

**THE CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION AND THEIR WRITING ABILITY IN
ANALYTICAL EXPOSITION TEXT AT THE FIRST
SEMESTER OF ELEVENTH GRADE IN SMA NEGERI 6
METRO IN THE ACADEMIC YEAR OF 2020/2021**

(A Thesis)

Submitted as a Partial Fulfillment
of the Requirements for S1-Degree

By

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2020/2021**



ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF ELEVENTH GRADE IN SMA NEGERI 6 METRO IN THE ACADEMIC YEAR OF 2020/2021

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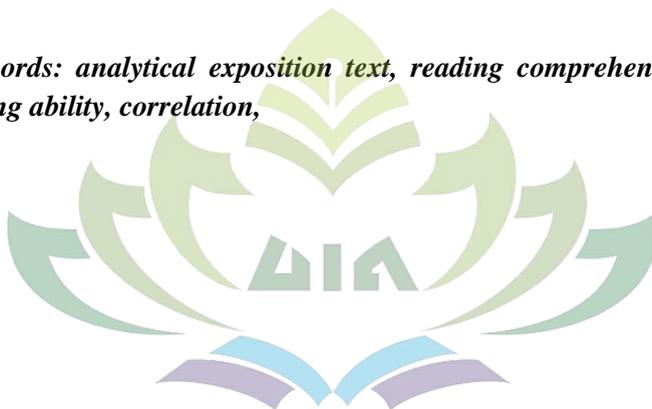
The thesis entitled The Correlation Between Students' Reading Comprehension And Their Writing Ability in Analytical Exposition Text. Reading is one of the receptive skills, which means the process of transferring ideas in written form to the reader furthermore, writing is also a thinking process in its own right and there is an interaction. The purpose of this research is to know empirical evidence about correlation students reading comprehension between students writing ability in analytical exposition text. Analytical Exposition is a text that elaborates on the writer's idea about the phenomenon surrounding and analyzes the topic that the thesis or opinion is correct by developing an argument to support it. Furthermore, analytical exposition text is one of the categorial genre text that is difficult because this text contains many arguments based on the fact that persuade the reader carried away with the topic in the content of the text. In this case, to create the students writing ability in analytical exposition text, need the ability in student reading comprehension because strengthen argument as the fundamental for the given idea to persuade the reader in student witing ability will be found in students reading comprehension.

The research methodology used in this study is correlational research. The population of this study was all eleventh-grade students at SMA N 6 Metro. There were only 25 students taken as the sample of this study. The sample was determined by using the cluster random sampling technique. Furthermore, to retrieve the data researcher has used an online application by using google forms with quilgo.com,

and for analyzing the data the researcher was used SPSS. Besides, to show the reliability and readability of the instrument the researcher was used tried out.

The findings of this study shows there is a significant correlation between students' reading comprehension and their writing ability in analytical expositions text at the first semester of Eleventh grade in SMA Negeri 6 Metro in the Academic year of 2020/2021. Based on the results of the data analysis it was obtained H_a was accepted with generated Sig (P_{value}) = 0.003 < α = 0.05. This means there was a significant correlation between students' reading comprehension and their writing ability in analytical exposition text at the first semester of the eleventh grade at SMA N 6 Metro Lampung in the academic year of 2020/2021.

Keywords: analytical exposition text, reading comprehension, and writing ability, correlation,





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DECLARATION

I hereby that this thesis entitled: “The correlation between students’ reading comprehension and their writing ability in analytical expositions text at the first semester of Eleventh grade in SMA Negeri 6 Metro in the Academic year of 2020/2021” is completely my work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 12th August 2021



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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامٌ وَالْبَحْرُ يَدُّهُ مِنْ بَعْدِهِ
سَبْعَةُ أَبْحُرٍ مَا نَفَدَتْ كَلِمَاتُ اللَّهِ ۗ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its' (supply), yet would not the words of Allah be exhausted (in the writing), for Allah is Exalted in power, full of Wisdom.¹

(Luqman 27)



¹ Recite Quran Surah Luqman in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Luqman/>

DEDICATION

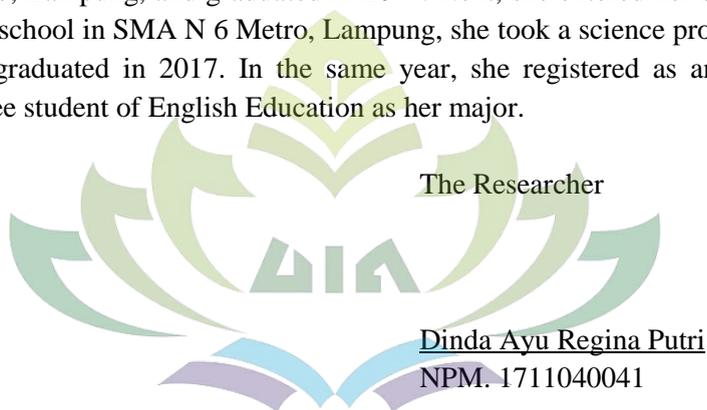
From the deep of my heart, I would like to dedicate this thesis to:

