guide to College Writing Assessment*. (Longman, Utah: Utah State University, 2009), p. 51

Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotion, as well as verbal intelligence.<sup>9</sup>

Reading is an activity to obtain information or messages conveyed by the author in written language speech. Gary Woolley states that reading comprehension is the process of making meaning from text. The goal, therefore is to gain an overall understanding of what is described in the text rather than to be obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.<sup>10</sup>

Reading can be defined as essentially process of getting important and meaningful information from written language.<sup>11</sup> It is important to learn reading since it (1) helps readers learn to think the new language, (2) helps readers build a better vocabulary, and (3) make readers more comfortable with written English.

The ability to read is the main capital in one's life both at school and in society. Among students, reading should be a necessity. Reading is one way to absorb and get a lot of information. Reading can also increase students' creativity. Understanding the content of reading means that students have added experience and knowledge. However, students often have difficulty in learning, especially when writing. This happens because of the lack of adequate reading skills.

Based on preliminary research from the X of SMK Negeri Paku the researcher found that students had enough problem in reading and writing. Some of students did

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<sup>9</sup> M.Praveen, jain. *English Language Teaching*, (Indian: Jaipur, 2008), p.113.

<sup>10</sup> Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties*, p.15.

<sup>11</sup> Miriam Burt and friends, *Reading and Adult English Language Learners: A Review of The Research* (Ishington, DC: Center for Applied Linguistics, 2003), p. 24

not like reading and also can not make a good writing. There is clear the issue about students do not like read a book, especially academic book, they only read it when they have assignment from the teacher. Students always demand to have good writing meanwhile writing is the skill that can get by reading first to collect many vocabularies and good grammar.

Among students, the writing culture is felt to be very low and not very encouraging. Most students still have a very low level of writing skill. So, there are many students who have difficulty in writing. This happens because many students are already fond of reading but they do not know the meaning of the reading they have read and students are lazy or do not like to read so that when students are going to write they have difficulty because they have very little vocabulary and knowledge. This is the problem of students in reading and writing.

This problem also felt by students at SMK Negeri Paku. Students have enough problems in reading and writing. Students find it difficult to read and are really confused in writing sentences. They can not apply English well. This can happen because most students do not have enough experiences reading and especially writing in English. So, the researcher believes that students have problems when they want to read and write texts.

Writing skill don not come naturally. In order to write well, students must read often so that they have broad knowledge and insight when writing. The more knowledge and insight students have, the more ideas that emerge. This idea will be poured into written form.

Based on the explanation in the background of the problem above, the researcher interested in conducting research with the title **“The Correlation Between Students’ Writing Skills and Reading Comprehension at SMK Negeri Paku.”**

### **B. Research Question**

Based on the statement in the background above, the researcher formulates the problem of the researcher question is: Is there any positive correlation between students’ writing skills and reading comprehension at SMK Negeri Paku?

### **C. Objective of the Research**

The objectives of this research is to describe the correlation between students’ writing skills and reading comprehension at SMK Negeri Paku.

### **D. Significance of the Research**

The following of this research are expected to provide more information for the readers, they are:

1. For the researcher, this research will be useful increasing researcher’s knowledge about correlation between writing skill and reading comprehension.
2. For the students, it helped students in solving problems in the process of learning English.
3. For the teacher, this research can be used by the teacher as a starting point to improve writing skills and to improve reading comprehension.
4. For the next researcher, this research can be useful information to the next researcher as a reference.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

A couple of researchers have performed studies in accordance with the researcher are as follow:

Martos Alfitri, in her research, about the correlation between reading comprehension of narrative and ability in writing a narrative text at the second year students of SMAN 2 Kampar Regency. The result showed that mean score of reading comprehension is 61.29. It means that the students reading comprehension was enough level. Meanwhile, the mean score of students' ability in writing narrative is 64.09. It means that the students' ability in writing narrative was enough level. In addition, the researcher found that the score of sign was 0.002 and it was lower than  $\alpha$  ( $0.002 < 0.05$ ). it could be concluded that  $H_0$  was rejected and  $H_a$  was accepted. The conclusions: there was a significant correlation between reading comprehension of narrative and ability in writing narrative at the second year students of SMAN 2 Kampar regency. The percentage of contribution of reading comprehension to ability in writing narrative was 29% and the rest 71% was influenced by other factors.<sup>12</sup>

Mailis, Syofia Delfi, Erni, in their research the correlation between reading comprehension and writing ability of the second year students of SMAN 1 Muaro Sentajo Teluk Kuantan in recount text. The result showed that the students got good level with the average score 73.28 in reading comprehension, and in writing the students got good level with the average score 76.12. The result of this research proved that there is positive correlation between reading comprehension and writing

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<sup>12</sup> Alfitri Martos, 'Correlation between Reading Comprehension of Narrative and Ability in Writing a Narrative Text at the Second Year Students of SMAN 2 Kampar Regency.', 2012.

ability on recount text. The rxy distribution of coefficient correlation is 0.8. It means that the correlation was in a high level. So, Ha (alternative hypothesis) of this research is accepted, and null hypothesis (Ho) is rejected. So, the researcher try to find out students' reading and writing score and their correlation. Finally, the researcher suggest for the teacher, they should have some efforts to develop the students' motivation and encourage them to practice their reading comprehension and writing ability in recount text.<sup>13</sup>

Veny Agustini Prianggita, and Mochammad Habibi, in their research the correlation between students' reading comprehension and their writing skills at MTsN 5 Pandeglang. The result showed that the level of students' comprehension in reading was very low. This could be seen from the analysis that shows the mean 59.7. The level of students' writing skills was in the medium category. This could be seen from the analysis, showing the mean 68. There is significant positive relationship between reading ability and writing ability. Based on the quantitative analysis, the results of the research show that the observation value r is 0.963 above the 5% rejection limit of 0.361 and the 1% rejection limit of 0.461, in other words  $0.963 > 0.463$  at the 5% level and  $0.361 > 0.963$  at the 1% level. Thus the result is stated significant and the proposed hypothesis is accepted.<sup>14</sup>

Allen, Snow, Crossley, et al. in their research reading comprehension components and their relation to writing. The result showed that reading comprehension was strongly related to both vocabulary knowledge and the higher-

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<sup>13</sup> Erni. Mailis, Syofia Delfi, *'The Correlation Between Reading Comprehension and Writing Ability of the Second Year Students of Sman 1 Muaro Sentajo Teluk Kuantan Di Sman 1 Muaro Sentajo Teluk Kuantan in Recount Texts'*, 1–7.

<sup>14</sup> Veny Agustini Prianggita and Mochammad Habibi, *'The Correlation between Students ' Reading Comprehension and Their Writing Skill at MTsN 5 Pandeglang'*, 1.1 (2018), 61–72.

level cognitive skills. Further, writing ability was moderately associated with a subset of the measured variables, namely vocabulary knowledge and the ability to access prior knowledge. These result support the hypothesis that reading comprehension and writing share common knowledge sources and higher-level cognitive skills, although the writing process is much less reliant on these measured variables than reading comprehension.<sup>15</sup>

Samiha Mokeddem and Samira Houcine, in their research exploring the relationship between summary writing ability and reading comprehension: toward an EFL writing-to-read instruction. The result showed that the strong connection between reading and writing, the current research work is an attempt to examine the extent to which EFL learners' summary writing ability correlates with their comprehension of the original reading material. In order to carry on the study, sixty EFL university students at intermediate level of language proficiency were involved. The participants taught by teacher research in the English Language Department of the Faculty of Letters, Language and Arts, at Djillali Liabes University of Sidi bel Abbes, first received an explicit instruction on summarizing, then were subject to a text summarizing assignment, then to a post-summarizing reading comprehension test involving the same text in the summarizing assignment. Students' written as well as their written answer to the comprehension questions were collected to be scored. The

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<sup>15</sup> Laura K Allen and others, '*READING COMPREHENSION COMPONENTS AND THEIR RELATION TO Reading Comprehension Components and Their Relation to Writing*', 2014 <<https://doi.org/10.3917/anspy.144.0663>>.



finding revealed that there existed a positive correlation between summary writing ability and reading comprehension.<sup>16</sup>

## **B. Some Pertinent Ideas**

### **1. Language Skill**

Language skills include four skills, namely listening skills, speaking skills, reading skills, and writing skills. The four language skills are interrelated with each other so that to learn one language skill several other skills will also be involved.<sup>17</sup> Listening and reading are receptive skills because one does not need to produce language. These two language skills put a person to be able to accept and understand language. This skill is a passive skill. On the other hand, the second language skill is productive language skill, namely speaking and writing because someone produce language. These two skills are active skills.

Listening and speaking, these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing, they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually

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<sup>16</sup> Samira Houcine. Samiha Mokeddem, 'Exploring the Relationship between Summary Writing Ability and Reading Comprehension : Toward an EFL Writing-to-Read Instruction', 7.2 (2016), 197–205 <<https://doi.org/10.5901/mjss.2016.v7n2s1p197>>.

<sup>17</sup> Mafrukhi, dkk. *Bagaimana Meningkatkan Kemampuan Membaca* (Jakarta: Erlangga, 2007), p. 30-31.

challenging reading material and writing tasks. The aim is making students read and write effectively.<sup>18</sup>

## **2. The Concept of Writing**

### **a. Definition of Writing**

Teaching English as a foreign language give priority to the four skill namely: listening, speaking, reading and writing. When we learn language, we usually learn to listen first, then to speak, then to read, and finally to write. Listening and reading are receptive skills because one does not need to produce language. These two language skills put a person to be able to accept and understand language. This skill is a passive skill. On the other hand, the second language skill is productive language skill, namely speaking and writing because someone produces language. These two skills are active skills. The four language skills are interrelated with each other so as to learn one of the skills some other language skills will also be involved.

Writing is one of the language skill, in addition to listening, speaking and reading that must be mastered by English learners. They must be able to express their thoughts in writing to develop their ideas, and make readers interested when their writings are read. Through writing, they can also transfer information and knowledge to others. However, some people say that writing is a difficult skill to master among other language skills. So, only a few people are experts in writing. This opinions is supported Richard and Renandya “Writing is the most difficult skill for second

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<sup>18</sup> Cand Lorena and Manaj Sadiku, *The Importance of Four Skills Reading , Speaking , Writing , Listening in a Lesson Hour*, 1.1 (2015), 29–31.

language learners to master. The difficulty not only in generating and organizing ideas, but also in translating these ideas into readable text”.<sup>19</sup>

Writing is one of the important skills of English to all people. Writing is representation of language in a textual medium through the use of a set of signs or symbol. For all language learners, such as short answer exercise, essay examination, or even research reports will involve an element of display writing.<sup>20</sup>

Based on Bachani, in his book “teaching Writing” stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader.<sup>21</sup>

Oshima and Ann defined writing as an expression of ideas that need some process such as thinking writing, reading, correcting, and revising. People have to realize that what they write are satisfied that your writing express exactly what you want to say.<sup>22</sup>

From the definitions of writing skills described above, it can be concluded that writing skills are part of an indirect form of communication system. Writing is a person’s skills in expressing ideas and thoughts to others in the form of letters and symbols clearly and efficiently so that someone is able to know and understand what the author means.

