

**CORRELATION BETWEEN READING COMPREHENSION OF
NARRATIVE AND ABILITY IN WRITING NARRATIVE
TEXT AT THE SECOND YEAR STUDENTS
OF SMAN 2 KAMPAR**



By

MARTOS ALFITRI

NIM. 10714000764

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

**CORRELATION BETWEEN READING COMPREHENSION OF
NARRATIVE AND ABILITY IN WRITING NARRATIVE
TEXT AT THE SECOND YEAR STUDENTS
OF SMAN 2 KAMPAR**

Thesis

Submitted as a Partial Fulfillment of Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

MARTOS ALFITRI
NIM. 10714000764

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M

SUPERVISOR APPROVAL

This thesis entitled “*Correlation between Reading Comprehension of Narrative and Ability in Writing Narrative Text at the Second Year Students of SMAN 2 Kampar*” is written by Martos Alfitri NIM. 10714000764. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Muharram 10, 1433 H
December 5, 2011 M

Approved by

The Chairperson of Department of
English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. H. Sutarmo, M.Ag.

EXAMINER APPROVAL

This thesis entitled “*Correlation between Reading Comprehension of Narrative and Ability in Writing Narrative Text at the Second Year Students of SMAN 2 Kampar*” is written by Martos Alfitri, NIM. 10714000764. It has been approved and examined by the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 16, 1433 H/June 6, 2012 M as one of requirements for the Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Rajab 16, 1433 H
June 6, 2012 M

Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. M. Syafi'i S, M.Pd.

Rizki Amelia, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

ACKNOWLEDGEMENT

Praise belong to Allah Almighty; the lord of the universe by His guidance and His blessing, the writer has completed this academic requirement and then the writer says peaces be upon him to Prophet Muhammad.

This thesis is written and intended to submit in partial of the requirements for the bachelor degree in Department of English Education of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “Correlation between Reading Comprehension of Narrative and Ability in Writing a Narrative Text at the Second Year Students of SMAN 2 Kampar” is written by Martos Alfitri, NIM. 10714000764.

The writer realizes that there are still many weaknesses on this project paper. Therefore, construction and suggestion are needed very much to improve this thesis. Next, the writer would like to express his gratitude and sincere thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau who has dedicated his time to increase this university and all staffs.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau and all staffs for their kindness, services, advice and suggestions during the accomplishment of this project paper.
3. Dr. Hj. Zulhidah, M.Pd, the chairperson of English Education Department for her guidance to the students in writing project paper.

4. Drs. H. Sutarmo, M.Ag, the writer's supervisor who has encouraged and motivated writer to be a strong and knowledgeable man. So, the writer can complete this project paper as soon as possible.
5. All lecturers of English Education Department who have given suggestions and motivation. They have taught and transferred their knowledge during the courses.
6. The head of university library of State Islamic University of Sultan Syarif Kasim Riau and his staffs who have given their kindness and services.
7. The headmaster of SMAN 2 Kampar, Fauzul Azmi, S.Pd, and the teachers, especially for the second year students.
8. My beloved parents, my father Mahyulis, my mother Rosmaili who have given her/his loves and affections, fund and useful supports to accomplish this research soon. My beloved sister, Rahima Syafridanis and my beloved young brother Rusdi Mukhlis.
9. My beloved classmates; Rubi Khattub, Yogi Sugara and all my best friends (thanks for suggestions and supports).

Finally, the writer realizes that this project paper is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah almighty the lord of the universe blesses them all. Amin

Pekanbaru, January 5th 2012
The Writer,

Martos Alfitri

ABSTRAK

Martos Alfitri (2012): Hubungan antara Kemampuan Memahami Teks Narasi dan Kemampuan Menulis Teks Narasi Siswa Kelas XI SMAN 2 Kampar.

