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STUDENTS' READING COMPREHENSION AND THEIR WRITING ABILITY OF DESCRPTIVE TEXT: A CORRELATIONAL STUDY AT SMA ISLAM AS-SHOFA PEKANBARU



BY

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

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Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much.

Pekanbaru, October 10th, 2023
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ABSTRACT

Elvita Sari, (2023): ***Student Reading Comprehension of Descriptive Text and Their Writing Ability: A Correlational Study at SMA Islam As-Shofa Pekanbaru.***

The main focus of this research was to find out the students' reading comprehension of the eleventh grade students of SMA Islam As-Shofa Pekanbaru, to find out the ability of writing descriptive text of SMA Islam As-Shofa Pekanbaru and to find out there is any significant correlation between students' reading comprehension and their writing ability in writing descriptive text of SMA Islam As-Shofa Pekanbaru. The researcher using quantitative research, This research uses correlational research. In conducting the research, the sample of this research are 37 students. The subject of this research is the students at the eleventh Grades SMA Islam As-shofa Pekanbaru, the technique sampling that was used simple random sampling. In collecting the data, There were two kinds of instruments that were 2 tests, which are reading test and writing test. The technique of analyzing data was using Kendall Tau Analysis and it was eased by using SPSS 20.0 program. Based on the data analysis, the researcher conclude that the level of students' Reading Comprehension of Tenth Grades SMA Islam As-Shofa Pekanbaru is Good Level. The level of students' Writing Ability of Eleventh Grades SMA Islam As-Shofa Pekanbaru is Good Level. So, it can be conclude that "There is a Significant Correlation between Students' Reading Comprehension and Their Students' Writing Ability of the Eleventh Grades SMA Islam As-Shofa Pekanbaru

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ABSTRAK

Elvita Sari, (2023): ***Pemahaman Membaca Siswa terhadap Teks Deskriptif dan Kemampuan Menulisnya: Studi Korelasi di SMA Islam As-Shofa Pekanbaru.***

Fokus utama dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa kelas sebelas SMA Islam As-Shofa Pekanbaru, untuk mengetahui kemampuan menulis teks deskriptif SMA Islam As-Shofa Pekanbaru dan untuk mengetahui ada pengaruh yang signifikan terhadap pemahaman membaca siswa kelas sebelas SMA Islam As-Shofa Pekanbaru. korelasi antara pemahaman membaca siswa dan kemampuan menulis mereka dalam menulis teks deskriptif SMA Islam AsShofa Pekanbaru. Peneliti menggunakan penelitian kuantitatif, Penelitian ini menggunakan penelitian korelasional. Dalam pelaksanaan penelitian, sampel penelitian ini berjumlah 37 siswa. Subyek penelitian ini adalah siswa kelas X SMA Islam As-shofa Pekanbaru, teknik pengambilan sampel yang digunakan adalah simple random sampling. Dalam pengumpulan data, ada dua macam instrumen yaitu 2 tes, yaitu tes membaca dan tes menulis. Teknik analisis data menggunakan Analisis Kendall Tau dan difasilitasi dengan program SPSS 20.0. Berdasarkan analisis data, peneliti menyimpulkan bahwa tingkat Pemahaman Membaca siswa Kelas Sebelas di SMA Islam As-Shofa Pekanbaru adalah Tingkat Baik. Tingkat Kemampuan Menulis siswa Kelas Sebelas SMA Islam As-Shofa Pekanbaru adalah Tingkat Baik. Jadi, dapat disimpulkan bahwa "Terdapat Korelasi Signifikan antara Pemahaman Membaca Siswa dan Kemampuan Menulis Siswa Kelas Sebelas SMA Islam As-Shofa Pekanbaru.

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ملخص

إلفيتا ساري، (2023): فهم القراءة ومهارة الكتابة لدى الطلاب في النص الوصفي: دراسة مقارنة في مدرسة الصفا الثانوية الإسلامية بكنبارو

التركيز الرئيسي لهذا البحث هو معرفة فهم القراءة لدى الطلاب في النص الوصفي: دراسة مقارنة في مدرسة الصفا الثانوية الإسلامية بكنبارو، ومعرفة مهارة الكتابة لدى الطلاب في النص الوصفي: دراسة مقارنة في مدرسة الصفا الثانوية الإسلامية بكنبارو، ومعرفة ما إذا كان هناك تأثير هام لفهم القراءة ومهارة الكتابة لدى الطلاب في النص الوصفي: دراسة مقارنة في مدرسة الصفا الثانوية الإسلامية بكنبارو، والعلاقة بين فهم القراءة ومهارة الكتابة لدى الطلاب في النص الوصفي: دراسة مقارنة في مدرسة الصفا الثانوية الإسلامية بكنبارو. تستخدم الباحثة البحث الكمي، ويستخدم هذا البحث دراسة ارتباطية. وفي إجراء البحث تكونت عينة البحث من 37 طالبا. أفراد هذا البحث طلاب الصف الحادي عشر في مدرسة الصفا الثانوية الإسلامية بكنبارو، وكانت تقنية أخذ العينات المستخدمة هي أخذ العينات العشوائية البسيطة. في جمع البيانات هناك نوعان من الأدوات، وهما اختباران، وهما اختبار القراءة واختبار الكتابة. تستخدم تقنية تحليل البيانات تحليل كندال تاو ويتم تسهيله بواسطة برنامج الحزمة الإحصائية للعلوم الاجتماعية. وبناء على تحليل البيانات، خلصت الباحثة إلى أن مستوى فهم القراءة لطلاب الصف الحادي عشر في مدرسة الصفا الثانوية الإسلامية بكنبارو كان جيدا. مستوى مهارة الكتابة لدى طلاب الصف الحادي عشر في مدرسة الصفا الثانوية الإسلامية بكنبارو كان جيدا. لذلك يمكن الاستنتاج أن "هناك علاقة ارتباطية ذات دلالة إحصائية بين فهم القراءة لدى الطلاب ومهارة الكتابة لدى طلاب الصف الحادي عشر في مدرسة الصفا الثانوية الإسلامية بكنبارو.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Descriptive text, based on the 2013 Curriculum, is one of text types that have to be learned by senior high school students in Indonesia. Emilia and Christie (2013) argue that learning descriptive genre is essential in order student can describe vivid and proper information (Emilia &Christie, 2013, p.1). In learning descriptive genre, students can use textbooks, as it plays a key role in teaching and learning process (Mc Grath, 2006; Presnyakova, 2011, p.8). In Indonesian context, all public schools have used compulsory textbook published by the Department of Education and Culture, namely Buku Sekolah Elektronik (BSE) (Priyanto, 2009, p.2; Sorohiti, 2005, p.2).

Regarding the Buku Sekolah Elektronik (BSE), many discussions was held by few scholars in many seminars and workshops regarding the content of current BSE which result the findings on some drawbacks in terms of its content, even though the drafts have gone through a tight review and selection (Priyanto, 2009, p.2). On the other hand, the English textbook should provide a good example of descriptive texts for students to get a good understanding of what the descriptive genre is. Beck, McKeown, & Worthy argue (1995, p. 220, cited in Presnyakova, 2005). Studentssuccess in school depends to a great extent on their understanding of the texts, and this understanding is a variety of features that descriptive texts in textbook should be analyzed in order to

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look whether texts provide an appropriate example to the students, based on the criteria of the descriptive text, such as its schematic structure, purpose and linguistic features.

According to Gerot (1995, p. 208), a descriptive text is defined as a type of text that aims to describe a person, place or thing. This text also has common structures such as identification, which identifies the phenomenon being described, description, which describes parts, properties, characteristics and language functions. The difficulties students face when reading this type of text were that they have to identify the phenomenon described in the text and everything that is described, such as a person, place or thing. Problems also arise when students read an article and then have to reproduce the content of the article in their own words. Pupils' ability to read English texts is very low. Many students can recognize words and know how to pronounce them, but they do not know the meaning.

According to Finnochiaro in Maemun, Fitriati, & Farida (2018), reading is the most important of the four skills in a second language for many students around the world, especially in English as a second or foreign language. This means that reading is a key skill in English language learning for many students at all levels of education. Smith in Saragih & Oktavia B, (2016) states that reading is the processing of visual information and the process of receiving information through the eyes to the brain. There is certainly a difference in the reading process between people who read in a well-lit place and people who read only partially, blurred, without parts of the text or even

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cut off, as well as between people who suffer from eye pain and those who do not.

Reading comprehension is the process of reconstructing the syntactic, semantic, and rhetorical information contained in a printed text in the reader's mind using their knowledge of the world. Reading is the ability to extract meaning from the printed page and interpret that information appropriately (Grabe and Stoler, 2002). Comprehension is the process of simultaneously acquiring and constructing meaning through interaction and engagement with written language (Snow, 2002). Johnson (Elita, Zainil, & Radjab, 2013) also stated that comprehension is a process of understanding a text in the most effective way. Comprehension is an active process of constructing meaning and extracting the needed information from the text as effectively as possible. Hedge in Elita, Zainil, & Radjab, (2013) added that reading comprehension activities should have multiple goals from the beginning and readers should focus on the normal purpose of reading. These goals were obtaining information, answering questions about the topic, following instructions to complete a task, fun, entertainment, personal pleasure, and socializing with friends and colleagues. In addition, reading comprehension is a process of integrating different types of knowledge of the reader and interaction between the reader and the text.

The ability to write texts is one of the most important points for high school students if they want to continue their studies to university. This ability is important to communicate, share and express ideas, concepts and thoughts

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in writing. However, writing needs to be practised. Brown (2001) defines that writing is not only a process but also a product, as everyone is expected to be able to express their thoughts in good writing

Writing skill is one of the points that is very important for Senior High School students if they want to continue their study to University. This skill is important in order to communicate, to share, to express ideas, purposes and thoughts by writing. However, writing needs practice. Brown(2001) defines that writing is not only a process but also a product because everyone is expected to communicate their thoughts in good writing.

The ability to write is one of the most important points for students who want to continue their education at university. This skill is important for communicating, exchanging, expressing ideas and thoughts in writing. However, writing requires practice. Brown (2001) defines that writing is not only a process but also a product, because everyone is expected to be able to communicate their thoughts in the form of good writing.

Writing and reading have long had a social dimension, but the emergence of new media in writing is changing the relationship between readers and writers, and between writing and reading itself. Tsai (2006) notes that teachers of English as a second or foreign language tend to teach reading and writing separately. However, reading and writing were of the same nature, and students were more likely to benefit from instruction where reading and writing go hand in hand and complement each other. More importantly,

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students were taught that reading and writing were actions that have communicative purposes and cannot be separated.