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<sup>19</sup> Richard and Renandya, *Methodology In Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press 2002), p.303.

<sup>20</sup> M. Syafi’I, *From Paragraph to a Research Report: a Writing of English for Academic Purposes*, (LBSI: Pekanbaru, 2011), p.1

<sup>21</sup> Mohini Bachani, *Teaching Writing* (Vallabh Vidyanagar: Waymade college of education), p.1

<sup>22</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (New York: Pearson Longman, 2007), p.15

## **b. Components of Writing**

There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras:

### 1) Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors, knowledge, substantive, through development of thesis, and relevant to assigned topic.

### 2) Organization

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing and cohesive.

### 3) Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.

### 4) Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, words order/function, articles, pronouns and preposition.

### 5) Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.<sup>23</sup>

### c. Kinds of Writing

According to George E. and Julia M Burk said that “the form of writing used to tell or relate is called narration: that used to describe is called description: that used to explain or interpret is called exposition the form of writing used to persuade or argue is called argumentation.

#### 1) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrence in time and tell what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in conversation.

#### 2) Description

Description reproduces the way thing look, smell, taste, feel, or sound; it may also evoke mood, such as happiness, loneliness, or fear. It used to create a visual image of people, places, even of units of time-days, time of day or season. It may tell about the people’s character or personality.

#### 3) Exposition

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<sup>23</sup> Laaras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Students’ Writing Skill at Senior High School 1 Ulakan Tapakis*, (S1 Thesis, Imam Bonjol University, Padang, 2017), p.30-31.

Exposition is used in giving information, making explanation, and interpreting meanings. It concludes editorials, essays, and informative and instructional material. Use in combination with narrative, exposition, supports and illustrates. Used part from narrative, it stand alone as an essay.

#### 4) Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and often found combined with it. argumentation is used to make a case or to prove or disprove a statement or preposition.<sup>24</sup>

#### **d. The Concept of Descriptive Paragraph**

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentences or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.<sup>25</sup> Paragraph is a set of interrelated sentences between sentences with one another. Every sentences in the paragraph must help develop the topic sentence.

In general, there are several types of paragraphs, namely narration, description, expository, and argumentation, each of which has a purpose. This type of text was chosen as student writing. The researcher chose descriptive is used to create a clear picture of the topic to be discussed including the idea of places, objects or people.

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<sup>24</sup> George E. Wilson, *Lets Write English*. (New York: Litton Educational Publishing. Inc, 1980), p. 377-383.

<sup>25</sup> Alice, Oshima and Hogue Ann, *Introduction to Academic Writing* (Longman: Pears of Longman, 2007), p.16.

Descriptive paragraph is one of the kinds of writing. The word descriptive paragraph can be defined as describing something. A writer in descriptive paragraph uses details to tell how a subject looks, sounds, smell, tastes, or feels. Moreover the essay make the reader respond to what he or she is reading.<sup>26</sup> It means that writing descriptive paragraph is an activity that the students' do expressing their something, describe thing, someone and the other.

In writing descriptive paragraph, the writer should known about the concept of writing descriptive paragraph. The concept of writing descriptive paragraph includes generic structures of descriptive paragraph are as follow:

- 1) Identification is a part in which you identify or write the recognition moreover, it can be a general statement about place, person, or thing that you want to describe.
- 2) Description is vivid detail or place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in their experience.
- 3) Conclusion. The last part of descriptive paragraph is optional (may be included or not). In this part, we conclude the paragraph or restate the identification or general statement.

The language features as follow:

- 1) Use of simple tense
- 2) Use of action verb

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<sup>26</sup> Alice Savage And Particia Mayer, *Effective Academic Writing 2* (Oxford: Oxford University Press, 2005), p.33.

3) Use of specific participant.<sup>27</sup>

### **3. The Concept of Reading Comprehension**

#### **a. Definition of Reading**

Reading is a fundamental ability for students to adapt to new information that is constantly evolving. Reading becomes a very basic tool to increase their knowledge. For that, students need to read various kinds of references. Therefore, the importance of students' ability to understand the thinking of the text that is compiled must be considered so that understanding the content material will ultimately affect their learning. For students who can use the ability to read well effectively will affect their learning progress and people who cannot read as expected will experience problems in their learning.

Reading means a complex process of thinking in assigning meaning from printed material.<sup>28</sup> Which includes most of the intellectual action in the communication process where the reader uses strategies to find meaning from the printed symbols. In the process of reading not only see the words as realistic picture but also get the meaning of a word or line to find out what we mean by reading. It implies the process of reading to understand the content of the text and to get data.

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no

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<sup>27</sup> Mukarto, *English on Sky for High School Students Year VIII* (Penerbit Erlangga: Jakarta, 2007), p.19.

<sup>28</sup> H. Douglas Brown, *Teaching by Principles an Interactive an Approach to Language Pedagogy* (New Jersey: Prentice Hall, 2010), p.182.



reading taking place.<sup>29</sup> Overall reading means students' skills in reading texts, students understand the meaning and find various information contained in the text.

According to Jennifer, reading is thinking and understanding and getting at the meaning behind the text.<sup>30</sup> This means that reading is not just looking at a collection of letters that have formed words, sentences, paragraphs, but reading is an activity to understand the form of symbols (writing) into something meaningful and then information conveyed by the author can be understood by the reader. So that indirectly reading can improve one's thinking and creativity skills.

According to Scanlon et.al, reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.<sup>31</sup> Reading is said to be a complex process because a reader must be able to decipher and interpret groups of words and then arrange every single word so that they do not collide with each other so that they know the meaning and point of view of the word without being influenced by the background of a reader.

Based on the definition of above, the researcher concluded that reading is one of the language skills to obtain information through writing and understand the meaning of the reading contained therein. Reading is a complex cognitive process that depends on one's background, experience and insight in interpreting the ideas contained in the reading. So that with the experience and insight that each person has, the interpretation obtained by each person will be different.

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<sup>29</sup> Andrew P.Johnson, *Teaching Reading and Writing A guidebook for tutoring and Remediating Students* (Lanham New York: Rowman and Littlefield Education, 2008), p.3

<sup>30</sup> Jennyfer Serravallo, *Teaching Reading In Small Group* (Porsmoth: Heinemann, 2020), p.43

<sup>31</sup> Donna M.Scanlon, Kimberly L. Anderson and Joan M.Sweeney, *Early Intervention For Reading Difficulties: The Interactive Strategies Approach* (London: The Guilford Press, 2010), p.9

### **b. Definition of Reading Comprehension**

Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: reader cannot understand a whole text if they cannot identify (decode) the words in the text.<sup>32</sup> It means that reading comprehension is the relationship between the reader and the text to understand various information and ideas in the reading.

Lems et.al, state that “reading comprehension is not a static competency, it varies based on the purpose for reading and the text that is involved “. <sup>33</sup> So that reading comprehension includes various aspects including prior knowledge, experience, attitudes, and cultural and social language community of readers.

According to the Rand Corporation, reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading.<sup>34</sup> The reader must connect these three elements to build meaning so that they understand all the important information that the author wants to convey.

### **c. Aspect of Reading Comprehension**

Suparman states in order to know the important of reading in teaching process, reading is contraction of involves the reader connecting information from the written

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<sup>32</sup> Jane Oaakhil, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension: A handbook*, (New York: Routledge, 2015), p.1

<sup>33</sup> Kristin Lems, et.al, *Teaching reading to the English Language Learners*, (New York: The Guilford Press, 2010), p.170

<sup>34</sup> Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing The Threads Of Reading*, (Alexandria, Virginia USA: association for supervision and curriculum Development (ASCD), 2005), p.108

message.<sup>35</sup> According to Nuttal (1982), there are five aspect of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, detail information, and the understand vocabulary. These aspect are explained below:

#### 1) Determining Main Idea

Main ide is very difficult to teach for four reasons. First, while the main idea is sometimes contained in a topic a sentence of paragraph, most expository text main ideas, as well as most themes in stories, are implied by the author rather than stated explicitly.<sup>36</sup>

#### 2) Locating Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.<sup>37</sup>

#### 3) Making Inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence passage understanding and conclude it logically.<sup>38</sup>

#### 4) Finding Detailed Information in The Text

<sup>35</sup> Suparman, *Developing Reading Comprehension Skill and Strategy*, 2006, p.2.

<sup>36</sup> Gerald G. D, *Explaining Reading a Resource for Teaching Concepts, Skills, and Strategies*, (New York London: The Guildford Press), p.138.

<sup>37</sup> Otong Setiawan, *Intensive reading Bottom Up Reading*, (Bandung: Yrama Widya, 2008), p. 35.

<sup>38</sup> Nuttal, C. *Teaching Reading Skill in Foreign Language*. (London: Heinemann Education Books, p. 82.

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It s very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.<sup>39</sup>

#### 5) Understanding Vocabulary

Understanding vocabulary means comprehend what the worlds mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading, the reader cannot over estimate the importance of vocabulary development.<sup>40</sup>

#### **d. Levels of Reading Comprehension**

There levels of reading comprehension are mentioned by Heilman, the are literal comprehension, inferential comprehension and critical comprehension.

##### 1) Literal comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

##### 2) Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs the abilities to detect mood of

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<sup>39</sup> Nuttal, C. *Teaching Reading Skill in Foreign Language*. p. 80.

<sup>40</sup> Nuttal, C. *Teachinng Reading Skill in Freign Language*.

the material such as the authors' tone, purpose and attitude to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

### 3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of it's information and give personal judgments as a feedback to the author.<sup>41</sup>

## 4. Correlation Between Writing Skills and Reading Comprehension

The four types of communication skills that are taught in an English language classroom are speaking, writing, reading and listening. These four separate language skills are also commonly referred to as the productive and receptive kills. Speaking and writing are known as the productive skills as they both require some form of language output, while reading and listening are known as the receptive skills.

The relationship between productive and receptive skills is that while they are both parts of communication, their difference is that productive skills are focused on the skills needed in giving information, while receptive skills are focused on receiving information. Listening and speaking, these two skills are highly and work simultaneously in real life situations. So, the integration of the two aims at fostering

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<sup>41</sup> Heilmen, A. W, *Principle and Practices of Teaching Reading Fifth Edition*, (Ohio: Charles E. Merrill Publishing Company, 2002), p. 35.

effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing, they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading material and writing tasks. The aim is making students read and write effectively.<sup>42</sup>

English competence is determined by the mastery of the four skills as stated above. But, among the four English skills, there is an assumption that reading skill and writing skill have a close relationship. Tierney and Pearson says that in someone's heart to understand the connection of reading/writing relationship, they need activate to sight reading and writing as essentially similar process of meaning construction.<sup>43</sup> This statement clarify that reading and writing have correlation.

