

**THE CORRELATION BETWEEN STUDENTS' READING AND  
WRITING ABILITIES IN RECOUNT TEXT AT THE SECOND  
SEMESTER OF THE TENTH GRADE OF SMA PIRI JATI  
AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF  
2016/2017**

**(A Proposal )**

**Submitted as a Partial Fulfillment of the Requirements for Seminar**

**By**

**HEKI SAHRAWAN**  
**1011040029**

**Study Program : English Education**

**Advisor : Melinda Roza, M.Pd.**

**Co-Advisor : Yulan Puspita Rini, M.A.**



**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
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## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' READING AND WRITING ABILITIES IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMA PIRI JATI AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

**By:**  
**Heki Sahrawan**

The objective of the present research was to know the correlation between students' reading and writing abilities in recount text at the second semester of the tenth grade of SMA Piri Jati Agung South Lampung in the academic year of 2018/2019.

The research methodology was experimental research with 3 times of meeting, 60 minutes for each meeting. This design used pre-test and post-test to find out students' recount text writing and reading abilities and before the treatment and after the treatment. The population of this research was the second semester of the tenth grade of SMA Piri Jati Agung South Lampung in the academic year of 2018/2019. There are four classes and consist of 162 students. The writer took two classes of the six classes. In collecting the data, the writer used instruments in the form of writing test and multiple choice test (reading test). After being tried out, the instruments were used for the pre-test and post-test.

The result of the data analysis shows that the correlation coefficient between two variables is 0.762, while the critical value for the 25 samples of 5% confidence level is 0.381. It means that there is a positive correlation between the two variables. The value of the correlation coefficient obtained is 0.762, while the criteria of the calculation between 0.60 to 0.79 indicates a high level of relationship which means that there is a significant correlation between the students' recount text reading ability and the students' recount text writing ability the second semester of the tenth grade of SMA Piri Jati Agung South Lampung in the academic year of 2018/2019.



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Dethkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title: **THE CORRELATION BETWEEN STUDENTS' READING AND WRITING ABILITIES IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMA PIRI JATI AGUNG SOUTH LAMPUNG IN ACADEMIC YEAR OF 2016/2017**

Student's Name: **HEKI SAHRAWAN**

Student's Number: **1011040029**

Study Program: **English Education**

Faculty: **Tarbiyah and Teacher Training Faculty**

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, The State University of Raden Intan Lampung

Advisor

**Dr. Melinda Roza, M.Pd**  
NIP.19730127200512003

Co-Advisor

**Yulan Puspita Rini, M.A**  
NIP.198607112015032003

The Chairperson of  
English Education Study Program

**Meisuri, M.Pd**  
NIP.198005152003122004



KEMENTERIAN AGAMA  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin, Sukarame Bandar Lampung Telp (0721)703289

**ADMISSION**

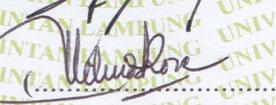
A thesis entitled: **"THE CORRELATION BETWEEN STUDENT READING AND WRITING ABILITIES IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMA PIRI JATI AGUNG SOUTH LAMPUNG IN ACADEMIC YEAR OF 2016/2017"**, by: **HEKI SAHRAWAN**, NPM: 1011040029, Study program: English Education was tested and defended in the examinatioin session held on: **Tuesday, march 12<sup>th</sup> 2019.**

**Board of Examiners:**

The Chairperson : Meisuri, M.pd 

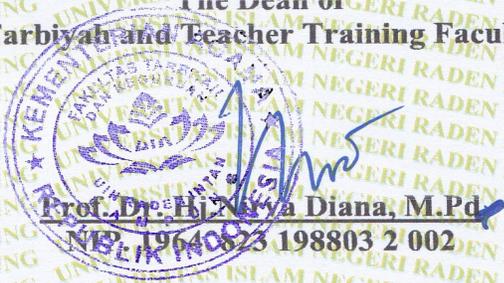
The Secretary : M. Ridho Kholid, M.Pd 

The Primary Examiner : Iwan Kurniawan, M.Pd 

The Firts Examiner : Dr. Melinda Roza, M.Pd 

The Second Examiner : Yulan Puspita Rini, M.A. 

**The Dean of  
 Tarbiyah and Teacher Training Faculty**

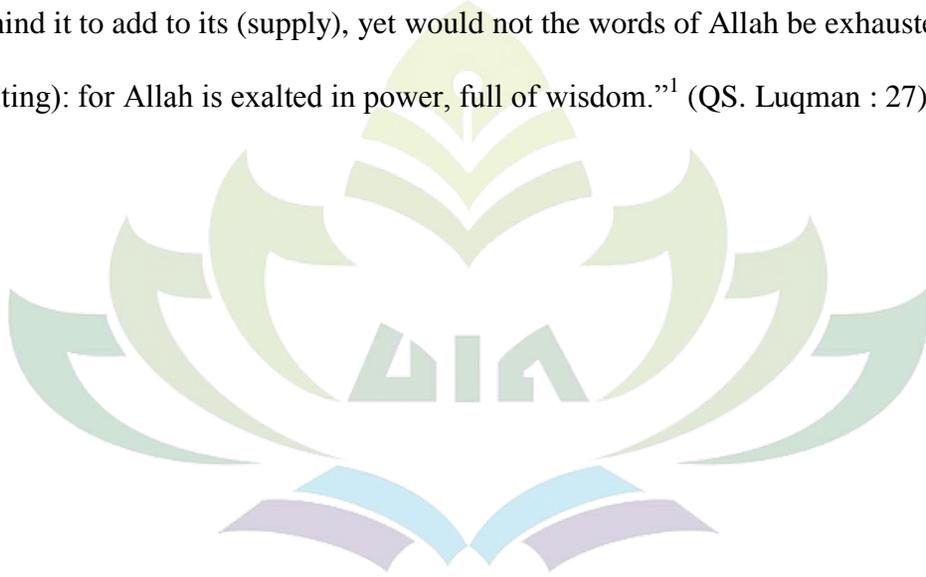
  
 Prof. Dr. Hj. Nurya Diana, M.Pd  
 NBLK 19640823 198803 2 002

## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أُخْرٍ مَا نَفِدَتْ

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.”<sup>1</sup> (QS. Luqman : 27)



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<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 1219.

## DECLARATION

Hereby I state that the paper is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my paper. I do not copy or quote with the way that is against the scientific ethics. From the statement above, I am ready to accept any judgment if it is found there is something contrary to the scientific ethics in this paper or there is a claim from other parties toward the originality of my work.



Bandar Lampung, April, 2018

The Writer,

**Heki sahrwan**

## **CURRICULUM VITAE**

The writer's name is Heki Sahrawan . He was born in Gedung Harapan on July 06, 1991.He studied his elementary school at SDN Gedung Harapan, Jati Agung from 1997 to2004. Then, he continued to study at junior high school at SMP Negeri 1 Jati Agung in 2004 and graduated in 2007. At the same year, he he continued his study at senior high school at MA Way Kanan from 2007 to 2010. After finishing his senior high school in 2010,he was registered as a student of English study Program of Tarbiyah Faculty of UIN Raden Intan Lampung.