1. ALLAH SWT, Who always keeps me everywhere and always eases every path I take.
2. My beloved parents, Achmad Mufti, BBA, and Yulida Sari S.Pd who always pray and give me motivation as well as wish for my success. Thank you for your love and continued support both spiritually and materially and you are the biggest spirits in finishing this thesis.
3. My beloved brother, M.Fajrien Mega Putra SH, M.Reza Dharma Putra, Fani Wirians Saputra, and Jhony Rizkey Fairlandho S.Pd.
4. My beloved younger sister, Naisya Putri Nabila, and also my little nephew Hafidza Gema Khoirunissa and Dzikra Azmi Rizky Putra.
5. My beloved sister, Sylviany Wijaya.
6. My sister in law, Dian Lusiyana S.Pd. and Ismi Purwanti.
7. My partner, Darul Amri S.Kom.
8. My beloved lecturers and Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Dinda Ayu Regina Putri. She was born in Metro Lampung, on February 14th, 1999. She is the fifth child of the sixth child of Muslim couple Achmad Mufti, BBA, and Yulida Sari S.Pd. She has four brothers and one younger sister. The first brother name, M.Fajrien Mega Putra SH, the second brother name, M.Reza Dharma Putra, the third brother name, Fani Wirians Saputra, and the fourth brother name, Jhony Rizkey Fairlndho S.Pd and one younger sister name Naisya Putri Nabila.

She graduated from Elementary School at SDN 1 Simbarwaringin, Lampung Tengah in 2012. Then, she continued her study at SMPN 3 Metro, Lampung, and graduated in 2014. Next, she entered her senior high school in SMA N 6 Metro, Lampung, she took a science program and graduated in 2017. In the same year, she registered as an S1-degree student of English Education as her major.



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Bandar Lampung, August 12th2021
The Researcher,

Dinda Ayu Regina Putri
NPM.1711040041

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading, one of the receptive skills, means the process of transferring ideas in written form to the reader. Harmer says that reading is an incredibly active occupation. Besides to make it successfully, we have to understand what the words mean.¹ In another expert said, reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge of the information and suggested by the written language.² Based on Brown statement's, Reading is a printed message to be developed by the author or the reader. The reading text consists of items that are arranged to become a well-structured text that conveys modeling. Brown states that reading is an appropriate means to promote a lifelong learning (life-long learning), it means reading is bringing meaning and getting meaning to the printed or written materials.³ In my opinion, based on the statements that have been described by several experts above, it can be concluded that reading is an attempt to understand the meaning of the writing that is presented and useful for providing knowledge or messages conveyed by the author.

White and Arndt said, writing is also a thinking process in its own right and there is an interaction. Therefore, with writing the students can improve their experiences, ideas, and opinions for communicating with other people and make them believe about it.⁴ In another statement from Harmer, he states that writing is a process that what we write is often heavily influenced by the

1 Jeremy Harmer, *How to Teach English* (An Introduction to the Practice of English Language Teaching), Longman, Kuala Lumpur, 2001, p.70

2 Richard.R.Day,Julian Bamford, *Extensive Reading in the Second Language Classroom*,p.12

3 H.D.,Brown,.,*The Principle of Language Learning and Teaching*, Prentice Hall, New Jersey, 2000, p.199

⁴Jeremy Harmer,*How to Teach English*,An Introduction to the Practice of English Language Teaching. (London: Longman Group,1998), p.258

constraints of genres, and then these elements have to be present in learning activities.⁵ Besides that, Sapokta argues that writing is the act of putting down the graphic symbols that present a language to convey some meaning so that the reader can grasp the information, which the writer has tried to impart.⁶ In my opinion from the statement above, writing is an activity of pouring ideas or information in a written form and expressed by language to understand the information from the author to the reader, in this process the reader can understand what has the information that has been delivered by the author.

Many types of text are taught to students, such as descriptive, narrative, analytical exposition, and hortatory exposition. Analytical Exposition is a text that elaborates on the writer's idea about the phenomenon surrounding and analyzes the topic that the thesis or correct opinion by developing an argument to support it.⁷ In other words, based on the statement above, analytical exposition text is a text to convince the reader that the topic presented an important topic to be discussed or get attention by giving arguments or opinions that support the main idea or topic

Based on difficulties in reading analytical exposition according to Gerot and Wignell, there are two kinds of exposition, analytical and hortatory exposition. Analytical is difficult in comprehending text than other text, the text more complex.⁸ Means analytical is one of the genre texts that assumed difficult by students in comprehending reading text because, needs a lot of comprehending when reading the text, in the analytical text has many phenomena about arguments presented by the author, the number of arguments makes it difficult for the reader to understand the main ideas of the analytical text. According to

⁵ Inbid.p.79

⁶ Ashok Sapkota, "Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research". *Nepal English Language Teachers' Association (NELTA Journal)*, Vol. 17 No. 1-2 (December 2012), p. 70.

⁷ Rahmad Husein and Anni Holila Pulungan, "Hortatory Exposition." (Sumber Belajar Penunjang PLPG Kementerian Pendidikan dan Kebudayaan Direktorat Jendral Guru dan Tenaga Kependidikan, 2017). p.1.

⁸ Gerot, L and Wignell, P. *Making Sense of Functional Grammar: An Introductory Workbook*. (Australia : Gerd Stabler, 1994)

Wahidi analytical exposition text is a text that outlines the principal goal or the idea of an author about a phenomenon around it.⁹ This text aims to convince the reader that an event has happened. Dymock states that students in all grade levels struggle with expository comprehension these experience difficulties with exposition and a variety of forms of exposition.¹⁰ In my opinion, based on the statement expert above, comprehending analytical exposition text is one of the problems difficult works for students because it needs more comprehensive knowledge for them.

