



**STUDENTS' ACHIEVEMENT IN READING RECOUNT TEXT
AND ITS CORRELATION TO THEIR WRITING
OF THE SAME TEXT**

**(A Case Study of the Eighth Grade Students of Junior High School
of SMP N 24 Semarang in the Academic Year of 2008/2009)**

A Final Project

**submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
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by

IKHDA AENIS SYIFA

2201405631

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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APPROVAL

This final project was approved by the board of examiners of the English Department of Faculty of Languages and Arts of Semarang State University on August , 2009.

Board of Examiners:

1. Chairman,

Drs. Dewa Made Kartadinata, M.Pd.

NIP.195111181984031001

2. Secretary,

Dr. Dwi Anggani L.B., M.Pd.

NIP. 195901141989012001

3. First Examiner,

Drs. Januarius Mujianto, M. Hum.

NIP. 195312131983031002

4. Second Advisor as Second Examiner,

Drs. La Ode Musyaridun

NIP. 194612271983011001

5. First Advisor as Third Examiner,

Prof. Dr. Warsono, M.A.

NIP. 194406141970081001

Approved by

The Dean of the Faculty of Languages and Arts

Prof. Dr. Rustono, M. Hum.

NIP 195801271983031003

PERNYATAAN

Dengan ini saya:

Nama : IKHDA AENIS SYIFA

NIM : 2201405631

Jurusan/prodi : Bahasa dan Sastra Inggris / Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

menyatakan dengan sesungguhnya bahwa skripsi /final project yang berjudul **STUDENTS' ACHIEVEMENT IN READING RECOUNT TEXT AND ITS CORRELATION TO THEIR WRITING OF THE SAME TEXT (A Case Study of the Eighth Grade Students of SMPN 24 Semarang in the Academic Year of 2008/2009)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi jalur sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan diskusi dan pemaparan / ujian. Semua kutipan baik yang diperoleh dari sumber kepustakaan, media elektronik, maupun sumber-sumber yang lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji membubuhkan tanda tangan keabsahannya, seluruh isi skripsi/final project ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian hari ditemukan ketidakberesan, saya berani menerima akibatnya.

Demikian harap pernyataan ini dapat digunakan sepenuhnya.

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Yang membuat pernyataan

Ikhda Aenis Syifa

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ABSTRACT

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English is one of the international languages which is learned by all students both in Indonesia and other countries. The purpose of learning a foreign language, especially English is for students to be able to use English as their second language and to practice it in their daily conversation. There are four basic skills of language which have to be mastered by each learner, i.e. listening, speaking, reading, and writing. Every skill is correlated to each other. However, there is no guarantee that students, who are good in a certain skill, will have the same ability in other skills also. Therefore, this study was conducted to find out whether there is a significant correlation between the students' achievement in reading and writing.

The population of this study was all students of the eighth grade of SMPN 24 Semarang in the academic year of 2008/2009, while the sample used in this study was students of VIII E. The method used for gathering the data was by conducting a test. The test consisted of reading comprehension test and writing test. The scores which were obtained from the try out test was then analyzed using Product Moment Formula to find out the validity and using split half Spearman-Brown formula to find out the test's reliability. Then, the scores of reading and writing of recount text were re-analyzed using Pearson Product Moment Correlation Formula.

The result of the computation showed that there was a correlation between students' achievement in reading recount text and their writing ability of the same text. That correlation was 0.519, which showed that the correlation between the two skills was significant, because for a 5% level of difficulty and number of subject 38, $r_{table} = 0.320$, for this study, the correlation (r_{xy}) was bigger than r_{table} , therefore it was significant.

After conducting this study, it can be concluded that from 38 students, there was 2.63% or one student who had a very good ability in reading recount text. However, there were 18.41% students or seven students who were able to write well. Therefore, this can be seen that there is no guarantee that students who are good in reading, will also be good in writing.

As a result, teachers need to teach a good model of writing in order to make students able to construct a good and meaningful paragraph. Teachers should also give students some task to read more in their leisure time, so that, they can enhance the students' vocabulary and able to apply them in their writing.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, hypotheses, and outline of the report.

1.1 Background of the Study

In learning English, there are four basic skills which have to be achieved by every person who wants to master this international language, both through formal institution, like school, and through informal institution, like English course. Those skills are listening, speaking, reading, and writing. These four skills are taught to the students based on their level and ability, starting from elementary level till university level. This is aimed at producing the high quality of the Indonesian graduates and to make them able to compete with other students from other countries.

However, the result of teaching English in Indonesia is not satisfactory (Fitriani, 2008: 1). Therefore, the Indonesian government always makes effort to improve the quality of English education. For example, by changing the curriculum and improving the quality of the teachers and other components which are involved in the education processes.

In 2006, the Indonesian government introduced School Based Curriculum (KTSP) as a new curriculum replacing Competency Based Curriculum 2004 (CBC 2004). The breakthrough is intended to enhance the quality of teaching English.

According to the School Based Curriculum, teaching English in junior high school is expected to achieve functional literacy, which is to communicate orally and literally to solve daily problems.

In *KTSP Mata Pelajaran Bahasa Inggris* (DEPDIKBUD, 2006:278), the aim of teaching English in junior high school is as follows:

- (1) To develop the competence to communicate in the spoken and written form to achieve functional literacy level.
- (2) Having awareness of the nature and the importance of English to enhance competitiveness nation in the global society.
- (3) To develop students' comprehension about the correlation of language and culture.

According to *KTSP Mata Pelajaran Bahasa Inggris* (DEPDIKBUD, 2006:278), the scope of English in junior high school is as follows:

- (1) The competence of reading, that is the competence / ability to comprehend and / or produce spoken and / or written text which is realized in the four language skills (listening, speaking, reading and writing) integratedly to enhance the functional literacy level.
- (2) The competence of comprehending and creating short stories, monologue and essay in the form of procedure, descriptive, recount, narrative, and

report. Gradation of teaching material appears in the use of vocabulary, structure and rhetorical steps.

- (3) The sustaining competence, that is linguistic competence (using structure and vocabulary, pronunciation and writing rules), sociocultural competence (using expressions and language accepted in many contexts of communication), strategic competence (solving problems which appear in the communication process through many ways in order to keep the communication), and discourse constructing competence (using discourse constructing tools).

From the above explanation of KTSP, it is very clear that in teaching English, the four skills of language have to be taught to the students integratedly. Two of those skills are reading and writing. Reading is the most important skill. **Celce – Muria** (2001:187) stated that reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (**Grabe and Stoler, 2002: 9**). The reading process involves both acquisition of meanings which is intended by the writer and the reader's own contributions in the form of interpretation, evaluation and reflection on those meanings.

Reading facilitates the following advantages for students, such as: to help students to think in English, to enlarge student's English vocabulary, to improve students' writing, to be a good way to practice English for students who are living

in a non-English speaking country, to help students to prepare their study in an English-speaking country and to be a good way to find out about ideas, facts and experiences (**Mikulecky and Jeffries, 2004: vi**).

Another skill which is also important to be taught is the skill of writing. According to **Hyland** (2002: 53), writing is seen as personal empowerment as it provides access to social and economic benefits, but it is also defined in public discourse in terms of its opposite: the personal stigma attached to ‘illiteracy’.

Fundamentally, writing is learned, rather than taught, and the teacher’s best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and experience of the students, their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process (**Hyland 2002: 78**).

The opinion which stated that each language skill influenced one another has been adhered in every English teacher’s mind. They assumed that learners, who have good ability in listening, will have the same ability for their speaking also, for example. Or learners, who are good in reading, will also be able to write well. Based on the afore mentioned idea, this research was conducted to prove whether there is a significant correlation between reading and writing.