Reading is one of the English skills that is very important to master because by reading we can get information from written messages or texts. Reading is a process that is carried out by readers to get the messages that is the writer wants to convey through the written language. Harris and Sipay (in Zuchdi, 2008) states that reading is meaningful interpretation of written language. The essence of reading is to get the right meaning.<sup>44</sup>

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<sup>42</sup> Cand Lorena and Manaj Sadiku, *'The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour'*, 1.1 (2015), 29-31.

<sup>43</sup> Tierney, R. J., & Pearson, P. D, *Toward a composing model of reading. Language Arts*, (Washington: ERIC Clearinghouse, 1983). P.261.

<sup>44</sup> Agus Setia Budi, 'Correlation between the Achievement of Reading Skill And Writing Skill pf English Study Program Students', *Department of Language, Communication, and Tourism*, Vol. 6 No. 2 (2020), 1

Writing skills need to be improved because there are still many students who have difficulty in writing. This is because in terms of vocabulary mastery that students lack. Student's vocabulary can increase if they are diligent in reading. With reading activities, students are expected to be accustomed to seeking and finding information from the writings they read. So that the ideas, knowledge and information obtained from the reading, the author has a lot of material to write about that makes the writing quality. By reading and writing, one can develop their thinking skills. Therefore, these skills in reading and writing have a close relationship.

Someone who has written something, in essence, that person wants his writing to be read by others, or at least to be read by himself. Writing and reading skills are interrelated skills which can improve other skills or vice versa. Both are skills related to writing. Thus, the relationship between writing and reading is basically the relationship between writing and reading.

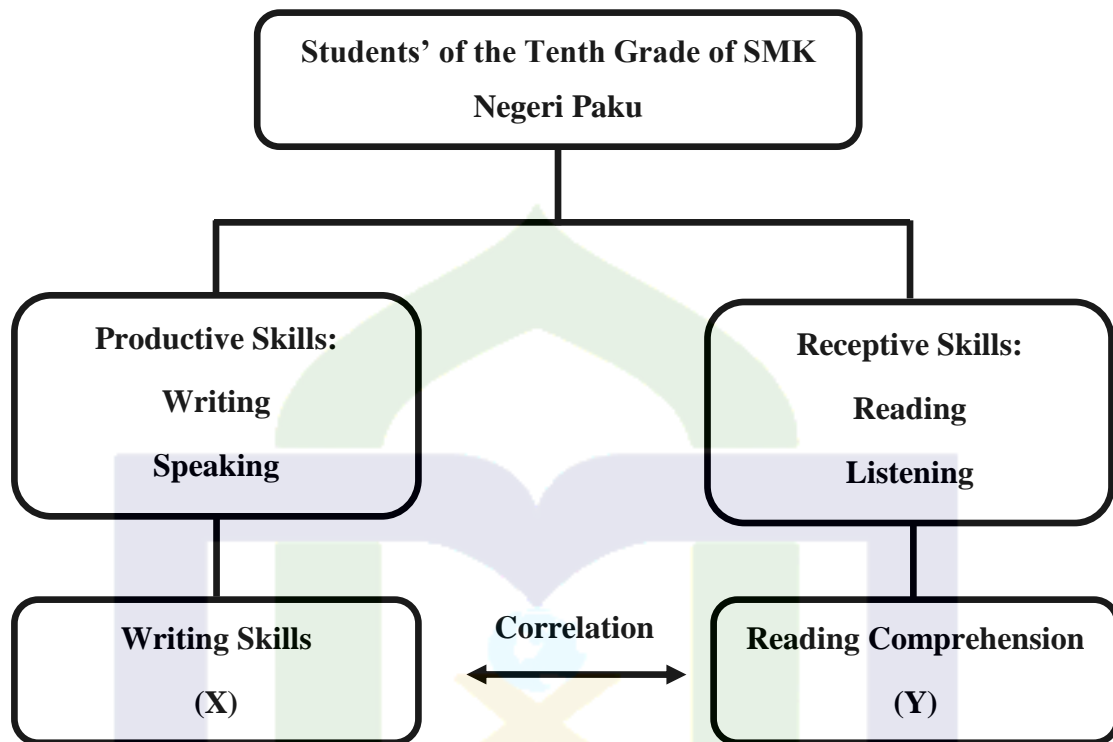
## **5. Conceptual Framework**

Conceptual framework is overview of the pattern of relationship between concepts and or variable in a coherent whole which is a description of the focus of the research.<sup>45</sup> These framework are intended as the basis of systematic thinking and reduce the problems discussed in this research.

To further facilitate readers to understand this research made a chart of conceptual framework in accordance with the title of "The Correlation Between Students' writing skills and reading comprehension at SMK Negeri Paku" this research is providing the following diagram:

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<sup>45</sup> Tim Penyusun, *Pedoman penulisan Karya Ilmiah*, (Makalah Dan Skripsi, Parepare: IAIN, 2020), p.26



## 6. Hypothesis

The researcher formulate the hypothesis as follow:

$H_0$  : There is no positive correlation between Students' Writing Skills and Reading Comprehension at SMK Negeri Paku.

$H_a$  : There is positive correlation between Students' writing Skills and Reading Comprehension at SMK Negeri Paku.

## 7. Variable and Operational Definition

a. Variable Research



In this research, there are two variables, consist of independent variable and dependent variable. These variables involved in this research are going discuss below:

1) Independent variable is Writing Skills

Independent variable (X) is a variables which influences and effect to the dependent variable. Independent variable of the research is Writing Skills.

2) Dependent variables is Reading Comprehension

Dependent variable (Y) is variable that is influenced by the independent variable. The dependent variable of this research is Reading Comprehension.

b. Operational Definition

1) Writing Skills

Writing skill is the ability of students to describe objects clearly and in detail in a paragraph that can explain an object and make the understand.

2) Reading Comprehension

Reading comprehension is the ability of the reader to understand the information that is directly written in the text (literal) in the reading and not trying to grasp the deeper meaning.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The design of this research is correlation quantitative method. Correlation quantitative method is a method which involves collecting data in order to determine whether, and to what degree, a relationship between two or more variables.<sup>46</sup> There are two variables of this research, namely variable “X” and variable “Y”. Variable X of this research is students’ writing skills while variable Y is reading comprehension.



Where :

X: Writing Skills

Y: Reading Comprehension

#### B. Location and Duration of the research

The location of this research will be conducted at SMK Negeri Paku. It one of the senior high school located in Binuang, Polewali Mandar. As for the implementation of this research, to obtain accurate and clear data, it is carried out for approximately one month.

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<sup>46</sup> L. R. Gay, *Educational Research: Competencies for Analysis & Application*. (USA: Charles E Merrill Publishing Company, 1976), p. 138.

### C. Population and Sample

#### 1. Population

The population is the entire element that is used as an inference/generalization area. The population element is the whole subject to be measured, which is the unit under study. The population of this research is all students of the tenth grade of SMK Negeri paku, where the number of classes are four classes. The number of population can be seen as the table follow:

Table 3.1 The Total Students Of The Tenth Grade Of SMK Negeri Paku

No.	Class	Total
1.	X Bisnis Kontrusksi dan Property (BKP)	10
2.	X Desain Pemodelan dan Informasi Bangunan (DPIB)	13
3.	X Multimedia (MM)	35
4.	X Agribisnis Rumput Laut (ARL)	9
<b>Total</b>		<b>67</b>

*Source: Administration of SMK Negeri Paku*

#### 2. Sample

The researcher use random sampling in this research in order to get perfect data. The researcher will take class with X Multimedia, the total number of students are 35 as the sample of the research.

#### **D. Instrument of Collecting Data**

In this research, the researcher in collecting data used two kinds of instruments, namely reading test and writing test. Test is series of question or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group.<sup>47</sup>

##### **1. Reading Test**

In reading comprehension test, students are given descriptive text, to understand information or describe something clearly. By giving the reading test, the researcher tried to find out whether the student can answer the test well or not. The test of reading comprehension was an objective test in the form of multiple choice test consisting 20 items. There were five options in each item (A, B, C, D, E). The researcher marked 1 for each item which is answered correctly and marked 0 for the wrong answer.

There are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. The following table is the analytical scoring rubric used by the writer to analyze the students' reading comprehension.

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<sup>47</sup>Ridwan, *Skala Pengukuran Variable-Variable Penelitian*. p.30.

Table 3.2 Reading Comprehension Indicators

No.	Indicator of Reading Comprehension	Items	Total
1.	Determining main idea	9, 14, 17.	3 Items
2.	Locating reference	16, 18, 20.	3 Items
3.	Making inference	1, 4, 7, 11, 12.	5 Items
4.	Detail information	2, 3, 5, 8.	4 Items
5.	Understanding vocabulary	6, 10, 13, 15, 19.	5 Items
Total			20 Items

## 2. Writing Test

In writing test, students are given pictures a picture then make a descriptive paragraph based on the picture. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics.

The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table 3.3 The Classification of Students' Score<sup>48</sup>

No.	Aspects	Criteria	Scores
1.	Content	• Relevant to topic.	4
		• Mostly relevant to topic but lacks detail.	3
		• Inadequate development of topic.	2

<sup>48</sup> Dzaky Mubarak fasya, "Improving the Grade VIII Students Writing of Narrative Text Through Dictogloss at SMPN 1 Mungkid, Magelang" (Published Thesis; English education Department: Yogyakarta, 2015), p.132.

		<ul style="list-style-type: none"> <li>• Not relevant to topic.</li> </ul>	1
2.	Organization	<ul style="list-style-type: none"> <li>• Ideas clearly stated and supported, well organized (generic structure), cohesive.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Loosely organized but main ideas stand out, not out well organized (generic structure).</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Ideas confused or even no main ideas, bad organization (generic structure).</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Does not communicate, no organization (generic structure)</li> </ul>	1
3.	Vocabulary	<ul style="list-style-type: none"> <li>• Effective word/idiom choice and usage.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Occasional error of words/idiom form, choice and usage.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of words/idiom form, choice and usage</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Little knowledge of English vocabulary, idioms and word form.</li> </ul>	1
4.	Language Use	<ul style="list-style-type: none"> <li>• Few errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, number, word order, articles, pronouns or preposition.</li> </ul>	2
		<ul style="list-style-type: none"> <li>• Dominated by errors</li> </ul>	1
5.	Mechanics	<ul style="list-style-type: none"> <li>• Few errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	4
		<ul style="list-style-type: none"> <li>• Occasional errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	3
		<ul style="list-style-type: none"> <li>• Frequent errors of spelling, punctuation, capitalization and paragraphing.</li> </ul>	2

	• Dominated by errors.	1
<b>Max Score</b>		<b>20</b>

*Adapted from Jacob et.a.'s (1981)*

a. The Validity Test and Reliability Test Research Instrument

1) The Validity Test

An instrument is valid when if it is able to measure what the researcher are going to measure.<sup>49</sup> There are two criteria to determine validity of test items, as follows:

- a) If  $r$  value  $>$   $r$  table at the level significance of 5%, it means that the instrument is valid
- b) If  $r$  value  $<$   $r$  table at the level significance of 5%, it means that the instrument is not valid

The calculating of validity test used correlation formula from Statistical Package for Social Science (SPSS). The result of the validity test items are consulted to  $r$  table for  $N = 35$  at the level significance of 5%. The result showed that the coefficient validity of reading comprehension were valid.