Based on difficulties in writing. Janiarti stated that an analytical exposition text is difficult because in this text the students are intended to write their arguments to persuade the reader.¹¹ Besides that, Hanson and Padua also stated that analytical text is more difficult than other types of texts because it usually has content that is more complex and higher-level vocabulary and it is written using different types of text structures, such as description, compare and contrast, cause and effect, and problem and solution.¹² From those statements, it can be concluded that analytical exposition text is difficult to be mastered by students because analytical exposition text contains complex structures of text. The text aims to provide arguments that get the reader carried away in the content of the text, besides students must try to relate capable arguments that make the reader confident of the arguments contained in the text's analytical exposition.

Reading and writing are interrelated activities. These statements can be supported by Krashen's opinion. Krashen in

⁹ Wahidi, R. Knowledge Retention. *International Journal Of Higher Education, Genre Of The Text* Volume 2, No.6 (November, 2019). p.131–140.

¹⁰ Dymock, S. Teaching Expository Text Structure Awareness. *The Reading Teacher*. (Australia : GerdStabler, 2005). p.177-181.

¹¹ Januarti. *Senior High School Students 'Ability In Writing Analytical Exposition Text At Eleventh Grade Student of SMAN 1 Sungai Lasi Kab. Solok. Sumatera Barat'*. *Journal of English Education and Linguistics* Vol. 1, No. 2, (July 2018), p.20.

¹² Hanson, Susan, and Padua, Jennifer F.M. *Teaching Vocabulary Explicitly*. Honolulu, Hawai'i: Pacific Resources for Education and Learning". *Journal of English Education and Linguistics* Vol.1, No.2 (July 2018), p.21.

Reid says that good readers are often good writers.¹³ Better writers will read more than poorer writers because the ideas can be gotten through reading so to find the idea and strengthen the explanation, the speaker or writer must read some arguments as the fundamental reasons for the given idea. Some ideas in analytical exposition text can be found by reading the information from scientific books, journals, magazines, newspaper articles, academic speeches or lectures, research reports, etc.

SMA Negeri 6 Metro is one of the senior high schools in Metro, located at Bantul Street, Metro Selatan, which applies a School-Based Curriculum (K-13). English is taught once a week, where the subject is taught from the first until the third grade. The second-year students of senior high school have been taught English at least for ten years. They have been taught how to express their ideas in simple form until the complex ones. Based on the situation, the second-year students in senior high school should be familiar to write, but some of them faced difficulties in writing analytical exposition. Even though they are passable in comprehending a text, students should be able to comprehend the meaning of short functional text and essays such as analytical exposition, recount, narrative, and procedures in daily life to access knowledge. They also should be able to express the meaning and the process of rhetoric fluently and accurately by writing in the forms of analytical exposition, recount, narrative, and procedure. The reality, students' ability is still far from what the curriculum requires.

Based on the information from Mrs. Sri Widayati SP.d. as a teacher in the eleventh grade of SMA Negeri 6 Metro, that the writer got the information from the interview. Mrs. Wida said many students of Eleventh Grade SMAN 6 Metro still encounter difficulties understanding about analytical exposition. The problems can be seen from the phenomena as follows: Some

¹³ Gert Rijlaarsdam. *Effective Learning and Teaching of Writing: A Handbook of Writing in Education Second Edition*, (Boston: Kluwer Academic Publishers, 2005), p.40.

students are still confused to determine the main idea, thesis statement, argument, and reiteration, in this case, the student feels difficult to produce a simple analytical exposition. The sum of students able to identify the part of the text, but they feel difficulties to produce a simple analytical exposition text with mention the location of the thesis argument and reiteration sections in one paragraph of analytical exposition text. Some students are able to produce a simple analytical exposition text, but they are still confused in using language used to express their ideas Based on the problem above the writer found there is any relation between understanding the structure of the analytical exposition text between making the simple paragraph of analytical exposition text.

Besides the phenomena above, the writer is interested in conducting the research entitled, "The Correlation Between Students Reading Comprehensions And Their Writing Ability in Analytical Expositions Text at The First Semester of Eleventh Grade in SMA Negeri 6 Metro in The Academic Year Of 2020/2021."

There are some previous researches relevant to this research the first is, "Yuli Myra". She has conducted research entitled the correlation between reading frequency and writing performance in the first year of the English study program of FKIP of the Islamic University of Riau. Her research findings showed that there was no significant relationship between students' reading frequency and their writing performance.¹⁴

"Nadia Devaga conducted another relevant research. She focused on the students' ability in writing narrative paragraphs and the factors that influence it in the third-year students of MAN 1 Pekanbaru. She found out that students' ability in writing narrative paragraphs in MAN 1 Pekanbaru was influenced by many factors, such as; grammar mastery, vocabulary mastery, etc.

¹⁴Yuli Myra Zona, "The Correlation between Reading Frequency and Writing Performance at the First Year of English Study Program of FKIP of Islamic University of Riau (UIR)". (Unpublished under graduated thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2005), p. 56.

