

**THE CONTRIBUTION OF READING TEXT ASSIGNMENT
TOWARD STUDENTS' WRITING ABILITY AT THE
SECOND YEAR OF STATE JUNIOR HIGH
SCHOOL 2 SUB DISTRICT SIAK KECIL
OF BENGKALIS REGENCY**



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(S.Pd.)



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ABSTRAK

ARNILIS (2012). Kontribusi Tugas Membaca Text terhadap Kemampuan Menulis Siswa pada Siswa Kelas Dua SMPN 2 Kecamatan Siak Kecil Kabupaten Bengkalis.

Judul dari penelitian ini adalah “Kontribusi tugas membaca text terhadap kemampuan menulis siswa pada siswa kelas dua SMPN 2 Kecamatan Siak kecil Kabupaten Bengkalis” Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana tugas membaca siswa, bagaimana kemampuan menulis siswa dan apakah ada kontribusi yang signifikan tugas membaca siswa terhadap kemampuan menulis mereka. Tujuan dari penelitian ini adalah hanya untuk menemukan hubungan antara kemampuan siswa dalam tugas membaca teks dan kemampuan menulis mereka pada siswa kelas dua SMPN 2 Kecamatan siak kecil Kabupaten bengkalis. Penelitian dilaksanakan di SMPN 2 Kecamatan Siak kecil Kabupaten Bengkalis. Populasi dari penelitian ini adalah siswa kelas dua di SMPN 2 Kecamatan Siak kecil Kabupaten Bengkalis. Jumlah populasi dari penelitian ini adalah 30 siswa dan diambil seluruhnya sebagai sampel. Teknik yang digunakan dalam pengambilan sampel adalah teknik total sampling.

Dalam pengumpulan data, penulis menggunakan angket untuk variabel X dan tes untuk variable Y pada penelitian ini. Dalam menganalisa data, peneliti menggunakan regresi linear, guna mengetahui seberapa besar kontribusi tugas membaca teks terhadap kemampuan menulis pada siswa kelas dua SMPN 2 Kecamatan siak kecil Kabupaten Bengkalis.

Berdasarkan hasil temuan penelitian, nilai rata-rata kemampuan siswa dalam tugas membaca teks adalah 48.11 dengan nilai keseluruhan 1444. Sedangkan kemampuan menulis siswa adalah 40.8 dengan nilai keseluruhan 1224. Setelah kedua data dianalisa, diketahui bahwa rxy sebesar 0.273. Bisa diartikan ada pengaruh yang signifikan antara kemampuan siswa dalam tugas membaca teks dan kemampuan menulis mereka. Dengan kata lain, H_a diterima dan H_o ditolak.

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CHAPTER I

INTRODUCTION

A. Background

Writing is a skill that is important to be learned. It can improve students' language. This skill stimulates students' cognitive that is useful for students who learn a language. In writing, students are trained to be a good writer. Then we should understand how to start their writing, find several ideas, develop their ideas in writing texts, revise their writing, and make the final writing as well as possible. Briefly, the students should understand how to communicate their ideas in writing themselves.

According to Syafi'i there are five aspects in writing; there are content, grammar, form, style, and mechanics.¹ Content is the substance of the writing or how the idea is expressed, form is the organization of the content, grammar is the employment of grammatical forms and syntactic patterns, style is the choice of structures and lexical items to give a particular flavor to the writing, and the last is mechanics is the use of the graphic conventions of the language. These aspects always become difficult things in mastering writing.

State Junior High School 2 Sub District Siak Kecil of Bengkalis Regency is one of the schools that uses school based curriculum as a guide of

¹M. Syafi'i, S. From Paragraph to a Research Report: a Writing of English for Academic Purpose, Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2007. Pekanbaru. P. 164

learning English. English lesson is taught each week 2x1 is forty minutes in one meeting. It has writing and other language skills of English as a way to master language.² It can be concluded that State Junior High School 2 Sub District Siak Kecil of Bengkalis Regency has performed the obligations mandated by the school based curriculum.

Based on the writer observation, at the second year of state junior high school 2 Siak Kecil, there were most of students' still have problems in writing. They have difficulties in transforming their ideas into the form of written text. It can be caused by the lack of grammar and vocabulary and make them difficult to write a text well. Then most of students are not able to write English correctly, always make errors in punctuation and spelling and they have difficulties to get the points or information in the reading text. The problems are not saved the students would get bad impact they will not pass the writing skill. Every teacher will not want if their students failed. So, one of the familiar writing ability is by using reading text assignment method. Reading text assignment (RTA) is a method which the students given some kinds of text. The material in RTA should be coherence with syllable, for example this they students learn about "the sea eagle", so only the assigned chapters should be read.

Reading text assignment (RTA) not only trains students to read but at the same time improving students writing. By reading we might as well take an

²Syilabus SMPN 2 Siak Kecil, 2010/2011

important note in the reading clear by the record can improve students writing ability.

Taking notes is very important when reading because it forces reader to mentally process the material that they read and because it gives an account of what they read. If they really understand something that they probably will remember it without having to resort to their notes. When you reading, record or taking notes help you concentrate.

It is hope by reading text assignment have significant effect for students writing ability.

Unfortunately, this situation was not clearly found at the Second Year of state Junior High School 2 Siak Kecil of Bengkalis Regency. Based on writer's preliminary study, students still had problems in writing ability (regarding to their reading text assignment). They seemed to have difficulties in writing ability. Generally, it can be clearly seen on the phenomena below:

- a. Some students are not able to write English correctly
- b. Some students always make errors in punctuation and spelling.
- c. Some students are not able to pay attention in reading process.
- d. Some students still have mistake in applying the appropriate adverb.
- e. Some students are lack of vocabularies
- f. Some students have difficulties to get the key points of text

By understanding the fact above, the researcher is interested in writing a thesis entitled: *"The Contribution of Reading Text Assignment toward*

Students' Writing Ability at the Second Year of State Junior High School 2 Sub District Siak Kecil of Bengkalis Regency".

B. Problem

1. Identification the Problem

Based on the background above, these problems are identified as follows:

- a. Why are some of the students not able to write English correctly?
- b. Why do some of students always make errors in punctuation and spelling?
- c. Why are some of students not able to pay attention in reading process?
- d. Why do some of the students still have mistake in applying the appropriate adverbs?
- e. Why are some student's lack of vocabularies?
- f. Why do some of students have difficulties to get the key points of text?

