PENGARUH PRESTASI PEMAHAMAN MEMBACA TERHADAP KEMAMPUAN MENULIS TEKS NARATIF PADA SISWA KELAS VIII SMP NEGERI 1 PALU

THE EFFECT OF READING COMPREHENSION ACHIEVEMENT TOWARD THE ABILITY TO WRITE NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PALU

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ABSTRAK

Penelitian ini bertujuan untuk menemukan pengaruh prestasi pemahaman membaca terhadap kemampuan menulis teks naratif pada siswa kelas VIII SMP Negeri 1 Palu. Peneliti menggunakan korelasi kausatif dengan korelasi product moment. Populasi dari penelitian ini adalah siswa kelas VIII SMP Negeri 1 Palu. Sampel adalah 45 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik cluster random sampling. Instrumen penelitian ini adalah tes prestasi pemahaman membaca dan menulis teks naratif dalam esai. Dalam menganalisis data, peneliti menggunakan Koefisien Korelasi Product Moment dari Pearson dan rumus dari Signifikansi Korelasi Koefisien, menggunakan tingkat signifikan 5% (0,301) dengan tingkat kebebasan (df) 43 (45-2). Peneliti menemukan bahwa t_counted (0,229) lebih rendah dari t_table (0,301). Korelasi koefisien pengaruh dari prestasi belajar membaca terhadap kemampuan menulis teks naratif adalah (0,035). Hasil penelitian ini dikategorikan "dapat diabaikan" dengan skor 0,0—0,20. Ini berarti bahwa tidak ada pengaruh yang signifikan dari prestasi pemahaman membaca terhadap kemampuan menulis teks naratif pada siswa kelas delapan SMP Negeri 1 Palu.

Kata kunci: Pengaruh, Pemahaman Membaca, Menulis Teks Naratif.

ABSTRACT

This research aims at finding out the effect of reading comprehension achievement toward the ability to write narrative text at the eighth grade Students of SMP Negeri 1 Palu. The researcher used a causative correlation by product moment correlation. The population of this research was the eighth grade students of SMP Negeri 1 Palu. The sample was 45 students. It was taken by applying random cluster sampling technique. The instrument of this research was reading comprehension achievement test and writing narrative text in essay. In analyzing the data, the researcher used Pearson's Product Moment Correlation Coefficient and Significance of Coefficient Correlation Formula, using 5% (0.301) significant level with degree of freedom (df) 43 (45-2). The researcher found that the t_counted (0.229) was lower than t_table (0.301). The correlation coefficient of reading comprehension achievement

toward the ability to write narrative text is (0.035). The result of this research categorized "negligible" with the score is 0.0—0.20. It means that there is no a significant effect of reading comprehension achievement toward the ability to write narrative text at the eighth grade students of SMP Negeri 1 Palu.

INTRODUCTION

Language is one of the important things in our life. By using language we can communicate to one another in our daily life. We already know that there are many languages in the world which are used by many people to communicate with other people. One of the languages which is very important to be mastered is English. Mastering English helps us to communicate with other people from different cultures or countries.

English is also a compulsory lesson in every level such as secondary up to high school that function as a means the students' self-development in knowledge, technology, art, and culture. Based on the Curriculum 2013 (K13) for Junior High School, it is stated that there are four skills the students must mastery namely, listening, speaking, reading, and writing. These four skills are important subjects taught in teaching and learning process in junior high school.

Reading is the act of interpreting written words. Reading requires understanding and comprehension the means of printed matters. Reading provides writers with knowledge of the language of writing, grammar, vocabulary, and discourse style writers use. Reading is one way to get a lot of knowledge such as knowing many places, tribes, customs and culture, habits, business, economics from every city, region, or other country. So when someone reads a book they will find many new words in the reading. Reading variety of genres helps students learn text structures and language that they can then transfer to their own writing.

Writing is another way of communication and interaction that takes place between writers and readers. It is a way of people to tell about events, stories, or problem to other people through a written language based on their minds and ideas. However, not all of the people can write well. Writing is not as easy as we think to be done by all students. It is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language taught students to use these processes.

At the preliminary research at the eighth grade students of SMP Negeri 1 Palu, the teacher said that there were two problems faced by the students. First, the students had difficulty to comprehend the text. When the students answered the questions from text, they

were not be able to answer the questions with correct answer. Second, most students had mistaken in writing. They had grammatical error and limited vocabulary when they wrote a text.