She also suggested improving the students' reading frequency.¹⁵ Her Research findings showed that there was a significant relationship between students' factor influence and their writing performance.

The last other relevant research was conducted by “ Martos Alfieri. Correlation between listening comprehension of narrative and ability writing narrative in the third year students SMAN 2 Kampar 2012. The researchers focused on the ability of offending's are expected to support the existence of the theories regarding the second or a foreign language learning, teaching, and acquisition.¹⁶” His Research findings showed that there was no significant relationship between listening comprehension of narrative and ability writing narrative.

Based on the explanation above, the differences this research between the previous research are, the researcher focuses on the correlation between students' reading comprehension and their writing ability in analytical exposition text and to collect the data the researcher using the online application. While the previous research from Yuli Myra focuses on reading frequency and writing performance. Then Nadia Devaga focused on the students' ability in writing narrative paragraphs and the factors that influence students. The last one is Martos Alfieri, the researchers focused on the ability offending's are expected to support the existence of the theories regarding the second or a foreign language learning, teaching, and acquisition. Furthermore, for the collect the data, three previous research used the manual like, taking the data at school and using the paper such as the tool to get the sample but in this research, the researcher took the test by using google form with quilgo.id to take it easy in retrieve data. **(Appendix 1)**

¹⁵Nadia Devaga.“The Correlation between ability in writing narrative paragraphs and the factors that influence at the third year students of MAN 1 Pekanbaru,2010),p.45.

¹⁶Martos Alfetri.”TheCorellation between listening comprehension of narrative and ability writing narrative of SMAN 2 KAMPAR,2012)

B. Identification of the Problem

Based on the background of the problem and the phenomena above, some problems can be identified in this research:

1. Some students are confused to determine the main idea, thesis statement, argument, and reiteration, in this case, the student feels difficult to produce a simple analytical exposition.
2. The sum of students feel difficult to produce a simple analytical exposition text with mention the location of the thesis argument and reiteration
3. Some students did not produce a simple analytical exposition text and were also still confused in using language used to express their ideas. **(Appendix 3)**

C. Limitation of the Problem

Based on the identification of the problems. The problems of this research are limited to finding the correlation between the students reading comprehension ability and their writing ability in analytical exposition.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the writer formulated the problem as follows: Is there any Correlation Between Students Reading Comprehensions and Their Writing Ability in Analytical Expositions Text at the First Semester of Eleventh Grade in SMA Negeri 6 Metro in the Academic Year of 2020/2021.

E. The Use of the Research

Based on the objective of the research above, the use of the research is as follow :

1. Theoretically
 - a) The results of this research were expected, to know there is any correlation between reading comprehension and writing ability in analytical expositions text.
2. Practically.
 - a) For the teacher, this research will be given the information about the important thing, the ability students in reading comprehension to build students ideas in writing text, especially in learning analytical exposition text.
 - b) For the students, this research will be support students in learning analytical exposition text.
 - c) For the other researcher, the result and theory in this research will be used as a general description of the correlation study.

F. Scope of the Research

1. The subject of the Research

The subject of the research was the students in the first semester of the eleventh grade of SMA Negeri 6 Metro Selatan

2. Objects of the Research

The object of the research was the students 'analytical exposition text reading ability and their writing ability in analytical exposition.

3. Place of the Research

The research was conducted at SMA Negeri 6 Metro Selatan.

4. Time of the Research

The researcher has conducted this research in the first semester of the academic year 2021/2022.

CHAPTER II

REVIEW OF RELATED THEORY

A. Theoretical Framework

1. The Nature of Reading

Reading is the process to get, understand, to catch the content of the reading. Besides, reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.¹ This statement is in line with Rosenblatt, Rosenblatt said Reading is making meaning from print and visual information. Rosenblatt developed a theory of reading as a transaction among the reader, the text, and the intention of the author.² Based on Rosenblatt developed theory reading is not simply an activity, this statement will be supported by Iser, according to Iser, reading is a reader, and the text both contribute to the meaning that evolves not simply a text-based activity, but an interactive (transactive process).³

Besides, Korels says that reading is only incidentally visual in which more information is contributed by the readers than by the print on the page, and they understand what they read because they are able to take stimulus beyond its graphic representation and assign its membership to an appropriate group of concept already stored in their memories.⁴

Based on the expert explanation, in my opinion, from the statements above reading means a complex process of thinking in assigning meaning from printed materials that involve most of the readers to receive ideas or information extended by the text.

¹ William Grabe. *Reading in Second language: moving from theory to practice*. (New York:Cambridge University Press, 2009). p. 14.

² *Inbid*,p.12

³ Danielle s, Mc. Namara. *Reading comprehension strategies*. (New York: Lawyer Erlbaum Associates, 2007).p. 3

⁴ Elizabeth Pang, S. Muaka. Angaluki. Benbardt. B. Elizabeth, Kamil, L. Machel. *Teaching Reading:internal Academy of Education*. Series-12. (Chicago, 2003). p. 14

Furthermore, it can be seen that reading is not only looking at the word in the form of graphic symbols but also getting meaning from word to word or line to line to understand the message or information that we have gotten from the text. It means that reading is a process to understand the information from the content of the text.