Table 3.4 Result of the Validity Test of Students Reading Comprehension

Number of Item	Correlation Coefficient		Information
	$r$ hitung	$r$ table	
Item No. 1	0,618	0,334	Valid
Item No. 2	0,360	0,334	Valid
Item No. 3	0,518	0,334	Valid
Item No. 4	0,764	0,334	Valid
Item No. 5	0,820	0,334	Valid
Item No. 6	0,387	0,334	Valid

<sup>49</sup> Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif*.

Item No. 7	0,860	0,334	Valid
Item No. 8	0,512	0,334	Valid
Item No. 9	0,860	0,334	Valid
Item No. 10	0,820	0,334	Valid
Item No. 11	0,377	0,334	Valid
Item No. 12	-0,709	0,334	Invalid
Item No. 13	0,387	0,334	Valid
Item No. 14	0,387	0,334	Valid
Item No. 15	0,831	0,334	Valid
Item No. 16	-0,560	0,334	Invalid
Item No. 17	0,762	0,334	Valid
Item No. 18	0,903	0,334	Valid
Item No. 19	0,341	0,334	Valid
Item No. 20	-0,406	0,334	Invalid

*Source: Output Data of SPSS Statistic IBM 22*

After testing the validity of variable Y (Reading Comprehension) which consist of 20 statement items with  $r$  table 0.334, it is known that of the 20 statement items, 3 items of statement are invalid and 17 items of valid statements. This is because the  $r_{xy}$  value obtained from the statement items is greater than the  $r$  value, so the statement items are said to be valid.

## 2) The Reliability Test

Instrument reliability test aims to determine the extent of the results measurements remain consistent, if two or more measurements are made against the same symptoms using the same measuring device the reliability of the instrument was carried out using the IBM Statistics SPSS application 22. The techniques used to measure the reliability of an instrument research is Alpha Cronbach technique.

The instrument reliability test was carried out using the IBM SPSS application *Statistic 22 for Windows* with criteria if the alpha coefficient value  $>0.6$  then the



instrument is *reliable*, whereas if the alpha coefficient value  $<0.6$  then the instrument is not *reliable*.

Table 3.5 Reliability Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.904	17

Source: Output Data of SPSS Statistic IMB 22

Based on the table above, it can be seen that the reliability of the variable Y instrument (Reading Comprehension) has a *Cronbach's Alpha* value of 0.904, so the statement instrument is declared *reliable* because  $r = 0.904 \geq 0.6$ . in other words, 17 statement items that have been reliable can be used for data measurement in the context of data collection.

### E. Procedure of Collecting Data

The procedure use in collecting data include test form of reading comprehension tests of multiple choice tests, and writing test, students are given pictures a picture then make a descriptive paragraph based on the picture.

Multiple choice of reading comprehension tests were use to measure reading comprehension score of the students and descriptive paragraph of writing tests use were to measure writing skill score students of SMK Negeri Paku.

#### 1. Scoring Students' Correct Answer

The data of the researcher's test result for the students' activity during the teaching-learning process analyzed by using the pattern as follow:

$$\text{Score} = \frac{\text{Student correct answer}}{\text{The total member of item}} \times 100$$

## 2. Classifying the Students' Scoring

The students' score in the following criteria at the book that was written by Suharsimi and Arikunto that is modified as follow:

Table 3.6 The Classification of the Students Score Writing

No.	Score	Classification
1	80 – 100	Very Good/Excellent
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	<39	Very Poor <sup>50</sup>

### F. Technique of Data Analysis

The technique data analysis in this research will use descriptive statistical techniques and inferential statistics to facilitate the analysis of the research data, the researcher will use SPSS. The writer calculated the prerequisite testing requirement analysis such as validity, reliability, linearity, and normality test before calculating the statistical testing Pearson Product Moment Correlation. The technique data analysis of the research as follows:

#### 1. Descriptive Statistic

Data analysis used descriptive statistic, which describe the existing data to obtain fact from respondent, hence more easily to understand. The analysis used with

<sup>50</sup> Suharsimi Arikunto *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara,2006)

descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

## 2. Test Requirements Analysis

Test requirements analysis is needed to determine whether data analysis for hypothesis testing can be continued or not. This section is discussed various test requirements analysis, such as test data normality, homogeneity, and linearity.

### a. Data Normality Test

The purpose of conducting a normality test on a series of data is to know whether the data population is normally distributed or not. When data normally distributed, it can be used a parametric type statistical test. Meanwhile, if the data is not normally distributed, then a statistical test is used nonparametric.

The normality test was carried out by the Kolmogorov-Smirnov test on SPSS Statistic 22 for Windows. With the following test rules:

If Probability (sig)  $> 0.05$ , then the data is normally distributed

If Probability (sig)  $< 0.05$ , then the data is not normally distributed

### b. Data Linearity Test

The purpose of the linearity test is to determine whether between dependent variable (Y) and independent variable (X) have a linear relationship. Test this usually use as a prerequisite in applying the linear regression method.

Linearity test using the IMB SPSS statistic 22 for windows with the test criteria, namely if the probability value  $> 0.05$ , then the relationship between

variables X dan Y is linear. If the probability value  $< 0.05$ , then the relationship between variables X dan Y is not linear.

c. Statistical Hypothesis

The calculating of the correlation coefficient of the result of both of test was analyzed by applying the formula of product moment correlation as follow:

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

Where:

$r_{xy}$  : Correlation Coefficient

N :The number of students/subjects participating in the test

$\sum x$  :The sum of score in writing skill

$\sum y$  :The sum of score in reading comprehension and analytical exposition text<sup>51</sup>.

To find out the correlation between X and Y, significant or not, used the definition of the refuse or accept hypothesis as follows:

$H_0$  = refuse if  $R\text{-value} \leq r\text{-table}$

$H_a$  = accept if  $R\text{-value} \geq r\text{-table}$

Table 3.7 Guidelines for interpretation of correlation coefficients<sup>52</sup>

Coefficient Interval	Level relationship
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<sup>51</sup>Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta 2002), p. 146.

<sup>52</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*. p. 257.

0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter contains finding and its discussion. The finding was the students score obtained through the questionnaire and test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given that will be explained more details.

#### **A. Finding**

Based the result of the SPSS, the description of the data presented in this section includes variable data of students' writing skills (X) and students' reading comprehension (Y). the values that have been presented after processing from raw data used descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

The descriptive statistical calculation result of each variable is presented as follow:

##### **1. Students Writing Skills**

The results of descriptive statistical analysis that has been done, the score of writing skills variable between 55 to 75, the average value (mean) equal to 66.00, standard error of mean 1.021, median 65.00, mode 60, variance 36.471, standard deviation 6.039, the difference between the minimum and maximum (range) values is 20, the minimum value of 55, the maximum value of 75, and the total amount (sum) of 2310. The result of descriptive test can be seen in the appendix.

The frequency distribution of students writing skills can be seen in the following table.

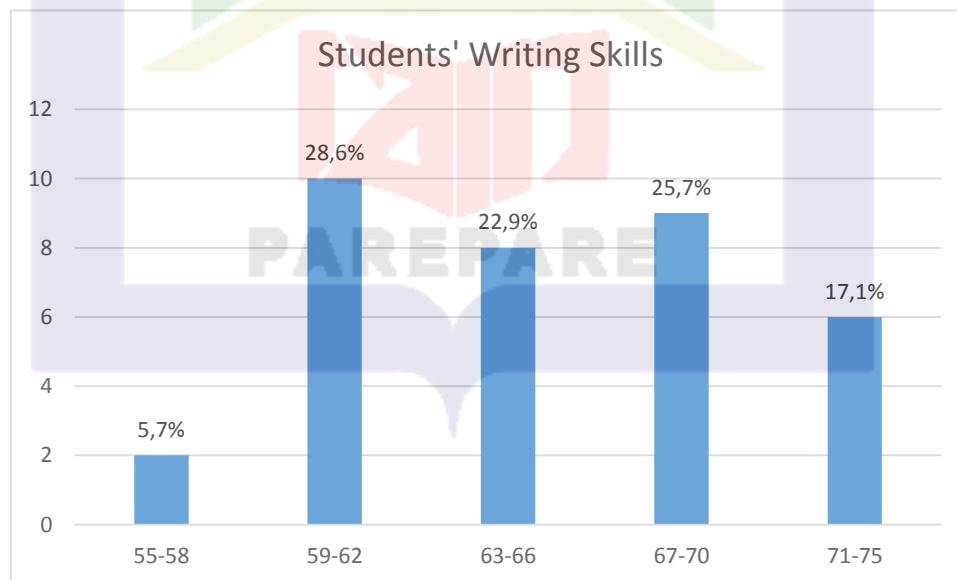
Table 4.1 Frequency Distribution of Writing Skills

Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-58	2	5.7	5.7	5.7
	59-62	10	28.6	28.6	34.3
	63-66	8	22.9	22.9	57.1
	67-70	9	25.7	25.7	82.9
	71-75	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Source: Data Output IMB SPSS Statistic 22

Based on the table above, the result of students writing skills show that, for the total score obtained by each respondent with the lowest score is 55 and has 2 frequencies (5,7%) and the highest score is 75 having 6 frequencies (17,1%).

Picture 4.1 Diagram Chart of Variable X (Writing Skills)



Source: Data Output Microsoft Excel 2016

Based on diagram above, it showed there was 5,7% for low score and 28,6% for high score.

Determining the category from score of the students writing skills was done using the percentage from criteria as follows:

Table 4.2 Classification Students Score

No	Score	Classification
1	0,00 - 0,199	Very Low
2	0,20 - 0,399	Low
3	0,40 - 0,599	Medium
4	0,60 - 0,799	High
5	0,80 - 1,000	Very High <sup>53</sup>

The total variable score for students writing skills obtained from the research result was 2310. The number of items test were  $1 \times 5 = 5$ , because the number of the respondent was 35 then  $5 \times 35 = 175$ . Thus, students writing skills was  $2310 : 175 = 13,2$  or 1,320%. So, it could be concluded that students writing skills was very high category.

## 2. Students Reading Comprehension

The results of descriptive statistical analysis that has been done, the score of reading comprehension variable between 25 to 85, the average value (mean) equal to 55.14, standard error of mean 3.623, median 60,00, mode 30, variance 459.538, standard deviation 21.437, the difference between the minimum and maximum (range) values is 60, the minimum value of 25, the maximum value of 85, and the total amount (sum) of 1930. The result of descriptive test can be seen in the appendix.

<sup>53</sup> Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kuantitatif, R & D.*



The frequency distribution of students reading comprehension can be seen in the following table.