## ACKNOWLEDGEMENT

By the name Allah SWT who gives charity, health and favor to the writer in finishing this script as a requirements to get S1 degree in English Study Program of English Department UIN Raden Intan Lampung, and Prophet Muhammad SAW entitled “THE CORRELATION BETWEEN STUDENTS’ READING AND WRITING ABILITIES IN RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMA PIRI JATI AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

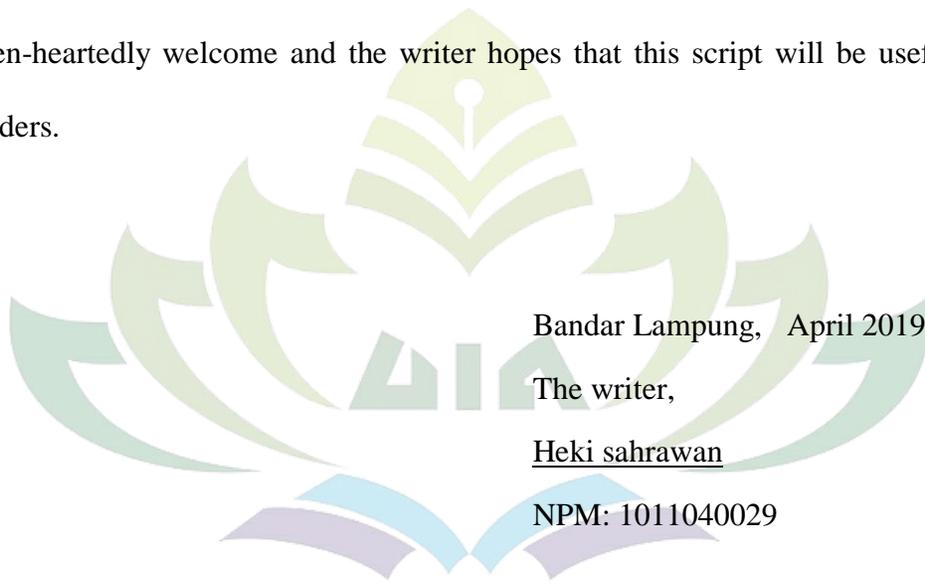
This research was conducted in order to know whether there is an influence of using questionnaire towards students’ narrative paragraph writing ability. The result of finding research presented in this script is hoped to be useful for all sides needing, especially for SMA PIRI jati Agung.

In accomplishing this script, the writer received much valuable help and guidance from many sides. Here the writer would like to express her deep gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd as the dean of tarbiyah faculty UIN Raden Intan Lampung.
2. Dr Melinda roza, M.Pd as the first advisor who always helps and guides the writer in finishing this script.
3. Yulan Puspita Rini, M.A as the second advisor who always helps and guides the writer in finishing this script.
4. All lecturers and administration staff of UIN Raden Intan Lampung who always had given good education, knowledge, and experience to the writer.
5. Marzuni, S.Pd as the Headmaster of SMA Piri Jati Agung South Lampung and all the teachers who given permission and help to the writer in collecting technique the data of the reasearch.

6. Her beloved friend “Novi Ahsana” who always help her in finishing this script, thanks for her beloved friends (Novi Ahsana, Ade Irma,Eka Liani) thanks for your friendship, and also for all of her friends English Program of UIN Raden Intan Lampung, especially “Class D” thanks for your help and motivation that given to me.

Finally, the writer is fully aware that there are still a lot of weaknesses in this script. Any correction, comments and critics for the improvement of this script are always open-heartedly welcome and the writer hopes that this script will be useful for the readers.



Bandar Lampung, April 2019

The writer,

Heki sahrawan

NPM: 1011040029

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a tool of communication. Without language people cannot communicate each other. Brown states that language is a system of arbitrary, vocal symbols which allow all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.<sup>1</sup> This means that before people are able to communicate, they have to learn the system of the language and the culture. In addition, Siahaan says that language is a set of rules used by human as a tool of communication.<sup>2</sup> In other words, it can be said that language is composed of some elements. People require a language in common to communicate and avoid misunderstanding in communicating among them.

Some countries in the world use English as the native language. In this case they use English as their mother tongue. They use English as the tool of communication in their lives. In some other countries, English is used as a second language. It means that the people in these countries use English in their daily communication instead of their native language. In other words, they use English besides their own native language to communicate among people in the country. In Indonesia, people use English as a foreign language. English is not used by the people as a tool of

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<sup>1</sup> H.D. Brown, *Principles of Language Learning and Teaching*, London, Longman, 1994, p.4

<sup>2</sup> Sanggam Siahaan, *The English Paragraph*, Candi Gebang Permai, Yogyakarta. 2008. p.1

communication but it is learned and taught to the students at school as a subject. It is taught as a compulsory subject to the students from junior high school to university.

Based on the explanation above, it can be said that English is an important subject that is supposed to help the learners to communicate with other people in both spoken and written forms. In order to be able to communicate with other people well, they have to master the four language skills, i.e. listening, speaking, reading, and writing and the language components, such as grammar, pronunciation, and vocabulary. Those skills are divided into two types that are productive skills i.e. speaking and writing and receptive skills i.e. reading and listening.

Reading includes both decoding and making, but is at the heart of reading. Reading, therefore, is an active process in which students think, reason, and apply strategies to construct meaning.<sup>3</sup> It means that the reading level of students' creativity will be a positive response which facilitates students in reading texts. Besides the fact that everyone has his or her own opinions and view about something, many reading experts also give their opinions and view about reading. Reading can be defined in many ways; it depends on the one who will give the definition, reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting.<sup>4</sup>

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<sup>3</sup> Teresa Walter, *The How Handbook, Teaching English Language Learners*, Longman, 2004, p.49

<sup>4</sup> Richard R. Day & Julian Bamford, *Extensive Reading in the Second Language Classroom*, 2007, p.12

Reading, one of receptive skills, means the process of transferring ideas in written form to the reader. Harmer says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>5</sup> In addition to the statement above, Brown says that reading is only incidentally visual more information is contributed by the reader than by the print in the page.<sup>6</sup> In this case, the reader understands what he or she reads because he or she is able to take stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. In short, the writer would like to say that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately.

Reading is one of the four language skills (listening, speaking, reading and writing) that is important to be learned and mastered by every individual. By reading, one can relax, interact with feelings and thoughts, obtain information, and improve the science knowledge. Further, he states that reading is an appropriate means to promote a lifelong learning (life-long learning). Brown states that reading is bringing meaning to and getting meaning the printed or written materials. Reading purpose is that of reading for pleasure versus reading for information. Pleasure reading is most frequently associated with narrative, and in a particular, popular fiction. It is

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<sup>5</sup> Jeremy Harmer, *How to Teach English* (An Introduction to the Practice of English Language Teaching), Longman, Kuala Lumpur, 2001, p.70

<sup>6</sup> H.D.,Brown,, *The Principle of Language Learning and Teaching*, Prentice Hall, New Jersey, 2000, p.199

commonly perceived to be antithesis of academic or serious reading. By contrast, reading to learn is pursued to gain insight or information.<sup>7</sup>

It means that the reading level of students' creativity will be a positive response which facilitates students in reading texts. Besides the fact that everyone has his or her own opinions and view about something, many reading experts also give their opinions and view about reading. Reading can be defined in many ways; it depends on the one who will give the definition, reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting.<sup>8</sup>

Reading involves the introduction of symbols that make up a language. Information gleaned from reading can include entertainment, especially when reading fiction or humor is not an easy learning activity. Many factors can affect student success in reading. In general these factors can be identified, such as teachers, students, environmental conditions, subject matter, and technique to learn the lesson material.<sup>9</sup>

Recount text reading is a process in which students think, reason, and apply strategies to construct meaning in a recount text.<sup>10</sup> Therefore, it can be said that recount text reading ability is the ability to comprehend a text which retells events or experiences

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<sup>7</sup> *Ibid*

<sup>8</sup> Richard R. Day & Julian Bamford, *Extensive Reading in the Second Language Classroom*, p.12

<sup>9</sup> <http://defenisi-pengertian.blogspot.com/2010/08/reading-defenition.html>

<sup>10</sup> Teresa Walter, *The How Handbook, Teaching English Language Learners*, Longman, 2004, p.49

in the past. In other words, it is the ability to understand a reading text telling about actual or imaginary experiences in different ways.