2. Limitation of the Problems

According to identification of the problems stated above, the writer limits the investigation only on the contribution of reading text assignment toward students' writing ability at the second year of state junior high school 2 sub district Siak Kecil of Bengkalis regency.

3. Formulation of the Problems

The problems in this research can be formulated as follows:

- a. How is students' reading text assignment?
- b. How is their writing ability?
- c. Is there any significance contribution of reading text assignment toward students' writing ability?

C. The Reason of Choosing the Title

The writer is interested in conducting this research because of some reasons:

1. The topic is very interesting for the writer because reading is the most prominent skill to be developed in getting knowledge at the second year students' of state junior high school 2 sub district Siak Kecil of Bengkalis regency
2. As far as the researcher's concerned, this topic has never been researched yet
3. This research can be conducted because the time and the place of study are favorable for the writer.

D. The Objective and Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading text assignment
- b. To find out the students' writing ability

- c. To find out whether there is a significant contribution of reading text assignment and students' writing ability.

2. Significance of the Research

- a. The writer expects that her research can give contribution and insight to the English lesson (especially in writing ability), the teacher, the school, and also to the writer herself.
- b. The finding is also expected to be current information especially in terms of teaching and learning English as a foreign language to the respondents of the research and institution in which she conducts the research.
- c. The research is conducted to fulfill one of requirements to finish her Undergraduate study at State Islamic University of Sulan Syarif Kasim Riau.

E. The Definition of the Terms

a. Reading text

Reading text is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scopes of reading media enlarged not only to print media but also to use internet.

b. Assignment

Assignment is a piece of work that is given to do task.³ The assignment given to student during English class, especially in reading text subject.

c. Writing ability

Writing ability is the ability of person to express his or her ideas, feelings or something to others by using written language. Meaning that, a person's capability in expressing ideas, feelings, or something to others by writing.

³Hornby. Oxford, *Learner's Pocket Dictionary Oxford* University Press. 1983, P.21

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical of Framework

1. The Nature of Writing

Writing is one of language skills. It can be used as a tool to convey one intended meaning to others besides speaking. Even though writing and speaking are a communicative act, but there are some differences among them. In writing, we should have knowledge perfectly to use the correct composition because if our text is being read by reader, we cannot correct our mistake and revise our statement directly to the readers, while in speaking when we speak with the audience, we can repeat our statement if the audiences do not understand what we have said. Jacobs et al stated that there are five criteria to asses in writing, they are:¹

a. Content

The ability to think and develop the ideas creatively.

b. Organization

It is well organized, cohesive, ideas clearly, stated and logically sequenced.

An essay can be said as coherence if its paragraphs are woven together or flow into each other.

¹Athur Hughes. *Testing for Language Teachers*. 2nd Ed. (USA: University Press, 2003), p. 104.

c. Vocabulary

The writer should master in using effective words, word choices, and idiom.

d. Language use

In writing paragraphs or texts, the knowledge of grammar is very important.

For example a few make errors in our writing.

e. Mechanics

In writing, the writer should master mechanics. Say for example: mastering in punctuation, spelling and capitalism.

Besides the components that should exist in our writing, we also should know the purpose of our writing ourselves. The purpose of writing, in principle, is the expression ideas, the conveying of a message to the reader; so our ideas should arguably be seen as the most important aspect of the writing. On the other hand, the writers also need to pay some attentions to formal aspect, such as neat handwriting, correct spelling and punctuation as well as acceptable grammar and careful selection of vocabulary, because much higher standards of language are normally demanded in writing than speech: more careful constructions, more precise and varied vocabulary, and more correctness of expression in general.² It is clear that, in writing we need skill in order to make a good writing, develop our ideas well, and make reader understand what we want to say, and the most important is we should make correction about our writing before conveying to the reader.

² Penny Ur. *A Course in Language Teaching-Practice and Theory*. (United Kingdom: Cambridge University Press, 1996), p. 163.

In other hand, several authors on writing make the important point that writing is a process of encoding (putting your message into words) carried out with a reader in mind.³ It means that as the writers, of course, we need to communicate our messages, ideas, or feelings to readers with a very clear meaning through as a means of written communication. Knowing audience will help us reach our goal of communication clearly and affectively.⁴ Briefly, considering the audience is one of the important aspects in writing.

Syafi'i states in the process of teaching and learning EFL/ESL, writing is one of the four language skills. Thus, it is necessary to observe the students' writing performance since it is one of the communicative and productive language skills. Writing proficiency is categorized into the last of four language skills by linguists.⁵

Syafi'i states writing as the last of the four language skills-of listening, speaking, reading, and writing. Though it seems more complete than that of other because there are many things to be deliberated, however, it does not mean that writing is the most difficult skill to be acquired by language learners. One thing that must be jotted down is that writing proficiency or composing

³Jo McDonough and Christopher Shaw. *Materials and Methods in ELT: A Teacher's Guide*. 2nd Ed. (United Kingdom, Blackwell Publishing, 2005), p. 161.

⁴Syafi'I. *From Paragraphs to A Report: A writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2007), p. 2.

⁵M. Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LBSI., 2007 .p. 163

skill is not merely the activity of writing down some words or sentence into the written language but also must be performance of writing.⁶

Furthermore, Paulston and Bruder (in Syafi'i) say at very least, there should be three major aspects of writing that should be accurately deliberated by a writer in his/her writing or composition, such as;

- a. Correct language form
- b. Mechanics of punctuation,
- c. Organization of content.⁷

Furthermore, they also say that on the beginning level, the attentions have to be directed on the correct language form of sentences and their punctuation, but students should be taught rudimentarily the principles of organizing of composition. On the intermediate and advanced levels, on the other hand, the attention should be directed on the organization and development of ideas, but in this stage, the students still need to word on sentence level of language skill.

In modern life, there are many cases that can be done through writing. Say for example, we can share information to others by writing, both via internet and correspondence.

⁶M. Syafi'i. *ib.et.* p. 163

⁷Pulson, Kristina Bratt and Mary Newton Bruder. *Teaching English as a Second Language: Techniques and Procedures*. Cambridge: Wintrop Publishers, Inc., 1976. P. 203

Chittravelu says we use writing in our daily lives for a number of reasons: to get things done; to inform; to persuade; to maintain relationship; in document occurrences, events, etc; and to record feelings, experiences, observation, etc.⁸

Based on the statement above, so many cases that can be done with writing. For examples, we can get job, we can give information to another person, we can urge another person to do what we want, and we can continue the relationship, we can document and record the events, feelings, experiences, observations and so on.