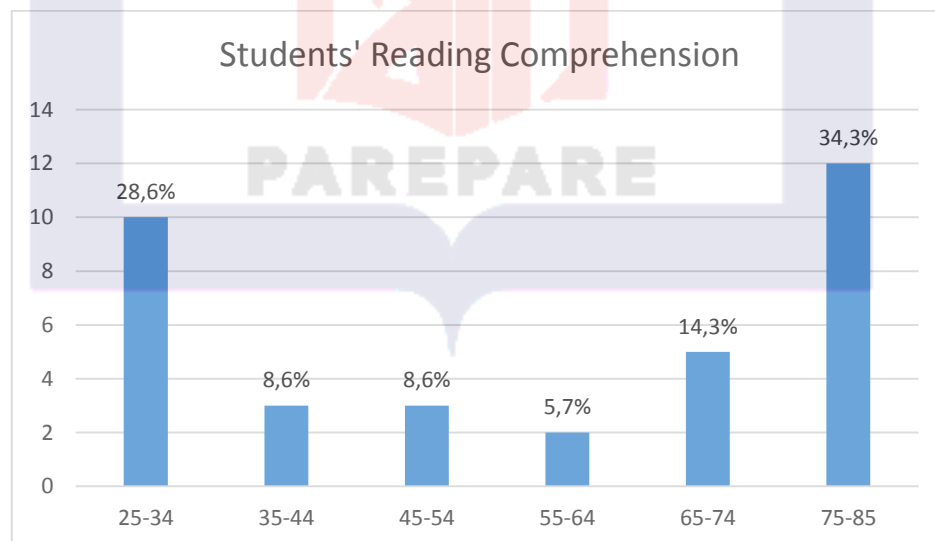
Table 4.3 Frequency Distribution of Reading Comprehension

Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-34	10	28.6	28.6	28.6
	35-44	3	8.6	8.6	37.1
	45-54	3	8.6	8.6	45.7
	55-64	2	5.7	5.7	51.4
	65-74	5	14.3	14.3	65.7
	75-85	12	34.3	34.3	100.0
	Total	35	100.0	100.0	

Source: Data Output IMB SPSS Statistic 22

Based on the table above, the result of students reading comprehension show that, for total score obtained by each respondent with the lowest score is 25 and has 10 frequencies (28,6%) and the highest score is 85 having 12 frequencies (34,3%).

Picture 4.2 Diagram Chart of Variable Y (Reading Comprehension)



Source: Data Output Microsoft Excel 2016

Based on the diagram above, it showed there was 5,7% for very low score and 34,3% for very good score.

Determining the category from score of the students reading comprehension was done using the percentage from criteria as follow:

Table 4.4 Classification Students Score

No	Score	Classification
1	0,00 - 0,199	Very Low
2	0,20 - 0,399	Low
3	0,40 - 0,599	Medium
4	0,60 - 0,799	High
5	0,80 - 1,000	Very High <sup>54</sup>

The total variable score for students reading comprehension obtained from the research result was 1930 the theoretical score of this variable for each respondent was 17 because the number of respondent was 35 people, then the criterion score was  $17 \times 35 = 595$ . Thus, the students reading comprehension  $1930 : 595 = 3,243$  or 324,3% of the criteria set. Therefore, it can be concluded students' reading comprehension was in very high category.

## B. Testing Data Analysis Requirements

### 1. Testing Normality of Data

Testing normality data of variables to measure is every variable used in the research include in category normal distribution or not. If data include in normal distribution we can continue to testing hypotheses in analysis parametric. Criteria in testing normality of data is, if significance value  $> 0,05$ .

<sup>54</sup> Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kuantitatif, R & D*.

Criteria of testing as follow:

Normal Distribution : If value of significance  $> 0,05$

Unnormal Distribution : If value of significance  $< 0,05$

Table 4.5 Normality Test Using the Kolmogorov-Smirnov Test Analysis

Variable	Sig	Criteria
X*Y	0,922	Normal

Source: Data Output IMB SPSS Statistic 22

The test criteria are taken based on the probability value with IMB SPSS Statistic 22 application. If the significance value (sig)  $> 0,05$ , then the research data is normally distributed. Conversely, if the significance value (sig)  $< 0,05$ , then the research data is not normally distributed. The significance value (sig) shows  $0,922 > 0,05$ , this means that the frequency distribution comes from a population normally distributed. The result of the normality test can be seen in the appendix.

## 2. Testing Linearity of Data

Linearity test is carried out and to determine whether the two variables have the relationship is linear in significance. Linearity test was performed using the Test for Linearity on SPSS Statistic 22 for Windows with see the significance value of deviation from linearity  $\geq 0,05$ .

Table 4.6 Linearity Test

Variable	Sig	Criteria
X*Y	0,050	Linear

Source: Data Output IMB SPSS Statistic 22

Based on the table above, it can be seen that the significance value of the correlation between students writing skills and students reading comprehension, namely  $0,050 \geq 0,05$  thus it can be stated that the data has a linear pattern at the significance level  $\alpha = 5\%$ . The result of linearity test can be seen in the appendix.

### C. Hypothesis Testing

Hypothesis testing contains the truth obtained from the sample research. Statistical techniques are used to determine the correlation between students writing skills and students reading comprehension.

Table 4.7 Results of the Pearson Product Moment Correlation Test

<b>Correlations</b>			
		Writing Skills	Reading Comprehension
Writing Skills	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	35	35
Reading Comprehension	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

Source: Data Output IMB SPSS Statistic 22

The results of the Pearson Product Moment Correlation show that the correlation show that the results are 0,652 with a significance level of 0,000. Furthermore, the value of the correlation coefficient (r count) from the results of the correlation analysis test was compared with r table. Based on the test criteria, if  $r \text{ count} > r \text{ table}$  then  $H_a$  is accepted and  $H_o$  is rejected, and vice versa if  $r \text{ count} < r \text{ table}$  then  $H_a$  is rejected and  $H_o$  is accepted. With an alpha value of 0,05 (5%), the r

table is 0,334, based on the test results product moment correlation is obtained r count of 0,652 > 0,334 at a significant level of 5%, so that  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a significance correlation between students writing skills and students reading comprehension.

This is to determine the magnitude of the correlation between students writing skills and students reading comprehension, it must see interpretation guidelines the correlation coefficient is brought about this:

Table 4.8 Guidelines for Interpretation of the Correlation Coefficient<sup>55</sup>

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

The correlation result above is 0,652 which is included in the level of the correlation is strong. This means that the writing skills has a strong correlation between reading comprehension at the tenth grade of SMK Negeri Paku.

#### D. Discussion

The research results will be explained in detail after describing the lines general regarding the research variables namely students writing skills (X) and students reading comprehension (Y). Writing skill is the ability of students to

<sup>55</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*. p. 257.

describe objects clearly and in detail in a paragraph that can explain an object and make the reader seem to see and feel the object. Reading comprehension is the ability of the students to interpret and understand the facts and information expressed in the reading.

This research was conducted at SMK Negeri Paku by amount population as many as 67 students and the sample was 35 participant students with the sampling technique in this study using techniques Random Sampling. Techniques and instruments data collection in this study using writing test and reading test. Data which is then collected and then tested the data analysis requirements in the form of tests data normality and linearity test. After fulfilling the test data analysis requirements, next is to test the proposed research hypothesis.

Based on the data analysis test, the values for each variable as follow:

1. Students Writing Skills

Before explaining the result of research, firstly the researcher described that students writing skills should adapt it in teaching English as a foreign Language. Writing was the activity to transfer information and knowledge from writer to reader. According to Harmer, writing is a way to produce language and expressing idea, feeling and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and than these element have to be presented in learning activities.<sup>56</sup> There are five components to measure writing test in the profile of writing are adopted by Jacob in Laras, they are; content, organization, vocabulary, language use, mechanics.

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<sup>56</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31

Based on the results of descriptive statistical analysis that has been done, the score of writing skills variable between 55 to 75, the average value (mean) equal to 66.00, median 65.00, mode 60, variance 36.471, standard deviation 6.039, the difference between the minimum and maximum (range) values is 20, the minimum value of 55, the maximum value of 75, and the total amount (sum) of 2310.

Based on data in the frequency distribution table, when compared with the mean score 66.00 indicates that the score of students writing skill below average was 12 respondent (34,3%), while the students' score based on the average score was 8 respondent (22,9%), while the score of students of students writing skill above average score was 15 respondents (42,8%). Based on data analysis testing, test results of writing skills 13,2 or 1,320% of the specified criteria. From the results calculation obtained the writing skills 1,320% of the criteria set and belong to the very high category.

## 2. Students Reading Comprehension

Before explaining the result of research, firstly the researcher described that reading comprehension is students proficiency when reading and the process of making meaning from text. Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Reading comprehension is the essence of reading itself. Reading comprehension called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means that the do not do reading comprehension.

Based on the results of descriptive statistical analysis that has been done, the score of reading comprehension variable between 25 to 85, the average value (mean) equal to 55.14, median 60,00, mode 30, variance 459.538, standard deviation 21.437, the difference between the minimum and maximum (range) values is 60, the minimum value of 25, the maximum value of 85, and the total amount (sum) of 1930.

Based on data in the frequency distribution table, when compared with the mean score 55.14 indicates that the score of students reading comprehension below the average was 13 respondents (37,2%), while the students score based on the average score was 5 respondents (14,3%), while the score of students reading comprehension above the average score was 17 respondents (48,6%). Based on data analysis testing, test results of reading comprehension 3,243 or 324,3% of the specified criteria. From the results calculation obtained the reading comprehension 324,3% of the criteria set and belong to the very high category.

### 3. The Correlation between Students Writing Skills and Students Reading Comprehension

Based on each of the variables above, it can be concluded that the students' writing skills and students' reading comprehension in the tenth grade of SMK Negeri Paku are in the strong category. This does not deviate from the previous discussion that if students' writing skills are high then students' reading comprehension will also be high, and if students' writing skills are low, then students' reading comprehension will be low.

According to results of research conducted at SMK Negeri Paku it known that there is a correlation between the students writing skills and reading comprehension.



Based on the test criteria, if  $r_{\text{count}} > r_{\text{table}}$  then  $H_a$  is accepted and  $H_o$  is rejected, and vice versa if  $r_{\text{count}} < r_{\text{table}}$  then  $H_a$  is rejected and  $H_o$  is accepted. With an alpha value of 0,05 (5%), the  $r_{\text{table}}$  is 0,334, based on the test results Product Moment Correlation is obtained  $r_{\text{count}}$  of 0,652  $>$  0,334 at a significant level of 5% so that  $H_o$  is rejected and  $H_a$  is accepted. With a correlation result of 0,652 or 65,2% so that it can concluded that the magnitude of the writing skills and reading comprehension by 65,2% is included in the level of the relationship strong. This means that the writing skills has a strong relationship against the reading comprehension at the tenth grade of SMK Negeri Paku.