Reading influences writing and vice versa, although they were different in some aspects. Reading is about making meaning with text and writing is about audience and purpose, but writing is also textually, relationally, spatially, and temporally transformed (NCTE, 2008). Zainal & Husin (2011) state that reading involves many complex skills that need to be brought together for readers to be successful. Setianingsih (2017) states that there were many factors that influence English reading proficiency. Other research shows that appropriate learning strategies can be the key to successful reading instruction (Deshpande, 2016; Saeheng, 2017; Delfi & Yamat, 2017; Maybodi & Maibodi, 2017; and Nemati, 2016). Zainal & Husin (2011) and Ariyanti (2016) also emphasise that writing is a learning process in which experiences were transformed into texts that enable writers to discover, develop, clarify, and communicate thoughts and feelings. This process should be implemented by teachers using approaches that were interesting to students (Noor, 2016).

Researchers above interested in studying the correlation between reading comprehension and writing ability for several reasons. Firstly, students often complain that they do not like reading texts because they find reading uninteresting. They do not know what the text means so they feel lazy to read it, and they do not have sufficient vocabulary. The level of difficulty of the reading material may encourage or discourage students from learning the

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text. Secondly, students feel tired when they should be writing, etc. He also found that students who dislike reading also perform poorly in writing and vice versa. Jacobs (2002) confirmed her observation and said that students who read to learn were also prepared to write well. Conversely, students who write to learn will become more effective readers. Through both approaches, students gain a better understanding of the material and a better ability to demonstrate that understanding.

Based on the descriptive writing ability and reading comprehension above, it show that both have close relation because one of factor which influence students ability to comprehend writing text is intrinsic factor that include reading. If students have a good reading the students can get a good achievement especially can make the students understand easily in the writing test. To get empirical data about it, the researcher will organize the test result to prove the relationship between reading comprehension and writing ability in descriptive text. Specifically, differently with above previous researchers where they use Narrative, Recount, Informative, and Persuasive texts, the researchers use descriptive text for writing instrument as the type of writing.

Based on the interviews result with English teacher of SMA Islam As-Shofa Pekanbaru, she said that on the academic year 2022/2023 SMA Islam As-Shofa Pekanbaru is one of the school that applies the Curriculum Merdeka as a guidance in teaching and learning process. As an educational institution, this school also teaches English lesson for all language skill, especially for reading and writing skill. In SMA Islam As-Shofa Pekanbaru,

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English lesson are taught 6 times in a week with 45 minutes. Based on the Curriculum Merdeka of SMA Islam As-Shofa Pekanbaru, the learning objective of English lesson in Descriptive text for eleventh grade in SMA Islam As-Shofa Pekanbaru; students are able to comprehend generic structure and language fearure sufficienly.

The English teacher said that reading interest of SMA Islam As-Shofa Pekanbaru were quite active, because students were trained before returning to the Islamic boarding school, they were require to go to the library first, thus students' interest in reading is enough, the students' reading comprehension score in the English test were good enough, The students can answer the question related finding main idea, information related to the test and also the questions about concluding the text. In this case, students' reading interest is needed in students' writing skills; so that they can reflect on the ideas they feel smoothly. The teacher also said that students' writing skills is difficult to the students; students were trained to develop their ideas, namely by describing what they felt, but the students feel confused how to ellaborate the idea with using English. The researcher also did obeservation and got that most of the students' looked like having problem in writing a text, the students looked like thinking hardly and stuck with the idea that the students wanted to write. On the other hand, the students has the ability to do the reading comprehnesion test. It can be seen from the result showed that many students got the scores that lower than minimum criteria achievement (KKM). Based on the objective of the teacher's syllabus about writing skills, the score is 70.

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The based on the problem above, the researcher found the several phenomena as follow:

1. Students were not able to collaborate the idea in describing the things, people or place;
1. Students have good score reading comprehension.
2. Students were able to identify the text.
3. Students have lack of vocabulary on describing the subject of description;
4. Students think writing is the difficult, especially in descriptive text;
5. Students have lack of references about sentence and writing descriptive structure.

Therefore, the students' competency below the standard of SMA Islam As-Shofa Pekanbaru's writing criteria from the explanation above, the writer is interested to carrying out are search entitled "Student Reading Comprehension and Their Writing Ability of Descriptive Text: A Correlational Study at SMA Islam As-Shofa Pekanbaru.

B. Problems

1. Identification of the Problem

Based on the background above about the students' difficulties at writing competence, thus the problems of this research were identified in the identification below:

a. Students were not able to collaborate the idea in describing the things, people or place;

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b. Students have good score reading comprehension.
c. Students were able to identify the text.
d. Students have lack of vocabulary on describing the subject of description;
e. Students think writing is the difficult, especially in descriptive text;
f. Students have lack of references about sentence and writing descriptive structure.

2. Limitation of the Problem

In this part, the researcher limit and focus on the problems of this research on the correlation between students reading comprehension and their writing ability in descriptive text at SMA Islam As-Shofa Pekanbaru.

3. Formulation of the Problem

Based on the problem above, the writer formulated the problem in the following questions:

a. How is the reading comprehension of the eleventh grade students of SMA Islam As-Shofa Pekanbaru?
b. How is the ability of writing descriptive text of SMA Islam As-Shofa Pekanbaru?
c. Is there any significant correlation between students' reading comprehension and their writing ability in writing descriptive text?

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C. Objective and Significance of the Research

1. Objective of the Research

a. To find out the students' reading comprehension of the eleventh grade students of SMA Islam As-Shofa Pekanbaru.

b. To find out the ability of writing descriptive text of SMA Islam As-Shofa Pekanbaru.

c. To find out there is any significant correlation between students' reading comprehension and their writing ability in writing descriptive text of SMA Islam As-Shofa Pekanbaru.

2. Significance of the Research

The significance of this study is to identify when the students read extensively they would become better writers. Theoritically, This research can be used as reference or relevant study for anybody who has same interest in the same field. And the result of this the research informed others about the correlation between the students reading comprehension and writing in descriptive text. Practically, ror researchers, the research can give practices in developing their knowledge and skill in teaching the reading comprehension and writing ability exactly in reading and writing descriptive text. And then, for teachers, the research can being as reference in reading comprehension and writing ability especially in reading and writing descriptive text. For students, the research can be useful inputs for students in improving their reading comprehension and writing ability of texts exactly in descriptive text. And the last, for institutions, this research

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finding can be useful as references of writing research to the next generation who has same interest in the same field.

D. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the researcher to explain the term used.

1. Reading comprehension

According to Brown (2004), reading is a process of negotiating the meaning of a text to be understood. In this case, reading is a method or process of extracting information from a text. Reading consists of two interconnected processes: word recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to spoken language. Comprehension is the process of understanding related words, sentences and texts. This research focused on the students' reading comprehension in descriptive text.

2. Writing ability

Writing is one of the most important skills in English subjects, among other skills (Yulianti, 2019). This is an activity that requires putting words into sentences or paragraphs. Writing is a process by which some of the students' knowledge ideas become writing (Brown, 2004). Consistent with this (Nunan, 2003), it states that writing is mental work, involving coming up with ideas, thinking about how to express them, and organizing

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them into statements and paragraphs that will be clear to many people. This research focused on the students' writing ability in descriptive text.

3. Correlation

According to Fraenkel et al. (2011) correlational studies investigate the possibility of relationship between only two variables, although investigation of more than two variable two common. Based on Sukmadinata (2009) the relationship was given with the amount ofc orrelation coefficient and significant statically. The correlation have not refer with the influences or cause-effect relationship from the variable to other one. Positive correlation meant the high score in one variable relates with the high score in another variable. Negative correlation meant the high score in one variable related with the low score in another variable. Therefore, in this research focused on the correlation between students reading comprehension and their writing ability.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Theoritical Framework

1. Descriptive Text

A text is the original words and forms of a written or printed work. In other words, they are spoken or written words that have the purpose of conveying a message. This means that by putting words together to convey meaning or send a message, text is created. Furthermore, according to Hyland (2005), text is an autonomous object that can be analyzed and described independently of any particular context, researcher, or reader. Text has its structure. Namely, the ordered arrangement of words, clauses, and sentences according to the principles that guide the correct arrangement of elements. The researcher can encode the full semantic representation of the intended meaning. That is, the text consists of words, clauses, and sentences arranged into a unit. Thus, a simple inference can be drawn that text is a group of words, clauses, sentences, or patterns of arrangement of spoken or written language. Texts not only have a purpose, but also a meaning. One of the factors affecting differences in text is the purpose of using the text. When writing a text, the author or researcher makes decisions about which words to use and how those words are put together. The choice of words depends on the purpose and context of the text. Text can be described as a structure with different ways to achieve its goals. For example, the purpose of descriptive text is to describe

something, a place, or a person. Descriptive text is text that always surrounds us when we want to describe something or someone.

In general, descriptive means to describe a specific person, place, or detail. Descriptive text should focus on actions (verbs), not sensations (adverbs and adjectives). Descriptive text has a generic structure and language features. The author must appear as a reader whose conception of the events described as a whole is constructed by the content of the text. Abisamra (2001) adds that "descriptive is a text that describes people, places and thing with clear detail to help the readers visualize an object which is described". So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

In addition, Hardy and Klarwein (1999) have opinion about generic structures of descriptive text: The generic structure of descriptive text contains definition and description. Description consist of description of purpose, description of features and their use, description of physical features, description of people, description of properties and interesting facts, and description of evidence today. Gerot and Wignell (1994) and Yusak (2004) add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

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1) Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (2010) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

2) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Masruri (2010) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

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2. Reading Comprehension

a. Definition of Reading Comprehension

Reading is one of the four language skills in English. Reading is a way of communicating with others. Through reading, students can gain knowledge and information that can be useful to them, but becoming a good reader is not easy, especially when the English text is complex. Students need to understand more about the main idea of the reading text.

Many experts define the description of reading comprehension differently. Rubbin (1994), as quoted by Atikah (2009), explains that reading comprehension is a complex intellectual process involving a range of skills. The two most important involve word meaning and verbal reasoning. Without word meaning and verbal thinking there is no reading comprehension, without reading comprehension there is no reading. We need understanding to read. Reading and comprehension were seen as an activity that cannot be separated.

According to Collins English Learner's Dictionary, reading comprehension is a text that students use to improve their reading skills and to answer questions about the text. Sometimes it is used as a test or review of reading skills. Understanding is the ability to understand something with full knowledge and meaning. In the Longman dictionary, understanding written text in order to understand its content is called comprehension. That is, reading comprehension is

the activity of exploring the meaning of written material with full understanding.

