

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

In learning English, there are four skills that should be mastered by the students, they are reading, listening, speaking and writing. Among the four skills, there are writing and reading which are closely connected and should be taught together. According to Walker (2016), 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. Reading is about interpreting what someone else has written in a language, while writing is about creating the language yourself for others to read. In short, reading and writing have a mutual relationship that can develop each other.

In regard to writing, Pahmi and Yoskavia (2016, p. 105) state that writing is one of the activities that should be mastered by English learners and one of the language skills that is a skill to describe our ideas, opinions or arguments in a piece of paper. Stotsky cited in Tsai (2006) reveals that better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers. It means that when you read often, it can improve your reading comprehension and your writing skill.

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Then in regard to summary writing, Thiede and Anderson in Mokeddem and Houcine (2016, p. 199) state that summarizing cultivates active reading and minimizes passive reading, which influences comprehension. It is thus an inherent part of comprehension. Indeed, while involved in summarizing, learners are self-testing their reading comprehension and applying strategies to remedy comprehension breakdowns. In fact, summarizing has been identified as a more authentic method for assessing what readers do or do not understand about a text than traditional tests of reading comprehension (Kintsch et al., cited in Mokeddem and Houcine, 2016, p. 199). In sum, summarizing can assess the students' reading comprehension of the text that they have summarized.

On the other hand, reading is a basic skill that should be mastered by the students. Nunan (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. Furthermore, Woolley (2011, p. 15) states that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Briefly, comprehension is an important thing to achieve the goal of reading.

Meanwhile, in order to accomplish the students' need on writing and reading, the School-Based Curriculum (SBC) provides writing and reading

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as some of the skills in English mastery that must be taught and learned in Islamic Senior High School. Based on BSNP (2006, p. 132), the goals of teaching reading can be seen as follows:

1. Responding meaning in a short functional written text (banner, poster, pamphlet, etc.) formally and informally that uses written language diversity accurately, fluently and acceptably enabling them to interact in daily context.
2. Responding meaning and rhetorical steps in essay that uses written language diversity accurately, fluently and acceptably enabling them to interact in daily context and to access knowledge in the forms of report, narrative and analytical exposition.

Then, the goals of teaching writing can be seen as follows (BSNP, 2006, p. 132):

1. Revealing meaning in a short functional written text (banner, poster, pamphlet, etc.) formally and informally by using written language diversity accurately, fluently and acceptably enabling them to interact in daily context.
2. Revealing meaning and rhetorical steps in essay by using written language diversity accurately, fluently and acceptably enabling them to interact in daily context in the forms of report, narrative and analytical exposition.

Islamic Senior High School Darul Hikmah Pekanbaru is one of the formal education institutions in Pekanbaru applying School-Based



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Curriculum as its guidance in teaching and learning process. In Islamic Senior High School Darul Hikmah Pekanbaru, there is 1 professional English teacher who teaches eleventh grade students there, she is Mrs. Ernawati, S.Pd. English is taught twice a week with time duration about 2 x 45 minutes. The students' passing grade is 80.

Based on the preliminary study of the researcher at Islamic Senior High School Darul Hikmah Pekanbaru on April 19th, 2017 by interviewing the English teacher, the researcher found that some of the students at this school had difficulties in learning English especially in writing a summary and reading comprehension. During activities in writing a summary, the teacher gave explanation about the text, the teacher asked the students to identify the generic structure of the text, and then the teacher asked the students to summarize the text. During activities in reading comprehension, the teacher sometimes used some strategies in teaching and learning process. From the description above, the students have been taught well by professional English teacher. Ideally, those efforts are effective enough for helping the students in improving their summary writing abilities and their reading comprehension skills.

However, the students seemed not to perform their summary writing and reading comprehension well. Based on the teacher's experience in teaching writing and reading at the eleventh grade students, she found that some of the students still had low ability in writing a

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summary and low comprehension in reading English text. It can be seen from the following phenomena:

1. Some of the students got high score in summary writing but low in reading comprehension.
2. Some of the students got low score in summary writing but high in reading comprehension.
3. Some of the students were not able to develop and interpret the meaning of the text.
4. Some of the students were not able to find important information of the text.
5. Some of the students were not able to comprehend and integrate the selected information of the text.
6. Some of the students were not able to arrange the selected information of the text.

