

THE CORRELATION BETWEEN READING AND THE ABILITY OF STUDENTS IN EXPOSITORY WRITING

Adelina Siregar

siregaradelina264@gmail.com

Yugi Diraga Prawiyata (Corresponding Author)

yugidiraga@umnaw.ac.id

Abstract

Reading is one of skills in English which can get and take the information from printed text. Based on preliminary research at SMP Negeri 1 PantaiLabu it was found that the students' reading score was still low. The objective of this research was to know there was a positive correlation between the students' reading and the ability at the first semester of the seven grade of SMP Negeri 1 PantaiLabu in the academic year of 2019/2020. In this research, methodology of the research is a correlation research. In the taking the sample of the research was gained through simple random sampling. The population of the research was taken from students of the seven grade of SMP Negeri 1 PantaiLabu. The researcher took 40 students from 100 population. In collecting the data, the researcher used question and answer method to measure students' reading and the ability. They try out of question and answer was done to find out the validity and reliability. Then a try out reading ability test was also done to find out the validity and reliability. After the data of students' reading ability were collected, the data were statistically computed, to find out the correlation between students' reading and the ability. From the data analysis, the result of applying the distribution shows that coefficient correlation is positive correlation between students' reading and the ability of students in expository writing at the first semester of the seven grade of SMP Negeri 1 PantaiLabu in academic year of 2019/2020. From this research, it is suggested that students have good a reading ability.

Keywords: Reading Ability, Expository Writing

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apa saja tipe anxiety yang dialami siswa ketika Membaca adalah salah satu keterampilan dalam bahasa Inggris yang dapat memperoleh dan mengambil informasi dari teks tercetak. Berdasarkan penelitian pendahuluan di SMP Negeri 1 PantaiLabu ditemukan bahwa nilai membaca siswa masih rendah. Tujuan dari penelitian ini adalah untuk mengetahui adanya hubungan positif antara kemampuan membaca siswa dengan kemampuan siswa kelas VII SMP Negeri 1 Pantai Labu tahun pelajaran 2019/2020. Dalam penelitian ini metodologi penelitian yang digunakan adalah penelitian korelasional. Dalam pengambilan sampel penelitian diperoleh melalui simple random sampling. Populasi penelitian diambil dari siswa kelas VII SMP Negeri 1 PantaiLabu. Peneliti mengambil 40 siswa dari 100 populasi. Dalam mengumpulkan data, peneliti menggunakan metode tanya jawab untuk mengukur kemampuan membaca dan kemampuan siswa. Uji coba tanya jawab dilakukan untuk mengetahui validitas dan reliabilitas. Kemudian juga dilakukan uji coba kemampuan membaca untuk mengetahui validitas dan reliabilitasnya. Setelah data kemampuan membaca siswa terkumpul, data tersebut dihitung secara statistik, untuk mengetahui korelasi antara kemampuan membaca siswa dengan kemampuan tersebut. Dari analisis data, hasil penerapan distribusi menunjukkan bahwa korelasi koefisien adalah korelasi positif antara membaca siswa dan kemampuan siswa dalam menulis ekspositori pada semester pertama kelas tujuh SMP Negeri 1 Pantai Labu tahun ajaran 2019/2020. Dari penelitian ini disarankan agar siswa memiliki kemampuan membaca yang baik.

Kata kunci: Kemampuan Membaca, Menulis Ekspositori

1 Introduction

Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning and goal of reading is comprehension (Anderson in Nunan, 2003:68).

Reading is an important ability which students should master, because the student who are able to read a text well, they will be easy to understand the content of the text, integrate the information, get ideas and experience as well as the easiness of writing a text. Reading is also a process between reader and writer, before knowing writing the students have to know about reading and a good reading will bring the student to be able to write a text well.

Writing is a process to interpret the language into a text. It can be used as an indirect means of communication to others to convey information. Activities are not easy to write

because writing should be able to produce something new and can give you ideas to the reader through writing (Carol, 2001: 29).