Based on the explanation above, the researcher wants to find out the students' prior knowledge in reading and writing. It can indicated that there are students who have good ability in reading and writing. In addition, there are also students who have lack ability in reading but good in writing. On the contrary, there are also students who have good ability in reading but lack in writing. It can be described in the four phenomena as follows: 1) If reading is good then writing is also good; 2) If reading is low then writing is good; 3) If reading is good then writing is low; 4) If reading is low then writing is also low.

Related with the research, the researcher wants to find out the effect of reading comprehension achievement toward the ability to write narrative text at the eighth grade students of SMP Negeri 1 Palu.

RESEARCH METHODS

This research used a causative correlation designed by using product moment correlation. The population of this research was the eighth grade students of SMP Negeri 1 Palu which consist of fifteen classes. Related to the statement, the researcher used a random cluster sampling technique; because the population of the eighth grade students is too large and have the same ability level 2 both reading and writing. So, the researcher used some steps to get the sample. Firstly, the researcher selected three students every class. Secondly, the researcher made new class to all the students who have been chosen. Lastly, the total of the students were 45 students. The forty five students were selected as the sample.

There are two kinds of variables in this research; the independent variable and dependent variable. The first variable is reading comprehension achievement as an independent variable (X). The second variable is the ability to write narrative text as a dependent variable (Y).

FINDINGS

The Result of the Objective Test

Table 4.1 Attachments, the objective test was given to find out students' achievement in reading comprehension. The tests are consisting of multiple choice, completion tests, and true or false. The total number of objective test was 20 items. The entire test can be answered by students.

Table 4.2 Attachments, the table above is the score of the students' reading comprehension in answering the objective test. It is qualify into very good, good, fair, and poor. It can be seen that the students who get *very good* qualification are 28 students (62.2%), the students who get *good* qualification are 13 students (28.9%), while for *fair* qualification are 4 students (8.9%), and no one gets *poor* qualication. The total of students who very good and good qualifications are 41 (91.1%).

The Result of the Subjective Test

Table 4.3 Attachments, the researcher gave the subjective test to find out students' ability to write narrative text. She provided one topic namely Cinderella and the students wrote down the topic in paper. The description of scores of students' ability to write a narrative text is as follows:

Table 4.4 Attachments, after collecting the data, it was found that the score of the ability to write narrative text in written form can be qualifyed into very good, good, fair, and poor. It can be seen that the students who get *very good* are 7 students (15.5%), the students who get *good* qualification are 16 students (35.6%), while for *fair* qualification are 16 students (35.6%), and 6 students (13.3%) get *poor* qualification. The total of the students who get very good and good qualifications are 23 (51.1%).

Table 4.5 Attachments, in order to find out the significant effect between students' reading comprehension achievement toward the ability to write narrative text, the researcher presented both of the result in the following table:

After getting the scores of reading comprehension achievement and the ability to write narrative text, the data was statically computed to find effect between two variables, as stated the previous score, the r-value was computed by using Product Moment formula. The formula is as follows:

$$r_{xy} = N \sum XY - ¿¿¿$$

$$r_{xy} = \frac{45(261000) - (3835)(3065)}{\sqrt{[45(3303) - (3835)^2]}¿¿}$$

$$r_{xy} = \frac{11745000 - 11754275}{\sqrt{[14866875 - 14707225][9829125 - 9394225]}}$$

$$r_{xy} = \frac{-9275}{\sqrt{[159650][434900]}}$$

$$r_{xy} = \frac{-9275}{\sqrt{69431785000}}$$

$$r_{xy} = \frac{-9275}{263499.12}$$

$$r_{xy} = 0.035$$

From the computation, it is found that the correlation scores between reading comprehension achievement (X) toward the ability to write narrative text (Y) is 0.035. It means that there is no significant effect of variables X and Y, because alternative hypothesis (Ha) r: = 0. When this result is concluded with standard critical value of Person's Product Moment Correlation (r), this is located between 0.0—0.20, so the coefficient of correlation is considered negatively negligible correlation. Furthermore, the researcher determined the degree of freedom (df) as follow N-2= 45-2= 43.