2. Reading Comprehension

The first point to be made about the reading process is reading comprehension. Comprehension is a process of deriving the meaning of the text by using background knowledge.⁵ Reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language, while comprehension is the process of making the meaning of words, sentences, and connected text.⁶

According to Grabe and Stoller, reading comprehension is the ability to understand or to gain information from a text.⁷ This statement will be supported by Goodman, Goodman said, "Reading with comprehension means understanding what has been read it means "Reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, word and world knowledge, and fluency."⁸ Furthermore Brown states, "Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies."⁹ Means Reading comprehension is thus much more than decoding. Moreover,

⁵ Otto, Wayne, (1979). *How to Teach Reading*. (Philippines: Addison-Wesley Publishing Company, Inc). p. 70

⁶ Danielle s, Mc. Namara. *Reading comprehension strategies*.(New York: Lawyer Erlbaum Associates,2007).p.14.

⁷ Karen. R Harris & Steve Graham. *Teaching Reading Comprehension to Students With Learning Difficulties*. (New York: The Guilford Press, 2007), p. 8.

⁸ See Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p. 12

⁹ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prantice Hall, 1994), p. 291.

efficient comprehension requires the ability to relate textual material to one's knowledge. Based on several expert statements above reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language a writer, it means the goal of comprehension, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The readers have superiority and weakness from the text they read. The superiority that people can understand what they read and the weakness they have less understand what they read. There are five components of reading components that may help students in comprehending a reading text.¹⁰

a) Main Idea

The main idea is what the author wants you to know about the topic. Identifying the topic can generally help the reader understand the main idea. The main idea usually expressed as a complete thought and indicates the author's reason or the purpose for writing and the message he or she wants to share with readers. The idea will be explained by supporting sentences. Supporting sentences/ details can be defined as a sentence that explains the main idea. It can take the form of examples, reasons, statistics, explanations, or simply relevant information. They are provided to all content of the text that can be understood easily.

b) Factual Information

Readers should be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by WH-Questions. Based on the explanation above it can be concluded a good reader is one who answers the questions correctly.

¹⁰ Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: McGraw- Hill Book Company, 1982), p. 2.

c) Locating Reference

Readers should be able to recognize or find the antecedent of a pronoun, a word, or phrase to which the pronoun refers. The pronoun such as it, them, him, her, etc. Finding a correct reference can be done by a good reader who comprehends the text.

d) Making Inference

The problem including in the Test of English as a foreign language is making inferences. In this question type, readers need to use the evidence that they have to make an inference. It means that after they have evidence from reading a passage, they can make a logical conclusion based on the pieces of evidence; it can be about the author's viewpoint.

e) Vocabulary mastery

Vocabulary mastery plays an important role in comprehending a text. The reader will be helped by their vocabulary mastery in getting the meaning and comprehending the text.¹¹

Besides, in comprehending a text we need strategies. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts.

3. Writing Ability

Writing ability is one of the skills that the student must understand. Based on the definition ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner define ability is the systematic observation of performance on a task. In an earlier draft, the authors were even more focused:

¹¹ Beatrice S. Mikulecky, *A Short Course in Teaching Reading Skills*, (United States of America: Addison-Wesley Publishing Company, 1992),p. 2.

Ability is, how well a person performs a defined task if he does his best.¹² Writing ability is a combination of thought and activity.¹³ This means in writing, the writer has to select and organize the fact to carry out a specific purpose and as a writer must undergo the intense mental activity involved in working out problems of selecting and organizing in writing.

According to Bryne, writing is the act of forming letters or a combination of letters making marks on a flat surface of some kind.¹⁴ It means writing is not just more than the production of a graphic symbol, or speech more than the production of sounds but the symbols have to be arranged to form into the sentence. This statement is also supported by Liderman. Liderman said Writing is the production of graphic symbols which have to be arranged to certain conventions in the form of meaningful words, sentences, etc.¹⁵ It means writing is a process of communication that uses a conventional graphic system to convey a message to a reader. It can be concluded that writing is a process of sending a message by using letters, punctuation, word, or sentences as a graphic system. Another definition by Mayers. Mayers said that Writing is also an active process of discovering and organizing the ideas, putting them on paper, and reshaping them.¹⁶ Based on the several definitions experts above it can be concluded that Writing is a skill that needs complex knowledge in expressing ideas through written form into good sentences. Besides that writing is a composition complex process, in which the students not only explore ideas and concrete to be realized in a paragraph but also the students

¹² David F. Lohman, *Issues in the definition and measurement of abilities* (Paper presented at the Second Spearman Seminar, University of Plymouth, July 14, 1997), p. 8

¹³ Jane B. Hughey, et al., *Teaching ESL Composition: Principles and Techniques*, (London: Newbury House Publisher, 1983), p. 6

¹⁴ Donn Byrne, *Teaching Writing Skill* (London: Longman Group UK, 1997), p.1

¹⁵ Erika Liderman, *A Rhetoric for Writing Teachers*, (New York: The University of Chicago Press, 1983), p.116

¹⁶ Alan mayers, *Gateway to Academic Writing*, (New York: Pearson Education, Inc, 2005), p.3.

should have the ability in writing. Several things should be known by a writer in writing. Those are :

a) The Writing Process

Based on the explanation of definition writing, writing is a composition complex process. Harmer said the writing process is the stages a writer goes through to produce something in the final written form. This process may, of course, be affected by the content (subject matter), of the writing, the type of writing (shopping lists, letter, essay, report, or novel), and the medium it is written in (pen and paper, computer word files, live chat).¹⁷ It means that writing is not an instant product, writing needs a process. Harmer also says, there are some terms often used to refer to stages in the process of writing

Stages of Writing Process

Planning → Drafting → Editing → Final Version

The following explanations and suggestions may be useful during particular stages of the writing process.