Ini adalah penelitian korelasi. Berdasarkan beberapa gejala, Penulis melihat beberapa masalah yang harus dibahas dan di atasi. Dalam penelitian ini ada tiga rumusan masalah, yaitu bagaimana kemampuan siswa memahami teks narasi, bagaimana kemampuan siswa dalam menulis teks narasi, dan apakah ada hubungan yang signifikan antara kemampuan memahami teks narasi dan kemampuan menulis teks narasi. Tujuan dari penelitian ini adalah hanya untuk mencari hubungan antara kemampuan memahami teks dan kemampuan menulis teks narasi siswa kelas XI SMAN 2 Kampar. Penelitian ini dilaksanakan di SMAN 2 Kampar pada bulan september sampai oktober 2011. Subjek penelitian ini adalah siswa kelas XI SMAN 2 Kampar . Jumlah populasinya adalah 187 siswa dan jumlah sampelnya adalah 31 siswa. Teknik yang digunakan dalam mengambil sampel adalah teknik random sampling. Dalam pengumpulan data, penulis menggunakan tes untuk masing-masing variabel. Sebelum tes pemahaman teks diberikan kepada sampel, penulis melakukan uji coba. Penulis juga memberikan tes kemampuan menulis teks narasi. Dalam menganalisa data, penulis menganalisanya dengan rumus analisis regresi sederhana menggunakan program SPSS 16.0. Dari hasil temuan, nilai sign. adalah 0.002 dan ini dibandingkan dengan $(0.002 < 0.05)$. Dapat diartikan H_0 ditolak dan H_a diterima. Kontribusi variabel X (kemampuan memahami teks) terhadap variabel Y sekitar 29% dan 71% lebihnya dipengaruhi oleh variabel-variabel lainnya. Kesimpulannya adalah ada hubungan yang signifikan antara pemahaman teks dan kemampuan menulis teks narasi siswa kelas XI SMAN 2 Kampar, pemahaman teks siswa dikategorikan kedalam tingkatan cukup dan kemampuan menulis teks narasi siswa juga dikategorikan kedalam tingkatan cukup. Akhirnya, saran dari penelitian ini adalah, mengajar penulisan teks narasi harus menggunakan berbagai macam teks terutama teks narasi yang akan menambah ide serta pemahaman siswa terhadap teks tentang susunan dan ciri-ciri teks dapat tercapai serta meningkatkan kemampuan dalam pelajaran Bahasa Inggris khususnya dalam keahlian menulis teks narasi siswa SMA.

ABSTRACT

Martos Alfitri (2012): Correlation between Reading Comprehension of Narrative and Ability in Writing a Narrative Text at the Second Year Students of SMAN 2 Kampar Regency.

This research design was a correlation design which was causal relationship. In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. In this research, there were three formulations of the problems: (1) how is students' reading comprehension of narrative? (2) how is students' ability in writing a narrative text? (3) is there any significant correlation between students' reading comprehension of narrative and their ability in writing narrative text? The objectives of the research was only to find out correlation between reading comprehension of narrative and the ability in writing narrative at the second year students of SMAN 2 Kampar. The research was carried out at SMAN 2 Kampar. It was conducted from September to October, 2011. The subject of the research was the second year students of SMAN 2 Kampar. The population of this research was 187 students and the sample was 31 students. The technique used in taking the sample was random sampling. In collecting the data, the writer used test for both of the variables in this research. Before the test of reading comprehension was given to the sample, the researcher gave a try out. The writer also gave the test of writing a narrative. In analyzing the data, the scores were analyzed by using Simple Regression Analysis formula by using SPSS 16.0 version. Based on the research findings, the score of sign. was 0.002 and it was lower than $(0.002 < 0.05)$. It could be concluded that H_0 was rejected and H_a was accepted. The conclusions: There was a significant correlation between reading comprehension of narrative and ability in writing narrative at the second year students of SMAN 2 Kampar regency, the students' reading comprehension was categorized into enough level, and the students' ability in writing narrative was categorized into enough level too. The percentage of contribution of reading comprehension to ability in writing narrative was 29% and the rest 71% was influenced by other factors. Finally, the suggestions: in teaching writing narrative text, teacher should use many kinds of reading texts which can provide students with ideas and reading comprehension in order that the generic structures and generic features of the text can be achieved by students' reading comprehension, they can prepare themselves to increase their ability in English lesson especially in writing narrative paragraphs.

LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	v
LIST OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDIX	xii
CHAPTER I INTRODUCTION	
A. Background	1
B. Definition of the Terms	4
C. Problem	6
D. Objectives and Significance of the Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Framework	10
1. The Nature of Reading	10
2. Reading Comprehension	11
3. The Nature of Writing Narrative	17
4. Ability in Writing Narrative	19
5. The Factors Influencing Ability in Writing Narrative	21
6. The Relationship between Reading Comprehension and Ability in Writing Narrative	25
B. Relevant Research	27
C. Operational Concept	27
D. Assumption and Hypothesis	29

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	30
B. Location and Time of the Research	30
C. Subject and the Object of the Research	30
D. Population and the Sample of the Research	31
E. Techniques of Data Collection	32
F. Technique of Data Analysis.....	32

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. DATA PRESENTATION	37
1. The Description of Research Variable	37
2. The Students' Reading Comprehension.....	38
3. The Students' Ability in Writing Narrative Text	39
B. DATA ANALYSIS	41
1. Students' Reading Comprehension.....	42
2. Students' Ability in Writing a Narrative Text	44
3. Correlation between Reading Comprehension and Ability in Writing a Narrative Text	46
4. Hypothesis Testing	50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	52
B. Suggestion.....	53

BIBLIOGRAPHY

APPENDIX

LIST OF TABLE

Table III.1 : The Population and Sample	31
Table III.2 : Classification of Students' Score	33
Table III.3 : Content	34
Table III.4 : Organization	34
Table III.5 : Vocabulary	35
Table III.6 : Language Use	35
Table III.7 : Mechanics	36
Table III.8 : The Specification of the Test	36
Table IV.1 : Students' Score of Reading Comprehension of Narrative	38
Table IV.2 : The Category Percentage of the Students' Score of Reading Comprehension	39
Table IV.3 : Students' Score in Writing Narrative	40
Table IV.4 : Percentage of Students' Ability in Writing Narrative	41
Table IV.5: Frequency of Reading Comprehension of Narrative	42
Table IV.6: Descriptive Statistics	43
Table IV.7 : Frequency of Students' Ability in Writing Narrative	44
Table IV.8 : Descriptive Statistics of Students' Ability in Writing Narrative	46
Table IV.9: The Result of Variable X and Y	47
Table IV.10: Descriptive Statistics	48

Table IV.11: Anova.....	49
Table IV.12: Model Summary	49

CHAPTER I INTRODUCTION

A. Background

Writing is playing an important role in the process of acquiring a language. According to Harmer, there are some reasons for teaching writing of English as a foreign language to students, they are:

1. Reinforcement: some students are able to speak, listen to, read but they cannot write. So they have to be taught how to write first and then what to write to make them acquire a language completely.
2. Language development: the process in writing will help us to learn by using the experiences.
3. Learning style: students have different learning styles each other. Some students are quick in learning a language by looking and listening but others will need to write something in the process of acquiring the language.
4. Writing as a skill: writing is as important as other language skills (speaking, listening and reading). Students need to know how to write a letter, note, reply a letter etc¹.

Writing is not as easy as we think to be done by all students. It is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach

¹ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Edinburgh Gate: Longman, 1998), p. 79

students to use these processes. Writing is clearly a complex process². According to Arlov there are some steps in a process of writing such as; prewriting, planning, drafting, revising, and proofreading³. These five steps are provided by Arlov to help student writers in the writing process. So that students are able to write by following the steps easily.

There are many types of text that are taught to students, such as descriptive, narrative, exposition etc. Narrative is one of types of text that provides narration or story telling whether it is true or fictions. Hornby in Syafi'i says that narrative refers to story or orderly account of event⁴. Narrative can be inspired by the writer's own experience, another experience or fiction.

Writing a narrative text means telling story or ideas. The ideas can be gotten through reading. Reading variety of genres helps students learn text structures and language that they can then transfer to their own writing. Krashen in Reid says that good readers are often good writers. Better writers will read more than poorer writers⁵. Reading provides students' models for the structures of sentences and paragraphs, vocabularies, and suggests an appropriate topic and content for them when writing a narrative text. In addition, reading provides students with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn, especially while we are still in school, a

² David Nunan, *Language Teaching and Methodology: a Textbook for Teachers*. (New York: Prentice Hall, 1991), p. 91

³ Pamela Arlov, *Wordsmith: A Guide of College Writing*. (Upper Saddle River, New Jersey: Pearson Education, 2004), p. 4-6

⁴ Syafi'i, et al, *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 58

⁵ Joy M. Reid, *Teaching ESL Writing*. (Upper Saddle River, New Jersey: Parentice Hall, 1993), p. 64

major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore reading plays a major role in writing.