After obtaining the value of degree of freedom (df) of 43, the researcher would find out the significance of coefficient effect by using the formula as follow:

$$t_r = \frac{\sqrt[r]{n-2}}{\sqrt{1-r2}}$$

$$t_r = \frac{\sqrt[0.035]{45-2}}{\sqrt{1-(0.035)2}}$$

$$t_r = \frac{\sqrt[0.035]{43}}{\sqrt{1-0.001}}$$

$$t_r = \frac{(0.035)(6.557)}{\sqrt{0.999}}$$

$$t_r = \frac{0.229}{0.999}$$

$$t_r = 0.229$$

The value of the t_{table} at level of significance 5% (0.301) and the degree of freedom (df) = 43 are 0.301, while the value of t_r is 0.229, it means that the t_r is lower than t_{table}. It can conclude that there is no significant effect of reading comprehension achievement toward the ability to write narrative text at the eighth grade students of SMP Negeri 1 Palu.

DISCUSSION

The researcher gave the test on May, 8th 2018. The researcher gave the objective test and subjective test. The objective test was reading comprehension relating to the narrative text. It consisted of 10 items of multiple choices test, 5 items completion test, and 5 items of true/false. While the subjective test was given with one story namely Cinderella. The students had followed the test were 45 students eventhough some of the students came late.

In giving the test, the researcher has some constraints namely; most of the students asked the meaning of some vocabulary that was unfimiliar with them, some of them did not comprehend well the text. They did not have attention when they wrote the story. However,

some of them can made it easier because they have already been familiar with the text. Even though, they answered all the objective and subjective text.

The researcher applied percentage of student's achievement to find out the result of the objective and subjective test. In the objective test, the researcher found that in table 4.2 there are 62% students getting range scores of 81-100. Thus, the result of the objective test is classified good. In the objective test, the total of the students get good score is 41 and all questions can be answered.

Furthermore, the researcher gave subjective test in order to find out students' ability to write narrative text. The test consist of one topic relating essay writing test and the topic was Cinderella. Based on the result of subjective test, the researcher found that there were 48% students getting score 51-65. It is from the total of 35.6 % and 13.3%. Thus, the result of the subjective test is classified poor.

Based on the result above, the researcher concludes that most of the students have problem in grammatical error, limited vocabulary, writing mechanic. The researcher found the students have been confused to differentiate verb in present and past. For example in subjective test, the students write *come* in present tense, they should write came in past tense. Also, the student was still confused to use *was* and *were. For example in sentences, there are a girl had very poor life.* In writing *are* is incorrect, that is should be changed in past tense *were* but to be *are* change to be *is* because the sentences is not appropriated with the context. So to be *is* change in to past tense become *was*.

The researcher also found that students' problem in writing mechanics. Some students have a problem in using punctuation, capitalization, and spelling. In punctuation, the students have a problem in using comma, full stop. For example *once upon a time there are a girl had very poor life.* In phrase *once upon a time* that should put comma like *Once upon a time,* it should have comma because that phrase has a function as introductory element. In capitalization, the students have a problem in writing the word in first letter in opening the paragraph. For example in phrase *once upon a time* the phrase *once* is incorrect capitalization because a letter *o* should be *Once* in the first letter.

After the researcher gathers both results of objective test and subjective test by applying Pearson's Product Moment Correlation Coefficient (r) formula, the researcher found the coefficient correlation effect of reading comprehension achievement toward the ability to write narrative text was 0.035. It means that there is no significant effect between both variable X (reading comprehension) and variable Y (write narrative text) because the alternative hypothesis is lower that null hypothesis. This result is consulted with standard

critical value of Pearson Product Moment Correlation (r), the researcher categorized negligible.

Concerning to the result above, the researcher carried on to find out the significance of the coefficient effect of reading comprehension achievement toward the ability to write narrative text. The researcher found that the t_r is 0.229 by using the formula correlation of significance, which would become t$_{counted}$. It was obtained from the results of the combination of variable X and variable Y then entered in the correlation coefficient formula.

Furthermore, the researcher uses 5% (0.301) significant level in critical value of students' distribution (t) 43 degree of freedom to obtain t_{table}. Then the value of t_{table} is 0.301 while the value of t_r is 0.229. It means that the t_r is lower than t_{table}. The researcher concludes that there is no significant effect of reading comprehension achievement toward the ability to write narrative text. It can see in four phenomena as follows: 1) If reading is good then writing is also good; 2) If Reading is low then the writing is good; 3) If reading is good then the writing is low; 4) If reading is low then the writing is also low.

