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CHAPTER 1

INTRODUCTION

A. Background of the Problem.

Writing is one of the core skills for success in education. The ability to write has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in writing forms such as doing exercises, homework, project papers, reports, and even final exams. To support students' ability in writing, students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis in their writings.

Writing is a medium of communication that represents language and emotion through the inscription or recording of signs and symbols. According to Elbow (as cited in Brown, 2001), writing is a transaction with words whereby the writers can express their feeling, opinion and emotion. It is the process of creating ideas, generating them, and organizing them to communicate with others and express ideas, and results in paper or screen.

Besides, Linse (2005: p. 98) revealed that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. In addition, writing is a productive skill. It means that the students not only have to understand the language, but also have to produce the language. Producing the language is not as easy as receive the language. The students have to study hard and practice task frequently in order to master it.



According to Harmer (2004: p.31), writing has always formed part of syllabus in teaching of English. It is expected that students are able to have competency not only in spoken but also in written communication since the four language skills are integrated (listening and reading as receptive skills; speaking and writing as productive one). It also means the students should be able to write to make them easier in communication.

In order to accomplish students' needs toward writing, School-Based Curriculum (SBC) provides writing as one of the skills in mastering English that should be taught and learned in SMPN 1 Kampar Air Tiris which is one of the schools that uses School Based-Curriculum (SBC) as the guidance in teaching and learning process. According to the standard competence of teaching English in the syllabus, the eighth grade students are required to be able to express the meaning of functional written text and simple short essay of descriptive and recount. Besides, in basic competence, students are required to be able to express the meaning of functional written text accurately, fluently, and acceptably to communicate with the environment and/or academic context.

Based on School Based Curriculum, the eighth grade students should be familiar to write, but in fact some of them faced difficulties in writing recount even though they are good in comprehending a text. According to the syllabus of the eighth grade, the students should be able to comprehend the meaning of short functional text and essays such as narrative, descriptive, and

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procedures in the daily life in order to access knowledge. They also should be able to express the meaning and the process of rhetoric fluently and accurately by writing in the forms of narrative, recount and procedure.

SMPN 1 Kampar is located in Air Tiris Kampar that applies School-Based Curriculum (KTSP). In this school, English is taught twice a week. The students have been taught how to express their ideas in simple until the complex ones. It means that they have to learn English more to improve their ability in writing and also their fluency in reading.

According to Krashen (2014), the acquisition of the special language of writing comes from reading. In relation to previous explanation Krashen, Reid (1993: p.64) also said that good readers are often good writers. Good readers can perform a good quality of writing. Reading provides students' models for the structures of sentences and paragraphs, vocabularies, and suggests an appropriate topic and content for them when writing a recount paragraph.

In addition, writing provides students with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn, especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore, reading holds a major role in writing.

Based on the observation and information from the English teacher at SMPN 1 Kampar on August 01st, it is clear that some of the students still had

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difficulties in learning English especially in a subject of writing. Just particular students could identify meaning of the text. Although the researcher had taught the students in a various way when the teacher told me to replace him, but some of them still had difficulties in writing. Besides, they gave up easily when facing difficulties to identify paragraph. Thus, those problems can be seen into the phenomena below:

- 1) Some of students were able to identify part of paragraph, but they were not able to write a clear orientation of recount paragraph.
- 2) Some of students were able to identify the main idea of each paragraph, but they were not able to express their ideas in the complication fluently and clearly.
- 3) Some of students were able to identify the core of information from a paragraph, but they were not able to produce a simple recount paragraph.
- 4) Some of students liked reading paragraph, but they disliked writing recounts paragraph.
- 5) Some of students were still confused in differentiating complication and resolution.
- 6) Some of the students were not able to arrange the sentence into good paragraph.