SMAN 2 Kampar is one of the famous schools in Kampar, located at Kebun Durian Street that applies School Based Curriculum (KTSP). English is taught twice a week, where the subject taught from the first until the third grade. The second year students of Senior High School have been taught English at least for 10 years. They have been taught how to express their ideas in simple form until the complex ones. Based on the situation, the second year students should be familiar to write, but some of them faced difficulties in writing narrative even though they are good in comprehending a text. Based on the syllabus on the syllabus of the second year, students should be able to comprehend the meaning of short functional text and essays such as recount, narrative, and procedures in the daily life in order to access knowledge. They also should be able to express the meaning and the process of rhetoric fluently and accurately by writing in the forms of recount, narrative, and procedure⁶. The reality, students' ability is still far from what the curriculum requires.

Based on the writer preliminary observation and information from some English teachers, they justify that there are many students of SMAN 2 Kampar still encounter difficulties in writing. The problems can be seen from the phenomena as follows:

⁶ SMAN 2 Kampar, *Kurikulum Tingkat Satuan Pendidikan*. (Kampar: SMAN 2 Kampar, 2010), p. 6

1. Some of students are able to identify part of text, but they are not able to write a clear orientation of narrative text.
2. Some of students are able to identify the main idea of each paragraph, but they are not able to express their ideas in the complication fluently and clearly.
3. Some of students are able to identify the core of information from a text, but they are not able to produce a simple narrative text.
4. Some of students like reading, but they dislike writing narratives.
5. Some of students are still confuse in differentiating complication and resolution.
6. Some of students' score in reading exercise are good
7. Some of students' score in writing a narrative are still low

Besides the phenomena above, so the writer is interested in conducting a research entitled: **Correlation between Reading Comprehension of Narrative and the Ability in Writing Narrative Text at the Second Year Students of SMAN 2 Kampar.**

B. Definition of the Term

1. Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently⁷. Correlation is also defined as a measure of the strength of the relationship or association

⁷ John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Upper Saddle River, New Jersey: Pearson Education, Inc, 2008), p. 356

between two or more sets of data⁸. Correlation in this paper refers to study with efforts to find a relationship between independent variable (students' reading comprehension) and dependent variable (students' ability in writing narrative text)

2. Reading refers to perceiving a written text in order to understand its contents⁹. In this research reading means getting meaning, information or message from written text.
3. Reading Comprehension consists of two words, reading and comprehension. Comprehension refers to the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text¹⁰. Comprehension is also defined as the identification of the intended meaning of written or spoken communication¹¹. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. In this research, students' reading comprehension means the students' score in comprehending a text that will be tested.
4. Ability is potential or capacity to do something physical or mental¹². In this research, ability can be defined as capability in writing.

⁸ Richards, et. al., *Longman Dictionary of Applied Linguistics*. (London: Longman Group UK Limited, 1992), p. 128

⁹ *Ibid*, p. 443

¹⁰ Fran Lehr, MA and Jean Osborn, *A Focus on Comprehension*. (Honolulu: PREL , 2005), p. 5

¹¹ Richards, et. al., *Op.Cit.*, p. 99

¹² Riski Kinanti, "The Correlation between Brainstorming Technique of Picture Series and Students' Ability in Writing Narrative Essay by the Fourth Semester Students of English

5. Writing is an activity that can usefully be prepared or work in the other skills of listening, speaking and reading.¹³ Writing ability is the ability of a person to express his or her idea, feeling or something to others by using written language. In this research, writing is the students' ability in producing a narrative text as the written language.
6. Narrative is types of text that provide narration or story telling whether it is a true story or fictions¹⁴.
7. Text means a segment of spoken or written language that has some characteristics: it is normally made up of several sentences that together create a structure or unit, such as a letter, a report, or an essay¹⁵.

C. The Problem

1. Identification of the Problem

Based on the background of the problem and the phenomena above, there are some problems that can be identified in this research:

1. Why are some of students able to identify parts of text, while they are not able to write a clear orientation of narrative text?
2. What factors make some of students able to identify the main idea of each paragraph, while they are not able to express their ideas in the complication fluently and clearly?