Based the result of the objective test, this research was put in the third fenomenon namely if reading is good then the writing is low. It means, based on the table 4.2 Range scores and percentages of variable X shows that the students who get *very good* qualification (81-100) are 28 and good qualifications (66-80) are 14. The total of the students who get *very good* and *good* scores is 41 students. Than, this research results is put in the percentage 91.1%. From the presentage, it indicates that most students have ability in reading comprehension.

In the contrary with the results of the subjective test shows in the table 4.4 of range scores and precentage that the students who get *very good* qualfications are 7 (81-100) and *good* qualification 16 (66-80) which consist of 23 students. If this research is put in the percentage shows 51.1%. that it is from 15.5% and 35.6%. It is almost same with percentage of *fair* and *poor* qualifications are 35.6% and 13.3%. It indicates that not all of the students who have ability in write narrative text.

Based on the result of both the test, it is clearly that the students who have very good and good scores in reading comprehension is 41 students and the students who have *very good* and *good* scores in writing narrative text is 23 students. So, it can concluded that the students who have good reading not always have a good writing. In this case, the result showed on third phenomenon namely if reading is

good then the writing is low. In other words, the good reading comprehension does not always influence good writing.

CONCLUSION AND SUGGESTIONS

The researcher concludes that, there is no significant effect of reading comprehension achievements toward the ability to write narrative text of the eighth grade students of SMP Negeri 1 Palu. It is proved by the value of t_{table} at significant level of 5% with 43 degree of freedom (df) is 0.301 while the result of $t_{counted}$ is 0.229. It means that $t_{counted}$ is lower than t_{table}. Furthermore, the correlation between variable (X) and variable (Y) is 0.035. After the researcher consults the result with standard critical value of Pearson's Product Moment Correlation (r), this result is categorized negligible. It means that the students who have a good reading comprehension, they are not always having a good ability to write.

The researcher wants to propose some suggestions as follows: First, based on the result of the research, the researcher found that there were few students who could not write grammatically. Therefore, the researcher recommends the students to get accustomed to write various topics in order to sharpen their ability in writing. Second, English teachers need to focus more on teaching the students about grammar since it is one of the crucial writing components. Third, In order to increase the students' ability in writing, the teacher should give more practice to the students to write various text types. Last, this research can be additional reference to other researchers.

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ATTACHMENTS

Table 4.1
Students' Scores of Variable X

No.	Initials	Raw Scores	Individual Scores	Qualification
1	AR	15	75	Good
2	PA	16	80	Good
3	BV	19	95	Very Good
4	GC	19	95	Very Good
5	RP	13	65	Fair
6	MA	17	85	Very Good
7	GL	17	85	Very Good
8	WD	18	90	Very Good
9	WM	18	90	Very Good
10	MH	19	95	Very Good
11	CA	18	90	Very Good
12	VK	15	75	Good
13	AL	18	90	Very Good
14	MN	16	80	Good
15	JL	19	95	Very Good
16	VA	19	95	Very Good
17	NS	14	70	Fair
18	DK	15	75	Good
19	NP	19	95	Very Good
20	FA	18	90	Very Good
21	AP	19	95	Very Good
22	MK	15	75	Good
23	NR	18	90	Very Good
24	YS	18	90	Very Good
25	AP	18	90	Very Good
26	FL	19	95	Very Good
27	FT	16	80	Good
28	RA	17	85	Very Good
29	IN	18	90	Very Good
30	NR	16	80	Good
31	RF	18	90	Very Good
32	AH	16	80	Good
33	NZ	17	85	Very Good
34	AM	18	90	Very Good
35	MP	15	75	Good
36	DA	19	95	Very Good
37	AD	19	95	Very Good
38	NN	17	85	Very Good
39	FM	18	90	Very Good
40	BU	20	100	Very Good

41	DK	16	80	Good
42	NF	15	75	Good
43	SK	13	65	Fair
44	DG	16	80	Good
45	VP	14	70	Fair
TOTAL		**767**	**3835**	

Table 4.2
Range scores and Percentage of Variable X

No.	Qualification	Range Scores	Frequency	Percentage %
1	Very Good	81-100	28	62.2%
2	Good	66-80	13	28.9%
3	Fair	51-65	4	8.9%
4	Poor	0-50	0	0
	Total		**45**	**100%**