1.2 Reason for Choosing the Topic

This research deals with the analysis of students' achievement in reading recount text and its correlation to their writing ability of the same text. The reasons for choosing this topic are as follows:

- (1) Reading is the most important skill in learning a foreign language besides listening, speaking and writing, and it is also used as a bridge to understanding scientific books written in English.
- (2) Writing should be considered as the teacher's way to observe how far his/her students understand the passage, especially recount text.
- (3) The writer is interested in proving whether the traditional conviction of the English teachers that students' ability in mastering the language skills, especially reading and writing, influence each other is true or not.
- (4) There is no guarantee that students who are fluent in reading texts will succeed in expressing their ideas in written form also.

1.3 Statement of the Problem

Having discussed the general background of the problems for this study as stated above, the writer formulates the research problem as follows:

Is there any significant correlation between students' achievement in reading recount text and their writing of the same text?

1.4 Objective of the Study

The study is expected to achieve the following objectives:

- (1) To find out whether students' reading skill influences their writing ability in learning recount text.
- (2) To analyze how significant is the correlation of the two skills in learning recount text.

1.5 Significance of the Study

The result of this study is expected to be useful for the following:

- (1) For Teachers

The result of this study can be used as information to teachers that students, who are good in reading ability, may not always be good in writing ability. So, it can make them more creative in teaching learning process, especially in teaching reading and writing recount text.

- (2) For students

The result of this study will be useful for them to improve and develop their ability both in reading and writing.

- (3) For schools

The result of this study can be used as a guide to improve their students' learning achievement.

- (4) For Observers

The procedures and outcomes of this research hopefully will inspire other interested researchers to conduct studies with similar themes.

1.6 Hypothesis

In this study, hypotheses are presented. Hypothesis is a temporary conclusion which may be right or wrong (**Marzuki, 1977:35**). There are two hypotheses in this study, namely null hypothesis and working hypothesis.

The null hypothesis of this study is that there is no significant correlation between students' achievement in reading recount text and their writing of the same text. Meanwhile, the working hypothesis is that there is significant correlation between students' achievement in reading recount text and their writing of the same text.

1.7 Outline of the Report

This study is divided into five chapters. Chapter I is introduction. This chapter consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, hypotheses, and outline of the report.

Chapter II is review of related literature. It consists of review of the previous studies, review of the theoretical studies, and theoretical framework.

Chapter III is methods of investigation. It consists of research design, object of the study, technique of the sampling, instruments of the study, item analysis, method of collecting data and method of analyzing data.

Chapter IV consists of the result of the study. It consists of the result of correlation between students' reading and writing, analysis on students' reading comprehension test, and analysis on students' ability in writing recount texts.

Chapter V is conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer will discuss about review of the previous studies which presents several researches that have been conducted by the previous researchers; review of the theoretical studies found in the references used in this research; and theoretical framework which summarizes the two reviews before.

2.1 Review of the Previous Studies

Research in this area includes some topics. The writer found two topics which are almost similar to her topic. The first research was conducted by Tammy Yulianto (1991) entitled 'Correlation between the Students' Achievement in Reading Comprehension and Their Ability in Writing (A Study of the First Semester of English Department Students in the S1 Programme of IKIP Semarang)'. Based on this research, it can be concluded that (1) reading for Indonesian students is very important because through reading they get a lot of knowledge; (2) writing is considered as a less important skill than the skills of reading, listening and speaking; (3) some reasons that the students make incorrect responses in reading comprehension are they really do not know the answer, they misread the problem, they know the answer, but mark the wrong answer, and they do not understand the questions; (4) in writing, students usually face problems due to their lack of knowledge of vocabulary and the difference of grammatical rules of the native language and those of the target language; and (5) there was a significant

correlation between the achievement in reading comprehension of the first semester students of the English department of IKIP Semarang and their ability in writing both at 1% and 5% level of significance. The null hypothesis is rejected.

The second one was a research conducted by Faradila Anggie Fajri (2008) which is entitled 'A Correlation Study between Students' Reading Habits and Their Writing Ability in Narrative Text (A Case Study of the Eighth Grade Students of SMP N 21 Semarang in the Academic Year of 2008/2009)'. Based on this research, the conclusions that can be drawn are (1) the students need to develop and maximize their reading habit more, for the reading habit puts important contribution in achieving success in writing ability; (2) almost all of the students are able to make narrative text, although some of them still make a few mistakes. And the rest of them still lack the ability in writing, especially in the components of grammar, vocabulary, spelling and the content. This condition might be influenced by several factors such as mastery of writing skills, structure, vocabulary, intelligence, motivation, and other factors; (3) there was a correlation between students' habit and their writing ability in narrative text of the eighth grade students of SMP N 21 Semarang; and (4) the more students read, the better their writing ability will be.

The writer took the research conducted by Tammy Yulianto as the reference to her research, because it is similar to the topic she is observing, that is correlation between students' achievement in reading and their ability in writing. However, there is a difference in the research she is conducting. Tammy's research focuses on the correlation between achievement of students' reading

comprehension and their writing ability in any text type, but the focus in the writer's research is only on the correlation between students' achievement in reading recount text and their writing ability in the same text type.

Therefore, the result of her research will show the correlation between reading and writing ability in recount text only.

2.2 Review of the Theoretical studies

In this sub-chapter, the writer will discuss about the definition of achievement, definition of reading, objective of reading, definition of writing, text, recount text, the characteristics of the eighth grade students of junior high school, teaching English in junior high school and correlation between reading and writing.

2.2.1 Definition of Achievement

Hornby (1995: 10) stated that achievement is a thing done successfully, especially with effort and skill. This definition shows that achievement is considered as the score gained by the students in certain skills.

The definitions above also support one another. Achievement is something accomplished successfully, especially by means of exertion, skill, practice, or perseverance (<http://www.thefreedictionary.com/achievement>).

These definitions show that achievement is related to the ability gotten by someone after he or she learned the knowledge of certain skill, for example in learning language. The skills of accounting, reading, writing a sentence, etc. are

some skills which should be taught to students, so the teacher is able to see the progress of students' learning process.

Achievement is something important that you succeed in doing by your own efforts (**Longman, 2001: 11**). This definition also supports the idea that to attain an achievement, one needs skill, practice and effort. Therefore, teacher needs to teach every skill in learning language to students in order to gain a certain purpose in learning the material.

2.2.2 Definition of Reading

There are various definitions of reading which are presented by some experts. As stated by **Hornby** (2000: 1053), reading is the process of looking at and understanding the meaning of written or printed words or symbols. It means that in a reading process, there will be the writer's intention and the reader's interpretation. The writer puts the meaning of the text through printed or written verbal symbols. Then the reader will interpret what is meant by the writer.

Grabe and Stoller (2002: 9) stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

This definition is also supported by another expert. **Bond et. al.** (1984: 2-3) gave their definition of reading as the recognition of printed or written symbols which serve as stimuli to the recall of meanings built up through the reader's past experience. From this definition, we can see that the reading process involves both the acquisition of meanings intended by the writer and the reader's own

contributions in the form of interpretation and evaluation of and reflection on those meanings.

According to **Brown** (2004: 186), a reading activity needs a process in which people comprehend what they have already read. The process happens when the reader faces written symbols, look at them through their eyes and then process them into their mind. Reading is a process of sequences of graphic symbols traveling from the pages of a book into the compartments of the brain. Therefore, the reading process can be called a cognitive process.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension (<http://www.nclc.org/essentials/reading/reindex.htm>).