Instead of reading, writing is another skill to be mastered. Raimes states that writing ability is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences, and paragraph using eyes, brain and hands.<sup>11</sup> Writing is clearly more than the production of graphic symbols, just as speech is more than the production of sounds. It means that when a person writes, he or she uses symbols, the letters or combination of letters that relate to the sounds he or she makes when h/she speaks in order that the reader can get the message clearly. Besides, writing can be said to be the act of forming these symbols; marking on a flat surface of some kind. Therefore, it can be said that writing ability is the ability to express one's ideas, thoughts, and feelings into a piece of written work. Harmer also adds that writing as one of the four language skills that plays an important role as a supporting skill and a communication skill.<sup>12</sup>

Recount text writing is expressing ideas, feelings and thoughts which are arranged in words, sentences into a recount form. In this case, to be able to write a recount text, students should know the generic structure of recount text. They are (1) Orientation: It is the beginning of the story, telling about shape, place, and the time, (2) Event(s):

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<sup>11</sup> Raimes, A. *Techniques in Teaching Writing*, ( New York : Oxford University Press, 1987), p.76

<sup>12</sup> Jeremy Harmer,(2004). *How to Teach Writing*, (London: Longman, 2004), p.21

It tells what happens in the story. (3) Re-orientation: It is the end of the story.<sup>13</sup> It means that when then students want to write a recount text/ paragraph, they have to follow the generic structure of recount text that includes orientation, events and re-orientation. Therefore, the students' recount text writing ability is the ability of the students to write a text telling about actual or imaginary experiences in the form of recount text.

Writing and reading have long been considered to be related activities. Reading is cognitive process of understanding written form. Brown states that reading can help the students increase the writing, because the students will be more familiar about the word, phrase, generic structure that are used in the text.<sup>14</sup> He also adds that reading ability will be developed based on the association with writing, listening, and speaking activities. In fact, there were still many students, particularly students of SMA PIRI Jati Agung, having difficulties in comprehending recount text and they also had difficulties in writing a recount text. Reading ability and writing ability cannot be separated. In fact, they affect each other. The writer assumed that if the students were able to comprehend a reading text, they were able to write a text, too. In this case, the students' ability in reading a recount text affected their ability in writing a recount text. He also added that reading ability would be developed based on the association with writing, listening and speaking activities. Even in those

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<sup>13</sup> Otong Setiawan Djuharie, *Essay Writing*, Yrama Widya, Bandung, 2009, p.153

<sup>14</sup> <sup>14</sup> H.D.,Brown,. *The Principle of Language Learning and Teaching*, Prentice Hall, New Jersey, 2000, p.298

courses that may be labeled ‘reading’ your goals will be best achieved by capitalized on the interrelationship of skills, especially the reading-writing connection.<sup>15</sup> Therefore, the writer was interested to conduct a research to observe the correlation between the students’ recount text reading ability and their recount text writing ability at the second semester of the tenth grade of SMA PIRI Jati Agung in the academic year of 2017/2018.

### **B. Identification of the Problem**

Seeing the background of the problem above, the writer identified that there were two problems:

1. The students had difficulties in comprehending reading texts, especially recount texts.
2. The students had difficulties in expressing ideas, feelings or opinion in recount texts.
3. The students were less motivated and bored of the technique the teacher used particularly in teaching recount text writing.

### **C. Limitation of the Problem**

In this research, the writer limited the research on the correlation between students’ recount text reading ability and their recount text writing ability at the second semester of the tenth grade of SMA PIRI Jati Agung in the academic year of 2017/2018.

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<sup>15</sup> *Ibid*

#### **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 positive correlation between students' recount text reading ability and their recount text writing ability at the second semester of the tenth grade of SMA PIRI Jati Agung in the academic year of 2017/2018?

#### **E. Objective of the Research**

Based on the formulation of the problems above, the objective of the research was to know whether there was a positive correlation between students' recount text reading ability and their recount text writing ability.

#### **F. Use of the Research**

In general, it is expected that the result of the research can be used:

1. To give information about the correlative study between students' recount text reading ability and their recount text writing ability.
2. To give information to the teacher about the importance of students' recount text reading ability and their recount text writing ability.
3. To encourage the students to improve their recount text reading ability.

#### **G. Scope of the Research**

1. Subject of the Research

The subject of the research was the tenth grade students of SMA PIRI Jati Agung .

## 2. Objects of the Research

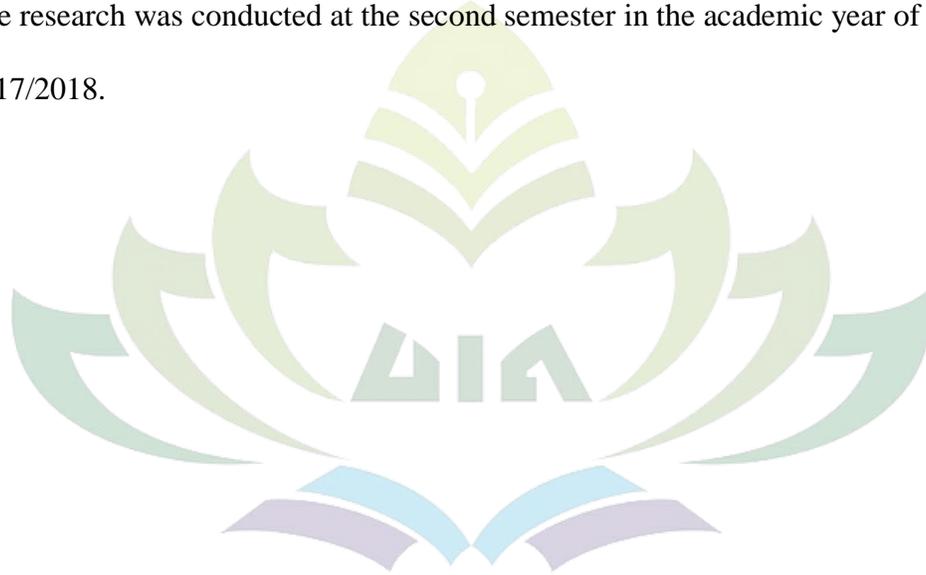
The objects of the research were the students' recount text reading ability and their recount text writing ability.

## 3. Place of the Research

The research was conducted at SMA PIRI Jati Agung South Lampung.

## 4. Time of the Research

The research was conducted at the second semester in the academic year of 2017/2018.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theories**

##### **1. Genre of Text Types**

Writing is done for a number of different purposes and for different audiences. These different forms of writing are often known as text types at school. Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images. Students are often asked to present an assignment or project which may be one of these text types. Below are lists of different text types, purposes and features that are included in the English K-6 syllabus. This list may provide hints to help with your child's written task. Always refer to the actual task requirements sent home with your child and remember the type of text used by a writer should suit the purpose and the audience.<sup>1</sup>

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<sup>1</sup> <http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text>

## Factual texts

Factual text type	Purpose	Features	Examples
<b>factual description</b>	describes a place or thing using facts	<ul style="list-style-type: none"> <li>begins with an introductory statement</li> <li>systematically describes different aspects of the subject</li> <li>may end with a concluding statement</li> </ul>	landscape descriptions
<b>factual recount</b>	retells events which have already happened in time order	<ul style="list-style-type: none"> <li>begins with an background information who, when, where</li> <li>describes the series of events in time order</li> <li>may end with a personal comment</li> </ul>	historical report
<b>information report</b>	classifies, describes and gives factual information about people, animals, things or phenomena	<ul style="list-style-type: none"> <li>begins with a general classification or definition</li> <li>lists a sequence of related information about the topic</li> <li>ends with a concluding comment</li> </ul>	facts about whales
<b>procedure</b>	gives instructions on how to make or do something	<ul style="list-style-type: none"> <li>begins with a statement of goal (could be the title)</li> <li>lists materials needed in order of use</li> <li>gives a series of steps (instructions) in order</li> <li>each instruction begins with a verb in the present tense</li> </ul>	recipes instructions manual