After calculating and analyzing statistics using the Pearson Product Moment Correlation, the results of the hypothesis found that, there was a significant correlation between students' writing skills and students' reading comprehension in the tenth grade of SMK Negeri Paku. This means that the hypothesis which states the relationship between students' writing skills and students' reading comprehension in class X Multimedia of SMK Negeri paku can be accepted.

Reading and writing, they form a strong relationship with each other as skill. They are tools for achieving written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing student to gradually challenging reading material and writing tasks. The aim is making students read and write effectively.<sup>57</sup>

The results of the calculation correlation above, prove the research in which students' writing skills have a significant correlation with students' reading

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<sup>57</sup> Cand Lorena and Manaj Sadiku, *The Impotance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*, 1.1 (2015), 29-31.

comprehension, and the achievement of scores of students who rank highest in writing skills tests is supported by prediction of high scores in reading comprehension. This is in accordance with the study of the theory that students who always improve their writing skills, they will increasingly master reading and reading comprehension levels will also increase.

Between writing skills and reading comprehension is very closely related. A good writer is a reader who understand what her reads. It requires attention or concentration of very closely related abilities. At all levels of education, the ability to read is priority scale that must be mastered by students, by reading students will get a variety of information that has never been obtained before. Therefore, reading is a window to the world. Everyone who opens the window can see and know everything that is happening, both events that happened in the past, present and even the future. What does the reader mean when you don't understand what you read. Writing is a measure of whether a reader understands what he is reading.

Reading comprehension is the ability to understand information or discourse conveyed by other people's written thoughts. There are several things that need to be considered in reading comprehension including the accuracy of understanding words. In understanding a reading, knowledge of the right choice of words is very influential because if the way of understanding the choice of words is not correct, it will affect the meaning of the reading. One's accuracy in determining the choice of words in accordance with ; concept to be expressed is one aspect that determines success in reading. To support all of this, practice is needed by compiling several sentences repeatedly, so that you are more proficient in choosing the right words and can understand a passage in accordance with the concept that will be revealed. One can

arrange word by word, word into sentences, and sentences into a paragraph, if one has a lot of vocabulary, those things will greatly help one in compiling it.

Reading and writing activities need to be familiarized from an early age, that is since the child is familiar with letters. Reading and writing are always taught side by side. Make reading and writing activities a necessity and a fun thing for students. Reading and writing can be done anywhere and anytime as long as there is desire and motivation. Both do not only apply in schools and libraries, reading can also be done in other public places such as parks. If this is realized, it is hoped that reading and writing will become a hobby among students and society in general.

Complaints about low reading and writing skills in schools cannot be said to be negligence by the teachers at the schools is concerned. This material must be returned to the habits of students when they were small. This is the role of parents who are more dominant in shaping children's reading and writing habits. How is it possible for a child to have a high habit of reading while parents never give examples and direct their children to read because children will be more interested and motivated to do something if it is accompanied by an example, not just told. When children enter school age, the teacher has a role in developing students' interest in reading and writing. Thus, parents both have a very important role in improving students' writing and reading skills.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research results that have been described in the previous chapter, the results show that there is a correlation between the students writing skills and reading comprehension at tenth grade of SMK Negeri Paku. There is a significant correlation between the students writing skills and students reading comprehension at the tenth grade of SMK Negeri Paku that thing indicated by the results of the correlation coefficient of 0.652, with value this is greater than  $r$  table with a significance level of 0.05 and  $N = 35$ , namely equal to 0,334 or  $0.652 > 0.334$  so that  $H_0$  is rejected and  $H_a$  is accepted, and is in the coefficient of the interval from 0.60 – 0.799 which means it has a level strong relationship. The amount of contribution made by the variable students writing skills and students reading comprehension of 0.425. This shows that the students writing skills contributed 42.5% to students reading comprehension while the rest is determined by the relationship of other unobserved variables in this research.

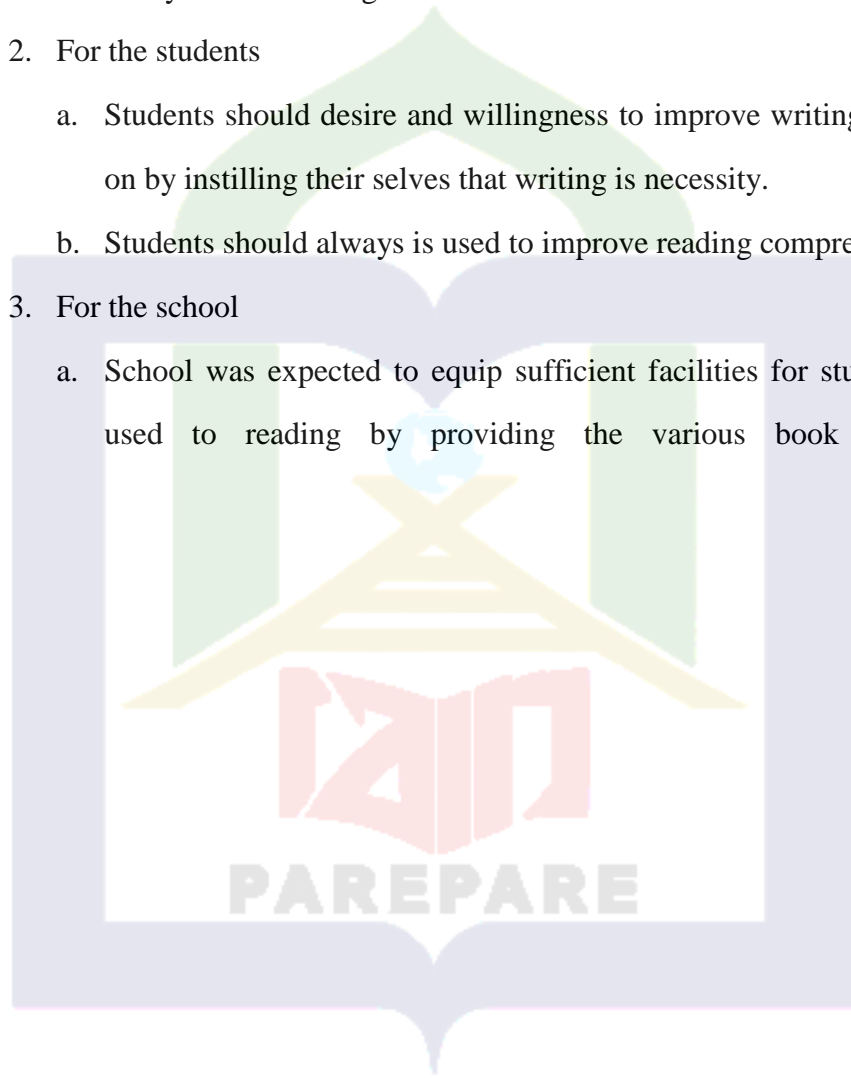
#### B. Suggestion

Based on the research, the researcher gives some suggestion as follows: in connection with the conclusion above, the researcher further proposed some suggestions as follow:

1. For the English Teacher
  - a. To improve writing skills, teachers are expected to be always instill writing skills in students. For the teachers' awareness are very

necessary in increasing the quality of the lesson and always provide a variety of writing text.

- b. To improve reading comprehension, teachers are expected to be always instill reading activities to the students.
2. For the students
    - a. Students should desire and willingness to improve writing skills early on by instilling their selves that writing is necessity.
    - b. Students should always is used to improve reading comprehension.
  3. For the school
    - a. School was expected to equip sufficient facilities for students to get used to reading by providing the various book in library.



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Appendix 1. Instrument of the Research

	<p style="text-align: center;"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b></p> <p>Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: <a href="http://www.iainpare.ac.id">www.iainpare.ac.id</a>, email: <a href="mailto:mail@iainpare.ac.id">mail@iainpare.ac.id</a></p> <p style="text-align: center;"><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b></p>
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NAMA MAHASISWA : Nur Aulia  
NIM : 18.1300.031  
FAKULTAS/PRODI : Tarbiyah/Pendidikan Bahasa Inggris  
JUDUL : The Correlation Between Students' Writing Skills  
and Reading Comprehension At SMK Negeri Paku

**ANGKET UNTUK PENELITIAN**

*Instrument Writing Test*

Name :

Class :

**Write descriptive paragraph based on the topic given!**

- a. My School





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

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**VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI**

NAMA MAHASISWA : Nur Aulia  
NIM : 18.1300.031  
FAKULTAS/PRODI : Tarbiyah/Pendidikan Bahasa Inggris  
JUDUL : The Correlation Between Students' Writing Skills  
and Reading Comprehension At SMK Negeri Paku

***Instrument Reading Comprehension Test***

Name :

Class :

**Read the following text and answer the questions 1 – 3**

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometres long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 metres high. This section is about 7.5 metres wide at its base and nearly 6 metres at the top. Watchtowers stand about 90 to 180 metres apart along the wall.

1. We know from the text that Great Wall is?
  - A. Not a high building
  - B. Located in southeast china
  - C. Built by using high technology
  - D. Built without using technology
  - E. The longest construction in the world
2. What makes people attracted to come to Great Wall?
  - A. Its highest and long sections
  - B. Its longest structure ever built
  - C. Its location and the condition of the win
  - D. Its deserts, grasslands, mountains and plateaus
  - E. Its architectural grandeur and historical significance.
3. Why did the writer write the text?
  - A. To identify Great Wall of China
  - B. To criticize Great Wall of China
  - C. To promote Great Wall of China
  - D. To describe of Great Wall of China
  - E. To compliment Great Wall of China

**Read the following text and answer the questions 4 – 6**

### **PETRUK CAVE**

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

4. The purpose of the text is to?
  - A. Inform about tourism in Kebumen
  - B. Tell the readers about Petruk cave
  - C. Explain how to get to Petruk cave
  - D. Acknowledge Petruk Cave
  - E. Promote Petruk Cave
5. What makes Petruk cave worth to visit?
  - A. It is not far from the beach and waterfall.

- B. It has so many stalactites and stalagmites.
  - C. The cave's depth is as deep as Petruk's nose
  - D. It is the place to put offerings to the ancestor.
  - E. It's length is the similar form as Petruk's nose
6. In the Petruk Cave there is no lighting that illuminates the cave.

The underlined word means....

- A. Lights
- B. Raises
- C. Clarifies
- D. Darkens
- E. Explains

**Read the following text and answer the questions 7 – 10**

### **Sydney Opera House**

The Sydney Opera House, a world-class performing arts venue and iconic Australian landmark, defines the Sydney Harbour in the heart of the city. Designed by Danish architect Jorn Utzon, the structure is a masterpiece of late 20th-century architecture, despite challenges that plagued the 15-year project before it was formally opened by Queen Elizabeth II in 1973. Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht, this UNESCO World Heritage Site is a must-see Sydney attraction.

The Sydney Opera House is a highlight of any city tour or harbor cruise, and it is well worth an up-close look, too. It's best explored as part of a guided tour, either a guided walking option that hits highlights of the building's history and architecture

or an in-depth tour that goes backstage to concert halls, green rooms, and studios usually off-limits to visitors. Given that this is a functioning performance venue, visitors can also experience the Opera House by attending a show, whether pairing a theater performance with dinner as part of an evening package, or dining along the waterfront before a night of ballet.