The writer presents his or her ideas and thoughts through a text. And the text presents letters, words, sentences, and paragraphs which have meaning. Then the reader tries to find out what the writer's ideas are in the text. Then, they come to the reader's interpretation toward the text.

Based on **Mikulecky and Jeffries** (2004: 3) reading is one of the many ways used to improve our English. This way can also be applied to students in improving their skills in English. However, of course they cannot start by reading for comprehension, for example, directly. They can start reading by reading for pleasure.

Mikulecky and Jeffries (2004: 3) also stated that according to many experts, pleasure reading is the key to improving students' English. **Dr. Stephen Krashen** as quoted by **Mikulecky and Jeffries** (2004: 3), a leading expert on

language learning, has studied the effects of regular reading for pleasure on reading ability. In his research, he has found that the students who read a lot improve their grammar and vocabulary, and they learn more about good writing.

Regular reading for pleasure can help students to improve vocabulary, increase reading speed, comprehension, and writing, gain more knowledge, and find examples of the many different ways people speak and write (**Mikulecky and Jeffries, 2004: 3**).

Based on **Mikulecky and Jeffries** (2004: 3), there are two main reasons why pleasure reading is such an effective way of improving our English. First, pleasure reading gives an opportunity to have lots of contact with the language.

Second, reading for pleasure allows students to build on their personal knowledge of English. There are no two students who have the same knowledge of a language or the same language learning needs. Some students may need to learn more vocabulary, for example. Others may need to develop their ability to write good sentences in English.

In reading for pleasure, students can choose any kind of book they want, so they can enjoy their reading. This is also supposed that through this kind of reading, students are able to learn to read for their comprehension.

However, it turned out that it is not a simple thing. Learning to read is a difficult, even arduous task. To succeed doing this, students must be an attentive, active participant in learning process. And again, however, they still face difficulties or disabilities in their reading process (**Bond et. al., 1984: 59**).

According to **Bond et. al.** (1984: 66-67), reading disability tends to be caused by many factors. The first factor relates to students' visual condition. Students will have reading disability if there are (1) eye defects that appear frequently among both good and poor readers and can be a handicap to either group, (2) farsightedness, binocular incoordination, fusion difficulties, and aniseikonia, and (3) visual examinations.

The second factor is hearing impairment. There is evidence that hearing impairment may be associated with reading disability as a contributing cause when (1) the hearing loss is severe, (2) the child has tone deafness, and (3) pupils with hearing loss are taught reading by predominantly auditory methods.

Defects in articulation which complicate word discrimination and recognition may contribute to reading disability. In certain cases, glandular dysfunction, particularly hypothyroidism, may also contribute to reading disability. Various conditions associated with poor health can be detrimental to normal progress in reading. Brain damage is seldom a cause of reading disability, but when it is present a very difficult instructional problem exist.

It is the main task for teacher to eliminate those difficulties or disabilities of students, in order to make them able to learn the material they are learning, so the purpose they hope for their reading will be reached successfully.

Grabe and Stoller (2002:13) stated that reading purposes can be classified under seven main headings, i.e. to search for simple information, to skim quickly, to learn from texts, to integrate information, to write (or search for information needed for writing), to critique texts, and for general comprehension.

Based on **Grabe and Stoller** (2002:17), reading for general comprehension is the ability to understand information in a text and interpret it appropriately. There are also some processes involved in fluent reading comprehension, i.e. a rapid, an efficient, an interactive, a strategic, a flexible, an evaluating, a purposeful, a comprehending, learning, and a linguistic process.

Nuttal as quoted by **Fitriani** (2008) claims that there are two main reading processes, encoding and decoding (1982: 4). Encoding is the process done by the writer. He or she puts his or her ideas, facts, feelings and arguments to some one else. Meanwhile, decoding is a process done by the reader. The reader will determine what the writer's ideas or arguments are.

2.2.3 Definition of Writing

Reading has many definitions, so does writing. Some experts give their definitions about writing. **Boardman and Frydenberg** (2002:11) stated that writing is a continuous process of thinking and organizing, rethinking and reorganizing. This means that in writing process, the writer should think of the idea he or she wants to be written first, then realize the idea into sentences, and arrange those sentences into a good paragraph or text. These processes are done continuously till he or she succeeds in creating a meaningful paragraph or text.

Another expert defines writing as a skill which has been developed in civilized society to pass on knowledge or messages beyond the constraints of here and now (**Nagaraj, 1996: 134**).

Writing is the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs (<http://www.brainyquote.com/words/wr/writing240703.html>).

In teaching writing, especially for junior high school students, a teacher is required to express the various meanings (*interpersonal, ideational, and textual*) in many forms of interactional text and monologue, especially those in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote (Competency Based Curriculum 2004, 2004: 5).

Writing, then, can be said as a means of communication where written form is used to express the writer's purpose based on his experience. A writer expresses his ideas, experiences, thoughts, and feelings through writing for a specific purpose. And he can write what he wants to say only if he has acquired some past experiences. By experiences here means the facts, opinions or the ideas that the writer gets from another person through direct perception, hearing or reading (**Yulianto, 1991: 43**).

According to **Boardman and Frydenberg** (2002:12 – 30), good writers go through six basic steps, but for junior high students there is a step which should be omitted, because it is not suitable to the level of their ability. Each step can be repeated as many times as necessary. Those steps are:

(1) Generating Ideas

The purpose of this step is to think about a certain topic and generate as many ideas as possible. There are many ways to do this, two of

the most effective are (1) *brainstorming*; this can be done individually or in groups. The purpose of brainstorming is to think about and write down a lot of ideas without worrying about what they are, how they are ordered, or even whether you will use them; and (2) *free writing*; this is similar to brainstorming, the most important aspect of free writing is not to allow ourselves to stop, just let our ideas and imagination flow.

(2) *Organizing Ideas*

This step helps the writer to get some ideas for creating a paragraph. There are also two methods in organizing ideas, they are *topic outline* and *tree diagram*.

(3) *Writing the First Draft*

This step should make sure that the writers read their writing carefully in order to make changes and corrections before they consider it finished.