## Factual texts (continued)

Factual text type	Purpose	Features	Examples
<b>procedural recount</b>	tells how something was made or done in time order and with accuracy	<ul style="list-style-type: none"> <li>begins with a statement of what was made or done</li> <li>tells what was made in order</li> <li>written in the past tense</li> </ul>	documentaries retelling a science experiment and its results
<b>explanation</b>	explains how or why something happens	<ul style="list-style-type: none"> <li>starts by naming the topic</li> <li>describes items related to the topic in their right order</li> <li>explains how the items relate to each other and to the topic</li> <li>may end with a concluding statement</li> <li>may include visual images, eg flowcharts and diagrams, which support what is written in words</li> <li>written in the present tense</li> </ul>	the life cycle of a butterfly how gears work labelled diagrams flowcharts

**Persuasive texts:** factual text types that give a point of view. They are used to influence or persuade others.

Factual text type	Purpose	Features	Examples
<b>exposition</b>	gives reasons for a point of view to try and convince others of it	<ul style="list-style-type: none"> <li>▪ begins with a sentence that gives a point of view on a topic</li> <li>▪ lists the arguments giving reasons and evidence for them</li> <li>▪ uses convincing language eg 'will damage' instead of 'may damage'</li> </ul>	a team's argument for a debate
<b>discussion</b>	gives different points of view in order to make an informed decision	<ul style="list-style-type: none"> <li>▪ begins with some background information leading to the issue</li> <li>▪ lists arguments for and against, giving evidence for different points of view</li> <li>▪ conclusion might sum up both sides or recommend one point of view</li> </ul>	Should cars be banned from the inner city?

## 2. Concept of Recount Text

Recount is a text which retells or experience in the past time. Its purpose is either to inform or to entertain the audience.<sup>2</sup> A recount text is a writing that retells about a story and has generic structure generic structure of recounts namely orientation, events and reorientation.<sup>3</sup> In short it can be said that recount is a text to tally or count something again, or to tell someone about events that occurred.

Besides, Djuharie defines that a good paragraph should have a series of sentences about one idea called the topic. A paragraph usually consists of four to eight sentences about a single topic: it can be made of short sentences or long sentences.

<sup>2</sup> <http://understandingtext.blogspot.com/2007/12/what-is-recount.html>

<sup>3</sup> Ibrahim Hasim, *Practical English For SMP*, 2008, P. 56.

The paragraph should be long enough to develop the main idea clearly.<sup>4</sup> It can be said that in every paragraph there should be one topic, have coherence and unity.

According to Pardiyo, recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.<sup>5</sup> It can be said that recount text is the text that tells an event in a form of sequence to give information or amuse the readers. A recount text is a text story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Recount always deals with some problems which lead to retell the story that happens in past such as the adventure in camping, going to picnic, etc.<sup>6</sup> in other words, it can be said that recount text tells about experience in the past. In writing recount text, the writer usually use past tense because the even or action happened in past time like the definition below.

From definition above, it is clear that a recount text is a paragraph that is used to tell an event in the past and an activity in the past to entertain the reader. The event or the activity might be either actual or imaginary. Furthermore, to write a recount text, the writer has to follow the basic generic structure, namely orientation, events and reorientation.

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<sup>4</sup> Setiawan Djuharie, Otong. Paragraph Writing 2.200, . Bandung; CV. Y rama Widya.P.14.

<sup>5</sup> Pardiyo, *PASTI BISA Teaching Genre –Based Writing*, 2007, p.116.

<sup>6</sup> Th .M.sudarwati. *Look Ahead For Senior High School VIII*. 2007. Erlangga. P.30.

### **a. Structure of Recount Text**

To construct a good text, one has to include some elements of writing. Like other types of writing, recount has its generic structure, it is as follow:

#### 1. Orientation

It is the beginning of the story, telling about shape, place, and the time. In the orientation, the writer introduces the participants, place and time. In other words, in orientation, the paragraph usually introduces the participants, who are being involved in the text.

#### 2. Event(s)

It tells what happens in the story. In the part of events, the writer tries to describe series of events that happened in the past. It can be said that there are many events may occur in a recount text, events may be started in the first paragraph, so it is not always started in the second paragraph. The events usually started with time signals, such as *first, second, then, and finally*.

#### 3. Re-orientation

It is the end of the story.<sup>7</sup> In the re-orientation, the writer states personal comment on the story. In other words, it can be said that reorientation is the closure of the events, reorientation is optional, some text may not include this if there is usually in the last paragraph.

Below is the example of a recount text.

#### ***A Day Visit to Yogyakarta***

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<sup>7</sup> Otong Setiawan Djuharie, *Essay Writing*, Yrama Widya, Bandung, 2009, p.153

*Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.*

*We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.*

*It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.*

*We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.*

It means that when then students want to write a recount paragraph, they have to follow the generic structure of recount text that includes orientation, events and re-orientation. It can be said that generic structure of a recount text generic structure (public order) recount text consists of: Orientation tell who was involved, what happened, where the events took place, and when it happened. ("Orientation" tells anyone who is involved in the story, what happened, where the events happened, and when it happened what happened) Events tell what happened and in what sequence. (The "Event" recounts what happened (again) and tells his story order) Reorientation consists of optional-closure of events/ending. ("Reorientation" contains a cover story/end of story).

### **3. Reading**

#### **a. Concept of Reading**

Reading includes both decoding and making, but is at the heart of reading. Reading, therefore, is an active process in which students think, reason, and apply strategies to construct meaning.<sup>8</sup> It means that the reading level of students' creativity will be a positive response which facilitates students in reading texts.

Reading, one of receptive skills, means the process of transferring ideas in written form to the reader. Harmer says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>9</sup> In addition to the statement above, Brown says that reading is only incidentally visual more information is contributed by the reader than by the print in the page. In this case, the reader understands what he or she reads because he or she is able to take stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. In short, the writer would like to say that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately.

Besides the fact that everyone has his or her own opinions and view about something, many reading experts also give their opinions and view about reading. Reading can

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<sup>8</sup> Teresa Walter, *The How Handbook, Teaching English Language Learners*, Longman, 2004, p.49

<sup>9</sup> Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, Longman, Kuala Lumpur, 2001, p.70

be defined in many ways; it depends on the one who will give the definition, reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting.<sup>10</sup>

Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information and suggested by the written language. 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 convey modeling. Therefore, reading English is important us, because by reading English text the students can get knowledge that might be useful for them. However, it is not easy to be a good reader. If the English text is complicated, the students need more understanding about the mean ideas of the reading text.

Reading is one of the four language skill (listening, speaking, reading and writing) is important to be learned and mastered by every individual. By reading, one can relax, interact with feelings and thoughts, obtain information, and improve the science knowledge. Brown states that reading is an appropriate means to promote a lifelong learning (life-long learning). Brown states that reading is bringing meaning to and getting meaning the printed or written materials. Reading purpose is that of reading for pleasure versus reading for information. Pleasure reading is most frequently associated with narrative, and in a particular, popular fiction. It is commonly

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<sup>10</sup> Richard R. Day & Julian Bamford, *Extensive Reading in the Second Language Classroom*, p.12

perceived to be antithesis of academic or serious reading. By contrast, reading to learn is pursued to gain insight or information.<sup>11</sup>

Reading involves the introduction of symbols that make up a language. Read and hear is the second most common way to get information. Information gleaned from reading can include entertainment, especially when reading fiction or humor is not an easy learning activity. Many factors can affect student success in reading. In general these factors can be identified, such as teachers, students, environmental conditions, subject matter, and technique to learn the lesson material.<sup>12</sup>

#### **b. Concept of Reading Ability**

Urquhart & Weir in Feng Liu state that reading ability can be described as “a cognitive ability which a person is able to use when interacting with texts”.<sup>13</sup> Thus, unlike comprehension, which can be viewed as the product of reading a particular text, skills are seen as parts of the generalized reading process. Therefore, it can be said that reading ability is the ability to comprehend a text which tells information, events, or experiences to the readers.