From the factors above, it can be stated that the students did not only have problems in their summary writing but also in their reading comprehension. Thus, the researcher was interested in conducting a research entitled **“The Correlation between Students’ Summary Writing Ability and Their Reading Comprehension at the Eleventh Grade of Islamic Senior High School Darul Hikmah Pekanbaru.”**

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B. Problem

After conducting preliminary observation at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru, it is clear that most of students got difficulties, especially in terms of summary writing ability and reading comprehension. To make the problems of this research clearer, the problems of this research are identified limited and formulated as follows.

1. Identification of the Problem

Based on the background of the problem above, it is clear that some of the eleventh grade students of Islamic Senior High School Darul Hikmah Pekanbaru were still facing the difficulties in learning writing and reading. To make the problems of this research clearer, the problems of this research are identified as follows:

- a. How do the students get high score in summary writing but low in reading comprehension?
- b. How do the students get low score in summary writing but high in reading comprehension?
- c. How is the students' ability in developing and interpreting the meaning of the text?
- d. How is the students' ability in finding important information of the text?
- e. How is the students' ability in comprehending and integrating the selected information of the text?

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- f. How is the students' ability in arranging the selected information of the text?

2. Limitation of the Problem

After identifying the problems of this research, it is necessary to limit and focus her research problems on the correlation between students' summary writing ability and their reading comprehension of analytical exposition text.

3. Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. How is the students' summary writing ability at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru?
- b. How is the students' reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru?
- c. Is there any significant correlation between the students' summary writing ability and their reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru?

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C. Objectives and Significance of the Research**1. Objectives of the Research**

- a. To investigate the information about the students' summary writing ability at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.
- b. To investigate the information about the students' reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.
- c. To investigate whether there is or not a correlation between the students' summary writing ability and their reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable information for both students and teachers of English at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru to be the future focus of teaching and learning English.
- c. Besides, these research findings are also expected to be valuable information for those who are concerned in the field of teaching and learning English as a foreign/second language.

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d. Finally, these research findings are also expected to be the practical and theoretical information to the development of the theories on language teaching in general.

D. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out her research. Her research is motivated by the following reasons.

1. The title of the research is relevant to the researcher's status as a student of English Education Department.
2. The title of this research is not yet investigated by the other previous researchers.
3. The location of the research facilitates the researcher for conducting the research.

E. Definition of the Term

There are some terms involved in this research. In order to avoid misunderstanding toward the terms used, the following terms are necessarily defined as follows:

1. Correlation

“Correlation is a statistical measurement of the relationship between two variables. Correlations can be strong or weak, as well as positive or negative. In other cases, there might be no correlation at all between the variables of interest.” (Cherry, 2016). However, in this research, correlation refers to the designs of her research to correlate

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two different variables (independent and dependent variables). Independent variable (x) refers to the students' summary writing ability and dependent variable (y) refers to students' reading comprehension of analytical exposition text at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru.

2. Summary Writing Ability

According to Hidi and Anderson cited in Wu (2013, p. 166), summary writing is a significant evaluation for teachers to assess students' understanding of main ideas and other supporting points in a text. Many scholars suggest that summary writing develops students' vocabulary knowledge, critical thinking, and reading comprehension. The purpose of writing a summary is to convey important information of source texts for both readers and writers. In short, summary writing will make the students read the text repeatedly when they have to write a summary, then it can increase their reading comprehension. Thus, it also will help the teacher to assess the students' understanding.

3. Reading Comprehension

“Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.” (Woolley, 2011, p. 15). It means that reading

comprehension is the process of extracting and constructing the meaning of the text.

4. Analytical Exposition

Nurdiono (2015) stated that analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. It means that analytical exposition text has the social function to inform the reader or listener about something or phenomenon that needs attention more. It contains some arguments that convince the reader to deal with something happening around them.

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