Attending a performance at the Opera House is a must for music, dance, and theater fans. Tickets for tours and events often sell out, so it's best to book in advance. Public areas of the complex are wheelchair accessible, and accessible show seating is available for all performances (seats must be pre-booked, and availability is limited). Unless visiting on a guided tour, travelers are unable to access the Concert Hall and Joan Sutherland Theatre foyers or performance spaces. The Opera House complex contains restaurants, bars, cafes, shops, and outdoor plazas.

7. What is the purpose of the text above?
  - A. To compliment the Sydney Opera House.
  - B. To promote Sydney Opera House to the readers.
  - C. To explain about Sydney Opera House to the readers.
  - D. To identify Sydney Opera House, as a tourist attraction.
  - E. To retell the writer's experience in Sydney Opera House.
8. What is the writer's recommendation in visiting Sydney Opera House?
  - A. Restaurants and bars are the only place to visit
  - B. Visitor must accompanied by a tour guide
  - C. Sydney Opera House's tickets are free
  - D. Visitors must like music, dance and art
  - E. Visitors must use wheelchairs

9. The main idea of paragraph 3 is....
- A. Visitors to Sydney Opera House must buy tickets in advance due to limited seat.
  - B. Visitors must know several things before going to Sydney Opera House
  - C. The Sydney Opera House has many facilities that suit wheelchairs
  - D. Sydney Opera House's visitors are music, dance, and theater fans
  - E. The Sydney Opera House is accessible for wheelchairs
10. "...Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht." The underlined word has the same meaning as ....
- A. Big
  - B. Wide
  - C. Huge
  - D. High
  - E. Large

**Read the following text and answer the questions 11 – 13**

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.



Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

11. What is the purpose of the text?
  - A. To amuse the readers with Yogyakarta
  - B. To describe the location of Yogyakarta
  - C. To persuade the readers to go to Yogyakarta
  - D. To promote Yogyakarta as tourist destination
  - E. To tell the readers the history of Yogyakarta
12. We know from the second paragraph that?
  - A. Plane is the most convenient access to reach Yogyakarta
  - B. Many local tourists prefer staying in Sosrowijayan Street

- C. Sosrowijayan is also known as shopping and culinary delight
  - D. There are many convenient stores in the streets of Yogyakarta
  - E. Malioboro Street is a crowded mainroad which is alive 24 hours
13. " ... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
- A. Settlement
  - B. Development
  - C. Improvement
  - D. Involvement
  - E. Engagement

**Read the following text and answer the questions 14 – 16**

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle

University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

14. The text mainly describe?
- A. Rowan Atkinson
  - B. Rowan Atkinson's school
  - C. Rowan Atkinson's movies
  - D. Comedy festivals in England
  - E. TV show in England
15. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....
- A. Stocky
  - B. Athletic
  - C. Skinny
  - D. Chubby
  - E. Muscular
16. "The couple has two children, Lily and Benjamin, ...." (Paragraph 3) The underlined words refer to ....
- A. Atkinson and family
  - B. Lily and Benjamin
  - C. Atkinson and his children
  - D. Atkinson and Sunetra Sastry
  - E. Sunetra Sastry and her children

**Read the following text and answer the questions 17 – 20**

### **The Indonesian Archipelago**

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto offices *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

17. The first paragraph tells about ...
- A. The islands in the world
  - B. The location of Indonesia
  - C. The continents of Asia and Australia
  - D. The Samudera Indonesia and Pacific Ocean
  - E. The Indonesian population
18. Based on the text, The Indonesia Archipelago consists of .... islands.
- A. 1.904.345
  - B. 13.667
  - C. 5.120
  - D. 1.770
  - E. 500
19. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with....
- A. Erupted
  - B. Was done
  - C. Happened
  - D. Took part
  - E. Built
20. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to ....
- A. The largest groups of islands
  - B. The Indonesian Archipelago
  - C. The islands in the world
  - D. The Samudera Indonesia
  - E. The Indonesian government's

Appendix 2. Tabulation of Research Result Data Variable X (Students Writing Skills)

No.	Nama Siswa	Content				Organization				Vocabulary				Language Use				Mechanics				Score	Converted Score	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	ABS			3				3				3				3				3			15	75
2	AF			3				3				3				3				3			15	75
3	AR			3				3			2					3				3			14	70
4	AG			3				3				3				3				3			12	60
5	AS		2					3				3				3			2				12	60
6	CZ			3				3				3				3			2				12	60
7	DA		2					3			2					3			2				12	60
8	FA			3				3				3				3				3			14	70
9	HA			3				3			2					3				3			14	70
10	INE			3				3				3				3				3			15	75
11	KQ			3				3			2					3			2				13	65
12	MAW			3				3				3				3				3			14	70
13	MR			3				3				3				3				3			14	70
14	MA		2					3				3				3			2				12	70
15	MI			3				3				3			2				2				12	60
16	MU			3				3				3				3				3			15	75
17	MUA		2					2				3				3			2				11	55
18	MUF			3				3				3				3				3			15	75
19	MUN			3				3			2				2				2				12	60
20	MUL		2					3				3				3			2				13	65

21	MLD		2				3		2				3		3	13	65
22	NA			3			3			3			3		2	13	65
23	NF			3			3			3			3		2	14	70
24	NH			3			3			3			3		3	15	75
25	NTL			3			3			3			3		3	14	70
26	PA		2				3		2				3		2	12	60
27	PU			3			3			3		2			2	13	65
28	RR			3			3		2				3		2	13	65
29	RU		2				3			3			3		2	13	65
30	SA		2			2				3			3		2	12	60
31	SU		2			2				3			3		2	14	70
32	SY		2			2				3			3		2	11	55
33	TMP			3			3		2				3		2	13	65
34	WL		2				3			3			3		2	12	60
35	WR		2				3			3			3		2	12	60



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Appendix 3 Tabulation of Research Result Data Variable Y (Students Reading Comprehension)

No.	Nama Siswa	Number of Questions																				Score	Converted
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ABS	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	17	85
2	AF	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	16	80
3	AR	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	0	15	75	
4	AG	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	6	30
5	AS	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	15	75	
6	CZ	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	1	6	30
7	DA	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	0	1	6	30
8	FA	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	14	70
9	HA	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	0	1	1	1	0	13	65
10	INE	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	15	75
11	KQ	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	5	25
12	MAW	1	0	1	0	0	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	8	40
13	MR	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	15	75
14	MA	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	16	80
15	MI	1	0	1	0	1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	0	9	45
16	MU	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	13	65
17	MUA	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	0	0	0	0	0	9	45
18	MUF	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	17	85
19	MUN	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	0	6	30
20	MUL	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1	6	30
21	MLD	1	1	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	6	30



22	NA	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	1	1	7	35	
23	NF	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	16	80	
24	NH	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	15	75	
25	NTL	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	15	75	
26	PA	1	1	0	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	0	13	65	
27	PU	1	1	0	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	0	12	60	
28	RR	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	1	6	30	
29	RU	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	0	1	6	30	
30	SA	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	7	35	
31	SU	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	16	80
32	SY	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	5	25	
33	TMP	1	0	0	1	1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	0	9	45	
34	WL	1	1	1	0	1	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	12	60	
35	WR	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	0	14	70	



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Appendicex 4. SPSS Test Results

**Description Data Research**

**Statistics**

Writing Skills

N	Valid	35
	Missing	0
Mean		66.00
Std. Error of Mean		1.021
Median		65.00
Mode		60
Std. Deviation		6.039
Variance		36.471
Range		20
Minimum		55
Maximum		75
Sum		2310

**Statistics**

Reading Comprehension

N	Valid	35
	Missing	1
Mean		55.14
Std. Error of Mean		3.623
Median		60.00
Mode		30
Std. Deviation		21.437
Variance		459.538
Range		60
Minimum		25
Maximum		85
Sum		1930

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 <sup>a</sup>	.425	.408	16.498

a. Predictors: (Constant), Writing

b. Dependent Variable: Reading

**Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		35
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	16.25316659
	Absolute	.093
Most Extreme Differences	Positive	.093
	Negative	-.082
Kolmogorov-Smirnov Z		.551
Asymp. Sig. (2-tailed)		.922

a. Test distribution is Normal.

b. Calculated from data.

**Linearity Test**

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Reading * Writing	35	100.0%	0	0.0%	35	100.0%

**ANOVA Table**

	Sum of Squares	df	Mean Square	F	Sig.
(Combined)	9816.022	4	2454.005	12.675	.000
Between Groups	6642.661	1	6642.661	34.310	.000
Reading * Writing Groups Deviation from Linearity	3173.361	3	1057.787	5.464	.050
Within Groups	5808.264	30	193.609		
Total	15624.286	34			

**Correlation Test**

**Correlations**

		Writing Skills	Reading Comprehension
Writing Skills	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	35	35
Reading Comprehension	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

## Appendicex 5. r Table Distribution

**DISTRIBUSI NILAI  $r_{\text{tabel}}$  SIGNIFIKANSI 5% dan 1%**

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	<b>0.361</b>	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081



## Appendicex 6. Research Permit



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakri No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax:24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.4695/In.39/FTAR.01/PP.00.9/ /11/2022 30 November 2022  
Lampiran : 1 Bundel Proposal Penelitian  
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polman  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kab. Polman

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nur Aulia  
Tempat/Tgl. Lahir : Paku, 7 September 2000  
NIM : 18.1300.031  
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Dusun Passubbe, Desa Paku, Kec. Binuang, Kab. Polman,  
Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul "**The Correlation Between Students' Writing Skills And Reading Comprehension At SMK Negeri Paku**". Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Tembusan :  
1 Rektor IAIN Parepare  
2 Dekan Fakultas Tarbiyah

## Appendicex 7. Research Recommendation Later



### PEMERINTAH KABUPATEN POLEWALI MANDAR DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

#### IZIN PENELITIAN

NOMOR : 503/0795/IPL/DPMPTSP/XII/2022

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat Permohonan Sdr NUR AULIA
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0795/Kesbangpol/B.1/410.7/XII/2022, Tgl. 5-12-2022

#### MEMBERIKAN IZIN

Kepada :

Nama	: NUR AULIA
NIM/NIDN/NIP/NPn	: 181300031
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: TARBIYAH
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: DUSUN PESUBBE DESA PAKU KEC. BINUANG KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di SMK Negeri Paku Kec. Binuang Kabupaten Polewali Mandar yang dilaksanakan pada bulan Desember 2022 sampai selesai dengan proposal berjudul "THE CORRELATION BETWEEN STUDENTS' WRITING SKILLS AND READING COMPREHENSION AT SMK NEGERI PAKU"

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar  
pada Tanggal 8 Desember 2022

**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Drs. MUJAHIDIN, M.Si



Pangkat : Pembina Utama Muda  
NIP : 19660606 199803 1 014

Tembusan:

1. Unsur Forkopinda di tempat



## Appendicex 8. Certificate of Having Conducted Research

 **PEMERINTAH PROVINSI SULAWESI BARAT**  
**DINAS PENDIDIKAN, DAN KEBUDAYAAN**  
**SMK NEGERI PAKU**  
Alamat :JlnPorosPinrang Km 15 Telp / Fax ( 0428 ) 2410222 Silopo, Kec. Binuang  
Email : esnka@pakupolman@gmail.com 

---

**SURAT KETERANGAN SELESAI PENELITIAN**  
NOMOR: 09.005/SMKN-PAKU/I/2023

Yang Bertanda Tangan Di Bawa Ini :


Nama : Ridwan, S,Ag, M.H  
Nip : 19720401 200701 1 020  
Jabatan : Pembina, Iv/A

Dengan Ini Menerangkan Bahwa Mahasiswa Dibawa Ini :

Nama : Nur Aulia  
Nim : 18.1300.031  
Alamat : Dusun Pasubbe Desa Paku Kec.Binuang Kab.Polewali Mandar  
Pekerjaan : Mahasiswa, Institut Agama Islam Negeri Pare-Pare  
Jenis Kelamin : Perempuan  
Jurusan : Pendidikan Bahasa Inggris

Benar-benar telah selesai melakukan Penelitian di SMK NEGERI PAKU selama 1(Satu) Bulan, terhitung mulai tanggal 08 Desember 2022 s/d 08 Januari 2023 untuk memperoleh data dalam rangka menyusun Skripsi yang berjudul "THE CORRELATION BETWEEN STUDENTS' WRITING SKILLS AND READING COMPREHENSION AT SMK NEGERI PAKU".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai mana mestinya.