2. The Nature of Writing Ability

Writing ability is the ability of a person to express he/she ideas, feeling, or something in his/her minds to others by using written language. Writing course is not merely intended to establish the students' ability, but more importantly to express the ideas, feelings, and abilities to the readers. In addition writing ability. Graves says that we use writing as a vehicle to learn about something or understand it.⁹ When students take this stance, they are using written language to help them wrestle with information, ideas, feelings, and intuition.

Theoretically, writing is a productive skill to express the ideas and feelings by using written language.

⁸Chittravelu, Nesalamar, et al. 1995. *ELT Methodology Principles and Practice*. Shah Alam Fajar Bakti SDN BHD.p.136

⁹Graves, F. Michael, et al. *Teaching Reading in the 21th Century (Second Edition)*. Singapore: Allyn and Bacon, a Pearson Education Company. 2001. p. 420

Generally, in writing we have to know the components of writing. According to Jacobs there are five components of writing; they are content, organization, vocabulary, language use and mechanics.¹⁰

Discussing about writing, there are several types of writing, for example, Brown divides “the classroom writing performance into five genres, they are: imitative or writing down, intensive or controlled, self-writing, display writing, and real writing.

a. Imitative or writing down

This type of writing performance is for the novice writers, the students will simply write down English letters, words, and possibly sentences in order to learn the conversations of the orthographic code.

b. Intensive or controlled

This type of writing is focused on grammatical concepts. This type would not allow much, if any, creativity on the part of the writer.

c. Self-writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience.

¹⁰Jacobs, L. Holly, Et al. 1981. *Testing ESL Composition: Principles and Techniques*. Rowley, London, Tokyo: Newbury House Publishers. p. 91

d. Display writing

Syafi'i says (2002:7) that real writing is a product of written text in any types of writing products, under which the messages written can be easily communicated by both writer and reader with communicative language.¹¹

The above statement explains about the types of writing performance. Besides, writing has also some modes. In addition, pertaining to the modes of writing, Wassalam and Rinsky state "the modes of writing into four broad categories, such as narration, exposition, persuasion, and description."¹² In narration, the writer relates events to some kinds of sequences or orders. In exposition, the writer exposes information or ideas. In persuasion, the writer attempts to convince or persuade us of something to think, often trying to change someone's mind. And in the description, the writer describes abstract concepts, such as truth or justice.

3. The Nature of Reading

Reading is one of the four language skills. It is a skill that needs more attention of the students because in reading, the students must have good interaction with the text in order to get the meaning the text. According to the cognitive-constructivist view of reading emphasize that reading is a process in

¹¹ Brown, H. Douglas. 1994. *Teaching by Principles*. San Francisco: State University. P. 327-330

¹² Wasillam, Rose and Lee Ann Rinsky. 2000. *Effective Reading in a Changing World (Third Additional)*. New jersey, USA: Practice Hall.p.233

which the reader effectively searches for meaning in what she reads.¹³ Basically, the purposes of reading process are to acquire information, knowledge, insight, and also for pleasure or interest that is gotten from the reading materials. Reading is not easy to do because in reading process the reader not only reads the words, sentences, paragraphs and text but also comprehend what the contents of our reading materials. Hasibuan and Fauzan Ansyari stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.¹⁴ So, the last process of reading is reader's comprehension about the reading material itself.

Nuttal states teaching Reading skill is important because it is obviously impossible for us to familiarize our students with every text they will ever want to read. Instead, we must give them techniques for approaching text of various kinds, to be read for various purposes.¹⁵ Brown says in reading ability, it will be best developed in association with writing, listening and speaking activity.¹⁶ Even in those courses that may be labeled "reading". Your goals will be best achieved by capitalizing on the interrelationship of skill, especially the reading-writing connection. Reading has also its aims; one of the purposes of reading is to acquire information and to comprehend the reading contents. Generally, the purpose of reading is classified into: Getting general information from the text,

¹³ Michael F. Graves, et al. *Teaching Reading in 21st Century*. 2nd Ed. (Gould Street: Allyn and Bacon, 2001). p.2

¹⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyary. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau, 2007). p. 115

¹⁵ Christine Nuttal. 1982. *Teaching Reading Skills in a Foreign Language*, London: Heinemen Education Books. p.22

¹⁶ Brown, H. D. 1994. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. USA: Prentice Hall-Regents. p. 283

getting the specific information for the text, and Reading for pleasure or for interest.

1. The Nature of Reading Text Assignment

Giving assignments to the students is important in teaching and learning process. Assignment is an opportunity for the students to advance their thinking development. It can also encourage them on taking initiative. Furthermore, assignment can create responsibility and self-control on the students themselves. Azhar says assignment method is a co-curricular activity that can be done outside the classroom interaction or inter-curricular activity dealing with certain material development is allocated 90 minutes, so that co-curricular activity is spent only 45 minutes. Roger says assignment method is one of written communicative activities (Hence "Assignment" is termed by "task"). Task may be defined as units of performance which, collected, constitutes a function.

Reading text assignment is an assignment given to students in the form of text, the task of reading the text is given only for the material to be taught. Examples of this day to teach about "newspapers and magazines" so only the assigned chapters to be read. Reading text assignments not only enhance students reading but also at the same time improve students' writing. By reading we might as well take an important note in the reading is clear by the record can improve students' writing. That is:

a. Read the book chapter

Read just enough to gain an understanding of the material. Do not take notes. Your focus should be on understanding the material. It is tempting to take notes as you read the first time, but this is not an efficient technique. It is likely that you will take up too much information and facts simply copy without understanding them at this time.

b. Review the material.

Find the main ideas and sub-points. Set the book aside and quote information that you're covered. Placing information in the book of your own words forces you to become actively involved with the material.

c. Write down your ideas paraphrased

This is your record. Do not copy information directly from the text. Do not get stuck with the details add just enough detail to understand.

d. Review and compare notes

You write with your text to make sure you really understand. Use the text to clarify anything you may be missing or have trouble understanding.

Strategies for Reading Text Assignments

Almost all students, regardless of their major, have a lot of reading to do! It is very important that you complete all your reading assignments, but it is even more important that you understand the readings that you complete, and

that you remember what you've read. Belows are some tips and strategies for how to read, understand, and remember an assignment.

a. Preview the Reading

Before you dive into reading an assignment, do a 3-5 minute preview by flipping through the page and skimming the reading. You should get a sense for the main topic of what you are going to read so you can be prepared for how the reading will support the main topic. As you preview look for:

b. Chapter titles and headings – these will almost always help you figure out the main topic.

c. Bold or underlined words – When a word is in bold or underlined that is a great indicator that those words are tied to the main topic.

d. Introductory questions or chapter completion questions – By reading these questions first, you will know what information you should be looking for as you read.

e. Charts or graphs – Textbook editors put these in for a reason! If you review them before you start reading, it will help tie the concepts of the chapter together.