Pertaining to the phenomena above, the researcher is interested in conducting a research entitled: **The Correlation between Reading Comprehension and Ability in Writing Recount Paragraph of the Eighth Grade Students at SMPN 1 Kampar.**

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B. The Definitions of the Terms

The topic of this research is a correlation between reading comprehension and the ability in writing recount paragraph of the eighth grade students at SMPN 1 Kampar. To avoid misunderstanding in comprehending this research topic, hence the writer gives definition of the term as follows:

1. Correlation

Brown (1988) revealed that correlational study is designed to investigate the nature and strength of functional relationships among the variables. In this research, the researcher wants to know about the correlation between the two variables.

Correlation in this paper refers to study with efforts to find a relationship between independent variable (students' reading comprehension) and dependent variable (students' ability in writing recount paragraph).

2. Reading comprehension

According to Anderson, Hiebert, Scott, et. al. demonstrated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge, and also be able to combine units of meaning into a coherent message (cited in Klingner, 2007, p.2). In this research context, reading comprehension means the students' ability in comprehending recount text particularly in word meaning, topic of the text, specific information, and characteristic from character and event of the story.

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3. Writing

According to Miller (2005: p.1), writing is an activity to make sense of the information that presents ideas and it enables student to communicate effectively.

Hughey (1983, p.38) said writing ability in the sum of our abilities to link words and thoughts in order to express ourselves in the most complex of medium.

4. Recount

According to Knapp and Watkins (2005), recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. For the junior high school students, it shows that recount is categorized into personal retellings such as holiday, past experience, unforgettable past experience.

5. Paragraph

According to Syafi'i (2014: p. 1), paragraph is a unit of information in writing unified by a central idea. This central idea is usually stated in a topic sentence. Every sentence in the paragraph must develop the topic sentence. It is normally made up of several sentences that together create a structure or unit, such as letter, a report, or an essay.

Based on the identification of the problem, the writer focuses on reading comprehension and ability in writing paragraph of the eighth grade students at SMPN 1 Kampar.

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C. Formulation of the Problem

To do this research, researcher formulates the following research questions:

1. How is students' reading comprehension of the eighth grade students at SMPN 1 Kampar?
2. How is students' ability in writing recount paragraph of the eighth grade students at SMPN 1 Kampar?
3. Is there any significant correlation between students' reading comprehension and their ability in writing recount paragraph of the eighth grade students at SMPN 1 Kampar?

D. The Problem of the Research

1. The Identification of The Problem

Based on the explanation above, the researchers identify the problems as follows:

- a. Why are some of students able to identify part of paragraph, but they are not able to write a clear orientation of recount paragraph?
- b. What factors make some of students able to identify the main idea of each paragraph, but they are not able to express their ideas in the complication fluently and clearly?
- c. Why are some students able to identify the core of information from a paragraph, but they are not able to produce a simple recount paragraph?

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- d. What factors influence students who like reading, while they dislike writing recounts?
- e. Why are some of students still confused in differentiating complication and resolution?
- f. Why some of students not able to arrange the sentences into good paragraph?

2. The Limitation of the Problem

Based on the identification of the problem, the writer focuses on reading comprehension and ability in writing recount paragraph of the eighth grade students at SMPN 1 Kampar.

D. The Objective and the Significance of the Research**1. The Objective of Research**

- a. To find out the students' reading comprehension at the eighth grade at SMPN 1 Kampar.
- b. To find out the students' ability in writing a recount paragraph at the eighth grade of SMPN 1 Kampar.
- c. To find out the correlation between students' reading comprehension and their ability in writing recount paragraph at the eighth grade of SMPN 1 Kampar.

2. The Significance of the Research

Related to the objective of the research above, the significance of this research is as follows:

- a. The research findings are expected to support the existence of theories regarding with the second or a foreign language learning, teaching, and acquisition.
- b. The writer expects that this research can give contribution and insights to the English lesson, especially in learning English writing. And for the writer himself, it is to increase his knowledge in the field of education.
- c. The findings are also expected to be the current information especially in terms of teaching and learning English as a foreign language to the respondents of the research and the institution in which this research was conducted.
- d. Fulfilling one of the requirements to finish the writers' study at State Islamic University of Sultan Syarif Kasim Riau.

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