Reading comprehension is the application of skills developed for other purposes (listening or listening) to new forms of input (texts). Unlike listening comprehension, reading comprehension is not something our brains were designed to do. While spoken comprehension appears to develop "naturally" with minimal intentional intervention, reading comprehension is more challenging and requires conscious guidance. Humans have been proficient at speaking for 100,000 years or more (Donald, 1991), and nearly all humans do; Reading comprehension has only been practiced for 5,000 years, and most people have not done it (Olson, 1994). It's no surprise that reading comprehension is difficult. Using text comprehension strengthens our mental faculties. This is fundamental to full participation in society, now and in the future.

According to Brown (2004), reading is a process of negotiating the meaning of a text to be understood. In this case, reading is a method or process of extracting information from a text. Reading consists of two interconnected processes: word recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to spoken language. Comprehension is the process of understanding related words, sentences and texts. This is consistent with McNamara (2007) who states that comprehension is the act of

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interpreting information in the text, using prior knowledge to interpret that information, and finally constructing in the reader's mind a coherent representation or picture of what it is about it goes in the text.

According to Klingner (2007), reading comprehension is the process of forming meaning through the coordination of several difficult processes consisting of word reading, word and world knowledge, and fluency in speaking. From the above statement, it can be concluded that reading comprehension is a type of reading skill which enables the reader to grasp the meaning of the written text, which enables him to understand the information contained therein.

McNamara (2007) states that reading is an extraordinary achievement when viewed in terms of the many levels and components that need to be mastered. This means that the reader has to understand and master several parts of the text while reading. According to Grellet (1981:7), reading is a constant guessing process, and what you put into a text is often more important than what you find in it. There are many symbols and scripts that must be known in the text being read. For this reason, from the very beginning, students must be taught to use their knowledge to understand the unfamiliar elements, whether they are ideas or simple words. Therefore, reading is the key to successful language learning, especially foreign languages.

Understanding requires three elements; the reader making the comprehension, the text to be understood, and the activities of which

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the comprehension is a part. In addition, these three elements will influence each other to create a good understanding for students or readers. Klingener et al. text, understanding the type of text). Consistent with this, McNamara (2007) says that reading comprehension is a product of complex interactions between the properties of the text and what the reader brings to the reading situation.

This understanding comes from the interaction between the written word and how the reader triggers knowledge outside of the text. Reading would be empty and meaningless without understanding because a good reader is someone who understands what they are reading and the quicker they get meaning out of their reading, the more efficient they are.

From the above theories it can be concluded that reading comprehension means how the reader knows the content of the text he is reading and that the reader must understand what he has read. In other words, reading comprehension is a type of reading skill that enables readers to extract meaning from written texts that enables them to understand information and knowledge from it.

b. Types of Reading

According to Harmer (2007) there are two types of reading. You read extensively and intensively.

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1) Intensive reading

Intensive reading involves careful study of the text. Since the number of comprehensions must be high, the reading speed is slow. Short texts that extract specific, detailed and accurate information for reading. Intensive reading refers to a detailed focus on reading constructs.

Text that is usually (but not always) used in class (Harmer, 2007). Intensive reading is usually accompanied by learning activities. Teachers can ask students to identify what type of text they are reading with interesting details of meaning, look at specific usage of grammar and vocabulary, and then use that information to move on to other learning activities.

2) Extensive reading

Extensive reading refers to students who frequently (but not exclusively) read outside of the classroom. You can read novels, websites, newspapers, magazines or other reference works. Also, this type of literature (short stories, novels, magazine and newspaper articles) is usually personal. Extensive reading must include reading for pleasure (Harmer, 2007).

Based on the above explanation, the researcher concludes that reading classification has an important impact on improving students' reading skills. Especially in reading comprehension,

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that's one important reading skills which enables the reader to understand and obtain information about the content of the reading material.

c. The Components of Reading Comprehension

Comprehension is something that needed in every skill especially reading. The success of reading is understanding the written text and comprehend the reading material. Students who lack in comprehending the material usually has limited words or too complicated that they cannot understand the whole context, stumble into unfamiliar words make a reader stop in the middle and it causes misunderstand the whole sentence that leads into failure in comprehending the text. Also in reading time will determine the success of it, disable to manage the time cause a lot of trouble in understanding the text. Thus are many factors in reading that will cause a lack of understanding in reading the material.

According to Nuttall (1982 cited by Hidayati, 2018), there are five aspects to comprehend a reading text well. Those aspects are determining the main idea, locating reference, making inference, detail information and understanding vocabulary.

1) Determining Main Idea

Main idea is a point or topic sentence in every paragraph (Wulandari, 2019) it tells the content of the paragraph that explains about important ideas that developed by the writer. In

the main idea there is always available keywords and explicit or implicit message to explain the rest of the sentence. It said finding the main idea is a key to understand the whole paragraph. The main idea usually located in the first paragraph but also it can be in the middle or last paragraph that can be a little bit tricky for students to get the point.

2) Locating Reference

According to Marsiyah (2009, cited by Wulandari, 2019) reference is words or phrases used to prevent words repetition in the sentence. It used either before or after a reference in reading material. Based on Help for your English (2011) it is really important to understand the reference to know the meaning of those words refer to. Words that usually used is pronoun as a signal to the reader to find the meaning. Beside pronoun, vocabulary is also used as reference especially in a question for example The US President Barack Obama said, "I spent two hours this morning talking to my French counterpart." Question: Who does the word 'counterpart' refer to?. To find reference of the text needs thorough fully in reading the text.

3) Making Inference

In reading drawing conclusion refer to information that is implied. The writer usually gives a reader a hint between the lines in every text to go a deeper understanding of the story.

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When the reader infers to every sentence and implies the detail information that not stated in the text it called inference. Inference in other words is conclusion or judgment of a reader of the text. It also stated by Richards (2019) inference in reading means the reader take a clue that given in the text and draw a conclusion based on their experiences and worldview without all the information being spilt out. It will be hard for a student who is not careful enough in reading because the inference is not written in the text.

4) Detail Information

Detail information in reading is almost the same with inference, but detail information in here the information directly stated in the text. Based on Verner (2007) in her article detail information means reading carefully to get information but not every single word need to know every single meaning of it. Students should be able to understand eighty percent of the text to get more specific information, usually, the question that comes up with inference like “according to the passage, what is the main reason of their fight?”

5) Understanding Vocabulary

According to William and Mary (2015) understanding the nature of vocabulary is important for the learner, choose the proper instructional in the vocabulary will enable students to

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understand the whole context. Vocabulary has strongly affected in reading ability of the reader. Based on Moghdam, Zainal and Ghaderpour (2012) the relationship between vocabulary and reading comprehension is “robust” where breadth and depth vocabulary understanding is the point of reading, breadth of the reader in vocabulary allow learners understand the meaning behind the text which leads the reader in better comprehension in reading by remembering vocabulary as much as they can. Depth of vocabulary which more deep is the content understanding of pronunciation, spelling and grammar where it links into wide knowledge from the context that possible for the reader to get the message of the paragraph and form of idiom which has a lot of possible meaning.

d. Teaching Reading Comprehension

The goal of reading classes is to develop students' reading skills so that they can read English texts effectively and efficiently. In order to read effectively and efficiently, the reader must have a specific goal in mind before interacting with the text. So effective reading always has a purpose.

According to Harmer (2007), there are several principles of teaching reading. The first principle is that the teacher must motivate students to read as often and as much as possible, because with high motivation, students will read more so that they understand reading

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better. The second principle is that the students should deal with the topic of the reading text and arouse joy in reading the text. In addition, while learning, the teacher must ensure that the students enjoy the reading activities as much as possible.

The next principle is that students should be encouraged to explore their ideas about text messaging. It is very important that students learn to read texts so that they receive new information. In addition, text messages are also important for students to share. Feelings and reactions to the topic of the text. The fourth principle is to make predictions before reading. For example, students can guess the contents of the book by looking at the cover of a book so they can be interested in which book they want to read.

The final principle is that teachers should choose good reading assignments for their students, such as the appropriate activities before, during and after reading. Also, they should create appropriate types of questions based on the level of the students and the topic of the text. . The final principle is that a good teacher can integrate reading texts into interesting lessons by providing reading texts that are full of sentences, words, and ideas that bring the texts to life.

Based on some of the above principles, it can be concluded that a good teacher is a teacher who can improve students' reading comprehension by motivating students to read as much as possible and they are already engaged in reading, so understand what is meant

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by reading.

3. Writing Ability

a. Definition of Writing Ability

Writing is one of the most important skills in English subjects, among other skills (Yulianti, 2019). This is an activity that requires putting words into sentences or paragraphs. Writing is a process by which some of the students' knowledge ideas become writing (Brown, 2004). Consistent with this (Nunan, 2003), it states that writing is mental work, involving coming up with ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to many people. This shows that the author is challenged to express these thoughts and organize them into a good composition. In addition, writing provides the author's concept of understanding a problem that is presented to the public. It offers a systematic integration of written ideas. It offers a systematic integration of written ideas. Writing is the most difficult part of learning English. Writing is a cognitive process that tests memory, thinking skills, and verbal commands to successfully express ideas.

Writing is a productive skill, meaning it's about producing language rather than receiving it. On the other hand, it can be said that writing means communicating messages using words on paper. Writers must be able to arrange letters into words and piece them together into coherent sentences so that readers can understand them. Meanwhile

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(Boubekeur, 2015) states that in the learning process, writing is an important skill that must be mastered by the students. Additionally, writing is seen as a complex and challenging task that requires learners to explore their ideas through communication on paper.

Based on the definition above, writing can be defined as a mode of communication that combines mental and physical actions depending on the purpose, audience and context. To write, a researcher must try to think about what thoughts should be published, how to organize those ideas into a good paragraph, and how to create a work with coherence and cohesion. Even a researcher needs a lot of practice to write well. Writing ability is defined as the ability to communicate ideas, thoughts, and feelings to others through written symbols in a way that can be understood by other people or readers.

b. The Components of Writing Ability

Another opinion comes from Jacob in Hughes (2003) stated that there are five components of writing. They are:

1) Grammar

A good writer knows the best pattern or grammatical elements that they will use in writing. They can produce the best formula for sentences in writing paragraphs.

2) Vocabulary

This component holds a big role in writing. Without mastering vocabulary, the students are not able to express their

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ideas in written form. Good writing is informed by using the right words that are suitable for the topic that they write.

3) Organization

The organization is one of the components in writing that tells about the systematic or flow of ideas. It tells about the logical progression and completeness of ideas in a paragraph.

4) Content

This content discusses the ideas that have been written. This is one writing components that deliberate about how the writers can create and develop their ideas to gather all information into a communicative message creatively.

5) Mechanics

This last component is talking about spelling, punctuation, and capitalization in writing.