Remember: before you begin the reading, make sure you can clearly identify the main topic of what you will be reading. As you develop good previewing skills, you will be able to anticipate the main topics and concepts before you begin to read.

2. Annotate – Mark it up!

Don't be afraid to highlight, write, or flag important parts of your reading assignments—being an active reader will force you to pay attention to what you're reading. This will help you locate important information when you go back to review. Here are some tips for good annotating:

- a. Find a system that works for you. Some students like to use a highlighter; some take notes in the margins, and some use post-it notes to flag important passages. Try a few different techniques and see what works best for you.
- b. Underline key words, put a question mark next to ideas you do not understand, put a check in the margin if you agree with the author, write in the margin if an idea reminds you of something else from the course.
- c. Read a chunk of material and then annotate after. Starts with reading a single paragraph all the way through, and then go back and highlight annotates the important parts. If you annotate as you go, instead of after reviewing a small section, you are more likely to over annotate.

Reading Strategies assignment

To get the most from reading students class, use the tips on the manage assignment of reading and reading effectively.

Manage the assignment of reading

a. Prioritize

Reading the text that students think is most important or relevant for the first course, especially when your teacher mentions or when reading a passage that will be covered in class.

b. Condense the information

Take margin notes and highlight important points in the reading. When the time to study for tests, focus on the notes you have taken and the parts that you highlighted.

Be an active reader

In a separate notebook, write down ideas and questions that arise while you are reading. This will help students think critically about what you've read, and will serve as a guide when you study for tests, writing papers, and ask questions in class.

a. Prioritize your reading assignments

Read the job that students think is most important first. If students know some of the readings will be discussed in class, or if your teacher has mentioned a specific reading task, they may become student's priority. Similarly, students may want to prioritize tasks in which students read about the things that students do not know more than the tasks that cover the

subjects that students know. Generally, you may want to read the primary sources for class assignments before reading the secondary sources.

b. Increase understanding

Identify the sequence of events in students reading and make a list to put events in sequence. Gaining a broader understanding of what students read by visualizing the character and work to understand their motivations. Be mindful of causal relationships that are important to know why the incident occurred.¹⁷

There are three principles to create effective reading tasks:

a. Accessibility.

You have to give reading assignments that a student, busy only relatively motivated enough can be expected to complete and understand. Philosophy major source text difficult

b. Accountability

Even if your job is one that students can reasonably be expected to be done, there is no guarantee that your students will actually do the reading

c. Applicability.

If you work hard enough at it by yourself, you can probably make your students slog through a few pages of Aristotle's stirring treatise on the names of the winds, but realistically you should create assignments That

¹⁷<http://www.northwestern.edu/advising-center/general/reading-strategies>. October html

students feel are rewarding, and this is best done by choosing that assignments and study questions help the student see that the material has some application to their own lives and thoughts.¹⁸

2. Reading text assignment and writing ability

Reading and writing are related to each other closely, so good reading experiences effect on good writing skills. Reading is more than just good models of writing. It also tells greatstories, argues passionately about controversial issues, and presents a wide range ofperspectives and information. Sometimes, essays provide ideas for writing and offer chancesto become a better reader and writer (Anker, 2007).¹⁹

B. Relevant Research

1. Yuli Myra Zona (2005).

In fact, there are some of relevant researches, which have relevancy with this research.The first research title is “The Correlation between Reading Frequency and Writing Performance at the First Year Student of English Study Program of Teachers Training and Education of Islamic University Riau (UIR). This is a correlation research. She used a test, questioner, interview, and documentation to collect the data. From the research, she found that the there was no Significant Correlation between Reading Frequency and Writing Performance at

¹⁸<http://www.teachphilosophy101.org/Default.aspx?tabid=122> 1 oktober2011

¹⁹ Eun Nyeong Seong and Janet Mc Nellis, *The Effective Reading Activities in Improving Writing Skills in ESL College Students*, PSF GG91 Mon 5:30pm, 4 Desember 2008

the First Year Students of Teachers Training and Education of Islamic University Riau (UIR).

2. Samsu Duha (2009)

His research focused on the contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at the Second Year of Senior High School of Al- Kautsar Sail Pekanbaru. He found that students' tenses mastery was 65.90. It was categorized as enough. Score of students' writing narrative paragraph is 68.22. It was categorized as good. In conclusion, he states there were significant correlation (0.726) between students Tenses Mastery and their Writing Narrative Paragraphs at the Second Year of Senior High School of Al- Kautsar Sail Pekanbaru²⁰.

C. Operational Concept

Operational concept is the concept, which is used to give explanation about the theoretical framework to avoid misinterpretation toward the research. In this research there are two variables. There are variable X that refers to the contribution of reading text assignment and variable Y that refers to the students' writing ability. Therefore, variable X is an independent variable and variable y is a dependent variable.

²⁰Samsu Duha. The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at the Second Year of Senior High School of Al- Kautsar Sail Pekanbaru, Unpublished Undergraduate Thesis". (Pekanbaru: Universitas Islam Negeri Sultan Syarif Kasim Riau, 2009). p. 72.

Indicators of reading text assignment as variable X are as follows:

1. Students preview the reading text
2. Students read texts that are considered important or relevant.
3. Students take notes and highlight important points in the reading of the text.
4. Students write down ideas and questions that arise when they are reading
5. Students can understand of what they read by visualizing the character and work to understand their motivations.

Variable Y can be seen in the following indicators:

1. The students are able to express their ideas to others by using written language.
2. The students can write property with the components of writing (content, organization, vocabulary, language use and mechanics).
3. The students can differentiate the type writing performance (imitative or writing down, intensive or controlled, self-writing, display writing, and real writing).
4. The students can write based on the modes of writing , exposition, persuasion, and description

D. The Assumption and hypothesis

1. The Assumption

In general, the assumption of such research can be expressed that the reading text assignment affects their writing ability.

2. The Hypothesis

In this sub-chapter, the writer presents the hypothesis (H_a) and the hypothesis (H_o).