Department and Education UIN Suska Riau". (Unpublished under graduated thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2008), p. 5

¹³ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009) p. 113

¹⁴ Simon and Schuster, *Essay Writing Step-by-Step: A Newsweek Education Program Guide for Teens*. (New York: Kaplan Publishing, 2003), p. 139

¹⁵ Richards, et. al., *Op.Cit.*, p. 549

3. Why are some students able to identify the core information from a text, while they are not able to produce a simple narrative text?
4. What factors influence students who like reading, while they dislike writing narrative texts?
5. Why are some students still confuse in differentiating complication and resolution?
6. Why are students' score in reading exercise good?
7. What factors influence students' score in writing a narrative text?

2. Limitation of the Problem

Based on the identification of the problems stated above, thus, the problems of this research are limited to the students' reading comprehension of narrative and their ability in writing narrative text and the correlation between their reading comprehension of narrative and their ability in writing narrative text.

3. Formulation of the Problem

Based on the problem above, thus, the problem of this research will be formulated in the following research questions:

- 1) How is students' reading comprehension of narrative text at the second year students of SMAN 2 Kampar?
- 2) How is students' ability in writing narrative?
- 3) Is there any significant correlation between students' reading comprehension of narrative and their ability in writing narrative text?

D. Objectives and Significance of the Research

1. Objectives of the Research

- a. To get information about students' reading comprehension at the second year of SMAN 2 Kampar.
- b. To get information about students' ability in writing a narrative text at the second year of SMAN 2 Kampar.
- c. To get information about correlation between students' reading comprehension and their ability in writing narrative text at the second year of SMAN 2 Kampar.

2. Significance of the Research

- a. These research findings are expected to support the existence of the theories regarding with the second or a foreign language learning, teaching, and acquisition.
- b. The writer expects that this research can give contribution and insights to the English lesson, especially in learning English writing. And for the writer himself, it is to increase his knowledge in the field of education.
- c. The findings are also expected to be the current information especially in terms of teaching and learning English as a foreign language to the respondents of the research and the institution in which his research was conducted.

- d. Fulfilling one of requirements to finish the writer's study in State Islamic University of UIN SUSKA Pekanbaru.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading knowledge is broadened and well-informed by reading. Reading is really crucial. Our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. Besides, reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading is making meaning from print and from visual information¹. Rosenblatt developed a theory of reading as a transaction among the reader, the text, and the intention of the author². Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency³.

The statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have ability to comprehend the written textbook. Comprehension means understanding the

¹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension; Maximizing Your Impact* .(Chicago: American Library Association, 2005), p. 10

²*Ibid*, p. 19

³ See Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p. 12

meaning or the point of a topic, F. Dubin, D.E Eskey and W. Grabe show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a “theory of a world” in each of our heads⁴.

Reading with comprehension means to understand what has been read. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

There are five components of reading components that may help students in comprehending a reading text;

a. Main Idea

Main idea is what the author wants you know about the topic. Identifying the topic can generally help reader understanding the main idea. It is usually expressed as a complete thought, and indicates the author’s reason or purpose for writing and the message he or she wants to share with readers. The idea will be explained by supporting sentences. Supporting sentences/ details can be defined as sentence that explains the main idea. It can take form of example, reasons, statistics, explanation, or simply relevant information. They are provided in order to all content of the text that can be understood easily.

⁴ Ikah, “The Correlation between Students’ Achievement in Vocabulary and Reading Ability: Case Study at the Second Year Students of MAN II Bekasi, Academic Year 2006-2007”, (Unpublished Undegraduated thesis: State Islamic University Syarif Hidayatullah, 2006), p. 20

b. Factual Information

Readers should be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by WH-Questions. So, a good reader is one who answers the questions correctly.

c. Locating Reference

Readers should be able to recognize or find antecedent of a pronoun, a word or phrase to which pronoun refers. The pronoun such as it, them, him, her, etc. Finding a correct reference can be done by a good reader who comprehends the text.

d. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question types, readers need to use the evidence that they have to make an inference. It means that after they have evidence from reading a passage, they can make a logical conclusion based on the evidences; it can be about the author's viewpoint.

e. Vocabulary mastery

Vocabulary mastery plays an important role in comprehending a text. Reader will be helped by their vocabulary mastery in getting the meaning and comprehending the text⁵.