Based on the explanation above, it shows that to make good writing, the students or writers should pay attention to the five writing components above.

c. Teaching Writing Ability

Most language learners in the world learn English to improve their writing skills. Writing is one of the skills in English. Spratt, Pulverness, and Williams (2005) define that writing is a productive skill, just like speaking. It's about using written language to convey meaning to others. When teaching writing, language learners need to

know the smaller parts of the skill, commonly referred to as micro-skills.

Brown (2001) notes that the teacher also helps students see the parts of language that make up the whole. This means that students must be shown how to convey and negotiate the meaning of a language. At the beginning of learning, the teacher must ensure that the students understand the purpose of the learning activities. He or she must clearly explain what they are going to learn. So that the students benefit in the teaching and learning process. Harmer (2004) argues that writing should encourage students to focus on precise use of the language, and because they are thinking while writing, it can stimulate language development as they solve problems that come to mind come. However, most high school English students find that writing is one of the most difficult skills in learning English. They tend to be lazy and unmotivated to learn languages.

Richards and Renandya (2002) say that writing is undoubtedly the most difficult skill to master. The students' problem with writing is not only generating and organizing ideas, but also translating ideas into readable text. While writing is the most difficult skill to master, writing can help students better learn about a language. As noted by Harmer (2004), they write to learn better. Therefore, while teaching writing, the teacher must choose the best way so that the students can easily master this skill.

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4. The Correlation between Reading Comprehension and Writing Ability in Descriptive Text

Reading is one of the basic language learning skills that is important for student learning. According to Brown (2001), reading is the process of extracting meaning from written texts. Reading can provide students with valuable sources of information that can improve their thinking to generate ideas from the written texts they are reading. Klingner (2007) further states that reading is an activity aimed at understanding texts and attaining information and knowledge.

Pang (2003) added that reading means understanding written text. It is a complex activity involving perception and thinking, and consists of two related processes: word recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to spoken language. Comprehension, on the other hand, is the process of understanding related words, sentences, and texts (p. 6). Reading activities consist of word recognition and comprehension processes. It refers to an interactive process between the reader and the text to understand the author's message. Readers use their previous knowledge to develop and understand new information from the text. Reading involves activities to understand the text and the information in the text. In order to understand the text and draw some points from it, readers need to understand the text.

Therefore, reading cannot be separated from understanding. Meanwhile, Brassell and Rasinski (2008, p. 18) explain reading comprehension as the

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ability to retrieve information from written texts and to do something in a way that demonstrates knowledge or understanding of the 3 pieces of information. That is, reading means not only reading each sentence in a paragraph, but also understanding the content of the text. In other words, readers can identify the main ideas in paragraphs, extract information from the text, complete the reading text correctly, and find the purpose of the text. Reading comprehension is not easy to master. Readers should be able to know the meaning of words and understand what they are reading.

However, Shehu (2015) pointed out that reading comprehension difficulties are common even in students who are good at decoding and spelling. Difficulties in reading comprehension arise for a variety of reasons. They are vocabulary, working memory in the absence of extensive reading, and text type. Comprehension is the ability to process text, understanding the meaning of the discourse context can make readers more comfortable with their language and better able to write in English. In the meantime, good readers usually write well, reading and writing go hand in hand (Zainal & Husin 2012). Because for the audience, writing can be described as a process in which ideas or messages are put into words and cast. In addition, success in writing depends on how well the reader can understand the author's intention.

Writing is a process of expressing ideas, thoughts or feelings with words on a piece of paper, conveying information and messages in grammatical sentences expressed in text. Myers (2005) states that writing ability is the ability to convey messages to the reader for a specific purpose. The purpose of

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writing is to provide information, persuade readers, and create a literary work. The term ability is defined as a person's ability or ability to write correctly. Writing Skill 4 relates to indirect communication to convey information, messages and ideas we use correct sentences to translate our thoughts and feelings into grammar and vocabulary.

B. Relevant Research

Reviewing some previous researches conducted by other researchers is intended to keep the originality of previous research. According to Syafi'i (2018), in relevant research, the researcher is required to observe some previous research conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that is focused on informs the design, finding and conclusion of the previous research, as in the following:

1. The study from Mailis, Delfi and Erni (2018) which entitled the correlation between reading comprehension and writing ability of the second year students of SMAN 1 Muaro Sentajo Teluk Kuantan in Recount Text. This research showed that the students got good level with the average score 73.28 in reading comprehension, and in writing the students got good level with the average score 76.12. The result of this research proved that there is a positive correlation between reading comprehension and writing ability on recount texts. The rxy distribution of coefficient correlation is 0.8. It means that the correlation was in a high level. So, Ha (alternative hypothesis) of this research is accepted, and null hypothesis (Ho) is

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rejected. Is there any difference between students' reading and writing score? So, the researcher try to find out students' reading and writing score and their correlation. Finally, the researcher suggests for the teacher, they should have some efforts to develop the students' motivation and encourage them to practice their reading comprehension and writing ability in recount texts. This research is related to the the research that the researcher will conduct, related to the relationship between reading and writing skills, but this research focus on the recount text and this research was conducted in different area with the researcher's area.

2. Juriati, Ariyanti and Fitriana (2018) conducted a research with the tilte The Correlation between Reading Comprehension and Writing Ability in Descriptive Text. The result of the study shows that mean score of reading comprehension is 72.47. It means that the students reading comprehension was good. Meanwhile, the mean score of writing ability in descriptive text is 61.14. In addition, the researchers found that r-counted is 0.098, and the r-table with n = 108 (df-2 = 106) with significance level = 95% ($\alpha = 0.05$) is 0.189. It indicates low correlation between the two variables. This research is related to the the research that the researcher will conduct, related to the relationship between reading and writing skills in the context of descriptive text, but this research was conducted in different area with the researcher's area.
3. The study from Harlena, Mukhaiyar and Hamzah (2020) which title Collaborative Writing Strategy for Teaching Writing Descriptive Text.

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The result of this research showed that the students had better achievement in writing descriptive text when they were taught by using collaborative writing strategy.This research also discussed about writing context, but this research did not discuss about reading, this research focued on writing strategies in teaching writing with the different area with the researcher's area.

In the conclusion, this research has relevant concept of the previous researches above, which discuss about reading and writing, in the context of correlational study, this research wants to find out the correlation between the reading comprehension and students writing ability. This research also has the similarity and the differences from the previous researches, which are similar in the discussion where focused on reading comprehension and writing ability and different in the location, text types and also research method.

C. Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. Syafi'i (2018) states that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in research paper. It should be interpreted into particular words in order to make it easy to measure. This research is a correlation which is focused on the correlation between reading comprehension and writing ability. This research consists of X and Y variables, in which reading comprehensionis independent variable while

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writing ability is dependent variable. To operate the investigation on the variables, the researcher worked based on the following indicators:

1. Nuttall (1982 cited by Hidayati, 2018) states the indicators of variable X (Reading Comprehension) character are as follows:

a. The students are able to determining the main idea in descriptive text
b. The students are able to locate reference in descriptive text
c. The students are able to make inference in descriptive text
d. The students are able to find detail information in descriptive text
e. The students are able to understand vocabularyin descriptive text

2. The Indicators of Variable Y (Students' writing ability) from Jacob in Hughes (2003) stated that there are five components of writing, indicators of variable Y can be seen as follows:

a. The students are able to use correct grammar in writing descriptive text
b. The students are able to use proper words or vocabularies in writing descriptive text
c. The students are able to write with appropriate organizationin writing descriptive text
d. The students are able write a good contentin writing descriptive text
e. The students are able write with spelling, punctuation, and capitalization in writing descriptive text.

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D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumed that the higher the students' reading comprehension, the better their writing ability will be.

2. Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

a. The Null Hypothesis (H0) There is no significant correlation between students' reading comprehensionand their writing ability.

b. The Alternative Hypothesis (Ha) There is a correlation between students' reading comprehensionand their writing ability.

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this study was correlational research design with quantitative approach. According to Fraenkel et al. (2011), correlational studies investigate the possibility of relationship between only two variables, although investigation of more than two variable two common. Based on Sukmadinata (2009) the relationship was given with the amount of correlation coefficient and significant statically. The correlation have not refer with the influences or cause-effect relationship from the variable to other one. Positive correlation meant the high score in one variable relates with the high score in another variable. Negative correlation meant the high score in one variable related with the low score in another variable.

On the other hand, correlational research was a research that use the correlation statistical test to describe and measure the degree of relationship between two or more variables or sets of scores (Creswell, 2012). The researcher used the correlation statistical test to describe and measure between those two variable. The researcher used the correlational research is to find out the correlation between reading comprehension and students' writing ability in SMA Islam As-Shofa Pekanbaru.

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B. The Location and Time of the Research

This research was conducted from September to October 2023 at SMA Islam As-Shofa Pekanbaru. It is located on Jl. Tuanku Tambusai Ujung / Jl Raya As-Shofa Pekanbaru.

C. The Subject and Object of the Research

1. Subject of the Research

The subject of this research was the first grade students of SMA As-shofa Pekanbaru.

2. Object of the Research

The object of this research was the correlation between reading comprehension and students' Writing Ability

D. Population and Sample of the Research

1. The population of the research

The Population was the total subjects (sources of data) from which or whom you obtain the data person/s, thing/s, or the like (Syafi'i, 2017). So, the population of this research wasthe students at the Eleventh Grades SMA Islam As-shofa Pekanbaru.

Table III.1
The Population of the Research

No	Class	Total
1	XI Medical Science 1	30
2	XI Medical Science 2	29
3	XI Technical Science 1	29
4	XI Humaniora Science 1	29
5	XI Humaniora Science 2	29
	Total of population	146

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2. The Sample of The Research

According to Cresswell (2012, p.143), any individual has the same probability to be the participants. So, in this research, the researcher took the students from each class. For each class, the researcher took 10 students to become a sample. According to Arikunto (2010: p. 112), if the subjects are more than 100, then we can take 10-15% or 20-25% or more from the total population as sample. In this research, researcher took 25% of the population. The total population was146 students, so the sample was 37 students.

Researcher used simple random sampling as the techinique of taking the sample for this research because individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected. Simple random sampling was an extensively used sampling method in scientific research. Simple random sampling was selected for populations which were highly homogenous which the students has the equality of the situation of learning English like the teachers, curriculum, grades and same school where the members of the research were randomly selected to participate in the research (Bhardwaj, 2019). Simple Random Sampling was the "simplest and most common method of selecting a sample, in which the sample was selected unit by unit, with equal probability of selection for each unit at each draw" (Singh, 2003, p. 71).