Kemendikbud (2013)

Table 4.3
Students' Scores of Variable Y

No.	Initial	Raw Scores	Individual Scores	Qualifications
1	AR	12	60	Poor
2	PA	16	80	Good
3	BV	12	60	Poor
4	GC	18	90	Very Good
5	RP	10	50	Poor
6	MA	17	85	Very Good
7	GL	11	55	Poor
8	WD	14	70	Fair
9	WM	6	30	Failed
10	MH	20	100	Very Good
11	CA	20	100	Very Good
12	VK	15	75	Good
13	AL	12	60	Poor
14	MN	13	65	Fair
15	JL	11	55	Poor
16	VM	17	85	Very Good
17	NS	14	70	Fair
18	DK	15	75	Good
19	NP	12	60	Poor
20	FA	14	70	Fair
21	AP	16	80	Very Good
22	MK	15	75	Good
23	NR	12	60	Poor
24	YS	9	45	Failed
25	AP	14	70	Fair
26	FL	10	50	Failed
27	TN	13	65	Fair
28	RA	10	50	Failed
29	IN	19	95	Very Good

30	NR	16	80	Good
31	RF	12	60	Poor
32	AH	13	65	Fair
33	NZ	13	65	Fair
34	AM	17	85	Very Good
35	MP	15	75	Good
36	DA	11	55	Poor
37	AD	14	70	Fair
38	NN	16	80	Good
39	FM	11	55	Poor
40	BU	9	45	Failed
41	DK	14	70	Fair
42	NF	15	75	Good
43	SK	15	75	Good
44	DG	13	65	Fair
45	VP	12	60	Poor
TOTAL		**613**	**3065**	

Table 4.4
Range Scores and Percentage of Variable Y

No.	Qualification	Range Scores	Frequency	Percentage %
1	Very Good	81-100	7	15.5%
2	Good	66-80	16	35.6%
3	Fair	51-65	16	35.6%
4	Poor	0-50	6	13.3 %
	Total		**45**	**100%**

Kemendikbud (2013)

Table 4.5
The Score of Variable X and Variable Y

No.	Initials	Variables		Squares		Cross Product
		X	Y	X²	Y²	XY
1	AR	75	60	5625	3600	4500
2	PA	80	80	6400	6400	6400
3	BV	95	60	9025	3600	5700
4	GC	95	90	9025	8100	8550
5	RP	65	50	4225	2500	3250
6	MA	85	85	7225	7225	7225
7	GL	85	55	7225	3025	4675
8	WD	90	70	8100	4900	6300
9	WM	90	30	8100	900	2700
10	MH	95	100	9025	10000	9500
11	CA	90	100	8100	10000	9000
12	VK	75	75	5625	5625	5625
13	AL	90	60	8100	3600	5400
14	MN	80	65	6400	4225	5200
15	JL	95	55	9025	3025	5225
16	VM	95	85	9025	7225	8075
17	NS	70	70	4900	4900	4900

18	DK	75	75	5625	5625	5625
19	NP	95	60	9025	3600	5700
20	FA	90	70	8100	4900	6300
21	AP	95	80	9025	6400	7600
22	MK	75	75	5625	5625	5625
23	NR	90	60	8100	3600	5400
24	YS	90	45	8100	2025	4050
25	AP	90	70	8100	4900	6300
26	FL	95	50	9025	2500	4750
27	TN	80	65	6400	4225	5200
28	RA	85	50	7225	2500	4250
29	IN	90	95	8100	9025	8550
30	NR	80	80	6400	6400	6400
31	RF	90	60	8100	3600	5400
32	AH	80	65	6400	4225	5200
33	NZ	85	65	7225	4225	5525
34	AM	90	85	8100	7225	7650
35	MP	75	75	5625	5625	5625
36	DA	95	55	9025	3025	5225
37	AD	95	70	9025	4900	6650
38	NN	85	80	7225	6400	6800
39	FM	90	55	8100	3025	4950
40	BU	100	45	10000	2025	4500
41	DK	80	70	6400	4900	5600
42	NF	75	75	5625	5625	5625
43	SK	65	75	4225	5625	4875
44	DG	80	65	6400	4225	5200
45	VP	70	60	4900	3600	4200
Total		$\sum X=3835$	$\sum Y=3065$	$\sum X^2=330375$	$\sum Y^2=218425$	$\sum XY=261000$