H_a : There is a significant contribution of reading text assignment toward students' writing ability

H_o : There is no a significant contribution of reading text assignment toward students' writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

In this research the writer chose the design of this research about correlation. It is because of the aim of this research is to find out the relationship between two variables (reading text assignments and students' writing ability. Creswell defines a correlation a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently¹. This kind of correlation is *Linear Regression* because variable X contributes toward variable Y in field/fields. There are two variables in this research; reading text assignment as variable X and students' writing ability as variable Y. The study determines the contribution of reading text assignment and students' writing ability at the second year of State Junior High School 2 sub-district Siak Kecil of Bengkalis regency.

B. The Time and Location of the Research

This research was conducted at Junior High School Siak Kecil. And the time of this research was on November 9 until December 7, 2011.

C. The Subject and Object of the Research

The subject of this research was the second year students of SMPN 2 Siak Kecil registered in 2011/2012 academic year. The objects of this research were the reading text assignment and students' writing ability.

¹Jhon W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Prentice Hall, 2008), p. 356.

D. The Population and Sample of the Research

Population is a group of individuals who have the same characteristic.² The population of this research is the second year students of SMPN 2 Siak Kecil is 60 students. They were divided into 2 classes. According to Winarno Surakhmad, if population is less than 100 respondents, we can take 50%.³ So, the writer took 50% from the population being the sample, these were 30 students by using technique sampling.

Table III.I
Population and Sampling of the Second Year
Students of SMPN 2 Siak Kecil

No	Class	Population	Sample
1	2 A	30	30
2	2 B	30	-
Total		60	30

E. The Technique of Data Collection

To collect data from sample on this research, the writer used two techniques as follows:

1. Questionnaire

In order to get data of the Reading Text Assignment, the writer used a set of questionnaire. These questionnaires were developed from five options namely, always, often, sometimes, seldom and never. Questionnaire was used to find out the students' reading text assignment.

²Jhon W. Creswell, Id. at., p. 151.

³Winarno Surakhmad. 1985. *Pengantar Penelitian Ilmiah: Dasar Metoda Teknik*. Bandung: Tarsito. p.100.

2. Test

To collect the data of the students' ability in writing, the writer used written test to identify the students' ability in writing English.

F. The Technique of Data Analysis

In this research, to identify whether there is contribution of reading text assignment toward students' writing ability or not. The data were analyzed by using linier regression⁴.

$$Y = a + bX$$

Where:

- Y = Writing Ability
- a = Constanta Interpretation
- b = Coefficient
- X = reading text assignment

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n\sum y^2 - (\sum y)^2}$$

$$b = \frac{N\sum xy - (\sum x)(\sum y)}{n\sum y^2 - (\sum y)^2}$$

Furthermore, Hartono states steps of analyzing Linear Regression are as follows:

1. Open students' test file,
2. From the menu of SPSS, click Analyze, next Regression, and then click Linear. Then, sets the dependent box with variable Y and the independent box with variable X,

⁴ Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2009), p.160

3. In statistics menu, click estimates and confidence intervals, Model fit and descriptive of regression coefficient. Then, click “continue”,
4. In Plots menu, highlight DEPENDENT to box Y and ZRESID to box X,
5. In Save and options menu, click continue, and
6. The last, interpret the output⁵.

Then to identify the significance correlation between two variables. The researcher used the formula of product moment correlation⁶. The formula is as follows:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r = Index of correlation “r” product moment

N = Sample

($\sum xy$) = The sum of Score X and Y

($\sum x$) = The total of Score X

($\sum y$) = The total of Score Y

In the process of data, the researcher used the SPSS Program (*statistical package for the society science.*) 16.0 versions for window⁷. SPSS is one of computer programs that issued to manufacture the statistical data.

⁵Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008) p. 95-102.

⁶Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2009), p.84

⁷ Hartono, *SPSS 16.0 Analisis Data Statistic dan Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p.95

Besides, to analyze the students' score reading text assignment and students' writing ability, it can also be classified into the following table:

Table III. II

The Classification of Students' Score

Score	Categories
76% - 100%	High
60% - 75%	Middle
00% - 59%	Low

(Adopted from Suharsismi Arikunto (2002) in Nurhidayati, 2006, p.22)

Furthermore, for writing ability test, the writer used the ESL composition profile. The profile consists of five components; they are content, organization, vocabulary, language use and mechanics.

G. The Reliability and the Validity of the Test

Reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons.⁸ The characteristic of reliability is sometimes termed consistently. It means that, the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, the Mean and Standard Deviation of test must be known. Validity in general refers to appropriateness of a given test or any of its component parts as measurement of what it is purposed to measure. It means that the test will be valid to be measured about what it is supposed to measure.

⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education Inc, 2003), p.19-27

The validity and reliability are related from one to each other. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible for a test to be valid without being reliable.

The reliability coefficients for good to reading text assignment and writing ability test are expected to exceed 0.0 and closed 1.00. Heaton (1995: 16) states that, the reliability of the test is considered as follows:

1. 0.00– 0.20 Reliability is low
2. 0.21 – 0.40 Reliability is sufficient
3. 0.41 – 0.70 Reliability is high
4. > 0.70 Reliability is very high

To identify the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. researcher used the SPSS 16.0 for windows-statistical software.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

- a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
X	55.1000	4.88735	30
Y	52.0333	8.34383	30

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.385	.429	2

From the table above, the reliability is very high because the result of reliability is $0.429 < 0.70$, so the reliability is low.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

A. The Data Presentation

In this research the writer wants to know the contribution of reading text assignment toward students' writing ability. In order to get the data in this research; the writer used a questionnaire and a test. The first score of the independent variable (X) was obtained from the students' answer to the questionnaire given. In order to get some data about the reading text assignment, the writer used a questionnaire. Then, the test was used to identify the students' ability in writing.

The data about reading text assignment were obtained through questionnaires, in accordance with the operational concept in Chapter II, and writing test was used to obtain the students' writing ability.

a. Questionnaire

Each item of the questionnaire was taken from the indicators of the reading text assignment. There were twelve statements in this questionnaire. Each statement was derived from indicators in operational concept. The measurement of each questionnaire used the likert – scale. The scale has five points of continuum, they are: always, often, sometimes, seldom, and never.

There were five indicators, and these indicators became twelve questionnaires specified from each statement. The indicators are:

1. Students preview the reading text
2. Students read texts that are considered important or relevant
3. Students take notes and highlight important points in the reading of the text.
4. Students write down ideas and questions that arise when they are reading
2. Students can understand of what they read by visualizing the character and work to understand their motivations.

For giving the score to each questionnaire, the writer used one way, in positive statement. For the positive statement, the writer gave score: 5 for always, 4 for often, 3 for sometimes, 2 for seldom, and 1 for never.