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Table III.2
The Sample of the Research

No	Class	Total
1	XI Medical Science 1	8
2	XI Medical Science 2	8
3	XI Technical Science1	7
4	XI Humaniora Science 1	7
5	XI Humaniora Science 2	7
	Total of sample	37

So the researcher did the lottery to find out the sample of the research with the total of the sample for the each class and find 37 students from the different classes.

E. The Technique of Data Collection

1. Test

To collect the data for this research, the writer used test, but before doing written test, the researcher used. The researcher took a time to make them assemble in one class at class XI Medical Science 1 and the researcher test around 2 days.The reseacher followed some procedures before doing the test.

a. Reading Test

The researcher used test to collecting the data of students' reading comprehension. The test was multiple choices. Its consists 20 items. Multiple-choice Question test was the simplest test technique commonly used by test-makers. It can be used any condition and situation, in any level or degree of education. Actually, its simplicity relies on its scoring and answering. And it was designed to elicit specific responses from the student. Designing multiple-choice question was more

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complicated than essay items. According to Brown (2003, p. 55) stated that multiple-choice items which may appear to be the simplest kind of item to construct were extremely difficult to design correctly. The blueprint of the reading test below:

Table III.3

The Blueprint of the Reading Test

No	Indicators	Items
1	The students were able to determining the main idea	1,6, 11, 16
2	The students were able to locate reference	4, 9, 14, 19
3	The students were able to make inference	3, 8, 13, 18
4	The students were able to find detail information	2, 7, 12, 17
5	The students were able to understand vocabulary	5, 10, 15, 20

b. Writing Test

The students were required to write a descriptive text on a paper individually as writing ability test.Brown (2000) define that a test was a method of measuring a person's ability, knowledge, or performance in a given domain. To obtain them the writing test was used to measure students writing descriptive text. The guidance of writing test below

1) Researcher gives the main theme for writing was descriptive text.
2) Researcher gives 3 topics about Descriptive Text They are:
    a) Animal: Dolphine
    b) Place: School

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c) Person: Teacher

3) Researcher also tells about the writing task today will not influence the students' score and also the researcher will record what they say.
4) Researcher gives time to the students to prepare about 5-10 minutes in online class.
5) The students write about 40 minutes
6) The researcher will collect their writing task
7) Researcher rates the writing task by giving to the raters with the following writing rubric below.

2. Validity

The validity was the individual scores from an instrument that make sense, meaningful, to draw good conclusions from the sample you were studying to the population (Creswell, 2012 p.159). It means that validity was the extent to which inferences made from assessment result were appropriate, meaningful, and useful in term of the purpose of the assessment. The instrument of the test was valid if the instrument used can measure the thing was measured. The validity has three kinds, they were content validity, criterion validity, and construct validity.

In this research, the researcher used content validity. Arikunto (2013, p.82) said that a test can be said has content validity if the indicators of the test measure the specific purpose suitable with the material that has been given to them. In validity of the instrument of the

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test, the researcher conducted try out for other students who were not as the sample of the research to know the validity of the test. Then, the researcher valid the test, it could be seen from the validity test. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Based on the try out result of the instrument validity to the 20 items, it showed that all of the items were valid. It means that the instrument could be used in this research. The try out test was given to 25 students with the same grade but different students. In the following table is the result of the instrument validity:

Table III.4
Validity test

Items	Rtable	Validity	Note
1	0,404	,720	Valid
2	0,404	,577	Valid
3	0,404	,814	Valid
4	0,404	,814	Valid
5	0,404	,673	Valid
6	0,404	,734	Valid
7	0,404	,734	Valid
8	0,404	,558	Valid
9	0,404	,720	Valid
10	0,404	,577	Valid
11	0,404	,814	Valid
12	0,404	,814	Valid
13	0,404	,673	Valid
14	0,404	,734	Valid
15	0,404	,734	Valid
16	0,404	,720	Valid
17	0,404	,577	Valid
18	0,404	,814	Valid
19	0,404	,814	Valid
20	0,404	,673	Valid

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3. Reliability

Reliability means that scores from an instrument were stable and consistent (Creswell, 2012 p.159). Reliability has to do which accuracy of measurement. This kind of accuracy was reflected in obtaining the similar result when measurement was repeated on different occasion or with different instrument or by different person. The following table was the level of internal consistency of Cronbach alpha by Cohen, et al (2007, p.506).

Table III.5

Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very high reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimal reliable
<0.60	Unacceptabbly low reliable

To obtain the reliability of the questionnaire given, the researcher used SPSS 20.0 program to find out whether the questionnaire was reliable or not. Below is the table of reliability test:

Table III.6

Cronbach Alpha

Cronbach's Alpha	N of Items
,763	20

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From the table above, it can be seen that the value of Cronbach's Alpha is 0.763. Then, the reliability of test was acceptable and it is categorized into reliability.

F. Technique of Data Analysis

In order to find out whether or not there was a significant correlation between students'reading comprehension and writing ability, the data analyzed statistically. In analyzing the data, the researcher used product moment correlation as formula because the data of two variables above were interval form, because the writer used the score of test of variable X and score of variable Y. Meanwhile, in order to get easy in analysing the data, the researcher was used SPSS 23.0 for windows to measure, calculate and analyse the data from those variables. The correlation coefficient was also known as the Pearson correlation coefficient or the Pearson product-moment correlation coefficient. The Pearson product-moment correlation coefficient formula was

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{(n\sum X^2 - (\sum X)^2)\cdot(n\sum Y^2 - (\sum Y)^2)}}.$$

The terms in that formula are:

a. n = the number of data points, i.e., (x, y) pairs, in the data set.
b. $\sum XY$ = the sum of the product of the x-value and y-value for each point in the data set.
c. $\sum X$ = the sum of the x-values in the data set.
d. $\sum Y$ = the sum of the y-values in the data set.
e. $\sum X^2$ = the sum of the squares of the x-values in the data set.
f. $\sum Y^2$ = the sum of the squares of the y-values in the data set.

The result of this research was obtained statistically through the hypotheses bellow :

a. Ha was accepted if sig < α : there was a significant correlation between students' reading comprehension and their writing ability.

b. Ho was accepted if sig > α: there was no significant correlation between students' reading comprehension and their writing ability.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the contribution between students' Reading Comprehension and their Students' Reading Comprehension of Eleventh Grades SMA Islam As-Shofa Pekanbaru**.** So, the researcher can conclude this research as follows:

1. The students' Reading Comprehension can be seen that its mean score was 61.08 So, the level of students' Reading Comprehension of Eleventh Grades SMA Islam As-Shofa Pekanbaru was Good Level.
2. The students' Writing Ability can be seen that its mean score was 69.12. So, the level of students' Writing Ability ofEleventh Grades SMA Islam As-Shofa Pekanbaru was Good Level.
3. So, it can be conclude that "There was a Significant Correlation between Students' Reading Comprehension and Their Students' Writing Ability of the Eleventh Grades SMA Islam As-Shofa Pekanbaru"

B. Suggestion

Considering the Correlation between Students' Reading Comprehension and Their Students' Writing Ability of the Eleventh Grades SMA Islam As-Shofa Pekanbaru, the writer would like to give some suggestion as follows:

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1. Suggestion for Teachers

a. It is recommended to teacher to help students in understanding the text in reading context.

b. The teacher should be creative to improve the students' Students' Reading Comprehension and also writingby giving them more reading and writing activities and being Comprehension.

2. Suggestion for Students

a. The students should be creative to improve their skill, in order to get better of the Reading Comprehension.

b. The students should pay more attention to the lesson explained by the teacher.

3. Suggestion for the Researcher

a. There are still many aspects which can be analyzed about reading, writing and other skills of English concerned with English language. Finally, other researchers can analyze other aspects in reading, writing and other skills in English language and the result of this study may be used as early information to conduct further researches.

b. The researcher hopes that this research will be as the references to the other future research.

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APPENDIX 1

Instrument

UIN SUSKA RIAU

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All instrument of the Research 28/7/23
Roswati, M. Pd.

READING TEST

Direction

1. **Write down your name and class on the answer sheet**
2. **Give the cross sign (X) for the answer that you choose**
3. **These questions consist of 25 questions**
4. **These questions are multiple choice**
5. **Choose one answer that you consider correct based on the questions**

Read the following text and answer question 1-6!

Text 1

Barrack Obama

Barack Obama is the 44th president of the United States of America He is also the winner of the 2009 Nobel Peace prize. He made history in 20 whn he won the 11S eleotion President. He is the first African American to be the president of Oba's chariama, Intelligence and powerful speeches have made him extromely Poalr with ary Amenicans. He has been very successful with his message for Change.

He was a bomb in Hawaii in 1962 to be black Kenyan father and white American nother. His parent divorced and his mother married and Indonesian man. Barack's Family moved to Indonesia in majored in political science and international relations at / Columbia University in New York. After four years in New York, Obama moved to Chicago There, he worked as the director of the community project from 1985 to 1988. He antered Harvard Law School and became the first black president of the Harvand law review. Obama taught law at the university of Chicago law school for twelve years. He became an Ilinois Senator in 1996.

In 2004, Obama was selected as US Senator. He supported legislation conversation, energy, Immigration, and honest leadership. Obama is currently batling with serious issues as the economy. He beat Mitt Romney to win a second friend in the office despite a poor economy and high unemployment. He thanked voters by promising their second-term honoring honoring their support saying: "there's a lot more work to do"

Take from: http://www.famouspeoplelessons.Com/b/barackobama.html

1. What is the Main Idea of the text?
   A. Barrack Obama is the 44th president of America
   B. Barrack Obama was born in Hawaii
   C. Barrack Obama is a presidential election
   D. Barrack Obama is US Senator
   E. Barrack Obama's family moved to Indonesia
2. When did Obama leave Jakarta to return to Hawaii?
   A. In 1962
   B. In 1967
   C. In 1972
   D. In 1985
   E. In 1988
3. What can be infer from the text above?
   A. Barack obama is a hard work person
   B. Barack obama is lazy man
   C. Barack obama is arrogant person
   D. Barack obama is not a good
   E. Barack obama is a popular person

4. The word „He" in the last paragraph refers to...
   A. Barack obama
   B. Barack"s family
   C. Barack"s friend
   D. Barack"s father
   E. Barack"s mother
5. He supported legislation conversation, energy, Immigration, and honest leadership.
   The underlined word is similar in meaning with...
   A. Conference
   B. Converse
   C. Consultation
   D. Discussion
   E. Everything is correct

Read the following text and answer question 6-10!

Text 2

The Rising Stars

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor. Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is an openhanded, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He is also very humble.

However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry. These Hogwarts trio have been really great associates, not only on screen but also in real life. Their secret of friendship is that they always understand each other although they have different backgrounds and personalities.