Davies classifies reading ability (comprehension) as follows: 1) knowledge of word meanings. 2) Ability to select appropriate meaning for a word or phrase in the light of its particular contextual setting. 3) Ability to follow organization of a passage and to

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<sup>11</sup> H.D.,Brown,. *The Principle of Language Learning and Teaching*, Prentice Hall, New Jersey, 2000, p.199

<sup>12</sup> <http://defenisi-pengertian.blogspot.com/2010/08/reading-defenition.html>

<sup>13</sup> Liu, Feng. *Reading Abilities and Strategies: A Short Introduction*. School of Foreign Languages, Qingdao University of Science and Technology. Vol. 3, No. 3; August 2010

identify antecedents and references in it. 4) Ability to select the main thought of a passage. 5) Ability to answer questions that are specifically answered in a passage. 6) Ability to answer questions that are answered in a passage but not in the words. 7) Ability to draw inferences from a passage about its content. 8) Ability to recognize the literary devices used in a passage and to determine a writer's purpose, intent, and point of view, i.e. to draw inferences about a writer.<sup>14</sup>

### **c. Recount Text Reading Ability**

Recount text Reading is the process of transferring ideas in written form of a text story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in different ways. Recount text reading always deals with some problems which lead to process of retelling the story that happens in the past such as the adventure in camping, going to picnic, etc.

Recount text reading ability is the ability to comprehend a text which retells events or experiences in the past. In other words, it is the ability to understand a reading text telling about actual or imaginary experiences in different ways.

## **4. Writing**

### **a. Concept of Writing**

Writing as one of four language skills has given important roles to the people's world. It can be seen in our life such as lots of people who are going to apply for their job in offices should write application letters. Today many companies ask applicants

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<sup>14</sup> F. B. Davies, *Two New Measures of Reading Ability*, J. Educ. Psychology, 1942, p. 365.

to write their form in English. An Applicant must be fluent both in spoken and written English. Besides, many organization or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country. Although writing is important, it is not an easy subject because it is not only transcribing language into written symbol but as thinking process. As stated by white and Arndt that writing is also a thinking process in its own right and there is an interaction. So with writing the students can improve their experiences, ideas, and opinions for communicating to other people and make them believe about it.<sup>15</sup> In another statement from Harmer, he states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.<sup>16</sup> It can be said that writing is a means of communication in which the writer uses the language to express his or her ideas, thought, and feeling.

According to statements above, the writer can conclude that writing is a way to produce language that comes from thought and it is written in written form. In writing, we do not just write one sentence or even a number of unrelated sentences. We produce a squence of sentences arranged in a particular order and linked together in certain ways

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<sup>15</sup> Jeremy Harmer, *How to Teach English,,* An Introduction to the Practice of English Language Teaching.1998. London: Longman Group p.258

<sup>16</sup> Ibid p.86

### **b. Concept of Writing Ability**

Raimes states that writing ability is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences, and paragraph using eyes, brain and hands.<sup>17</sup> Writing is clearly more than the production of graphic symbols, just as speech is more than the production of sounds. It means that when a person writes, he or she uses symbols, the letters or combination of letters that relate to the sounds he or she makes when h/she speaks in order that the reader can get the message clearly. Besides, writing can be said to be the act of forming these symbols; marking on a flat surface of some kind. Therefore, it can be said that writing ability is the ability to express one's ideas, thoughts, and feelings into a piece of written work. Harmer also adds that writing as one of the four language skills that plays an important role as a supporting skill and a communication skill.<sup>18</sup>

### **c. Concept of Recount Text Writing Ability**

Recount is a text which retells or experience in the past time. Its purpose is either to inform or to entertain the audience.<sup>19</sup> A recount text is a writing that retells about a story and has generic structure generic structure of recounts namely orientation, events and reorientation.<sup>20</sup> Raimes states that writing ability is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences, and

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<sup>17</sup> Raimes, A. *Techniques in Teaching Writing*, ( New York : Oxford University Press, 1987), p.76

<sup>18</sup> Jeremy Harmer,(2004). *How to Teach Writing*, (London: Longman, 2004), p.21

<sup>19</sup> <http://understandingtext.blogspot.com/2007/12/what-is-recount.html>

<sup>20</sup> Ibrahim Hasim, *Practical English For SMP*, 2008, P. 56.

paragraph using eyes, brain and hands.<sup>21</sup> Therefore, it can be said that students' recount paragraph writing ability is their ability to write a text telling about actual or imaginary experiences in different ways.

#### d. Scoring System of Recount Text Test

Like other types of writing, recount has its generic structure, it is as follow:

In scoring the students' paragraph writing ability, the writer will use analytic rating scale adapted from Christopher Tribble. The measured criteria of the test are

(1) content, referring to substance of writing or the experience of the main idea (unity), (2) organization, referring to logical organization of the content (coherence), (3) vocabulary, referring to selection of words suitable with the content, (4) language, referring to use of the correct grammatical and systematic pattern, and (5) mechanics, referring to the use of graphic conventions of the language.<sup>22</sup> Below is the scoring system used to evaluate the students' writing:

#### Scoring system

Area	Score	Descriptor
Task fulfillment/ Content	17-20	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and trough interpretation of the topic; content relevant to the topic; accurate detail.
	12-16	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; reasonably accurate detail.
	8-11	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little

<sup>21</sup>

<sup>22</sup> Christopher Tribble, *Language Teaching Writing*, Oxford University Press, London, 1996, p.130

		variety of ideas or argument; some irrelevant content to the topic, lacking detail.
	5-7	<b>Very poor:</b> Inadequate treatment of topic, no variety of ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	0-4	<b>Inadequate:</b> Fails to address the task with any effectiveness.
Organization	17-20	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	12-16	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	8-11	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	5-7	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	17-20	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage, appropriate selection to match register.
	12-16	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	8-11	<b>Fair to poor:</b> Limited range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	5-7	<b>Very poor:</b> No range of vocabulary, uncomfortable frequent mistakes in word/idiom choice and usage; register not always appropriate.
	0-4	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
Language	24-30	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number,

		word order, articles, pronouns, prepositions; meaning never obscured.
	18-23	<b>Good to average:</b> Acceptable grammar – but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	10-17	<b>Fair to poor:</b> Insufficient range of structures with control only shown in nominal construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	6-9	<b>Very poor:</b> Major problems with structures – even nominal ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	0-5	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
Mechanics	8-10	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	5-7	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, and layout.
	2-4	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	0-1	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

#### 4. Correlation between Students' Recount Text Reading Ability and Their Recount Paragraph Writing Ability

Brown states that reading is cognitive process of understanding written form. Reading can help the students increase the writing, because the students will be more familiar about the word, phrase, generic structure that are used in the text.<sup>23</sup>

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<sup>23</sup> *Op.Cit.*, p.298

Therefore, it is going to make it easier for the students when they will express their ideas in the written form, especially in the text that they have ever read. In addition, he adds that reading ability will be developed based on the association with writing, listening and speaking activities. Even in those courses that may be labeled 'reading' your goals will be best achieved by capitalized on the interrelationship of skills, especially the reading-writing connection.<sup>24</sup>

Reading cannot be separated from people's life because they can organize sentences logically and correctly. The students can be trained on reading material because in reading someone needs knowledge on how to relate sentences and organize them correctly. Reading ability is one of important things that need in learning writing. Wallace says that reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purpose process involved.<sup>25</sup>

Based on the statement above, the writer, therefore, assumes that there is a correlation between students' reading ability and their recount paragraph writing ability.