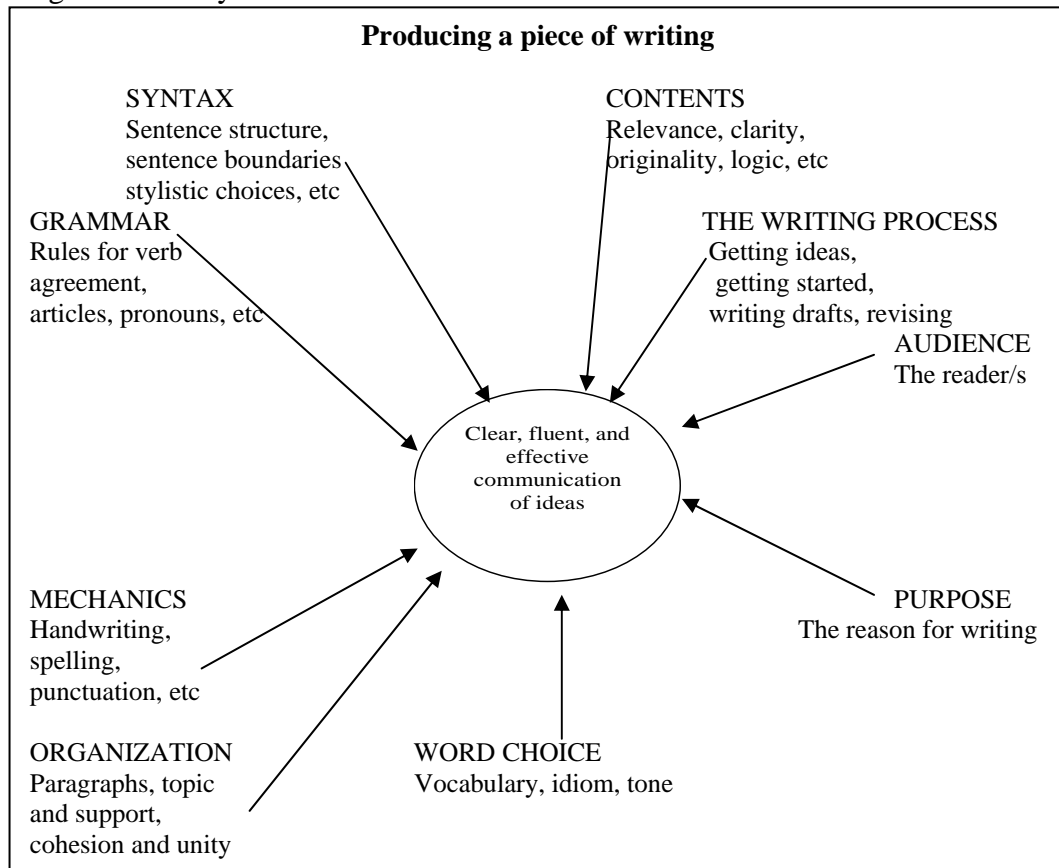
(4) *Rewriting*

Rewriting is a critical part of the writing process and consists of two separate processes, i.e. *revising* and *editing*.

(5) *Writing the Final Draft*

However, from all of those steps, the most important aspect in writing is the selection and organization of experiences in carrying out a certain purpose. Therefore, writing is not simply drawing a range of orthographic symbols but actually it involves a complex process where students have to use certain grammatical rules in organizing the facts.

All writing aims at clear and efficient communication. Those steps above lead to these aims. As stated by **Anne Raimés** (1983) as quoted by **Nagaraj** (1996: 134) that a clear and efficient communication in writing can be represented diagrammatically as follows:



Nagaraj (1996: 134)

The diagram above clearly illustrates the complex of sub-skills that go to make a piece of writing coherent, effective and communicative (**Nagaraj, 1996: 134**). It can also lead us to conclude that when writing, student does not only have to keep his purpose of the writing in his mind, since there are many factors which support a clear and effective communication of ideas according to the diagram, but he also has to think about the facts, opinions or idea which are relevant to his

purpose and think about how to organize them in his composition (**Yulianto, 1991: 43**).

Just as writing is a process, the teaching of writing is a process too. We have to start writing from the simplest stages to the most complex ones.

2.2.4 Objective of reading

Reading is an activity with a purpose. When somebody reads something, he or she has a purpose why he or she reads it. Someone reads something because he or she wants to get something from the writing: to get facts, ideas, enjoyment, even feelings of family community (from a letter); to get the message that the writer has expressed; and to determine whether he or she is interested in what the writing is meant (**Nuttal 1983: 3** as quoted by Fitriani, 2008).

Grabe and Stoller (2002: 13) also mentions other purposes of reading: to search for simple information, to skim quickly, to learn from the text, to integrate information, to write (or search for information needed for writing), to criticize texts and for general comprehension.

The first thing that the reader must set out, when he or she is reading, is determining the objectives. The objectives will lead the reader to the result, which they get after reading. A person may read in order to gain information or verify existing knowledge, to criticize a writer's ideas or writing style, to enhance knowledge of the language being read, to guide the reader's selection of the texts, to determine the appropriate approach to reading comprehension and a person may also read for enjoyment (www.nclcrc.org/essentials/reading/reindex.htm).

The writer can conclude that the reader reads because of different purposes. The different purposes will come into different results. Generally, the objectives of reading are to get general information of the text, to get specific information of the text and to get pleasure.

2.2.5 Objective of Writing

The ultimate purpose of writing is communication (**Boardman and Frydenberg, 2002: 2**). Although in English-speaking countries, students are asked to write for several different purposes, i.e. (1) to compare or contrast two topics, (2) to argue for a solution to a problem, (3) to describe a project, (4) to summarize information, and (5) to report on a laboratory experiment or research, the purpose of writing is still to communicate a message whoever the audience of one's writing (**Boardman and Frydenberg, 2002:1**).

Harmer (2004: 40) claimed that there are two main purposes in doing writing activities. Those are real purpose and invented purpose. Real purpose tasks are precisely the ones that teachers can predict their students will probably need to perform at some stage. Teachers might well get their students to look at the language of certain writing, e.g. letters, e-mail, etc. and have them to practice writing their own, or get them to write a report of a process of a situation.

On the other hand, invented purposes are those which, however engaging, are unlikely to be directly relevant to their students' future needs. A popular activity in many classrooms is to have students write letters to imaginary magazine problem pages and then have other students reply in the guise of 'agony

aunts'. This activity will provoke them to think about how to express themselves in writing, and how to format a letter. Another example is that students are asked to look at some advertisement on magazine or newspaper, the purpose of this activity is not to make them able in making such advertisement, but they are supposed to be able to develop their genre analyzing habits.

While **Lock and Lockhart** (1999) as quoted by **Grabe and Stoller** (2002: 62) stated other purposes of writing, i.e. (1) to state reasons for a problem, (2) to state arguments for and against something, (3) to persuade for a position, and (4) to persuade for solution.

The writer concludes that the writer writes because of different purposes, just as the reader reads also for different purposes. However, the main objective of writing is to communicate a message.

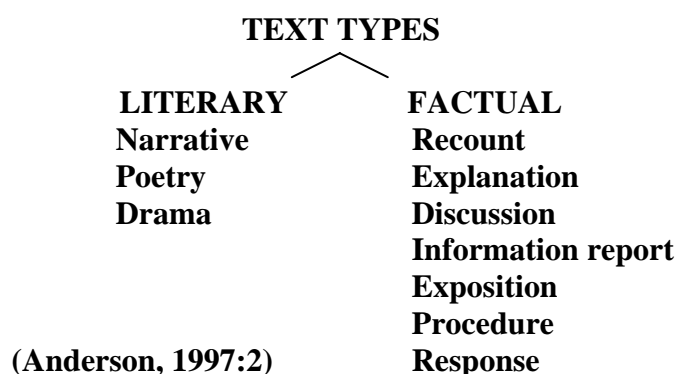
2.2.6 Written Text

We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text, we are interpreting its meaning (**Andersons, 1997:1**).

Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choices then we can communicate with others. Our choices of words will depend on our purpose and our surroundings (context) (**Andersons, 1997:1**).

Based on **Grabe and Stoller** (2002: 61), texts are seen to display intertextual activity in that they anticipate or respond to other texts, and this allows the reader both to identify them as belonging to a certain genre and to describe differences and similarities between genres.

There are two main categories of texts, i.e. literary and factual. Within these, there are various text types. Each text type has a common way of using language. The diagram below illustrates the classification of the two texts:



In literary texts, there are three main categories i.e. narrative, poetic and dramatic. While the main text types in factual texts are recount, response, explanation, discussion, information report, exposition and procedure (**Andersons, 1997: 2**).

For this research, the writer discussed about recount text only, including its definition, social purpose, and generic structure of recount text.

2.2.6.1 Recount Text

Often we will want to tell other people about something that has happened in our life. We might want to tell about what we did at the weekend. It might be about

exciting things that happened when we were on holidays. Speaking or writing about past events is called a **recount**.

A recount is a piece of text that retells past events, usually in the order in which they happened (**Andersons, 1997: 48**).

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates it from narrative (<http://understandingtext.blogspot.com/2007/12/what-is-recount.html>).