Take from: http://demiyurfina.blogspot.com/2015/02/un-pr eparation-descriptive-text- famous.html

6. What is the text about?
   A. The life of Harry Potter stars
   B. The life of Harry Potter stars and friends
   C. The making of Harry Potter movies
   D. The success of Harry Potter series

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E. The description of the stars of Harry Potter

7. When did Daniel Jacob Radcliffe was born?
A. In Fulham, London, 23 July 1989
B. In Paris, France, 15 April 1990
C. In Paris, France, 24 August 1988
D. In Fulham London, 23 July 1985
E. In Hertfordshire, England, 24 August, 1988

8. What can be infer from paragraph 1?
A. The success of Harry Potter movies
B. The life of Harry Potter stars and friends
C. The making of Harry Potter movies
D. The description of Daniel Jacob Radcliffe
E. The life of Harry Potter stars

9. He is a loyal, shy, down-to-earth, and humorous person. (paragraph 1) The underlined word refer to ...
A. Daniel Jacob Radcliffe
B. Emma Charlotte Duerre Watson
C. Rupert Alexander
D. Harry Potter
E. Jacqueline Luesby

10. "She is an openhanded, friendly, and determined person." The underlined word is similar in meaning with...
A. Generous
B. Grateful
C. Wealthy
D. Healty
E. Mean

Read the following text and answer question 11-15!

Text 3

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is person who conduct banking. He may be the owner of a bank or he can be The member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records. Keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condelence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

Take from: http://englishlollipop.blogspot.com/p/soal-soal- descriptive-text.html

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11. The main idea of the fourth paragraph is...
A. The office can hire two secretaries
B. A secretary should prepare the manager"s agenda
C. The manager should help the secretary complete her job
D. English is not so important for a private secretary
E. A secretary often makes appointments with the manager
12. Which of the following does not the must be qualified of the secretary?
A. The secretary and able to speak English, fluently
B. The secretary making reservations for the manager,
C. The secretary sending letters of congratulations or condolence
D. The secretary is responsible of such as making appointments
E. The secretary must be making cake in the kitchen
13. What can be infer paragraph 4?
A. A secretary always busy doing their duties.
B. A secretary should prepare the manager"s agenda
C. The manager should help the secretary complete her job
D. A secretary often making reservations for the manager
E. A secretary often makes appointments with the manager
14. She also makes an agenda for the manager. (paragraph 4) The underlined word refers to ...
A. secretary
B. banker
C. Director
D. Curator
E. Servitor
15. He plays an important role to make the firms remain in good finacial condition, (paragraph 3). The underlined word means...
A. Administrative details of a firm
B. Any credits taken from banks
C. Loan procedures in a bank
D. Line of jobs in an office
E. Monetary position

Read the following text and answer question 16-20!

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather pupo ripet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen exel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya"s culture oriented society.

Yogyakarta is often called the main gateway to the central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy access accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food- culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such

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Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'becak' (rickshaw- style) transport.

Taken from: https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html?m=1

16. What is the main idea of the text?
A. Amuse the readers with Yogyakarta
B. The description location of Yogyakarta
C. Persuade the readers to go to Yogyakarta
D. Promote Yogyakarta as tourist destination
E. Tell the readers the history of Yogyakarta

17. When did century the Sultan's Palace built?
A. In the 18th century
B. In the 17th century
C. In the 16h century
D. In the 15th century
E. In the 14th century

18. What can be infer from paragraph 2?
A. Plane is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

19. "...the foremost cultural centers of Java (paragraph 1)
The underlined word refers to...
A. Yogyakarta
B. Surabaya
C. Bandung
D. Banyuwangi
E. Malang

20." ... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

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WRITING TEST GUIDELINES

1. Researcher greats the students and creates warm situation in online class.
2. Researcher explains the aims for conducting the meeting for today.
3. Researcher explains what the students will do.
4. Researcher gives the main theme for writing is Descriptive text.
5. Researcher gives 3 topics about Descriptive Text. They are:
   a) Animal: Dolphine
   b) Place: School
   c) Person: Teacher
6. Researcher also tells about the writing task today will not influence the students' score and also the researcher will record what they say.
7. Researcher gives time to the students to prepare about 5-10 minutes in the class.
8. The students write about 40 minutes.
9. The researcher will collect their writing task
10. Researcher rates the writing task by giving to the raters with the following spacing rubric below.

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APPENDIX 2

Result of Test

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READING TEST

Direction

1. **Write down your name and class on the answer sheet**
2. **Give the cross sign (X) for the answer that you choose**
3. **These questions consist of 25 questions**
4. **These questions are multiple choice**
5. **Croose one answer that you consider correct based on the questions**

Name : ZAHROHTUL FITRIA

Class : XI MEDICAL SAINS 2

Read the following text and answer question 1-6!

Text 1

Barrack Obama

Barack Obama is the 44th president of the United States of America He is also the winner of the 2009 Nobel Peace prize. He made history in 20 whn he won the 11S eleotion President. He is the first African American to be the president of Oba's chariama, Intelligence and powerful speeches have made him extromely Poalr with ary Amenicans. He has been very successful with his message for Change.

He was a bomb in Hawaii in 1962 to be black Kenyan father and white American nother. His parent divorced and his mother married and Indonesian man. Barack's Family moved to Indonesia in majored in political science and international relations at / Columbia University in New York. After four years in New York, Obama moved to Chicago There, he worked as the director of the community project from 1985 to 1988. He antered Harvard Law School and became the first black president of the Harvand law review. Obama taught law at the university of Chicago law school for twelve years. He became an Ilinois Senator in 1996.

In 2004, Obama was selected as US Senator. He supported legislation conversation, energy, Immigration, and honest leadership. Obama is currently batling with serious issues as the economy. He beat Mitt Romney to win a second friend in the office despite a poor economy and high unemployment. He thanked voters by promising their second-term honoring honoring their support saying: "there's a lot more work to do"

Take from: http://www.famouspeoplelessons.Com/b/barackobama.html

1. What is the Main Idea of the text?
   A. Barrack Obama is the 44th president of America
   B. Barrack Obama was born in Hawaii
   C. Barrack Obama is a presidential election
   D. Barrack Obama is US Senator
   E. Barrack Obama's family moved to Indonesia
2. When did Obama leave Jakarta to return to Hawaii?
   A. In 1962
   B. In 1967
   C. In 1972
   D. In 1985
   E. In 1988
3. What can be infer from the text above?
   A. Barack obama is a hard work person
   B. Barack obama is lazy man
   C. Barack obama is arrogant person

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D. Barack obama is not a good
E. Barack obama is a popular person

4. The word „He" in the last paragraph refers to...
A. Barack obama
B. Barack"s family
C. Barack"s friend
D. Barack"s father
E. Barack"s mother

5. He supported legislation conversation, energy, Immigration, and honest leadership.
The underlined word is similar in meaning with...
A. Conference
B. Converse
C. Consultation
D. Discussion
E. Everything is correct

Read the following text and answer question 7-12!

Text 2

The Rising Stars

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor. Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is an openhanded, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He is also very humble.

However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is Chemistry. These Hogwarts trio have been really great associates, not only on screen but also in real life. Their secret of friendship is that they always understand each other although they have different backgrounds and personalities.

Take from: http://demiyurfina.blogspot.com/2015/02/un-pr eparation-descriptive-text- famous.html

6. What is the text about?

A. The life of Harry Potter stars
B. The life of Harry Potter stars and friends
C. The making of Harry Potter movies
D. The success of Harry Potter series
E. The description of the stars of Harry Potter

7. When did Daniel Jacob Radcliffe was born?
A. In Fulham, London, 23 July 1989
B. In Paris, France, 15 April 1990
C. In Paris, France, 24 August 1988
D. In Fulham London, 23 July 1985
E. In Hertfordshire, England, 24 August, 1988

8. What can be infer from paragraph 1?
A. The success of Harry Potter movies
B. The life of Harry Potter stars and friends
C. The making of Harry Potter movies
D. The description of Daniel Jacob Radcliffe
E. The life of Harry Potter stars

9. He is a loyal, shy, down-to-earth, and humorous person. (paragraph.1)
The underlined word refer to ...
A. Daniel Jacob Radcliffe
B. Emma Charlotte Duerre Watson
C. Rupert Alexander
D. Harry Potter
E. Jacqueline Luesby

10. "She is an openhanded, friendly, and determined person." The underlined word is similar in meaning with...
A. Generous
B. Grateful
C. Wealthy
D. Healthy
E. Mean

Read the following text and answer question 13-19!

Text 3

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is person who conduct banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records. Keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or

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condelence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

Take from: http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html

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11. The main idea of the fourth paragraph is...
A. The office can hire two secretaries
B. A secretary should prepare the manager"s agenda
C. The manager should help the secretary complete her job
D. English is not so important for a private secretary
E. A secretary often makes appointments with the manager

12. Which of the following does not the must be qualified of the secretary?
A. The secretary and able to speak English, fluently
B. The secretary making reservations for the manager,
C. The secretary sending letters of congratulations or condelence
D. The secretary is responsible of such as making appointments
E. The secretary must be making cake in the kitchen

13. What can be infer paragraph 4?
A. A secretary always busy doing their duties.
B. A secretary should prepare the manager"s agenda
C. The manager should help the secretary complete her job
D. A secretary often making reservations for the manager
E. A secretary often makes appointments with the manager

14. She also makes an agenda for the manager. (paragraph 4) The underlined word refers to ...
A. secretary
B. banker
C. Director
D. Curator
E. Servitor

15. He plays an important role to make the firms remain in good financial condition,(paragraph 3). The underlined word means...
A. Administrative details of a firm
B. Any credits taken from banks
C. Loan procedures in a bank
D. Line of jobs in an office
E. Monetary position

Read the following text and answer question 16-20!

Text 4

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather pupo tpet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen exel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya"s culture oriented society.