Table IV.1

I am interested in the title

No	The option of answer	Frequency	percent
1	Always	24	80%
2	Often	3	10%
3	Sometimes	3	10%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 80% of the students answered ‘Always’, 10% of students answered ‘Often’, 10% of students answered and none answered ‘Seldom and Never’. Then the highest percentage of answer was “always” (80%). It can be concluded that the second year students of SMPN 2 Siak Kecil are interested in the title

Table IV.2

I read the title of reading text

No	The option of answer	Frequency	Percent
1	Always	27	90%
2	Often	3	10%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%
Total		30%	100%

The table above shows that 80% of the students answered ‘Always’, 10% of students answered ‘Often’, and none answered ‘sometimes’, ‘Seldom and Never’. Then the highest percentage the answered was “always” (90%). It can be concluded that the second year students of SMPN 2 Siak Kecil read the title of reading text.

Table II.3

I read the first paragraph

No	The option of answer	Frequency	Percent
1	Always	26	86.66%
2	Often	4	13.33%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%
Total		30	100%

The table above shows that 86.66% of the students answered ‘always’, 13.33% of students answered ‘often’, and none answer ‘sometimes’, ‘seldom’ and ‘never’. Then, the highest percentage of answer was “always” (86.66%). It can be concluded that the second year students of SMPN 2 Siak Kecil read the first paragraph.

Table II.4

I read the second and until the last paragraph

No	The option of answer	Frequency	Percent
1	Always	18	60%
2	Often	6	20%
3	Sometimes	5	16.67%
4	Seldom	1	3.33%
5	Never	0	0%
Total		30	100%

The table above shows that 60% of the students answered 'always', 20% of the students answered 'often', 16.66% of the students' answered 'sometimes', 3.33% of the students' answered 'seldom' and none answered 'never'. Then the highest percentage the answer was "always" (60%). It can be concluded that the second year students of SMPN 2 Siak Kecil read the second and until the last paragraph.

Table II.5

I take notes for new vocabulary

No	The option of answer	Frequency	Percent
1	Always	18	60%
2	Often	9	30%
3	Sometimes	2	6.66%
4	Seldom	1	3.33%
5	Never	0	0%
Total		30	100%

The table above shows that 60% of the students answered 'always', 30% of the students answered 'often', 6.66% of the students answered 'sometimes', 3.33% of students' answer 'seldom' and none answered 'never'. Then the highest

percentage of answer was “always” (60%). It can be concluded that the second year students of SMPN 2 Siak Kecil took notes for new vocabulary.

Table II. 6

I use dictionary to find the suitable vocabulary

No	The option of answer	Frequency	Percent
1	Always	25	83.33%
2	Often	5	16.66%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 83.33% of the students answered ‘always’, 16.66% of the students answered ‘often’, and none answered ‘sometimes’ ‘seldom’ and ‘never’. Then the highest percentage of answer was “always” (83.33%). It can be concluded that the second year students of SMPN 2 Siak Kecil used dictionary to find the suitable vocabulary

Table II.7

I give underline for the important point

No	The option of answer	Frequency	Percent
1	Always	25	83.33%
2	Often	5	16.66%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 83.33% of the students answered ‘always’, 16.66% of the students answered ‘often’, and none answered ‘sometimes’, ‘seldom’ and ‘never’. Then the highest percentage of answer was “always”

(83.33%). It can be concluded that the second year students of SMPN 2 Siak Kecil gave underline for the important point of reading text.

Table II.8

I write down the ideas from the reading text

No	The option of answer	Frequency	Percentage
1	Always	28	93.33%
2	Often	2	6.66%
3	Sometimes	0	0%
4	Seldom	0	0%
5	Never	0	0%
Total		30	100%

The table above shows that 93.33% of the students answered ‘always’, 6.66% of the students answered ‘often’, and none answered ‘sometimes’, ‘seldom’ and ‘never’. Then the highest percentage of answer was “always” (93.33%). It can be concluded that the second year students of SMPN 2 Siak Kecil wrote down the ideas from the reading text.

Table II.9

I write question if I don’t understand about reading text

No	The option of answer	Frequency	Percentage
1	Always	17	56.66%
2	Often	4	13.33%
3	Sometimes	6	20%
4	Seldom	3	10%
5	Never	0	0%
Total		30	100%

The table above shows that 56.66% of the students answered ‘always’, 13.33% of the students answered ‘often’, 20% of the students answered ‘sometimes’, 10% of students’ answered ‘seldom’, and none answered ‘never’.

Then the highest percentage of answered is “always” (56.66%). It can be concluded that the second year students of SMPN 2 Siak Kecil write question if they didn’t understand about reading text.

Table II.10

I can explain by my own word what I reading about

No	The option of answer	Frequency	Percentage
1	Always	10	33.33%
2	Often	6	20%
3	Sometimes	6	20%
4	Seldom	8	26.66%
5	Never	0	0%
Total		30	100%

The table above shows that 33.33% of the students answered ‘always’, 20% of the students answered ‘often’, 20% of the students answered ‘sometimes’, 26.66% of the students answered ‘seldom’ and none answered ‘never’. Then the highest percentage of answered was “always” (33.33%).It can be concluded that the second year students of SMPN 2 Siak Kecil could explain by their own word what a reading text was about.

Table II.11

I understanding of what I read in the reading text

No	The option of answer	Frequency	Percentage
1	Always	23	76.66%
2	Often	1	3.33%
3	Sometimes	4	13.33%
4	Seldom	2	6.66%
5	Never	0	0%
Total		30	100%

The table above shows that 76.66% of the students answered ‘always’, 3.33% of the students answered ‘often’, 13.33% of the students answered

‘sometimes’, 6.66% of the students answered ‘seldom’ and none answered ‘never’. Then the highest percentage of answer was “always” (76.66%). It can be concluded that the second year students of SMPN 2 Siak Kecil could understand of what they read in the reading text.

Table II.12

I am interested with the text

No	The option of answer	Frequency	Percentage
1	Always	23	76.66%
2	Often	2	6.66%
3	Sometimes	5	16.66%
4	Seldom	0	0%
5	Never	0	0%
Total		30	100%

The table above shows that 76.66% of the students answered ‘always’, 6.66% of the students answered ‘often’, 16.66% of the students answered ‘sometimes’, and none answered ‘seldom’ and ‘never’. Then the highest percentage of answer was “always” (76.66%). It can be concluded that the second year students of SMPN 2 Siak Kecil were interested in the text.