Something which happened in the past is the main resource to compose both recount and narrative text. In the writer's point of view, the thing is an experience. It can be what the writer has done, heard, read, or felt. Composing recount and narrative is retelling the experiences of the past event to be a present event (<http://understandingtext.blogspot.com/2008/04/between-recount-and-narrative-text.html>).

The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in the order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly (<http://understandingtext.blogspot.com/2008/04/between-recount-and-narrative-text.html>).

On the other hand, narrative introduces crises and how to solve them. Narrative text always appears as a hard portrait of participant's past experience. It reveals the conflict among the participants. Cinderella's conflicts with her step

mother and sisters are the example. The conflict is the most important element in a narrative text. Narrative without conflicts is not narrative any more (<http://understandingtext.blogspot.com/2008/04/between-recount-and-narrative-text.html>).

Based on the Competency Based Curriculum (CBC 2004, 2004: 1), the term 'recount' has a purpose to describe an event which happened in the past time, for example, an accident, report of event, etc.

Recount is similar to anecdote if it is seen from its purpose that is to explain a past event through the main difference which said that anecdote has a funny and pleasuring aspect. Because of this difference, recount and anecdote use the different generic structure and lexicogrammar (CBC 2004, 2004: 1).

Each text has its own social function or purpose. **Gerot and Wignell** (1994: 194) stated that the social function or purpose of recount text is to retell events for the purpose of informing or entertaining.

While **Andersons** (1997: 48) claimed that the purpose of a recount is to give the audience a description of what occurred and when it occurred. The common examples of recount text types are: newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

Recounts begin by telling the reader who was involved, what happened, where this event took place and when it happened. This is called the orientation. The sequence of events is then described in some sort of order (e.g. time). There may be a reorientation at the end which summarizes the event

http://www.lmpc.edu.au/resources/science/research_projects/text_types/2_recount.html).

Andersons (1997: 50) stated that the recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are (a) the first paragraph that gives background information about who, what, where, and when (called orientation), (b) a series of paragraphs that retell the events in the order in which they happened, and (c) a concluding paragraph.

The steps for constructing a recount text stated by Andersons above are called *generic structure*. There is also another thought in giving the characteristics or generic structure of recount text type, those are (1) Orientation: introducing the participants, place and time; (2) Events: describing series of events that happened in the past; (3) Reorientation: stating personal comment of the writer to the story, it is optional (<http://understandingtext.blogspot.com/2007/12/what-is-recount.html>).

According to **Andersons** (1997: 50), the language features usually found in a recount are proper nouns to identify those involved in the text; descriptive words to give details about who, what, when, where, and how; the use of the past tense to retell the events; and words that show the order of events (for example, *first, next, then*).

Simply, the language features of a recount text are: (1) introducing personal participant: I, my group, etc.; (2) using chronological connection: then, first, etc.; (3) using linking verbs: was, were, saw, heard, etc.; (4) using action verbs: look, go, change, etc.; and (4) using simple past tense

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

2.2.7 Teaching English in Junior High School

For Indonesian learners, English is a new language, so that, they find difficulty to learn it. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rules to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation and the like.

Between the ages of 12 and 14, the range of the elementary and secondary school year boys and girls move from childhood to young adulthood. It is no wonder that the lives of teenagers are full of complexity. The business of growing up is a complicated one. Early students are born by many conflicts and many moments of indecision. **Harmer** (2001:39) says that teenagers are a period where someone is looking for individual identity and this search provides the key challenge for this age group. Identity has to be forgotten among classmates and friends.

Harmer (2001:39) also states that diagnosis of teenagers is complicated by the fact that the characteristics of secondary school students in general do not necessarily apply to every teenager's boy and girl. The characteristics of every individual are very heterogeneous. Teenagers like to spend their time for hanging

around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

Based on the reality above, there must be variety in classrooms, such as variety of activity and variety of organization. On this assumption, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs and sometimes in groups. The teacher as facilitator should give the facility to the learner in their learning process. He must select teaching material related to learner's need and arrange them from the simple to the complex item. **Richards and Rogers** (2001:10) suggest that the principles of developing teaching material are: (1) careful selection of what to be taught; (2) improving limits on what is to be taught; and (3) arranging what is to be taught in terms of grading materials from simple to complex.

A teacher should be able to choose the effective methods of teaching to expose every particular material, since all methods have their advantages and disadvantages.

The teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model. Here the teacher has acquired knowledge about curriculum, teaching methods, and subject material and child behavior together with a wealth of other particular information resulting from the experience of working with students with numerous context and different materials.

In teaching-learning process, the teacher has to pay attention to the learner's personalities or individual differences because students have different

abilities and points of view, background and experience. Therefore, English as a foreign language can be an enjoyable subject.

2.2.8 The Characteristics of the Eighth Grade Students of Junior High School

The range of the age of junior high school students varied between thirteen to fifteen years old. They were in the process of changing from children to adults.

Pucha and Schrats (1993) as quoted by **Satria** (2006:11) comment that the children of thirteen to fifteen seemed to be more lively and humorous than adults. They are also much less motivated and they presented outright discipline problems.

Harmer (1998:39) as quoted by **Harniti** (2008) stated that teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passion able commitment to things which interested them.

As education always goes side by side with psychology, it is better to connect these psychological aspects of the students with their ways of learning a language.

Based on the explanation above, they like to be encouraged to respond to the texts and situation with their own thought and experience, rather than just by answering questions and doing abstract learning activities. Teacher has to give students task that they are able to do.

2.2.9 Correlation between Reading and Writing Ability

For many years, reading and writing were (and sometimes still are) taught separately. Over the last ten years, research has shown that reading and writing are more interdependent than we thought (<http://www.k12reader.com/the-relationship-between-reading-and-writing/>).

The relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other. But there are also huge differences between the two disciplines which may make it hard for a good communicator to be a good writer and vice versa. Of course, reading is about interpreting what someone else has written in a language while writing is about creating the language yourself for others to read (<http://www.languagetutoring.co.uk/reading-and-writing-the-relationship.html>).

According to recommendations from the major English/Language Arts professional organization, reading instruction is most effective when intertwined with writing instruction and vice versa. Research has found that when children read extensively, they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore, reading plays a major role in writing (<http://www.k12reader.com/the-relationship-between-reading-and-writing/>).

At the same time, practice in writing helps children build their reading skills. This is especially true for younger children who are working to develop

phonemic awareness (the understanding that words are developed from sound “chunks”) and phonic skills (the ability to link sounds together to construct words are reinforced when children read and write the same words) (<http://www.k12reader.com/the-relationship-between-reading-and-writing/>).

Simply knowing that reading and writing are intimately connected processes is not enough. In order to help children develop these two essential skills, parents and teachers need to apply this knowledge when working with them. There are some strategies for using reading and writing to reinforce development of literacy skills, i.e. immersing children in a specific genre, identify writing skills that a student needs support in developing, help them “sound out” words in both their reading and writing, simply give children the choice in their reading and writing, explaining how the two skills reinforce and strengthen each other (<http://www.k12reader.com/the-relationship-between-reading-and-writing/>).

Reading is a vital skill to master if we are going to become proficient in all aspects of it. Reading brings so much to the reader, from grammar and vocabulary to a basic understanding of how the language works. There is a reason that children learn to read before they write and it is not necessarily that it is the easier discipline. It is because reading teaches the language learner so many aspects that will then become useful in writing. Without reading, a writer would not know how and where to use words and the way sentences are formed. Without reading, a writer would be virtually powerless, even if they had the tools they needed -the letters and words- for they would not have the knowledge to put into practice (<http://www.languagetutoring.co.uk/reading-and-writing-the-relationship.html>).