Yogyakarta is often called the main gateway to the central Java as there it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy access accessibility by

road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

Take from: https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html?m=1

16. What is the main idea of the text?
    A. Amuse the readers with Yogyakarta
    B. The description location of Yogyakarta
    C. Persuade the readers to go to Yogyakarta
    D. Promote Yogyakarta as tourist destination
    E. Tell the readers the history of Yogyakarta
17. When did century the Sultan's Palace built?
    A. In the 18th century
    B. In the 17th century
    C. In the 16h century
    D. In the 15th century
    E. In the 14th century
18. What can be infer from paragraph 2?
    A. Plane is the most convenient access to reach Yogyakarta
    B. Many local tourists prefer staying in Sosrowijayan Street
    C. Sosrowijayan is also known as shopping and culinary delight
    D. There are many convenient stores in the streets of Yogyakarta
    E. Malioboro Street is a crowded mainroad which is alive 24 hours
19. "...the foremost cultural centers of Java (paragraph 1)
    The underlined word refers to...
    A. Yogyakarta
    B. Surabaya
    C. Bandung
    D. Banyuwangi
    E. Malang
20. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
    A. Settlement
    B. Development
    C. Improvement
    D. Involvement
    E. Engagement

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WRITING TEST

Name : Zahrotul Fitra

Class : XI medical sains 2

Instruction:

1. Please choose one topic based on the list of topics below!
   a. Animal: Dolphine
   b. Place: School
   c. Person: Teacher
2. After you choose the topic, Please describe it and make it into the text.
3. You have the time 60 minuets for finishing your test.
4. Remember, this test is not influencing your score.
5. If you are done, you can check it it and submit it to the researcher.

Writing Sheet

As-SHOFA

My school in SMA As-shofa, my school at Tuanku tambuan street and As-SHOFA street. In my school the are kindergarden, elementary school, junior high school, and senior high school. I liked studyed in my school. Now I'm class XI medical sains 2, care teacher name Mati Rosvi and mam fitri. Care teacher, teacher enghlish and teacher math.

In As-shofa the are much ekstrakulikuler, and much club" Vers lesson, My school olso many activity. In As-shofa olso many snack the name of the place canteen, supermarket, cooperation, As-shofa mart, And name the building rumbai and panam. In My school the are basket hall 3, Volyboll hall 2 football hall 1., the parking area and the garden beautifull

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READING TEST

Direction

1. **Write down your name and class on the answer sheet**
2. **Give the cross sign (X) for the answer that you choose**
3. **These questions consist of 25 questions**
4. **These questions are multiple choice**
5. **Choose one answer that you consider correct based on the questions**

Name : Ghea Sylvania Rahmadani

Class : XI MS 1

Read the following text and answer question 1-6!

Text 1

Barrack Obama

Barack Obama is the 44th president of the United States of America He is also the winner of the 2009 Nobel Peace prize. He made history in 20 whn he won the 11S eleotion President. He is the first African American to be the president of Oba's chariama, Intelligence and powerful speeches have made him extromely Poalr with ary Amenicans. He has been very successful with his message for Change.

He was a bomb in Hawaii in 1962 to be black Kenyan father and white American nother. His parent divorced and his mother married and Indonesian man. Barack's Family moved to Indonesia in majored in political science and international relations at / Columbia University in New York. After four years in New York, Obama moved to Chicago There, he worked as the director of the community project from 1985 to 1988. He antered Harvard Law School and became the first black president of the Harvand law review. Obama taught law at the university of Chicago law school for twelve years. He became an Ilinois Senator in 1996.

In 2004, Obama was selected as US Senator. He supported legislation conversation, energy, Immigration, and honest leadership. Obama is currently batling with serious issues as the economy. He beat Mitt Romney to win a second friend in the office despite a poor economy and high unemployment. He thanked voters by promising their second-term honoring honoring their support saying: "there's a lot more work to do"

Take from: http://www.famouspeoplelessons.Com/b/barackobama.html

1. What is the Main Idea of the text?
   A. Barrack Obama is the 44th president of America
   B. Barrack Obama was born in Hawaii
   C. Barrack Obama is a presidential election
   D. Barrack Obama is US Senator
   E. Barrack Obama's family moved to Indonesia
2. When did Obama leave Jakarta to return to Hawaii?
   A. In 1962
   B. In 1967
   C. In 1972
   D. In 1985
   E. In 1988
3. What can be infer from the text above?
   A. Barack obama is a hard work person
   B. Barack obama is lazy man
   C. Barack obama is arrogant person

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D. Barack obama is not a good
E. Barack obama is a popular person

4. The word „He" in the last paragraph refers to...
(A) Barack obama
B. Barack"s family
C. Barack"s friend
D. Barack"s father
E. Barack"s mother

He supported legislation conversation, energy, Immigration, and honest leadership.

The underlined word is similar in meaning with...
A. Conference
B. Converse
C. Consultation
D. Discussion
(E) Everything is correct

Read the following text and answer question 7-12!

Text 1

The Rising Stars

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor. Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is an openhanded, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He is also very humble.

However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music but his favorite is classic rock and roll. His favorite school subject is Chemistry. These Hogwarts trio have been really great associates, not only on screen but also in real life. Their secret of friendship is that they always understand each other although they have different backgrounds and personalities.

Take from: http://demiyurfina.blogspot.com/2015/02/un-pr eparation-descriptive-text- famous.html

6. What is the text about?

A. The life of Harry Potter stars
B. The life of Harry Potter stars and friends
C. The making of Harry Potter movies
D. The success of Harry Potter series
E. The description of the stars of Harry Potter

7. When did Daniel Jacob Radcliffe was born?
A. In Fulham, London, 23 July 1989
B. In Paris, France, 15 April 1990
C. In Paris, France, 24 August 1988
D. In Fulham London, 23 July 1985
E. In Hertfordshire, England, 24 August, 1988

8. What can be infer from paragraph 1?
A. The success of Harry Potter movies
B. The life of Harry Potter stars and friends
C. The making of Harry Potter movies
D. The description of Daniel Jacob Radcliffe
E. The life of Harry Potter stars

9. He is a loyal, shy, down-to-earth, and humorous person. (paragraph 1)
The underlined word refer to ...
A. Daniel Jacob Radcliffe
B. Emma Charlotte Duerre Watson
C. Rupert Alexander
D. Harry Potter
E. Jacqueline Luesby

10. "She is an openhanded, friendly, and determined person." The underlined word is similar in meaning with...
A. Generous
B. Grateful
C. Wealthy
D. Healthy
E. Mean

Read the following text and answer question 13-19!

Text 3

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is person who conduct banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records. Keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or

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condelence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

Take from: http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html

12. The main idea of the fourth paragraph is...
A. The office can hire two secretaries
B. A secretary should prepare the manager"s agenda
C. The manager should help the secretary complete her job
D. English is not so important for a private secretary
E. A secretary often makes appointments with the manager

11. Which of the following does not the must be qualified of the secretary?
A. The secretary and able to speak English, fluently
B. The secretary making reservations for the manager,
C. The secretary sending letters of congratulations or condelence
D. The secretary is responsible of such as making appointments
E. The secretary must be making cake in the kitchen

13. What can be infer paragraph 4?
A. A secretary always busy doing their duties.
B. A secretary should prepare the manager"s agenda
C. The manager should help the secretary complete her job
D. A secretary often making reservations for the manager
E. A secretary often makes appointments with the manager

14. She also makes an agenda for the manager. (paragraph 4) The underlined word refers to ...
A. secretary
B. banker
C. Director
D. Curator
E. Servitor

15. He plays an important role to make the firms remain in good financial condition,(paragraph 3). The underlined word means...
A. Administrative details of a firm
B. Any credits taken from banks
C. Loan procedures in a bank
D. Line of jobs in an office
E. Monetary position

Read the following text and answer question 16-20!

Text 4

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather pupo tpet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen exel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya"s culture oriented society.

Yogyakarta is often called the main gateway to the central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy access accessibility by

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Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

Taken from: https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html?m=1

16. What is the main idea of the text?
A. Amuse the readers with Yogyakarta
B. The description location of Yogyakarta
C. Persuade the readers to go to Yogyakarta
D. Promote Yogyakarta as tourist destination
E. Tell the readers the history of Yogyakarta

17. When did century the Sultan's Palace built?
A. In the 18th century
B. In the 17th century
C. In the 16h century
D. In the 15th century
E. In the 14th century

18. What can be infer from paragraph 2?
A. Plane is the most convenient access to reach Yogyakarta
B. Many local tourists prefer staying in Sosrowijayan Street
C. Sosrowijayan is also known as shopping and culinary delight
D. There are many convenient stores in the streets of Yogyakarta
E. Malioboro Street is a crowded mainroad which is alive 24 hours

19. "...the foremost cultural centers of Java (paragraph 1)
The underlined word refers to...
A. Yogyakarta
B. Surabaya
C. Bandung
D. Banyuwangi
E. Malang

20. "...spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Pargraph 3) The underlined word is closest in meaning ....
A. Settlement
B. Development
C. Improvement
D. Involvement
E. Engagement

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WRITING TEST

Name : Ghea Sylvanta Rahmadani

Class : X MS 1

Instruction:

1. Please choose one topic based on the list of topics below!
   - Animal: Dolphine
   - Place: School
   - Person: Teacher
2. After you choose the topic, Please describe it and make it into the text.
3. You have the time 60 minuets for finishing your test.
4. Remember, this test is not influencing your score.
5. If you are done, you can check it it and submit it to the researcher.

Writing Sheet

School

School is a place to learn and gain knowledge. I'm School in As-shofa Islamic high school. my school is very big. In school, we can so many friend. my school is very big. In my school there is a library, so many classes. As-shofa islamic high school place in As-shofa street. My school is color blue. have 5 field. As-shofa so expensive. In as-shofa so many leaves. So many class in as-shofa Every class have 3-4 air conditioner and 1 computer.