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

2) Drafting

It refers to the first version of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into

¹⁷ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate: Longman, 2007), p.39

editing, several drafts may be produced on the way to the final version.

3) Editing (Reflecting and Revising)

Once writers have produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, they make a new paragraph.

4) Final Version

Once the students have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁸ the final version, the final version is the last final after doing planning, drafting, and editing

From Harmer explanation about the stages of the writing process, the researcher can conclude that there are some stages to make good writing. The first is planning. Planning is experienced writers planning what they are going to write, before the students start to write something, they must plan or prepare about the material that they will make. The second is drafting, which makes the first version odd a piece of writing. The third is editing or revising, in editing or revising the writers have produced a draft they then, usually, read through what they have written to see. The last is the final version, the final version is activities after planning, drafting, and editing. The final version means those writer activities when the writer wants to revise their draft or revising some sentences that might not properly.

4. Concept of Text

According to Siahaan, the text is a meaningful linguistic unit in a context; it is both spoken text and written text.¹⁹ It means that a text is a meaningful linguistic refer to any meaningful spoken or

¹⁸ *Inbid*.p.45.

¹⁹ Sanggam Siahaan & Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

written. Hayland states that text has a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²⁰ It can be said that generic structure and language features are dominantly used. Further, Knapp and Megan said, language is always produced, exchanged, or received as a text that is language as a system of communication is organized as cohesive units we call texts.²¹ It means that text is used as communication by the writer with organized the structure of the text and grammatical of words, clauses, and sentences. From the definition above the researcher concluded that text is the original word of something in written or spoken, organize with the structure, language feature, grammatical words, clauses, and sentences to transfer the information for the reader or listener.

a) Types of Text

In English, we can find a type of writing. Each of these writing has its characteristics and functions. The students should know those writing texts. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, and recount. These variations are known as genres.

Below are some types of text:

1) Spoof

A spoof is a text to retell an event with a humorous twist.

2) Recount

A recount is a text to retell events to inform or entertain.

3) Report

²⁰ Ken Hayland, *Teaching and Researching Writing* (2nd Ed) (Edinburgh Gate: Pearson, 2009), p.8

²¹Peter Knapp and Megan Watkins, *Genre, text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd,2005), p.29

Report text is a text to describe the way things are regarding a range of natural, manmade, and social phenomena in our environment.

5) Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something is the case.

6) News Item

News item text is a text to inform readers, listeners, or viewers about events of the day which is considered newsworthy or important.

7) Anecdote

The anecdote is a text to share with others an account of an unusual or amusing incident.

8) Narrative

The narrative text is a text to amuse, entertain, and deal with the actual or vicarious experience in different ways.

9) Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

10) Description

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

11) Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

12) Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

13) Discussion

A discussion text is a text to present (at least) two points of view about an issue.

14) Reviews

Reviews text is a text to critique an artwork or event for a public audience.²²

Based on the explanation above, it can be concluded that types of writing according to Anderson, there are 13 types of text in English. They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. Whereby, in this research, the researcher focuses on the analytical exposition text, because based on the students of senior high school of 6 metro, the text that more difficult among the other is analytical exposition text because they must be thinking hard to make an appropriate opinion with the phenomenon surround, they need reading comprehension to understand many words they do not understand. This is the reason why the researcher chooses writing analytical exposition text to correlate with reading comprehension.

5. Concept of Analytical Exposition Text

Analytical exposition text is a text which gives the information that is completed with the pieces of evidence, facts, and statistics to support the idea about the phenomenon surrounding it. In writing and reading comprehension of this text, the students must understand the generic structure and language features of analytical exposition. Generic structures consist of the thesis, argument, and reiteration.

²² Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan, 2003), pp.3-5

a) Analytical Exposition

Analytical exposition text is one of the text genres studied in senior high school based on the curriculum. An analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. According to Djuharie, analytical exposition is a text that elaborates on the writer's idea about the phenomenon surrounding.²³ It means that while having the text, the writer's opinion is involved.

Besides, Gerot and Wignel state that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something in this case.²⁴ This means the function is to persuade people that the idea (something in that case) is an important matter. Aside from introducing the idea, the purpose of the text itself is to persuade its reader to think about something, hopefully, able to share the same ideas with the writer. Another statement's from Priyana. Priyana said Analytical exposition text is a text that analyzes a topic based on real events using arguments as the pieces of evidence.²⁵ The topic that is taken in this text is only in one condition, which is only in a pro or in a contra condition. It cannot be in both conditions because analytical exposition text analyzes a certain topic with just one perspective presented about the topic. It is supported by Priyana, Riandi, and Mumpuni who state that the topic suggested in analytical exposition text may only be in pro or contra, not both.²⁶ By that statement, giving the reasons for the

²³ OtongSetiawanDjuharie, *Essay Writing*, (Bandung: YramaWidya, 2009), p.161

²⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: GerdStabler, 1994), p.197.