Binuang, 03 Januari 2023  
Kepala,  
  
SMK NEGERI PAKU  
KAB. POLEWALI MANDAR  
RIDWAN S,Ag, M.H  
Pembina, Iv/A  
NIP. 19720401 200701 1 020

Appendicex 9. Documentation

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIIYAH <small>Jln. Amal Bakti No. 6 Sorang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404                  PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</small>
	<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>

NAMA MAHASISWA : Nur Aulia  
 NIM : 18.1300.031  
 FAKULTAS/PRODI : Tarbiyah/Pendidikan Bahasa Inggris  
 JUDUL : The Correlation Between Students' Writing Skills and Reading Comprehension At SMK Negeri Paku

ANGKET UNTUK PENELITIAN

*Instrument Writing Test*

Name : Abduswari surxa

Class : X MULTIMEDIA.

Choose one of the following pictures and write down descriptive text!

a.



b.

Welcom to my school at smkn paku  
 my high school is not too far from my house. I usually go to school by my motor cycle. It only takes me 5-7 minutes to get there.  
 In addition to the daily routine at school which starts at 7 am to 02:45 pm  
 my school is under construction so many activities are postponed.  
 Unlike other schools my school does not have a field to play sports.  
 The main building only has about 16 rooms including classrooms, labs, office classes and teacher rooms.  
 at my school there are 4 majors namely multimedia, D Pib, ARL dan BKP  
 one of the places like the most is the cafeteria.

C = 3  
 O = 3  
 V = 3  
 L = 3  
 H = 3

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH <small>Jln. Amal Bakdi No. 8 Soraang, Kota Parepare 91132 Telepon (0421) 21307. Fax. (0421) 24404                  PO Box 909 Parepare 91100. website: www.iainpare.ac.id, email: mail@iainpare.ac.id</small>
	<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>

NAMA MAHASISWA : Nur Aulia  
 NIM : 18.1300.031  
 FAKULTAS/PRODI : Tarbiyah/Pendidikan Bahasa Inggris  
 JUDUL : The Correlation Between Students' Writing Skills and Reading Comprehension At SMK Negeri Paku

*Instrument Reading Comprehension Test*

Name : MUHAMMAD FATTAHILLAH

Class : X / MULTIMEDIA

Read the following text and answer the questions 1 – 3

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometres long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 metres high. This section is about 7.5 metres wide at its base and nearly 6 metres at the top. Watchtowers stand about 90 to 180 metres apart along the wall.

- We know from the text that Great Wall is?
  - Not a high building
  - Located in southeast china
  - Built by using high technology
  - Built without using technology
  - The longest construction in the world
- What makes people attracted to come to Great Wall?
  - Its highest and long sections
  - Its longest structure ever built
  - Its location and the condition of the win
  - Its deserts, grasslands, mountains and plateaus
  - Its architectural grandeur and historical significance.
- Why did the writer write the text?
  - To identify Great Wall of China
  - To criticize Great Wall of China
  - To promote Great Wall of China
  - To describe of Great Wall of China
  - To compliment Great Wall of China

Read the following text and answer the questions 4 – 6

**PETRUK CAVE**

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

- The purpose of the text is to?
  - Inform about tourism in Kebumen
  - Tell the readers about Petruk cave
  - Explain how to get to Petruk cave
  - Acknowledge Petruk Cave
  - Promote Petruk Cave
- What makes Petruk cave worth to visit?
  - It is not far from the beach and waterfall.
  - It has so many stalactites and stalagmites.

- The cave's depth is as deep as Petruk's nose
  - It is the place to put offerings to the ancestor.
  - It's length is the similar form as Petruk's nose
- In the Petruk Cave there is no lighting that illuminates the cave. The underlined word means...
    - Lights
    - Raises
    - Clarifies
    - Darkens
    - Explains

Read the following text and answer the questions 7 – 10

**Sydney Opera House**

The Sydney Opera House, a world-class performing arts venue and iconic Australian landmark, defines the Sydney Harbour in the heart of the city. Designed by Danish architect Jorn Utzon, the structure is a masterpiece of late 20th-century architecture, despite challenges that plagued the 15-year project before it was formally opened by Queen Elizabeth II in 1973. Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht, this UNESCO World Heritage Site is a must-see Sydney attraction.

The Sydney Opera House is a highlight of any city tour or harbor cruise, and it is well worth an up-close look, too. It's best explored as part of a guided tour, either a guided walking option that hits highlights of the building's history and architecture or an in-depth tour that goes backstage to concert halls, green rooms, and studios usually off-limits to visitors. Given that this is a functioning performance venue,

visitors can also experience the Opera House by attending a show, whether pairing a theater performance with dinner as part of an evening package, or dining along the waterfront before a night of ballet.

Attending a performance at the Opera House is a must for music, dance, and theater fans. Tickets for tours and events often sell out, so it's best to book in advance. Public areas of the complex are wheelchair accessible, and accessible show seating is available for all performances (seats must be pre-booked, and availability is limited). Unless visiting on a guided tour, travelers are unable to access the Concert Hall and Joan Sutherland Theatre foyers or performance spaces. The Opera House complex contains restaurants, bars, cafes, shops, and outdoor plazas.

7. What is the purpose of the text above?
- A. To compliment the Sydney Opera House.
  - B. To promote Sydney Opera House to the readers.
  - C. To explain about Sydney Opera House to the readers.
  - D. To identify Sydney Opera House, as a tourist attraction.
  - E. To retell the writer's experience in Sydney Opera House.
8. What is the writer's recommendation in visiting Sydney Opera House?
- A. Restaurants and bars are the only place to visit
  - B. Visitor must accompanied by a tour guide
  - C. Sydney Opera House's tickets are free
  - D. Visitors must like music, dance and art
  - E. Visitors must use wheelchairs

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity, it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Bekak' (rickshaw-style) transport.

11. What is the purpose of the text?
- A. To amuse the readers with Yogyakarta
  - B. To describe the location of Yogyakarta
  - C. To persuade the readers to go to Yogyakarta
  - D. To promote Yogyakarta as tourist destination
  - E. To tell the readers the history of Yogyakarta
12. We know from the second paragraph that?
- A. Plane is the most convenient access to reach Yogyakarta
  - B. Many local tourists prefer staying in Sosrowijayan Street

9. The main idea of paragraph 3 is...
- A. Visitors to Sydney Opera House must buy tickets in advance due to limited seat.
  - B. Visitors must know several things before going to Sydney Opera House
  - C. The Sydney Opera House has many facilities that suit wheelchairs
  - D. Sydney Opera House's visitors are music, dance, and theater fans
  - E. The Sydney Opera House is accessible for wheelchairs
10. "...Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht." The underlined word has the same meaning as ....
- A. Big
  - B. Wide
  - C. Huge
  - D. High
  - E. Large

Read the following text and answer the questions 11 – 13

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

- C. Sosrowijayan is also known as shopping and culinary delight
  - D. There are many convenient stores in the streets of Yogyakarta
  - E. Malioboro Street is a crowded mainroad which is alive 24 hours
13. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
- A. Settlement
  - B. Development
  - C. Improvement
  - D. Involvement
  - E. Engagement

Read the following text and answer the questions 14 – 16

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson

married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

14. The text mainly describe?

- A. Rowan Atkinson
- B. Rowan Atkinson's school
- C. Rowan Atkinson's movies
- D. Comedy festivals in England
- E. TV show in England

15. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word "thin" has the same meaning as....

- A. Stocky
- B. Athletic
- C. Skinny
- D. Chubby
- E. Muscular

16. "The couple has two children, Lily and Benjamin, ...." (Paragraph 3) The underlined words refer to ....

- A. Atkinson and family
- B. Lily and Benjamin
- C. Atkinson and his children
- D. Atkinson and Sunetra Sastry
- E. Sunetra Sastry and her children

- A. The islands in the world
- B. The location of Indonesia
- C. The continents of Asia and Australia
- D. The Samudera Indonesia and Pacific Ocean
- E. The Indonesian population

18. Based on the text, The Indonesia Archipelago consists of .... islands.

- A. 1.904.345
- B. 13.667
- C. 5.120
- D. 1.770
- E. 500

19. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with....

- A. Erupted
- B. Was done
- C. Happened
- D. Took part
- E. Built

20. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to ....

- A. The largest groups of islands
- B. The Indonesian Archipelago
- C. The islands in the world
- D. The Samudera Indonesia
- E. The Indonesian government's

Read the following text and answer the questions 17 – 20

**The Indonesian Archipelago**

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto offices Bhinneka tunggal Ika, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

17. The first paragraph tells about ...

$$\frac{17}{20} \times 100 = 85$$



*Figure 1: Distributing Writing Research Instruments*



*Figure 2: Distributing Reading Research Instruments*



*Figure 3: Researcher and Respondents*

## CURRICULUM VITAE



The writer was born on September 7<sup>th</sup>, 2000 in Paku, Polewali Mandar. She is the first child from five siblings, she has three sisters and one brother. Her father name is Musa and her mother name is Suriani. Her educational background began 2007 in SDN 035 Paku and graduate on 2012. She continued her study in MTs Ainun Sahab Paku and graduate on 2015. At the same year she registered in SMK Negeri Paku and graduate 2018. She continued her education at State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah Faculty as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah Faculty on 2023. With the title of

her skripsi “The Correlation between Students Writing Skills and Reading Comprehension at SMK Negeri Paku.