Table IV.13**The Questionnaires' Recapitulation of Students' reading text assignment**

Table	Options									
	5		4		3		2		1	
	F	P	F	P	F	P	F	P	F	P
IV. 1	24	80%	3	10%	3	10%	0	0%	0	0%
IV. 2	27	90%	3	10%	0	0%	0	0%	0	0%
IV. 3	26	86.66	4	13.33%	0	0%	0	0%	0	0%
IV. 4	18	60%	6	20%	5	16.66%	1	3.33%	0	0%
IV. 5	18	60%	9	30%	2	6.66%	1	3.33%	0	0%
IV. 6	25	83.33%	5	16.66%	0	0%	0	0%	0	0%
IV. 7	25	83.33%	5	16.66%	0	0%	0	0%	0	0%
IV. 8	28	93.33%	2	6.66%	0	0%	0	0%	0	0%
IV. 9	17	56.66%	4	13.3%	6	20%	3	10%	0	0%
IV. 10	10	33.33%	6	20%	6	20%	8	26.66%	0	0%
IV. 11	23	76.66%	1	3.33%	4	13.33%	2	6.66%	0	0%
IV. 12	23	76.66%	2	6.66%	5	16.66%	0	0%	0	0%
Total	264		50		31		15		0	

The table that some of the students answer “always” the highest score is 93.99% and lowest is 33.33%, “often” the highest score is 16.66% and lowest is 3.33%, “sometimes” the highest score is 16.66% and lowest is 0%, “seldom” the highest score is 26.66% and lowest is 0%, and none answered “never”.

b. Writing test.

Table IV. 14
The Score of Students' Writing at the second year of state
Junior High School 2 Siak Kecil

Students'	Score		Final score	Category
	Rater I	Rater II		
Student 1	50	50	50	Low
Student 2	40	50	45	Low
Student 3	38	38	38	Low
Student 4	50	60	55	Low
Student 5	60	60	60	Middle
Student 6	20	20	40	Low
Student 7	50	40	45	Low
Student 8	50	50	50	Low
Student 9	20	20	40	Low
Student 10	41	45	43	Low
Student 11	50	50	50	Low
Student 12	60	50	55	Low
Student 13	50	50	50	Low
Student 14	40	50	45	Low
Student 15	50	50	50	Low
Student 16	50	50	50	Low
Student 17	60	60	60	Middle
Student 18	70	60	65	Middle
Student 19	50	50	50	Low
Student 20	40	50	45	Low
Student 21	55	57	56	Low
Student 22	54	40	47	Low
Student 23	50	50	50	Low
Student 24	50	60	55	Low
Student 25	60	50	55	Low
Student 26	70	80	75	Middle
Student 27	57	55	56	Enough
Student 28	70	64	67	Middle
Student 29	51	55	53	Low
Student 30	56	66	61	Middle
Total	1563	1530	1471	
	R.I	R.2	RI.R2	

From the table above, we can know that the scores of rater I are 1563. The highest value is 70 and the lowest value 20. While the rater 2 score is the highest

1530. Highest values of 66 and the lowest value are 20. So the overall result of rater 1 and rater 2 was 1471.

Table IV.23

Percentage of Student's writing Ability

No	Category	Frequency	Percentage
1	High	1	3.33%
2	Middle	6	20%
3	Low	23	76.66%
	Total	30	100%

From the table above, it can be concluded that the percentage of students' writing ability can be categorized into low level. It can be seen from the result of students' writing ability, where there were about 66.66% students who had low writing ability.

Table IV.24

Frequency of Students' Writing Ability

Score	Frequency	Percent
38	1	3.33%
40	2	6.66%
45	4	13.33%
50	8	26.66%
53	1	3.33%
55	4	13.33%
56	2	6.66%
60	2	6.66%
61	1	3.33%
65	1	3.33%
67	1	3.33%
75	1	3.33%

This table shows us that 1 student got 38 score (3.33%) for writing ability, 2 student got 40 score (6.66%), 4 students got 45 score (13.33%), 8 students got 50 score (26.66%), 1 student got 53 score (3.33%), 4 student got 55 score

(13.33%), 2 student got 56 score (6.66%), 2 student got 60 score (6.66%), 1 student got 61 score (3.33%), 1 students got 65 score (3.33%), 1 students got 67 score (3.33%), 1 student got 75 score (3.33%).

Table VII

**Recapitulation of the students' reading text assignment and
Their writing ability**

Students'	Reading Text Assignment	Writing Ability
Student 1	45	50
Student 2	60	45
Student 3	53	38
Student 4	55	55
Student 5	60	60
Student 6	60	40
Student 7	51	45
Student 8	60	50
Student 9	53	40
Student 10	55	43
Student 11	52	50
Student 12	60	55
Student 13	58	50
Student 14	50	45
Student 15	50	50
Student 16	45	50
Student 17	60	60
Student 18	58	65
Student 19	60	50
Student 20	55	45
Student 21	45	56
Student 22	54	47
Student 23	50	50
Student 24	57	55
Student 25	57	55
Student 26	60	75
Student 27	60	56
Student 28	57	67
Student 29	60	53
Student 30	53	61

B. The Data Analysis

This research was a correlation research that correlated reading text assignment and students' writing ability at the Second Year of State junior High School 2sub district Siak Kecil of Bengkalis regency. This research had two variables, X and Y. The researcher used SPSS 16 for Windows to measure, calculate, and analyze the data of those variables.

1. Analysis of reading text assignment

Below the writer present the mean score of students reading text assignment based on the result of a questionnaire:

TABLE IV.25

Students' Reading Text Assignment

Score	F	FX
45	3	135
50	3	150
51	1	51
52	1	52
53	3	159
57	3	181
58	2	116
60	10	600
Total	N = 30	FY = 1444

$$\begin{aligned} MX &= \frac{1444}{30} \\ &= 48.11 \end{aligned}$$

The finding of the first formulation that is how is the students' reading text assignment. Based on the result of computation are 48.11. It is classified into low level.

2. Analysis on Students' writing Ability

Below the writer present the mean score of students reading text assignment based on the result of a writing ability:

TABLE IV.26
Students' Writing Ability

Score	Frequency	FX
38	1	38
40	2	80
43	1	43
45	4	180
47	1	47
50	7	63
53	1	53
55	4	220
56	2	112
60	2	1120
61	1	61
65	1	65
67	1	67
75	1	75
TOTAL	N = 30	Fx = 1224

$$\begin{aligned} \text{MX} &= \frac{1224}{30} \\ &= 40.8 \end{aligned}$$

The second formulation of the research is to find out how the students' writing ability is. Based on the result of research finding are 40.8. It is classified into low level.