## **B. Frame of Thinking**

Writing is one of language skills that should be mastered by students in teaching process. Reading will develop writing, listening, and speaking activities. Even in

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<sup>24</sup> *Loc.Cit.*

<sup>25</sup> Mj. Wallace, *Action Research for Language Teacher*, Cambridge University Press, 1992, p.5

those courses that may be labeled reading, the goal will be best achieved by capitalizing on the interrelationship of skills, especially reading and writing. Based on the statement above, it is clear that reading the students will get the knowledge on the reading passage form.

By knowing the reading passage, the students can imitate and create the written form more easily. To be good at writing, they have to know the diagram that will describe the correlation between students' reading ability and their recount paragraph writing ability.

### **C. Hypothesis**

Regarding the explanation above, the writer formulates the hypotheses below:

$H_0$  : There is no positive correlation between students' recount text reading ability and their recount paragraph writing ability.

$H_a$  : There is a positive correlation between students' recount text reading ability and their recount paragraph writing ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Research design is a plan or program made by the writer as the activity target is done. The correlative studies are concerned with determining the extent of relationship between variables.<sup>1</sup> In this research, the writer used descriptive quantitative method in which he analyzed the data taken from the test on students' recount text reading ability and that on their recount text writing ability. The result of data analysis was used to see whether there was correlation between students' recount text reading ability and that on their recount text writing ability.

#### **B. Variables of the Research**

Arikunto defines variable as the object of research or the main focus to investigate in a research.<sup>2</sup> There are two variables in this research; they are:

1. The independent variable of this research is recount text reading ability that is symbolized with X.
2. The dependent variable of this research is recount text writing ability that is symbolized with Y.

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 1996, p.313

<sup>2</sup> *Ibid.* p.161

### **C. Operational Definitions of Variables**

The operational definition of variable is used to describe the characteristics of the variables investigated by the writer. They are as follows:

1. The students' recount text reading ability is the student's ability to comprehend a reading passage about which includes their ability to identify main idea, inference, grammatical features, details including unwritten facts, supporting ideas, and vocabulary in context.
2. The students' recount text writing ability is the ability of the students to express their ideas, feelings, thought, or experiences in a form of paragraph particularly recount paragraph.

### **D. Population, Sample and Sampling Technique**

#### **1. Population**

Population is the whole subject of the research. Sugiyono states that population is generalization area that consists of object and subject that have certain quality and character to be learned and to be concluded.<sup>3</sup> The population of this research was the tenth grade students of SMA PIRI Jati Agung. The number of the population was 280 students spread in 6 classes. See the table of class distribution of the tenth grade students.

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<sup>3</sup> Sugiyono, *Statiska dan Penelitian*, Alfabeta, 2001, Bandung, p.60

Table 2  
Class Distribution of the Tenth Grade Students of SMA PIRI Jati Agung  
in the Academic Year of 2017/2018

CLASS	NUMBER OF STUDENTS		TOTAL
	MALE	FEMALE	
XI (IPA 1)	14	32	46
XI (IPA 2)	13	32	45
XI (IPS 1)	29	18	47
XI (IPS 2)	29	19	48
XI (IPS 3)	28	18	46
XI (IPS 4)	29	29	48
Total	44	58	280

*Source: SMA PIRI Jati Agung in 2017/2018 academic year*

## 2. Sample and Sampling Technique

Sample is a group of individuals that become part of the target group.<sup>4</sup> Then, the writer used cluster random sampling technique because the classes were homogeneous and the writer took the sample from groups or classes. With cluster random sampling technique, the writer chose classes and then gave them names on pieces of paper. Next, those pieces of paper were rolled up and placed in a container. To gain the sample, the writer, then, shook the container until the writer got one rolled paper containing one class came out of it.

### E. Data Collecting Technique

In order to gain the data on the students' recount text reading ability and their recount text writing ability, the writer applied the following tests:

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<sup>4</sup> Ag. Bambang Setiayadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Graha Ilmu, Yogyakarta, 2006, p.125

1. Test on recount text reading comprehension

The writer used an objective test i.e. multiple choice test to know the students' recount text reading ability. There were 20 items of the test. The specification of the recount text reading ability test consisted of main idea, inference (implied details), grammatical features, stated details, facts not written, supporting ideas, and vocabulary in context.<sup>5</sup> The table of the specification of the recount text reading ability test can be seen below:

**Table 3**  
**Specification of Recount Text Reading Ability Test**

No.	Skills in Reading	Distribution		Total
		Odd	Even	
1.	Main idea	1,3	3	2
2.	Inferences (implied detail)	5	2	4
3.	Grammatical features	7,9	3	6
4.	Stated details	11	2	8
5.	Facts not written	13	2	10
6.	Supporting ideas	15	3	12,14
7.	Vocabulary in context	17,19	3	16
Total		12	8	20

2. Test on recount text writing

To know the students' writing ability, the writer asked the students to write a recount paragraph consisting of  $\pm$  100 words based on the topics, they were *My Sad Experience*, *My Happy experience* and *My unforgettable memory*.

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<sup>55</sup> H.D.,Brown,. *The Principle of Language Learning and Teaching*, Prentice Hall, New Jersey, 2000, p.199

## **F. Instrument of the Research**

The instrument is a tool used by the writer to gain the data in the research. There will be two kinds of test to be administered; the first, the test was on recount text reading ability. In this test the students were to do an objective test or multi choice test on a reading passage. There were 20 items of the test. Each number was followed with four options of answer (A, B, C, and D). The second, the test was on recount text writing. In this test, the students were asked to write a recount paragraph consisting of  $\pm$  100 words. The writer gave three topics the students had to choose one of them. The topics were: they are *My Sad Experience*, *My Happy experience* and *My unforgettable memory*.

## **G. Research Procedure**

Below is the procedure of the research:

### **1. Planning**

In planning, there were some steps to do:

- a. Making instrument.
- b. Asking permission to the head master of SMA PIRI Jati Agung to conduct the research.
- c. Consulting the instrument to the English teacher.
- d. Asking to the English teacher to help giving a tryout to the students.

### **2. Implementing**

In implementing, there were some steps to do:

- a. Giving tryout to 20 students of the population out of the sample. It is used to know the level of reliability of the test instrument for recount text reading ability and recount text writing ability .
- b. Dividing the scores of recount text reading ability test with point biserial correlation to know the reliability of the test.
- c. After knowing the validity and reliability of recount text reading ability and recount paragraph writing tests, the writer will give another recount text reading ability test and paragraph writing test to know the correlation between the variables.

### 3. Reporting

In reporting, there were some steps to do:

- a. Giving the scores
- b. Collecting the data
- c. Calculating the result of the test by using formula
- d. Drawing a conclusion from the result of the research.

## H. Scoring Procedure

1. In scoring the students' recount text reading ability, the writer used multiple choice test which consists of 20 items. Every correct answer was scored 4, while every incorrect one was scored 0. Therefore, the formula was:

$$S = \frac{r}{n} \cdot 100$$

Note :

- r : total of correct item(s)  
n : total of number of items<sup>6</sup>

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<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian*, Rineka Cipta, Yogyakarta, 2002, p.142

2. To score the students' recount text writing ability, the writer used analytic rating scale adapted from Christopher Tribble. The measured criteria of the test are (1) content, referring to substance of writing or the experience of the main idea (unity), (2) organization, referring to logical organization of the content (coherence), (3) vocabulary, referring to selection of words suitable with the content, (4) language, referring to use of the correct grammatical and systematic pattern, and (5) mechanics, referring to the use of graphic conventions of the language.<sup>7</sup>

## **I. Validity and Reliability**

### **1. Validity of the Test**

According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.<sup>8</sup> In addition, Setiyadi states that generally validity is a measurement to show how far the measurement of something that must be measured.<sup>9</sup> In this research, there were some aspects to be considered to measure validity of the test.