But writing brings its own set of advantages to people who want to read. Once someone who has started to write in a foreign language picks up something to read, they will find it easier. Although everyone has their own writing style and not everyone will be able to read everyone else's prose as easily as their own, it is still a useful skill to pick up if you are going to be doing a lot of reading. Once you have used the words and sentences for yourself, and seen where they go and where they fit most easily, reading will be a lot more natural (<http://www.languagetutoring.co.uk/reading-and-writing-the-relationship.html>).

From the explanation above, we can see that the relationship between reading and writing in a language is strong and important. No one who is learning a language can think they can only learn one discipline as they are all so inextricably linked. Of course, there are differences, and writing and listening as well as speaking and reading have perhaps the least in common. But there are links between the four at other places (<http://www.languagetutoring.co.uk/reading-and-writing-the-relationship.html>).

2.3 Theoretical Framework

The theoretical frameworks above lead the writer to assume that (1) reading is one of the ways which can be used in improving English learning, (2) learning reading for comprehension can begin from reading for pleasure first, in order to make the learners easier in learning, (3) though the learners start from reading for pleasure, they still face some difficulties in their learning process, (4) writing can be used to measure how far the reading comprehension which the learners gained in their

learning process, (5) in writing process, there are some steps to make the learners easier in creating a paragraph or text, (6) recount text is a kind of text type which retells the past events, (7) the main factor which differentiate recount text from narrative text is there is no climax in recount, (8) the relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other, and (9) there are some strategies for using reading and writing to reinforce development of literacy skills.

CHAPTER III

METHODS OF INVESTIGATION

3.1 Research Design

Defining the research design in advance is the most essential part of conducting a research since the research design determines the statistical decision being made. As the topic indicates, the primary aim of the study is to reveal the correlation between students' achievement on reading recount text and writing of the same text. So, this study seeks to identify the possible relationship between the two variables. In other words, this study is a correlation study (Hidayah, 2007: 34).

According to **Gall** and **Borg** (2003: 320), correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlation statistics. They further explain that the basic design of correlation research is very simple, involving nothing more than collecting data on two or more variables for each individual in a sample and computing a correlation coefficient.

3.2 Object of the Study

As stated by **Arikunto** (2002: 107), data sources in a research are basically from which a researcher gets data.

The object of the study of this research can be divided into two aspects, they are population and sample.

3.2.1 Population

Population is a group of individuals or items that share one or more characteristics from which the data can be gathered and analyzed (<http://www.investwords.com/3738/population.html>). In this study, the writer took the eighth grade students of SMPN 24 Semarang in the academic year of 2008/2009 as the population.

3.2.2 Sample

Sample is a small portion of a population. **Johnson** claims that sample is a subgroup of the entire group of interest (1987: 111). Determining a sample in doing a study will be easier for the researcher. Since sample is a part of population. The writer took class VIII E as the sample of the study.

3.3 Technique of Sampling

Gay (1987: 101) argues that sampling is process of selecting a number of individuals representing the large group from which they are selected. The technique of sampling which the writer used in this research was purposive sampling.

The writer used purposive sampling based on the presence of the eighth grade students. After she checked the class, she found that there was only one class in which all of its students were present on the day she collected the data.

3.4 Instruments of the Study

According to **Moleong** (2006:168) as quoted by **Fitriani** (2008) instrument of the study is a device used by the researcher as data gathering such as test in a

quantitative research. The instruments of the study made the writer's work easier, got the better result, complete and systematic, and made the data easy to be processed. There are many instruments used to collect the data. They are test, questionnaire, interview, and observation.

In this study, the writer only used tests as the instruments of the study. Tests are set up to measure skills, knowledge, intelligence and talent of an individual or a group. In general, there are two kinds of tests. They are essay test and objective test. In doing this research, she used both objective test, and essay test. The objective test was for measuring students' reading achievement which was constructed in the form of multiple choice tests. While the essay test was used for measuring students' ability in writing recount text. These types of test were chosen because the aim of this study was to find out the possible correlation between the students' reading achievement and writing of the same text, i.e. recount text. To find out the required data for her analysis, she conducted some tests i.e. reading comprehension test and writing test.

3.4.1 Reading Comprehension Test

Harris (1969: 60-61) suggests that the general form of the reading test consists of a number of short passages by a series of multiple choice comprehension items. Some criteria to select the reading comprehension passages

(1) Length

In order to have samples of various kinds of materials, the individual test passage should be kept in brief. On the other hand, there should be sufficient content to

yield at least six or seven comprehension items. Passages of between 100 and 250 words are about the proper length.

(2) Subject Matter

The passages must be clear and meaningful and do not require outside subject matter information to be fully comprehended so as not to give a marked advantage to students of particular fields.

(3) Style

The reading test should generally include materials of various types and styles. The passages chosen should have the requirements that they deal chronologically with a series of events, they compare or contrast two or more people, objects, or events, and they present an author's individual opinions on a familiar subject

(4) Language

Passages in a reading test should approximate materials which the examinees are likely to encounter when they read. In other words, the passages are not overloaded with extremely difficult lexical items and complex syntactical structures.

Based on the suggestions above, the writer tried to find some passages and construct some comprehension questions. All of the questions were in multiple choice types. She preferred this type of test because the way of grading the test can be easily done by anyone with similar result, the scores are obtained based on their marks on the test papers, they are not influenced by the subjective judgments, and the level of difficulty can be limited. The test papers can be easily and quickly scored.

For reading comprehension test, she constructed 30 questions of reading comprehension based on six passages. The first passage consists of four questions. While the second and the third passages, consist of six questions each. The fourth one has the similar number of questions to the first passage, i.e. four questions. The fifth and the sixth passages had five questions each.

However, not all of those questions were used in the real test. After the test was tried out to the students, there were some questions that were invalid. This was shown by the fact that most of them gave incorrect answers to those questions. Therefore, after she analyzed their answers, there were only 20 questions that were valid which can be used for the real test.

3.4.2 Writing Test

The writing test given to the students was to have them write a free composition. A number of topics were given to the students, and they had to choose one of the topics which they were interested in to be developed into a good set of paragraphs.

Furthermore, to make sure whether there was any correlation between students' writing and their reading comprehension, later on the writer interpreted the data statistically and non-statistically. In order to make the data easier to interpret, the writer categorized students' test result based on the four writing components. They were grammar, vocabulary, spelling, and content. Furthermore, those categories were later on scored from 1 to 5. I took *The Scoring Guidance from Heaton Grid and Categories*.

(1) Grammar : measuring the students' ability of using grammar which has been taught on course, for example in using preposition, articles, etc.

(2) Vocabulary: measuring the students' ability in choosing the appropriate words.

(3) Spelling : measuring the ability of writing words correctly in their composition.

(4) Content : measuring the ability of using and relating the supporting sentences to the topic sentences.