⁵ H. D Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Prentice Hall Regents, 1994), p. 291

In addition, in comprehending a text we need strategies. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. Moreillon divides reading comprehension strategies, they are:

1) Activating Background Knowledge

Background knowledge is important to comprehension, it is critical because we connect new information with prior knowledge before we integrate and organize the new information. Like the elephant's tail, background knowledge is always behind us backing up our comprehension. It is the sum of the prior experiences we bring to each new encounter with text.

Rosenblatt developed a theory of reading as a transaction among the reader, the text, and the intention of the author. She stated that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text⁶. Background knowledge is what the reader brings to the reading event.

2) Using Sensory Images

Sensory images are part of the background knowledge that readers bring to a text. Helping students utilize all their senses as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of

⁶Judi Moreillon, *Op.Cit.*, p. 19

their literary experiences. Educators can add sensory input to literary engagements to dramatize the powerful influence of our senses on meaning-making.

3) Making Predictions and Inferences

Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.

Inference, which allows readers to make their own meanings based on limited clues in the text, requires more sophistication than doing prediction. Inferring meaning at the word level requires a significant amount of language experiences.

Predicting and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge.

4) Determining Main Ideas

Main ideas are always dependent on the purpose of a reading. Main ideas can be determined at the whole text, chapter, page, passage, paragraph, or sentence (word) level. Determining the main idea may be one of the most valuable strategies a 21st-century reader can develop. Sorting out what is important in the deluge of information is the key to making sense and using information to generate knowledge. This is a complex process. Main ideas are always dependent on the purpose for reading and the judgment of the reader.

5) Using Fix-Up Options

Using the fix-up strategy is one of the important tools. Students can develop to improve reading comprehension. Fix-up options are only as effective as readers' ability to monitor their own understanding of texts.

Based on the explanation above it can be known that a good reader will understand the text by mastering all components of reading. They should master the main idea and supporting ideas, identify inference and tell the information.

3. The Nature of Writing Narrative Text

Writing is a combination of thought and activity. In writing, the writer has to select and organize the fact in order to carry out a specific purpose and he himself must undergo the intense mental activity involved in working out his own problems of selecting and organizing in writing. Writing is a complex, multidimensional, contextually situated activity⁷.

There are a lot of kinds of texts that can be found in a textbook such as description, narration, exposition, persuasion, argumentation, etc. Some experts, Wassman et al also classified types of texts that usually found in a textbook into four categories; Narration, Exposition, Persuasion, Description⁸. Based on the explanation above, it is clear that narration has been familiar among us.

When we write a narrative, we are telling a story. It can be a true story or fiction. A narrative text usually gives an account of one or more experiences. It is usually personal and often autobiographical, a narrative typically contains action, dialogue, elaborates details, and or humor. It is the same as Simon's opinion that narration is story telling⁹.

Narrative writing is different from others; description, exposition, argumentation and persuasion. It does not require us to stating the standard

⁷ Peggy O'Neill, et al., *A Guide to College Writing Assessment*. (Logan, Utah: Utah State University, 2009), p. 51

⁸ Wasman in Puspa Gundari, "The Correlation between Students' Word Class Mastery and Their Writing Narrative Paragraph Ability at the Second Year Students of SMA N 1 Benai Taluk Kuantan". (Unpublished undergraduated thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2009), p. 22

⁹ Simon and Schuster, *Essay Writing Step-by-Step: A Newsweek Education Program Guide for Teens*. (New York: Kaplan Publishing, 2003), p. 139

thesis sentence in expressing our main idea, nor require the traditional parts of text such as introduction, body, or conclusion. It does not mean that our writing is not requiring the strong theme. But it does not have to be stated in traditional highly defined way.