#### **a. Content Validity**

Content validity shows whether or not the test has good reflection on the material to be tested. It refers to the instrument parallel with the matter that will be measured.

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<sup>7</sup>Christopher Tribble, *Language Teaching Writing*, Oxford University Press, London, 1996, p.130

<sup>8</sup> Op.Cit. p.168

<sup>9</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, Graha Ilmu, 2006, p.22

Since in this research the test was aimed at measuring students' recount text reading ability and recount text writing ability of the eighth grade students, the test had to be able to measure the students' recount text reading ability and their recount text writing ability was based on the curriculum.

### **b. Construct Validity**

Construct validity shows whether the test is actually in line with the theories of what it is intended to know the language. It focuses on the kinds of test to measure the ability. In the research, the writer administered recount text reading ability test and recount paragraph writing test. The writer consulted the instrument with the English teacher.

### **c. Internal Validity**

Point biserial correlation is one technique used to analyze correlation commonly to find the correlation between two variables. To know the internal validity of recount text reading ability test score, the writer used the following formula:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{P}{q}}$$

Note:

$r_{pbi}$  : coefficient of point biserial correlation

$M_p$  : average score of all subjects with answers.

$M_t$  : total average score

$S$  ; total score for standard deviation

- $p$  : proportion subject with correct answer  
 $q$  : proportion subject with Incorrect answer.<sup>10</sup>

## 2. Reliability of the Test

Arikunto says that reliability shows that an instrument can be believed to be used as a tool of data collecting technique is good enough.<sup>11</sup> Reliability shows an instrument can be delivered and used as a tool of the data collecting technique when the instrument is good enough.<sup>12</sup> To know the reliability of the recount text reading ability, the writer used split-half technique with the following steps:

1. Giving the test items for the students out of the sample.
2. Analyzing the test by using split-half technique.
3. Analyzing the test by using Kuder-Richardson 20 formula.<sup>13</sup> The formula is below:

$$\text{KR 20} \quad r_{11} = \frac{n}{n-1} \left[ \frac{\sigma^2 - \sum_{t=1}^n pq}{\sigma_t^2} \right]$$

Note:

- $r_{11}$  : the internal consistency item  
 $n$  : Number of samples  
 $p$  : proportion of the first group  
 $q$  : proportion of both groups =  $(\sum 1-p)$

<sup>10</sup> Anas Sudjana, *Pengantar Evaluasi Pendidikan* Rajawali Press, Jakarta, 2006, p.p.185

<sup>11</sup> Suharsimi Arikunto, *Preosedur Penelitian*, Rineka Cipta, Yogyakarta, 2002, p. 142

<sup>12</sup> *Ibid*, p. 142

<sup>13</sup> Husaini Usman, *Pengantar Statistik*, PT. Buli Aksara. Jakarta. 2009.p.291

$\sigma_i^2$  : variant

the criteria of the reliability are as follows:

- a. A very low reliability ranges from 0.00 to 0.19
- b. A low reliability ranges from 0.20 to 0.39
- c. An average reliability ranges from 0.40 to 0.59
- d. A high reliability ranges from 0.60 to 0.79
- e. A very high reliability ranges from 0.80 to 1.00<sup>14</sup>

## J. Data Analysis

### 1. Normality Test

The normality of the test is used to measure whether the data have normal distribution or not. The data are normally distributed if  $L_{-observed} < L_{-critical}$ . The hypotheses for the normality test are as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

The test result will be counted through the steps below:

- 1). The sample data are arranged from the lowest to the highest.
- 2). The score of Z from each data is determined by using the following

formula:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

Note:

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<sup>14</sup> Sugiyono, *Pengantar Statistik Pendidikan*, Rajawali Press, Jakarta, Ed.1, 2009.p.235

S: standard deviation

X: average score of students' writing ability

$X_i$  : score of students' writing

$Z_i$  : if the score  $Z_i$  is negative, the formula  $F_{tab} - 0.5$ , but if the score  $Z_i$  is positive,

the formula  $F_{tab} + 0.5$ .

The probability of each Z score with  $f(Z)$  is determined by using:

If  $Z > 0$  than  $f(Z) = 0.5 + \text{table score}$

If  $Z < 0$  than  $f(Z) = 1 - (0.5 + \text{table score})$

The cumulative frequency of each Z score (SZ) is counted.

The  $L_o$  score is compared with the highest score compared to  $L_t$  score from the table of Liliefors. The criteria are as follows:

Refuse : Ho if  $L_o > L_t$

Accept : Ho if  $L_o < L_t$ .<sup>15</sup>

## 2. Hypothetical Test

The hypothesis is very important to find out whether or not the null hypothesis ( $H_o$ ) or alternative hypothesis ( $H_a$ ) is accepted in this research.

$H_o$  : There is no positive correlation between students' recount text reading ability and their recount text writing ability .

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<sup>15</sup> Sudjana, *Metoda Statistika*, Tarsito, Bandung, 2005, p.466

$H_a$  : There is positive correlation between students' recount text reading ability and their recount text writing ability .

The technique of the data analysis used by the writer was the formula of Pearson's product moment correlation:

$$r_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Where :

$r_{xy}$  = the correlation coefficient of variables x and y

X = the total number of x score (odd items)

Y = the total number of y score (even items)

$X^2$  = square of variable x

$Y^2$  = square of variable y

n = the total of sample

To know the positive correlation between the students' recount text reading ability and their descriptive recount text writing ability, the writer used diagram of correlation below:

0.800 – 0.999 : very high correlation

0.600 – 0.799 : high correlation

0.400 – 0.599 : medium correlation

0.200 – 0.399 : low correlation

0.000 – 0.199 : very low correlation.<sup>16</sup>



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<sup>16</sup> Op.Cit. p.60

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. General Description of the Research Place**

#### **1. Brief Description of SMA PIRI Jati Agung**

SMA PIRI Jati Agung is a private senior high school located on Jl. Raya Margodadi South Lampung. It was built in 1985. In performing the teaching-learning process, SMA PIRI Jati Agung uses its own building. All teaching-learning activities are done in the morning. The classes start at 07.15 am and finish at 13.45 in the afternoon. The school has 7 classrooms for grades X, XI and XII. There are some offices at school, namely headmaster office, teacher room, and administration office. Besides, the school is also equipped with some facilities such as science laboratory, mosque, basketball court, volley ball court, and canteen.

#### **2. The Teachers and Staff of SMA PIRI Jati Agung**

Below is the condition of teachers and staff in SMA PIRI Jati Agung in the academic year of 2017/2018.

- a. Headmaster : 1 person
- b. Co-Headmaster : 1 person
- c. Teachers : 21 persons
- d. Administration staff : 2 persons
- e. Security : 1 person

With the number of officials above, this school still can perform the teaching learning activities well.

**Table 6**  
**The Situation of the Teachers and Staff of SMA PIRI Jati Agung in the academic year of 2017/2018**

No	Name	Position
1	Marzuni, S.Pd	Headmaster
2	Hermanto, S.Pd	Vice Headmaster
3	Florentin, M.Pd	English
4	Suratmi, S.Pd	Indonesian Language
5	Jauhari, S.Pd.I	Religion
6	Eliyani, S.Pd	Math
7	Triyanto, S.Pd	Math
8	Warjiman, S.Pd	Physical education
9	Budiyanto, S.Pd	Natural Sciences
10	Amirsyah, S.Pd	Social Sciences
11	Parjono, S.Pd	Economics
12	Edi Subaidi, S.Pd	Physical Education
13	Dessy Arnita, S.Pd	Civic Education
14	Sri Urani, S.Pd	Natural Sciences
15	Firmansyah, S.Pd	Geography
16	Kristina, S.Pd	History
17	Suratman, S.Pd	Indonesian Language
18	Nellyana, S.Pd	English
19	Asnawati, S.Pd	Religion
20	Damyati Amil, S.Pd	Social Sciences
21	Darmawan, S.Pd	Social Sciences

### 3. The Students of SMA PIRI Jati Agung

Below is the condition of the students in SMA PIRI Jati Agung in the academic year of 2017/2018.