Writing components	Score	Description
Grammar	5	Excellent to very good : mastery of grammar taught on course-only 1 or 2 minor mistakes
	4	Good : A few minor mistakes only (prepositions, article, etc.)
	3	Fair : Only 1 major mistake, but a few minors' ones
	2	Inadequate : Major mistakes that lead to difficult in understanding-lack of mastery of sentence construction
	1	Unacceptable : Numerous serious in mistakes, no mastery of sentences construction-almost unintelligible
	5	Excellent to very good : Use of wide range of vocabulary taught previously
	4	Good : good use of new words acquired-fairly appropriate synonyms. Circumlocutions.
	3	Fair : attempts to use words acquired—fairly

Vocabulary	2	appropriate vocabulary in the whole, but sometimes restricted has resort to use synonyms, circumlocutions, etc. on a few occasions.
	1	<p>Inadequate: restricted in vocabulary use of synonyms (but not always appropriate) imprecise and vague-affect meaning</p> <p>Unacceptable: very restricted vocabulary. Non inappropriate use of synonym seriously hinders communication</p>
Spelling	5	No errors
	4	1 or 2 minor errors only (e.g. le or el)
	3	Several errors : do not interfere significantly without communication-not too hard to understand
	2	Several errors: some interfere without communication-some words are very hard to organize
	1	Numerous errors: hard to recognize several words communication made very difficult
	5	All sentences support the topic: highly organized-clear progression of ideas well linked-like educated native speaker
	4	Ideas well organized: linked could occasionally be clearer but communication not impaired
	3	Some lack of organization: re-reading required for

Content	2	classification of ideas Little or no attempt at connectivity-thought-reader can deduce some organization-individual ideas may be clear but very difficult to deduce connection between them
	1	Lacks of organization so serve that communication is seriously impaired

(Heaton, 1975: 109-111)

The writer constructed some topics for the students to choose, the topics given were: my Birthday party, first time I fell in love, and my unforgettable moment.

All the topics above were students' oriented, so it gave the students an opportunity to talk about themselves. In this way, they had already had something to say.

3.4.3 Try Out

Before the test was used as an instrument to collect the data, it had been tried out first. The test was tried out to the students in another class.

The main purpose of conducting the try out was to measure the validity, reliability and the effectiveness of the test. The try out test was held on March, 20th 2009. It was administered to different students of the same level as the population. 36 students were taken as the subject of the try out. If the test had low validity and reliability, they had to be revised or omitted.

3.4.4 Validity of the Test

A test is considered to be a good test if it has validity. **Heaton** (1975: 153) stated that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. An instrument of the study is called valid if it measures what should be measured. A valid instrument has high validity. There are six kinds of validity i.e. content validity, construct validity, empirical validity, concurrent validity and predictive validity (**Heaton**, 1975: 154).

Arikunto (2002: 146) claimed that there is a kind of validity which is called item validity. Item validity calculates the index of validity of each item. In this research, the writer used the item validity and calculated them by using Product Moment Formula:

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

In which,

r_{xy} : coefficient of correlation between x variable and y variable or validity of each item

N : the number of students / subject participating in the test

$\sum X$: the sum of score of each item

$\sum X^2$: the sum of the square score in each item

$\sum Y$: the sum of score from each student

$\sum Y^2$: the sum of the square score from each student

$\sum XY$: the sum of multiple of score from each student with the total score in each item (Arikunto, 2006: 170)

3.4.5 Reliability of the Test

The test is considered to be reliable if it shows the consistency in its measurements. **Heaton** claimed that reliability denotes the extent to which the same marks or grades are awarded if the same test papers are marked by (1) two or more different examiners or (2) the same examiners on different occasions (1975:155). Reliability of the test is of primary importance in the use of achievement test, proficiency test and classroom test.

To measure the reliability of the test, the writer used the spilt half Spearman-Brown.

$$r_{11} = \frac{2 \times r_{1/2/2}}{(1 + r_{1/2/2})}$$

With,

$$r_{1/2/2} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where,

r_{11} : reliability of the instrument

$R_{1/2/2}$: Pearson correlation of odd and even value

3.5 Item Analysis

Since the validity and reliability of the overall test is indirectly dependent upon the quality of each item, after a test has been administered and scored, it is desirable to evaluate the effectiveness of each item. This is done by analyzing the students' responses to each item. This activity is commonly called item analysis. This analysis gives us information regarding how well each item in the test functioned so that we can discover which items need to be improved, revised or discarded. Item analysis covers the calculation of the level of difficulty and the discriminating power of each item.

3.5.1 Difficulty Level

The test items need to be analyzed also. First, the writer tried to analyze the level of difficulty. The index of difficulty of an item shows how easy or difficult the particular item proved in the test (**Heaton, 1975:172**). The difficulty level or facility value is generally expressed as the fraction (or the percentage) of the students who answered the item correctly.

A good test item should not be either too easy or too difficult. An easy test will not stimulate students to figure it out. An excessively difficult one, on the other hand, will make students desperate and will be reluctant to try to solve it.

To compute the difficulty level, the writer used the formula:

$$P = \frac{B}{JS}$$

Where,

P : the facility value (index of difficulty)

B : the number of student who answered correctly

JS : the total number of the student

Criteria

Interval	Criteria
0,00 < P ≤ 0,30	Difficult
0,30 < P ≤ 0,70	Medium
0,70 < P ≤ 1,00	Easy

3.5.2 Discriminating Power

Based on the research conducted by **Fitriani** (2008: 33), there are many steps to calculate the index of discrimination as follows:

- (1) The result of scores of the try-out test is arranged by well organizing the students' result from the highest to the lowest scores.
- (2) All students who take the tests are divided in two groups namely upper and lower groups by taking 50% from the highest score as upper group and 50% from the lowest score as lower group.
- (3) The formula is as follows:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where,

D : the discriminating index

BA : the number of students in upper group who answered the item correctly

BB : the number of students in lower group who answered the item correctly

JA : the number of students in upper group

JB : the number of students in lower group

Criteria

Interval	Criteria
$D \leq 0,20$	Poor
$0,20 < D \leq 0,40$	Satisfactory
$0,40 < D \leq 0,70$	Good
$0,70 < D \leq 1,00$	Excellent

3.6 Method of Collecting Data

In the writer's efforts to find the solution to the problems, she needed some data.

The required data and information were obtained from two main resources.

3.6.1 Library Research

Library research refers to the activity of using library facilities. The data and information were obtained through reading books on related subject matters.

The writer tried to search for the data, information, and ideas from significant authors as fundamental theories which supported her ideas for this final project.

The result of this library research was mostly presented in chapter II, review of related literature.

3.6.2 Field Research

To get empirical data, the writer administered some tests, i.e.:

- reading comprehension test
- writing test

These tests were given to the eighth grade students of SMP N 24 Semarang in the academic year of 2008/2009 on March 24th 2009. They were supposed to do the tests on reading comprehension and writing to show their achievement in reading comprehension and writing. After conducting the tests, the writer analyzed the data on the bases of the problems and the objectives of the study.

3.7 Method of Analyzing Data

In order to answer the research problem, the data that had been gathered was then analyzed and interpreted with regard to the research design. Since the data was in numerical form, statistical analysis was applied.

To find out whether or not there was a relationship between students' achievement on reading recount text and their writing of the same text, the correlation coefficient showing the degree as well as the direction of the relationship between the two variables being investigated was computed. As the data were in the form of interval scale and because there was always a possibility that the result of the study showed no relationship between the variables, the following Pearson Product Moment Correlation was used (Brown, 1988: 130):

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

In which:

R_{xy} : correlation coefficient

N : total number of respondents

$\sum X$: the sum of the score for the strength of reading comprehension test

$\sum Y$: the sum of the score for the students' writing achievement score

$\sum XY$: the sum of the product multiplying the score for the strength of reading comprehension test and writing test

The writer used this formula because the data in this research were interval. The coefficient correlation obtained was tested for it's significant. Correlation is significant when the value of it is different from zero (0).

To interpret the relative amount of the variation in students' achievement in writing recount that was due to the relationship with the students' achievement on reading recount text, determined coefficient was computed. It equals the square of correlation coefficient and is therefore labeled r^2 .

Finally, the writer discussed the data obtained from the research and also made conclusion.

CHAPTER IV

RESULT OF STUDY

4.1 The Result of Correlation between Students' Reading and Writing

After getting the students' scores of reading comprehension on recount text and the score of writing of the same text, the writer statistically analyzed the data to find out the correlation between those two variables.