²⁵ Priyana, J., Riandi, & Mumpuni A. P., *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008). P.58

²⁶ *Inbid*.p.59.

topic only consist of one perspective, it could be pro or contra.

From the several expert statements above, the researcher will be concluded that Analytical exposition text means the kind of text that elaborates the writer's idea about the phenomenon surrounding. An analytical exposition is one of the text types that require a higher writing level, in which students should master the information of the topic based on occurrence around. The information will be found in reading comprehension because from the reading comprehension students can support the issue that is being discussed.

b) Generic Structure of Analytical Exposition Text

To create a good analytical exposition text, the students should mastery the generic structure of the text. In this section, the writer presents the generic structures of analytical exposition text. Based on Gerot and Wignell reveal that the structure of an analytical exposition text consists of thesis, arguments, and reiteration.

1) Thesis

In this part, the writer introduces the topic or the main idea that will be discussed. The thesis is always presented in the first paragraph of the analytical exposition text.

2) Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually, in an analytical exposition text, there are more than two arguments. The more arguments presented the more belief from the reader that the discussion of the topic is a very important one and needs attention.

3) Reiteration

This is the last part of the analytical exposition text. *Reiteration* contains a restatement of the main idea in

the first paragraph. It is also called a conclusion of the whole text.²⁷

From those explanations about the generic structures of analytical exposition text, the researcher concluded that the generic structures of analytical exposition text are divided into three categories, namely thesis or introductory which contains writers' statements as a point of view of the topic, arguments contains the explanation as to the reasons of the thesis statements and it is used to persuade the reader, and then reiteration or conclusion contains a brief resume of the arguments to strengthen the thesis or writer's point of view.

c) Language Features of Analytical Exposition Text

Every type of text in English has its language features. In this case, the analytical exposition text also has its language features. Besides understanding the generic structures, the students must comprehend the language features used in writing this text. There are some language features required in writing this text.

- 1) Using emotive connotations in delivering the point of view to make it more persuasive. It can be delivered by choosing the appropriate synonym of the word. (e.g. instead of using *good*, it can be replaced by using *fantastic* or *incredible*)
- 2) Using the present tense. (e.g. *It gives, I say, etc*)
- 3) Using mental verbs. (e.g. *believe, prefer, doubt, agree, disagree, etc*)
- 4) Using saying verbs. (e.g. *people said, it is said, they stated that, etc*)
- 5) Using connecting words. (e.g. *additionally, furthermore, also, not only, moreover, firstly, etc*)

²⁷ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan, 2003), p.198.

- 6) Using causal conjunction (e.g. *despite, due to, for that reason, because, yet, even though, etc*)
 - 7) Using words that express the author's attitude to confirm. (e.g. *will, may, must, usually, habitually, etc*)
 - 8) Using persuasive techniques. It can be expressed by giving generalizations, evidence, and exaggerations.²⁸
- d) Example of Analytical Exposition

The researcher takes the example of analytical exposition text from Mahrukh Bashir's book,

The Example :

Tabel 1. Example of Analytical Exposition Text

| | |
|--------------------------------|---|
| Title | Banning of Motorbikes is Necessary for Housing Areas |
| Introduction (Thesis) | Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of an unreasonable amount of noise, air pollution, diseases, and accidents. |

²⁸ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Melbourne: Macmillan,2003), p.22

| | |
|--|---|
| <p>Arguments 1 + Elaborations</p> | <p>First of all, I would like to point out that motorbikes are a major contributor to pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is major of global warming (Science Daily).</p> |
| <p>Argumets 2 + Elaborations</p> | <p>Secondly, according to a report from BBC News Channel motorbikes are also responsible for causing diseases such as cancer, bronchitis, and are a major of asthma, and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).</p> |
| <p>Arguments 3 + Elaborations</p> | <p>Furthermore, motorbikes create so much noise. There are so many noises from motorbikes that can disturb people. Such as extremely difficult to sleep, the babies will wake up when motorbikes passed, and also it is arduous to concentrate on doing homework.</p> |
| <p>Argumets 4 + Elaborations</p> | <p>Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. It caused motorbikes to go so fast and it difficult to stop instantly, so it will end up hitting people or animals. Many times animals are trampled and found dead on the road.</p> |

| | |
|--------------------|---|
| | |
| Reiteration | From the arguments above, I strongly believe that motorbikes should be banned in housing areas. ²⁹ |

e) **Reading Comprehension in Analytical Exposition text**

Reading analytical exposition texts can improve students' reading comprehension. Students can improve their reading comprehension in understand the thesis statement, argument and reiteration of analytical exposition text.

Reading analytical exposition text provides students models to comprehend a reading passage about which includes their ability to identify the main idea, inference, grammatical features, details including unwritten facts, supporting ideas, and vocabulary in context

f) **Writing Ability in Analytical Exposition Text**

Writing is one of skill in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the students also must practice it more and rapidly. Raimes states that writing is a skill in which we express ideas, feelings, and thought which are arranged in words, sentences, and

²⁹ Mahrukh Bashir, *Bahasa Inggris untuk SMA/MA/SMK/MAK*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), pp. 48-49.

paragraph using eyes, brain and hands.³⁰ It means writing is the ability to produce something in a simple sentence communication, and the student can write their idea, thought, and argument in writing from.