Further, the students must be able to arrange writing in Expository. Students must be able to write simple paragraph in to Expository with a good text structure. Text structure is talk about the activity to introduce students the idea writing in identifiable pattern.

In fact, most of students have difficulty in writing, they are confused to share their ideas into a text, they do not know how to write a text systematically, and get the main idea to be developed in sentence, paragraph and to be a text. This case happens because the students are not interested in writing as well as they are lazy to read a text which can be a key in giving them many ideas to develop the writing a text.

Actually, there are kinds of texts which can be recommended media in getting the students' interest in writing, one of them in Expository text. Expository text is the kind of writing that tells a story or relate with events (Cirimmon, 2002:41). This text fills many kinds of story, one of them is legend. It is a story which tells about a non-historical or unverifiable story handed down by tradition from earlier times words, sentence and paragraph by using knowing of structure and some others relates to one another and we can express the ideas or information.

Therefore, In writing a good expository text, the students have to read more about some expository text which supported them writing. Because reading and writing should not be separated included writing a expository text. A student can not write before understanding reading which have to the first done then writing. A student can or may learn and know reading without studying writing.

In this study, the problems are formulated in the form of question, they are:

- 1) How is the students' ability in reading comprehension?
- 2) How is the students' ability in writing expository?

2 Review of Related Literature

Reading is one of the four language skills that important to be learned and mastered by every individual, especially by the students. Students learn to read and learn better by reading (Barbe and Abbot, 2003 :23). By reading, one can relax interact with feelings and thoughts, obtain information and improve the knowledge. Shortly, reading is bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo, 1998 : 119).

According to Aderson in Nunan (2003:68), "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, and the goal of reading is comprehension. "Fluent reading is defined as the ability to read at an appropriate adequate comprehension.

Intensive reading is one of the reading comprehension components. Intensive reading consist of short selection, which can be read and discussed in one class periods intensive reading might be carried out in class as follows: students should be instructed to read a paragraph several times to get the main idea.

Extensive reading is another component of reading comprehension. Extensive reading is achieved by letting each student read the book, magazine, and newspaper outside the class and having the students' oral report on them in class.

Skimming is reading technique in which the readers read quickly, running over the text, and purpose of the readers is to get gist of the text. The reader means glancing rapidly thorough a text determiners it is gist. Scanning is reading technique in which the raders read the tex gradually longer to comprehend each information accurately to get the information that you want to know. Scanning would not be done without the information from the skimming process.

Generally, the main of reading is to find some information from the text. But as we know the purpose of reading is the learner understands the written language. One of the most important tasks of the reader is to dig out and find out what the writer would like to say. Ability is the means of power and skill especially to do something, think, act. Besides, ability in possession of qualities required to something necessary skill, competence or power.

Writing process is more complex than this of course, and the various stages of drafting, reviewing, and writing. Are done in a recursive way: we loop backwards and move forwards between these various stages. Writing as a skill, needs much practice. It is an activity or producing a coherent, fluent, and extended piece of writing, And writing is a process of putting ideas down on paper to transform though into words to sharpen main ideas and to give they structure and coherent organization.

Expository method with the term direct learning strategy, because in this case students are appointed to find the material. The expository method is a form of the teacher oriented learning approach Carol (2001:18).

Opinion or arguments are useful as an explanation of the thesis described earlier. Usually contains facts to strengthen the writer's arguments. Found in the second and third paragraph there are also facts that support the thesis/opinion. In the second paragraph is the opinion of the author regarding the thesis.

Reformulation briefly usually this section is called closing or conclusion, there is the last paragraph which repeats the thesis but not directly in the sentence. Apparently the two problems are not enough the word "it" shows the problem discussed in the thesis.