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STUDENTS' SCORES OF THE WRITING TEST

NO	STUDENTS	SCORES OF EACH ASPECT					TOTAL SCORES
		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	
1	Student 1	17	12	13	17	3	62
2	Student 2	19	15	13	18	3	68
3	Student 3	20	16	13	18	3	70
4	Student 4	21	17	14	19	4	75
5	Student 5	17	13	13	13	2	58
6	Student 6	21	13	13	18	4	69
7	Student 7	21	13	13	16	4	67
8	Student 8	18	14	13	13	2	60
9	Student 9	22	10	15	11	3	61
10	Student 10	14	12	11	11	2	50
11	Student 11	23	13	13	12	2	63
12	Student 12	23	13	13	12	2	63
13	Student 13	23	16	15	18	2	74
14	Student 14	22	14	14	18	2	70
15	Student 15	24	15	15	18	3	75
16	Student 16	23	14	14	18	3	72
17	Student 17	22	13	13	15	3	66
18	Student 18	24	15	16	20	4	79
19	Student 19	22	15	15	15	3	70
20	Student 20	27	18	18	22	4	89
21	Student 21	25	17	17	20	4	83
22	Student 22	23	14	15	18	4	74
23	Student 23	17	15	13	18	4	67
24	Student 24	27	16	17	18	4	82
25	Student 25	21	13	15	14	2	65
26	Student 26	23	14	18	17	3	75
27	Student 27	23	17	13	20	4	77
28	Student 28	23	15	15	15	3	71
29	Student 29	22	14	13	15	3	67
30	Student 30	22	14	13	15	3	67
31	Student 31	18	14	14	14	3	63
32	Student 32	20	14	13	13	2	62
33	Student 33	24	17	15	20	4	80
34	Student 34	25	17	15	20	4	81
35	Student 35	21	13	14	18	4	70
36	Student 36	26	18	17	22	5	88
37	Student 37	20	13	13	15	3	64

Pekanbaru, 21 Agustus 2023
The Rater,

Dedy Wahyudi, S. Pd., M. Pd

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		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	
1	Student 1	20	14	10	15	3	62
2	Student 2	17	10	10	11	3	51
3	Student 3	22	14	15	17	3	71
4	Student 4	20	13	12	10	3	58
5	Student 5	15	10	9	10	2	46
6	Student 6	13	9	14	18	3	57
7	Student 7	16	9	9	11	2	47
8	Student 8	16	9	9	10	2	46
9	Student 9	16	9	9	10	2	46
10	Student 10	22	15	17	10	3	67
11	Student 11	25	16	15	20	3	79
12	Student 12	21	14	13	15	4	67
13	Student 13	16	14	14	11	3	58
14	Student 14	22	14	14	18	4	72
15	Student 15	25	18	18	18	4	83
16	Student 16	22	15	17	18	4	76
17	Student 17	20	13	15	20	4	72
18	Student 18	25	15	15	18	4	77
19	Student 19	25	17	17	15	4	78
20	Student 20	26	17	15	20	4	82
21	Student 21	25	17	15	18	3	78
22	Student 22	22	16	18	15	3	74
23	Student 23	25	15	15	17	4	76
24	Student 24	26	17	17	15	3	78
25	Student 25	22	14	16	15	3	70
26	Student 26	22	14	14	15	3	68
27	Student 27	22	14	18	18	4	76
28	Student 28	22	14	15	18	4	73
29	Student 29	25	15	15	17	4	76
30	Student 30	20	14	12	15	3	64
31	Student 31	22	15	15	18	4	74
32	Student 32	20	13	12	12	3	60
33	Student 33	25	15	15	17	4	76
34	Student 34	25	17	17	15	3	77
35	Student 35	21	13	13	17	3	67
36	Student 36	26	17	20	17	4	84
37	Student 37	17	10	18	5	2	52

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Mainar Fitri, S. Pd., M. Pd

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APPENDIX 3

Thesis Guidance Activity

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SKRIPSI MAHASISWA

Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
Nama Pembimbing : Roswati, M.Pd
Nomor Induk Pegawai (NIP) : 197601222007102001
Nama Mahasiswa : Elvita Sari
Nomor Induk Mahasiswa : 11910423275
Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	28 juli 2023	Instrument test		
	4 September 2023	Chapter 4		
	20 September 2023	Chapter 4, chapter 5		
	22 September 2023	Chapter 3, chapter 4, chapter 5		
	26 September 2023	Acc for munaqasyah		

Pekanbaru, 26/9 2023
Pembimbing,

Roswati, M.Pd.
NIP. 197601222007102001

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Nama Mahasiswa : Elvita Sari
Nomor Induk Mahasiswa : 11910423275
Hari/Tanggal Ujian : Selasa, 09 mei 2023
Judul Proposal Ujian : STUDENT READING COMPREHENSION OF DESCRIPTIVE TEXT AND THEIR WRITING ABILITY : A CORRELATIONAL STUDY AT SENIOR HIGH SCHOOL.
Isi proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gushendra, M.Ed	PENGUJI I		
2.	Robi Kurniawan M.A	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I

Dr. Zarnasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, Selasa, 16 mei 2023
Peserta Ujian Proposal

Elvita Sari
NIM. 11910423275

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Elvita Sari
Nomor Induk Mahasiswa : 11910423275
Hari/Tanggal : Selasa, 09 Mei 2023
Judul Proposal Penelitian : Studen Reading Comprehension ~~and their writing~~ of descriptive text and their writing ability : A correlation Study at Senior high school.

URAIAN PERBAIKAN
- Revise Sample - Revise Background - Revise the writing (grammar)

Pekanbaru, ...
Penguji I

Penguji II

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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KEGIATAN BIMBINGAN MAHASISWA
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Jenis yang dibimbing :
Seminar usul Penelitian :
Penulisan Laporan Penelitian :
Nama Pembimbing : Roswati, M.Pd
Nomor Induk Pegawai (NIP) :
Nama Mahasiswa : Elvita Sari
Nomor Induk Mahasiswa : 11910923275
Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	29 Maret 2023	Chapter I, II, III		
2	14 April 2023	Chapter I, III		
3	17 April 2023	Acc		
4				
5				
6				
7				

Pekanbaru, 17/4 2023
Pembimbing,

Roswati, M.Pd.
NIP.

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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Nomor : Un.04/F.II.4/PP.00.9/18523/2023 Pekanbaru,27 September 2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Roswati, S.Pd.I., M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ELVITA SARI
NIM : 11910423275
Jurusan : Pendidikan Bahasa Inggris
Judul : STUDENT READING COMPREHENSION OF DESCRIPTIVE TEXT AND THEIR WRITING ABILITY: A CORRELATIONAL STUDY AT SENIOR HIGH SCHOOL
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru, 21 September 2023

Hal : Pengajuan Perpanjangan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Elvita Sari

NIM / HP : 11910423275 / 085363677403

Tempat / tanggal lahir : Taluk Kuanan / 11 Mei 2000

Semester / Tahun : IX/2023

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"STUDENT READING COMPREHENSIONOF DESCRIPTIVE TEXT AND THEIR WRITING ABILITY: A CORRELATIONAL STUDY AT SENIOR HIGH SCHOOL"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Roswati, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 19810611200801 2017

Hormat Saya,

Elvita Sari
NIM. 11910423275

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Nomor : Un.04/F.II.3/PP.00.9/7212/2023 Pekanbaru, 06 April 2023
Sifat : Biasa
Lampiran : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMA Islam As Shofa Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Elvita Sari**
NIM	: 11910423275
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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APPENDIX 4

Result Letter

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Website : www.smafa.sch.id Hp. 0812 6367 2399
Akreditasi : A (Sangat Baik)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

No:108.09/Sket/SMAI-Yasfa/IV/2023

Saya yang bertanda tangan di bawah ini :

Nama : Budi Asri Ritonga, S.Sos.I., M.Pd
Nomor induk guru : 08.1429.233
Jabatan : Kepala SMA Islam As-Shofa Pekanbaru
Alamat sekolah : Jl. Tuanku Tambusai – Jl. Raya As-Shofa Kec. Payung Sekaki Pekanbaru Riau

dengan ini menerangkan bahwa :

Nama : Elvita Sari
Nomor Induk Mahasiswa : 11910423275
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau
Program studi : Pendidikan Bahasa Inggris

Telah diizinkan melaksanakan prariset di SMA Islam As-Shofa Pekanbaru pada tahun 2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 6 April 2023
Kepala SMA Islam As-Shofa

Budi Asri Ritonga, S.Sos.I., M.Pd

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Nomor : Un.04/F.II/PP.00.9/8292/2023 Pekanbaru,22 Mei 2023 M
Sifat : Biasa
Lamp : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Elvita Sari**
NIM	: 11910423275
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Student Reading Comprehension of Descriptive Text and Their Writing Ability: A Correlational Study at Senior High School Pekanbaru
Lokasi Penelitian : SMA Islam As-Shofa Pekanbaru
Waktu Penelitian : 3 Bulan (22 Mei 2023 s.d 22 Agustus 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n Rektor,
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
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Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/56531

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B.0.0/F.II/PP.00.9/8292/2023 Tanggal 22 Mei 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**ELVITA SARI**
2. NIM / KTP	:	119104232750
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**STUDENT READING COMPREHENSION OF DESCRIPTIVE TEXT AND THEIR WRITING ABILITY: A CORRELATIONAL STUDY AT SENIOR HIGH SCHOOL**
7. Lokasi Penelitian	:	SMA ISLAM AS-SHOFA PEKANBARU

Dengan ketentuan sebagai berikut:

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2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Mei 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

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PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553

PEKANBARU

Pekanbaru, 24 MAY 2023

Nomor : 800/Disdik/1.3/2023/ 13783

Sifat : Biasa

Lampiran :

Hal : **Izin Riset / Penelitian**

Kepada

Yth. Kepala SMA Islam As-Shofa Pekanbaru

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/56531 Tanggal 23 Mei 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	: **ELVITA SARI**
NIM/KTP	: 119104232750
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S1
Alamat	: PEKANBARU
Judul Penelitian	: **STUDENT READING COMPREHENSION OF DESCRIPTIVE TEXT AND THEIR WRITING ABILITY: A CORRELATIONAL STUDY AT SENIOR HIGH SCHOOL**
Lokasi Penelitian	: SMA ISLAM AS-SHOFA PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

TATI LINDAWATI,SH,M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Jl. Tuanku Tambusai / Jl. As-Shofa Pekanbaru - 28294
Website : www.smafa.sch.id Hp. 0812 6367 2399
Akreditasi : A (Sangat Baik)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN

No: 226.09/Sket/SMAI-Yasfa/VIII/2023

Yang bertanda tangan di bawah ini Kepala SMAS Islam As-Shofa, Kecamatan Payung Sekaki, Kota Pekanbaru menerangkan bahwa:

Nama	: Elvita Sari
Nomor Induk Mahasiswa	: 119104232750
Program studi	: Pendidikan Bahasa Inggris
Judul penelitian	: **Student Reading Comprehension of Descriptive Text and Their Writing Ability : A Correlational Study At Senior High School**

telah melaksanakan penelitian untuk penulisan Skripsi dalam penyelesaian tugas akhir kuliah.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 25 Agustus 2023
Kepala SMAS Islam As-Shofa

Budi Asri Ritonga, S.Sos.I., M.Pd

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APPENDIX 5

Documentation

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CURRICULUM VITAE



Elvita Sari is the first daughter of Mr. Ertis Wandi and Mrs. Marjaini. She was born on Taluk Kuantan, May 11th, 2000. In 2012, she graduated from SDN 49 Pekanbaru. She also finished her study at MTsN 2 Pekanbaru in 2015 and SMK Keuangan Pekanbaru in 2018.

In 2019, she was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2022, she was doing KKN (Kuliah Kerja Nyata) program at Kampung Baru Koto, village in Kuantan Singingi regency. Then, on September until December 2022, she was doing Pre-Service Teacher Practice (PPL) program at SMA Datuk Batu Hampar Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on October 2023 by the thesis entitled "Student Reading Comprehension Of Descriptive Text and Their Writing Ability: A Correlational Study At Senior High School".

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