**Table 7**  
**The Situation of the Students of SMA PIRI Jati Agung in the academic year of 2017/2018**

No	Class	Total
1	XA	25
2	XB	25
3	XIA	23
4	XIB	24
5	XIIA	21
6	XIIB	23
7	XIIC	24

The number of students of SMA PIRI Jati Agung gets increased every year.

The total number of the students of SMA PIRI Jati Agung in the academic year of 2017/2018 is 165 students. The school has OSIS and some other student extracurricular activities such as:

1. Scout
2. Basket
3. Rohis

### 4. Mission of SMA PIRI Jati Agung

To achieve the Vision, SMA PIRI Jati Agung develops the following mission:

1. Empowering educators and teachers who meet the students set.

2. Instilling a culture of discipline through clean, orderly culture and work culture.
3. Growing appreciation of the culture and art of the area so that it become a source of wisdom and social behavior.
4. Fostering innovation in their daily lives that can support professional development.
5. Empowering optimize all components of the school and school resources in developing the potential and interest of learners optimal.

#### **5. Purpose of SMA PIRI Jati Agung**

In general, the purpose of the school as a part of national education goals is to increase the intelligence, knowledge, personality, noble character, and the skills to live independently and to follow further education. In more detail the purposes of SMA PIRI Jati Agung are as follows:

1. Providing adequate educational infrastructure.
2. Implementing the learning process effectively and effeciently, based on local and global spirit of excellence.
3. Improving the performance of each component of the school (principal, educators, employees, students, and school committees) to jointly implement innovative activities in accordance with the Duty and Function respectively ;

4. Increasing extra curricular programs by requiring scout for all citizens, in order to more effectively and efficiently in accordance with the talents and interests of students as one means developing self-learners;
5. Enhancing the quality of graduates who have attitude, knowledge, and skills are balanced, as well as increasing the number of graduates who go on to college;
6. Developing and implementing rules and regulations governing all operations of the school community;
7. Improving the quality of all kind of Human Resources educators, staff and students who can compete both locally and globally.

## **B. Data Analysis**

### **1. Result of Normality of Reading Test**

Based on the results of the calculation, the result of the normality test of the obtained students' reading can be seen below:

$$X_j = \frac{\sum_{i=1}^n X_i}{\sum_{i=1}^n n_i} = 68.48 \text{ and } (S_1)$$

$$X_j = \frac{\sum_{i=1}^n X_i}{\sum_{i=1}^n n_i} = 68.48 \text{ and } (S_1)$$

Based on the calculation above it is obtained that  $L_{\text{observed}} = 0.0934$ , for the significance level of  $\alpha = 0.01$  it is obtained that  $L_{\text{observed}} = 0.200$  and for the

significance level of  $\alpha = 0.05$ , it is obtained that  $L_{\text{critical}} = 0.173$ . Based on the results of these calculations show that the significance level of 0.01 and 0.05,  $L_{\text{observed}} < L_{\text{critical}}$  which means that the hypothesis  $H_0$  is accepted, so it can be concluded that the sample comes from the normally distributed population.

## 2. Result of Normality of Writing Test

Based on the results of the calculation, the result of the normality test of the obtained students' writing can be seen below:

$$\bar{X}_1 = \frac{\sum_{i=1}^n X_i}{\sum_{i=1}^n n_i} = 69.16 \text{ and } (S1) = \frac{\sum \sum_{i=1}^n X^2_1}{n1 - (n-1)} - \frac{\left(\sum_{i=1}^n X^2_1\right)^2}{n} = 8.69 \text{ (see}$$

appendix 12)

based on the calculation above it is obtained that  $L_{\text{observed}} = 0.0957$ , for the significance level of  $\alpha = 0.01$  it is obtained that  $L_{\text{critical}} = 0.200$  and for the significance level of  $\alpha = 0.05$ , it is obtained that  $L_{\text{critical}} = 0.173$ . Based on the results of these calculations show that the significance level of 0.01 and 0.05,  $L_{\text{observed}} < L_{\text{critical}}$  which means that the hypothesis  $H_0$  is accepted, so it can be concluded that the sample comes from the normally distributed population (see appendix 15).

## 3. Result of Homogeneity Test

Based on the test data it is proven that the population is normally distributed, and then the homogeneity of variance test two samples:

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (the same variants)}$$

$H_0 : \sigma_1^2 \neq \sigma_2^2$  (the different variants)

From the calculation of the test requirement of the data analysis as described above it is obtained that  $F = S_1^2 = 132.7 = 1.76$  for  $\alpha = 0.05$  it is obtained  $F_{\text{critical}} = 2.44$  and for  $\alpha = 0.01$  it is obtained  $F_{\text{critical}} = 1.89$ .

#### 4. Result of Hypothetical Test

The data obtained were processed and analyzed through the test that was answered by the students who have been selected as the sample. To know and to find the relationship of the learners to read and write is calculated by using the formula for the calculation of Product Moment as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = 0.762 \quad (\text{See Appendix 17})$$

If the test criteria in consultation with the values obtained between 0.60 to 0.79 it can be said that it is higher than the test criteria of  $r_{xy}$  test criteria mentioned above. The value of 0.762 showing the relationship between the group turned out to belong to 0.60 to 0.79 that indicates a high level of relationship which means that there is a significant correlation between students' recount text reading and students' recount text writing.

### C. Discussion

Based on the data analysis and the calculation, it can be seen that the result of the normality test of reading and writing indicates that the sample comes from a normally distributed population, because both the 5% significance level ( $\alpha = 0.05$ ) and 1% ( $\alpha = 0.01$ ) show  $L_{\text{observed}} < L_{\text{critical}}$ .

The result of the data analysis shows that the correlation coefficient between two variables is 0.762, while the critical value for the 25 samples of 5% confidence level is 0.381. It means that there is a positive correlation between the two variables.

The value of the correlation coefficient obtained is 0.762, while the criteria of the calculation between 0.60 to 0.79 indicates a high level of relationship which means that there is a significant correlation between the students' recount text reading ability and the students' recount text writing ability.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the writer drew the conclusion and suggestion

#### **A. Conclusion**

Based on the description in chapter IV, it can be concluded that there is a positive correlation between the students' recount text reading ability and their recount text writing ability at the second semester of the tenth grade of SMA PIRI Jati Agung. It is proven that the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that the students' good recount text reading ability enables the good recount text writing ability. This is supported by the scores the students achieved, in which they obtained higher scores after given the test.

Pearson's product moment correlation formula shows the results of 0.762. The result of the degree of freedoms is 0.396 in the table which is 5% for the level of significance as 0.05 and the result of the degree of freedom in the table which is 1% for the level of significance as 0.01. In other words, it can be said that the students' recount text reading ability has a positive correlation with the students' recount text writing skill at the second semester of the tenth grade of SMA PIRI Jati Agung.

## **B. Suggestion**

Based on the conclusion above, the writer would like to give suggestions as follows:

### **1. For the Teacher**

The teacher should give motivation to the students in learning of recount text reading ability and their recount text writing ability. to obtain a good achievement in students' reading ability, the students should understand the reading well, the teachers have responsibilities to help their students improve their reading ability.

### **2. For the Students**

- a. The students will be able to get a good achievement in recount text reading ability.
- b. The students have to increase their writing, especially in recount text writing because writing is one of language skills that must be mastered. The students had better practice writing a little a day. Practicing regularly helps the student become more confident and competent.

### **3. For the School**

- a. The school should provide some more English books to be read by the students so that they can improve their knowledge.
- b. The school should provide another facility for the students to practice their English competency.

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