3 Method of The Research

This research is done by using descriptive quantitative research. This research is done collecting the data and scoring the result of the answer. That will describe the ability of students in English reading and writing. According to the title, problems, aims, and the hypothesis, the type of this research are evaluation and correlation. It is called evaluation because the research as contribution for student to know the ability of English is reading and writing.

The research uses correlation study in conducting the research. In this study the researche would like to find out the correlation reading achievement and writing achievement of the eight graders of bilingual class at SMP Negeri 1PantaiLabu. The population of this research is all the bilingual class in seventh grade students of SMP Negeri 1 Pantai Labu in academic year 2020/2021.

The data are obtained through giving test to the respondents. The items of the test arranged in such way that the aspects of knowladge and comprehension can be achieved the students are required to understand what the words mean. The student are given some

instruction from the research the test will be collected as well at the researcher will search the mean of the result the test.

4 Result and Discussion

As the data had been collected, they were analyzed to get the score in order to verify the results of the analysis. The experiment done in the first grade in SMP NEGERI 1 Pantai Labu. The researcher stated that students mastered the language skill in writing a Expository text in written test. After the writer applied the pre-test and post-test to the experimental and control group the score is gained.

The calculation of the mean (M_x) or the sum of deviation ($\sum d$) of experimental group based on the table above, total different scores between pre-test and post-test of experimental group is 240 and the mean score is 12. While the calculation of mean score of control group is 4 and total different scores between pre-test of control group is 78.

Therefore, the conclusions that the effect of using test text in the experimental group that was taught to students' achievement in writing text was significantly. It can be seen from the result of the score in the pre-test and post-test writing. The using test text can be administrated to improve achievement of students in writing Expository text.

Based on the calculation of t-test above, t observed is 5.479. Having the data been computed by using t-test formula. The hypothesis testing should be done in order to know whether it is acceptable or rejected.

In this study, the result of computing the t-test shows that the t-observed is 5.479 and t-table 1.684. It means that t-observed is the higher than t-table ($5.479 > 1.684$) with df 40 at the level of significance $\alpha = 0.05$. Thus, the alternative hypothesis (H_a) is accepted. It can concluded that in the teaching and learning process by using test text in writing a Expository text is effective to use.

The writer identifies The Significant Effect of Using test text on the Students' Writing Achivement in Expository Texts. The sample is taken from two classes of the First Grade in SMP NEGERI 1 Pantai Labu. The total sample is 40 students. It can be seen from the data above. The students got a good mean of the score. It was considered necessary that the teachers must match they test text with the topic that want to teach. The test text applied should be able to help the students inspired and test text could apply them in beginning to write.

One should be explained in this research is that the mastery of writing Expository text is included in to mastery of structure and discourse. It means that the ability of students is not always same. In writing, we must know the structure well and how to use the words. The words being memorized do not remain long because they are not frequently used. The teacher must teach them from the simple sentence. From the observation the writer could also observes that the learner would be well motivated of what they were going to do in their writing.

Therefore, the finding of using test text media is very benefit to improve writing skill of the students in writing Expository text.

5 Conclusions

After analyzing the data, the writer gets conclusions as the following :

1. Using test text have a significant effect for the students' achievement in writing a Expository text. It is shown by the mean of the students in the table.
2. Using test text improved the students' enthusiasm in writing a Expository text. It show better achievement in writing a Expository text than without test text and the students are easier to describe something that they are seeing from the test text.
3. The score of t-calculated is higher than t-table ($5.479 > 1.684$) with the degree of freedom (df) 38 at the level significance 0.05, there is significant effect of giving test text in writing Expository text in the class.
4. The result of calculation of t-test that is t-observed value 5.479 with $df=38$ is higher than t-table 1.684 which implies that the alternative hypothesis is accepted. It means that using test text can help the students in writing Expository text.
5. It can be conclude that there are significant effect of applying writing test text on students' ability in writing Expository text by the frist grade students of SMP NEGERI 1 Pantai Labu.

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