Simon and Schuster stated in their books that there are three certain elements of narrative in common, they are: (a) Unfold over time (b) Have characters that display some types of emotion (c) Center on events more than ideas¹⁰.

a. Unfold over Time

A narrative text should be told by using chronological order (time). It is the most often the organizing principle in a narrative text. Stories and events happen in a certain order, and this order must be communicated to the readers. It means that students should tell the story, experience, or events by listing in a sequence of how they happened in order to make the text easy to follow.

b. Display Emotion

A good narrative essay connects readers to some sorts of emotion felt by the stories or the text's subject. By using feelings such as; anger, sadness, pain, joy, jealousy, anxiety, etc our writing will be stronger. Feeling is the prime vehicle for creating an instant reaction on the part of reader. It means the student writers should give details about what people did and said in their writing.

¹⁰ *Ibid*, p. 140

c. Center on Event

We may start writing at beginning or in the middle of the story, but we should focus on the events and telling the story in the manner it happened.

4. Ability in Writing Narrative Text

Ability is potential or capacity to do something physical or mental. Narrative text typically follows a single, general, structural pattern, often called a story grammar. Story grammar includes characters, setting, problems, and solutions to the problems¹¹. Based on the explanation above the writer concludes students' ability in writing narrative text refers to students' capability in expressing their ideas in a narration form, in short, their capability in telling story.

According to Sudarwati, a narrative is a story that contains setting, characters, problem(s) and solution. The middle of a narrative is organized around a plot. The plot includes a series of episodes written to hold our attention and build excitements of the story progresses.

¹¹ Janette K. Klingner et al., *Op.Cit.*, p. 76

Derewianka stated that the steps for constructing a narrative are¹²;

a. Orientation

In which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happened. (Can be a paragraph, a picture or opening chapter)

b. Complication

The story is pushed along by a series of events, during which we usually expect some sorts of complications or problems to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serve to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

c. Resolution

In a “satisfying“ narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?))

From the explanation above, in order to produce a good narrative text, students should be able to arrange these parts correctly. Derewianka

¹² See Retno Ayu, “The Use of Animation Movies for Developing Students’ Writing Skill of Narrative Texts a Case Study of Teaching English at Eleventh Grade Students of Sma Negeri 10 Semarang in the Academic Year of 2006/2007”. (Unpublished Undergraduated thesis: Semarang State University, 2007), p. 43

also stated several common grammatical patterns of a narrative, they are; specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speaker's or writer's time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjectives to describe nouns¹³.

From the statements above, the writer can conclude that the rules of a narrative text consist of; focus on individual participants, use of nouns and pronouns to identify people, animals and things involved; use of action verbs (material processes) to refer to events; use of past tense to locate events in relation to writer's or speaker's time; use adverbs or adverbial phrases to indicate place and time; and the use of material or action clauses

5. The Factors Influencing Ability in Writing Narrative Text

Hayes sees writing process as consisting of two main parts; the task of environment and the individual. The task of environment can be divided into the social environment and physical environment¹⁴. The social environment consists of the audience (real or imagined) for one's writing, as well as any collaboration in writing process.

The physical environment includes the text written so far, which influences and shapes the writer further efforts, and the composing

¹³ *Ibid.* p. 44

¹⁴ Sara Cushing, *Assessing Writing*. (Cambridge: Cambridge University Press, 2002), p.

medium, Individual aspects of writing involve interaction among four components; working memory, motivation and affect, cognitive processes, and long-term memory. Hayes also sees that motivation plays an important role in writing.

There are a lot of factors that influence students' ability in learning process. According to Purwanto, there are two big factors that influence students in learning process¹⁵, they are as follows:

- a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.
- b. External factors, which include environmental factors (natural and social factors) and instrumental factors (Curriculum, teacher, facility, management, and administration)

Then, these cases also happen in ability of writing narrative text. It indicates that writing is not a simple act, but it is a complex, multidimensional, contextually situated activity¹⁶. Not all of people are able to express their ideas on a paper. According to Hamp-Lyon and Heasley, writing is not easy. It takes study and practice to develop this skill.

Based on the explanation above, the writer concludes, that there are some factors that influence students' ability in writing narrative texts, they are:

¹⁵ Nadia Devaga, "The Students' Ability in Writing Narrative Paragraph and the Factor that Influence It". (Unpublished Undergraduated Thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2008), p. 10

¹⁶ Peggy O'Neill, et al., *Op.Cit.*

a. Internal Factors

1) Students' motivation

Motivation is condition causing a person begins or does something. According to Mc, Donald, motivation is changing energy from someone that marks with feeling started by responding toward the objects. Furthermore, Fieldman stated that motivation is the factor that directs energize¹⁷.