The process of writing is usually more complex. Furthermore to know the ability in writing, many people must know there are some aspects influence the students in conducting and combining words to be unity and systematically, it is include aspect of scoring system from Tribble, that are five categories in scoring writing such as; content, organization, vocabulary, language and mechanics.³¹ It means writing ability is an ability to write a text or communicate information to someone or ever for public properly using such aspect as content, organization, vocabulary, language use, and mechanics. Besides, the students have ability in writing , can write a good written form such as making a text.

Analytical exposition text is a type of text that is learned in senior high school. Djuharie states, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.³² It is said that while having the text, the writer's opinion is involved, it is used to give opinion of writer from the topic to make the reader easily get the purpose of the text. As a result, the students' writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the writer's idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use, and mechanics

³⁰ Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1987), p.76

³¹ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.95.

³² OtongSetiawanDjuharie, *Essay Writing*, (Bandung: YramaWidya, 2009), p.161

B. Relevance Studies

There are some researchers have conducted related to The Correlation, the first research conducted by, “Yuli Myra”.She has conducted research entitled the correlation between reading frequency and writing performance in the first year of the English study program of FKIP of the Islamic University of Riau. Her research findings showed that there was no significant relationship between students’ reading frequency and their writing performance.³³”

“Nadia Devaga conducted another relevant research. She focused on the students’ ability in writing narrative paragraphs and the factors that influence it in the third-year students of MAN 1 Pekanbaru. She found out that students’ ability in writing narrative paragraphs in MAN 1 Pekanbaru was influenced by many factors, such as; grammar mastery, vocabulary mastery, etc. She also suggested improving the students’ reading frequency.³⁴” Her Research findings showed that there was a significant relationship between students’ factor influence and their writing performance.

The last other relevant research was conducted by “Martos Alfieri. Correlation between listening comprehension of narrative and ability writing narrative in the third year students SMAN 2 Kampar 2012. The researchers focused on the ability of offending’s are expected to support the existence of the theories regarding the second or a foreign language learning, teaching, and acquisition.³⁵” His Research findings showed that there was no significant relationship between listening comprehension of narrative and ability writing

³³Yuli Myra Zona, “The Correlation between Reading Frequency and Writing Performance at the First Year of English Study Program of FKIP of Islamic University of Riau (UIR)”. (Unpublished under graduated thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2005), p. 56.

³⁴Nadia Devaga.“The Correlation between ability in writing narrative paragraphs and the factors that influence at the third year students of MAN 1 Pekanbaru,2010),p.45.

³⁵Martos Alfritri.”TheCorellation between listening comprehension of narrative and ability writing narrative of SMAN 2 KAMPAR,2012)

narrative.

C. Correlation between Reading Comprehension and Writing Ability in Analytical Exposition Text

An analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both reasons why something is the case. In writing an analytical exposition to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons for the given idea. The ideas can be gotten through reading. Reading a variety of genres helps students learn text structures and language that they can then transfer to their writing.

“The four language domains of listening, speaking, reading, and writing are integrated. Development in one supports development in another.³⁶ Therefore, reading plays a major role in writing. Rijlaarsdam said, reading nourishes writing.³⁷ Reading provides students models for the structure of sentences and paragraphs, vocabularies, and suggests an appropriate topic and content for them when writing a text. By reading and studying a variety of types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

Comprehension involves retention and the more rhetorical process of putting new knowledge to use in speaking and writing. It means that comprehension gives a contribution to writing ability.

³⁶ Carmen Zuniga and Weismen. *Helping English Language Learners Succeed*, (Huntington Beach: Shell Education, 2006), p. 106

³⁷Gert Rijlaarsdam. *Effective Learning and Teaching of Writing; A Handbook of Writing in Education Second Edition*, (Boston: Kluwer Academic Publishers, 2005), p. 40

D. Hypothesis

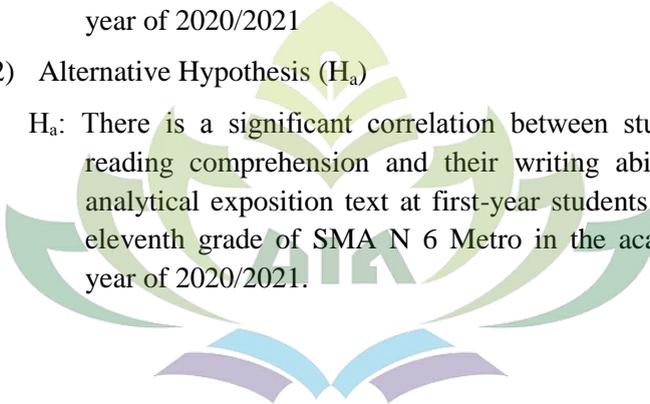
The hypothesis is assumed that there is a positive correlation between students' reading comprehension and their writing ability in analytical exposition text at the first-year students of eleventh grade of SMA N 6 Metro. Based on the frame of thinking above, the researcher proposed the hypotheses as follows:

1) Null Hypothesis (H_0)

H_0 : There is no significant correlation between students' reading comprehension and their writing ability in analytical exposition text at first-year student's of the eleventh grade of SMA N 6 Metro in the academic year of 2020/2021

2) Alternative Hypothesis (H_a)

H_a : There is a significant correlation between students' reading comprehension and their writing ability in analytical exposition text at first-year students of the eleventh grade of SMA N 6 Metro in the academic year of 2020/2021.



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