In this research, she measured the correlation between the students' achievement on reading recount text and their writing of the same text of the eighth grade students of SMP Negeri 24 Semarang, in the academic year of 2008/2009. To correlate those two variables, she applied the Pearson Product Moment Formula by using the following steps:

Step 1 : Find out scores of reading and writing and enter in column X and Y

Step 2 : square the score and enter in column X^2 and Y^2

Step 3 : multiply the score of reading and writing and enter in column XY

Step 4 : sum up each column

Step 5 : apply the Pearson Product Moment Formula to find out the correlation between students' reading and writing.

After she finished the correlation analysis calculation, she found out that the correlation coefficient of the two variables was 0.519. Then to know whether this correlation was significant or not, it is necessary to find out its significance.

The rejection or acceptance of the Null hypothesis (H_0) is based on the level of significance. In Psychological or educational research, the 5% alpha of

significance is occasionally used as standard of acceptance of the Null hypothesis and it is also used as a standard for rejection (5% level of significance) to judge the correlation between the two variables above.

The level of significance gained in this investigation was 0.519; whereas the figure on the table of critical value of 'r' Product Moment with 95% confidence level and the number of subject 38 is 0.320. It means the correlation coefficient between the students' achievement on reading recount text and their writing of the same text was significant because $R_{xy} > R_{table}$ or in other words, the null hypothesis (Ho) which explained that there was no significant correlation was rejected, while the working hypothesis (Hi) which explained that there was a significance correlation was accepted.

The following chapter presents conclusion and suggestions as the result of the study.

4.2 Students' Reading Comprehension Test

The writer used the test to analyze the reading comprehension of the eighth grade students of SMPN 24 Semarang in the academic year of 2008/2009. The test was developed by the writer consisting of 30 items which later became 20 items only after they were analyzed to find out the validity and reliability of the items.

In scoring the reading test, the scores were listed by summing up the item credits of their answer, and then the result of the sum was multiplied by five. The result of this multiplying became the score of students' reading test.

After she finished the analysis and calculation, she classified the students' reading achievement from very high to very low level (see appendix 12 page 87).

Based on the calculation, it can be seen that among the samples, there was only one student or (2.63%) with very high reading score, 8 students or (21.05%) with high reading score, 13 students or (34.21%) with fair reading score, 11 students or (28.95%) with low reading score, and 5 students or (13.16%) with very low reading score (see appendix 12 page 87).

From the explanation above, it can be seen that most of the eighth grade students of SMPN 24 Semarang (34.21%) did not have good skill for their reading comprehension test. It means that they have to improve their reading skill not only to be better in doing reading test, but also to enhance their comprehension and their knowledge of the vocabulary of the text.

4.3 Students' Ability in Writing Recount Texts

The instrument that was used to analyze the students' writing ability was taken from the students' experience which was considered to have been experienced by students of their age. Then, the writer asked them to write a short recount text of their own experience.

First, the data were analyzed in terms of the writing components. She took four components in analyzing the students' mastery in recount text; there are grammar, vocabulary, spelling, and content. She used *The Scoring Guidance* from *Heaton Grid and Categories*.

There are some aspects which should be considered in evaluating a text, especially such aspects of genre, as generic structure, language features and social function. Therefore, the scoring of grammar, vocabulary, spelling, and content of the text was divided into two categories.

First, the score of grammar, vocabulary, and spelling was considered to be the score of language features of the text, because the language features of a text consists of the use of tenses, appropriate vocabulary and correct spelling in writing each sentence, in order to make a meaningful text.

While the score of content was considered as the students' ability in constructing the text chronologically or suitable to its generic structure, and the text also had to have purpose or social function. This score was used to measure their ability in making the text focused on its social function (what actually the writer wants to deliver from the text to the reader).

(1) Students' Grammar Achievement

After the writer had done the calculation, she concluded that among the samples there were 12 students or (31.57%) who got 1 in the score of grammar and it dominated the score which the students got. It means that they made so many serious mistakes in constructing the sentences. These students needed a special attention of teacher to improve their grammar. There were the same number of students who got 4 and 2 for their grammar score, i.e. 8 students or (21.05%). Then 9 students (23.68%) got 3 in the score. And the rest, there was only one student or

(2.63%) who got 5 in his score. It means that he did not make serious mistakes (see appendix 14 page 89).

(2) Students' Vocabulary Achievement

After she had done the calculation, she concluded that among the samples there were 13 students or (34.21%) who got 3 in the score of vocabulary. It means that they still attempted to use words acquired-fairly appropriately on the whole but sometimes they used inappropriate synonym in expressing their meaning in some sentences. Seven students, which were equal to 18.41%, got a score of more than 3. It means that the students were able to use words or new words appropriately. Eighteen students or (47.36%) got a score below 3. It means that they still had difficulties and made mistakes in using appropriate words in writing (see appendix 14 page 89).

(3) Students' Spelling Achievement

After the writer had done the calculation, she concluded that among the samples there were 13 students or (34.21%) who got 3 in the score of spelling. It means that their writing was not so clear but it was not too hard to understand. Thirteen students, (34.20%), got a score of more than 3. It means that the students were able to write words correctly in their composition. Twelve students or (31.57%) got a score below 3. It means that they still had difficulties to recognize several words so that communication was very difficult (see appendix 14 page 89).

(4) Students' Content Achievement

After the writer had done the calculation, she concluded that among the samples there were seven students or (18.42%) who got 3 in the score of content. It means that they were still lack of organization and re-reading required for classification of ideas. Six students (15.78%), got a score of more than 3. It means that the students were able to use and relate the supporting sentences to the topic sentences. And the rest of students, twenty-four students or (63.15%) got a score below 3. it means that they still lacked knowledge of organization, so that communication was seriously impaired (see appendix 14 page 89).

The writer concluded that almost half of the students were able to make recount text, although some of them still made a few mistakes. And the rest of them still lacked the ability to write, especially in the components of grammar, vocabulary, spelling and the content. This might be influenced by several factors, such as the mastery of writing skills, structure, vocabulary, intelligence, motivation, and other factors.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

- (1) From 38 students, there was only one student (2.63%) who got very high score on reading recount text, eight students or (21.05%) got high score, and the rest of them got fair to very low score for their reading test. This means that they still have to learn more in reading in order to improve their vocabulary, so they can get the better result in reading test.
- (2) There were 18.41% of the samples or seven students who were able to write grammatically and systematically good paragraphs. And the other 31 students or 81.57% of the samples still lacked the ability to construct the grammatical and meaningful sentences. This showed that teacher still has to work hard to make them have good skill in writing.
- (3) After computing the analysis of students' achievement on reading and their writing of recount text, it can be concluded that there was a correlation between students' achievement on reading recount text and their writing of the same text, it is 0.519. This figure shows that the correlation of those two variables is significant. The null hypothesis is rejected.
- (4) Although there was a significant correlation, the writer concluded that this correlation cannot prove that students who are good in reading will also have the same ability in writing. This can be seen on the students' score of

reading and writing. There are some students who got good scores in reading test, they got bad scores in writing test, e.g. S-04, S-13, and S-15 (see appendix 15 page 89) or vice versa.

5.2 Suggestion

After carrying out an investigation, the writer would like to offer some suggestions to be considered for improving the students' ability in reading comprehension and writing:

- (1) Since reading can facilitate writing, a model composition is good for the students to begin learning to write.
- (2) It is advisable for the students to do a lot of reading during their leisure time. By reading they not only can get a lot of new experiences but also make them get the ideas of using correct grammatical rules.
- (3) Writing assignments are given to the students regularly to make writing a habit.
- (4) Proof reading is needed before the students submit their work. They might need to check and revise their work.

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