3. Analysis on the Correlation between reading text assignment and writing ability

Data on reading text assignment and writing ability were necessary to conduct descriptive statistics by using SPSS version 16.00. The calculation can be seen in the following table:

Table IV.20
Descriptive Statistics

Variable	Mean	Std. Deviation	N
Reading text assignment (X)	55.1000	4.88635	30
Writing ability (Y)	52.0333	8.34383	30

Based on the table, the writer can interpret that the mean score of students' reading text assignment is 55.1000, Std. deviation is 4.88635. While, the mean of the students' writing ability is 52.0333, Std. deviation is 8.34383, while N = 30 shows the total of respondents which is analyzed for each variable.

In getting the data analysis of the correlation between reading text assignment and writing ability, the writer used SPSS 16.00, and in analyzing the correlation both of them, the researcher used Product Moment correlations

especially for Pearson, it was used because the data consisted of interval and interval.¹

a. Linearity Test

The hypothesis tested is:

Ho : The distribution of the data studied does not follow a linear form

Ha : The distribution of the observed data follows a linear form

Basic decision making:

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ha is rejected

By using SPSS 16.0 the following result are obtained.

Table IV.21
Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	150.519	1	150.519	2.256	.144 ^a
	Residual	1868.448	28	66.730		
	Total	2018.967	29			

- a. Predictors: (Constant), reading text assignment
- b. Dependent Variable: Students' Writing Ability

¹ Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p.79

From the calculation, it is obtained that linearity test of F count is 2.256 with a degree of probability 0.0005. Since 0.005 the probability of <0.05 then the distribution of observed data follows a linear form (H_a is received, H_o is rejected). In other words, the regression model can be used to predict the identifying kinds of text structure.

This suggests that to find the significance of the contribution between two variables can use the product moment correlation formula.

b. Regression Equation

For more details of the calculation of regression coefficients with SPSS 16.00 computer program, it can be seen in the following table

Table IV.22
Coefficient

Model	Unstandardized coefficient		Standardized coefficients	T	Sig.	95% confidence interval for B	
	B	Std. Error	Beta			Lower bound	Upper bound
1 (constant)	26.349	17.167		1.535	.136	-8.816	61.513
Writing ability	.466	.310	.273	1.502	.144	-.173	1.102

a. Dependent Variable: writing ability

$$Y = 26.349 + 0.466X$$

The results are obtained by analysis of the linear regression equation $Y = 26.349 + 0.466X$. It means that every one-unit increase occurred in the variable X (reading text assignment), then there is an increase in the variable Y (writing ability) for 0.466.

Table IV.23
The Correlation between Student's reading text assignment and writing ability

		Writing ability	Reading text assignment
Pearson Correlation	Writing ability	1.000	.273
	Reading text assignment	.273	1.000
Sig. (1-tailed)	Writing ability	.	.000
	Reading text assignment	.000	.
N	Writing ability	30	30
	Reading text assignment	30	30

Based on the table above, the correlation (r) based on Pearson correlation is 0.273. The result of the test from the two variables can be seen in following table:

Table IV. 24
Correlation coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273 ^a	.075	.042	8.16886

a. Predictors: (Constant), Reading Text Assignment

b. Dependent Variable: Students' writing ability

The table above shows that percentage of influence independent variable toward dependent variable. Coefficient of determination is 0.075. It means that influence of independent variable toward dependent variable is 0.073 %. (100% - 0.075 %), influence of other variables.

Based on the table, it can be concluded that contribution coefficient between reading text assignment (X) and students' writing ability (Y) which the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}}$$

The correlation coefficient variable of reading text assignment and their writing ability is 0.273. With the sig. (2-tailed) is 0.144. The interpretation is as follows:

- 1) Give the interpretation

- a. H_a Is accepted if $r_o \geq r_{table}$ or there is a significant contribution between the students' reading text assignment and their writing ability.
- b. H_o Is accepted if $r_o < r_{table}$ or there is no significant contribution between the students reading text assignment and writing ability.

2) Determine critical value by calculating $df = N - nr$

Where

df : degree of freedom

N : number of samples

nr : number of variable

$df = N - nr$

$= 30 - 2$

$= 28$

From the table above, it can be seen that r_o is 0.273 and df is 30. The r_o obtained is compared to r table either at 5% or 1%. At level of 5%, r table is (0.361) and at level of 1%, r table is (0.436). Based on r table, it can be analyzed that r_o is higher than r table either at level of 5 % or 1%. In other words, we can read $(0.361 > 0.273 < 0.436)$, So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is a positive significant contribution between X and Y (reading text assignment toward student writing ability at the second year of state junior high school sub district Siak Kecil of Bengkalis regency). So, the finding of the third formulation of this research is there is a positive significant contribution between two variables X and Y.

Based on the result r square the writer get contribution between variable X and Y , the result of r square is $0.075 \times 100\%$. so, the contribution of variable X and Y is 7.5%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in the chapter IV, the research about the contribution of Reading Text Assignment and Students' Writing Ability at the Second Year of State Junior High School 2 Sub District Siak Kecil of Bengkalis Regency finally the writer can conclude that, the first the students' reading text assignment was categorized into low level. It can be seen from the mean of students' reading text assignment (48.11). The second students' writing ability was categorized into low level. It can be seen from the mean of students' writing ability scores (40.8). And the third there was a significant contribution between students' writing ability at the Second Year of State Junior High School 2 Sub District Siak Kecil of Bengkalis Regency. It can be seen from the analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version that r_o is 0.273. It is higher than r -table either at level of 5% = (0.361) and 1% = (0.463) or $(0.361 > 0.273 < 0.463)$.

B. Suggestion

1. Suggestion for school

- a. It is better for the school to provide the students with English textbook in order to facilitate students to read it and have good RTA in certain topic related to genre in the classroom.

- b. It is better for the school to ask the English teacher provide enough facilities and creative media in other to develop students RTA and their writing ability.

2. Suggestion for the teacher

- a. It is better for the teacher to review the previous lesson at home in accordance with reinforcing their understanding about the subject matters to reinforce their reading
- b. It is better for the English teacher to open the class by reading activities in order to reinforce students writing

3. Suggestion for the students

- a. It is better for the students to review the previous lesson at home in accordance with reinforcing their understanding about the subject matters to reinforce their reading
- b. It is better for the students to try to be active in writing activities and also other activities in English class.
- c. It is better for the realize their needs to develop understanding in studying English

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