



The Correlation Between Reading and The Ability of Students in Expository Writing

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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.

ARTICLE HISTORY

Submitted 21 Juli 2022
Revised 26 Agustus 2022
Accepted 27 Agustus 2022

KEYWORDS

Reading Ability; Expository Writing .

CITATION (APA 6th Edition)

Siregar, A., & Junaidi. (2022). THE CORRELATION BETWEEN READING AND THE ABILITY OF STUDENTS IN EXPOSITORY WRITING . *Education & Learning*. 2(2), 149-153.

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PRELIMINARY

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.

Speaking skill do needs much practice, frustration commonly voiced by learner is that they have spent years studying English but still cannot speak it. Usually the students' problem in learning speaking comes from the difficulties in speaking activity that faced by students (Aini, 2021). Writing is 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 (Carroll, Wilson, & Forlini, 2001). 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 (Grellet & Francoise, 1981).



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 (Crimmon, 2002). This text fills many kinds of story, one of them is legend. It is a story which tells about a non-historical or unveriable 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 (Istiqomah, 2022).

Based on the background above, the research will conduct a research that entitle: "A Correlation between Reading and Ability of Students' in Writing Expository text"

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.

DISCUSSION

		Critical Value t				
		Significant Level One Tail				
<i>Df</i>	10	05	025	01	005	0005
		Significant Level Two Tails				
	20	10	05	02	01	001
1.	3.078	6.314	12.706	31.821	62.657	6.36
2.	1.636	2.920	4.308	6.965	9.925	31.593
3.	1.638	2.353	3.182	4.641	5.841	12.941
4.	1.533	2.132	2.773	3.374	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.859
6.	1.440	1.943	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.365	3.993	3.499	5.405
8.	1.397	1.860	2.306	3.895	3.355	5.041
9.	1.363	1.853	2.260	3.825	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587

11.	1.363	1.793	2.202	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.316
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.692	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.021	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.876	3.922
19.	1.328	1.729	2.903	2.539	2.861	3.883
20.	1.325	1.725	2.806	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.799	3.819
22.	1.321	1.717	2.074	2.508	2.771	3.792
23.	1.319	1.714	2.069	2.500	2.763	3.767
24.	1.318	1.711	2.064	2.492	2.756	3.745
25.	1.316	1.708	2.060	2.485	2.750	3.725
26.	1.315	1.706	2.056	2.479	2.799	3.707
27.	1.314	1.703	2.052	2.473	2.771	3.600
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.547	2.750	3.646
40.						
60.	1.303	1.684	2.021	2.423	2.704	3.551

120.	1.296	1.671	2.000	2.390	2.660	3.460
	1.289	1.671	1.980	2.358	2.617	3.373
	1.282	1.645	1.960	2.326	2.576	3.291

The result of the data analysis was computed by using t-test formula above, it showed that the t critical is 5.479. The value would be used to find out whether the alternative hypothesis is accepted or rejected. After that, the seeking the table of contribution t-critical as a basis of counting t-critical in certain degree of freedom (df), the calculating showed that the df was 38 ($N_1+N_2-2=20+20-2=38$). The df of 38 was not listed in t-table, so it uses the nearest (df) that was 40. In the line, the t-critical is 1.684 at the level of significance $\alpha = 0.05$.

The writer found that the using test text was effective to use in teaching and learning process in writing Expository text. It can be seen that using test text get the higher score than without test text in the class. The greatest score by using test text was 87 and without using test text was 75 score (Nunan, 2003). It means that is proved by the result of t-test in which t-score of t-calculated is higher than t-critical (t-observed is 5.479 and t-critical is 1.684 with df40 at the level significant is $\alpha = 0.05$. Therefore, the hypothesis is accepted well.

The writer identifies The Significant Effect of Using test text on the Students' Writing Achievement 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.

CONCLUSION

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. 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. 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. 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. 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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