2) Students' Interest

Interest is one of the aspects that influence students' ability in writing narrative text. Interest will motivate someone to do something. Interest is a condition of high desire toward something or feeling and wanting to know about something.

3) Students' Talent

Talent is a basic factor that influences students' success in learning. A talented student is one who is able to write a good Narrative text.

4) Students' Attitude

Other factor that influences students' ability in writing narrative text is their attitude. According to Grave, F. et.al learning attitude and motivation are crucial determinant of learning¹⁸.

¹⁷ Nadia Devaga, *Op.Cit.* p. 11

¹⁸ *Ibid*

5) Students' Grammar Mastery

Grammar is very important. It is due to that grammar is needed in arranging words. This case is emphasized by Brown in his book; he stated that grammar is a system of the role governing the conventional arrangement and relationship of word in sentence.

6) Students' Vocabulary Mastery

Vocabulary mastery plays an important role in writing a narrative text. The more vocabulary they have, the easier they write. Brown stated, good writer will learn to take advantage of the rich of English vocabulary that determines how clearly and accurately you can express your idea.

7) Reading capability

Krashen stated good readers are often good writers¹⁹. It means that a person who gets a high score in reading will get a high score in writing narrative, because reading provides students models for the structures of sentences and paragraphs, vocabularies, and suggests an appropriate topic and content for them when writing a narrative text.

8) Reading Frequency

Better writers will read more than poorer writers²⁰. Students' reading frequency will make them easy to write. Reading will enrich students' writing style. It also has a powerful result and create an image for reader. It means that writing is one of the language skills that should

¹⁹ Joy M. Reid, *Teaching ESL Writing*. (Upper Saddle River, New Jersey: Parentice Hall, 1993), p. 64

²⁰ *Ibid*

be supported with reading. Someone who likes reading will improve his knowledge. Of course, it will help students in writing narrative text.

9) Personal Experience

Writing narrative text is story telling. The story can be from his experience or others. It means the more experiences they have they more topics they can write.

b. External Factors

1) Teacher Role

Teacher holds an important role to make students successful in learning. Diane says that teacher is technician or an engineer.

2) Curriculum

Curriculum is external factors that influence students' ability in writing a narrative text. Curriculum contains standard competency that should mastered by students.

6. Relationship between Reading Comprehension and the Ability in Writing Narrative Text

Writing a narrative text means telling a story or ideas. The ideas can be gotten through reading. Reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. Krashen in Reid says that good readers are often good writers. Better writers will read more than poorer writers. One of the primary reasons that we read is to learn. Especially while we are still in school, a

major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. The four language domains of listening, speaking, reading and writing are integrated. Development in one supports development in another²¹. Therefore, reading plays a major role in writing.

According to Rijlaarsdam, reading nourishes writing²². Reading provides students models for the structure of sentences and paragraphs, vocabularies, and suggests an appropriate topic and content for them when writing a narrative text. In addition, reading provides students with prior knowledge that they can use in their stories. Clearly, Students learn to write in part by carefully observing what is already written. That is, they learn by observing or reading, the written word. By reading and studying a variety of types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing²³.

Comprehension involves retention and the more rhetorical process of putting new knowledge to use in speaking and writing²⁴. It means that comprehension gives contribution to writing ability.

²¹ Carmen Zuniga and Weismen. *Helping English Language Learners Succeed*, (Huntington Beach: Shell Education, 2006), p. 106

²² Gert Rijlaarsdam. *Effective Learning and Teaching of Writing; A Handbook of Writing in Education Second Edition*, (Boston: Kluwer Academic Publishers, 2005), p. 40

²³ H. D. Brown, *Op.Cit.*, p. 331

²⁴ Marguerite Helmers. *Intertexts; Reading Pedagogy in College Writing Classroom*, (New Jersey; by Lawrence Erlbaum Associates, Inc, 2003), p. 19

B. Relevant Research

Some researches that are relevant with this research are also reviewed. Yuli Myra has conducted a research entitled the correlation between reading frequency and writing performance at the first year of English study program of FKIP of Islamic University of Riau. Her Research findings showed that there was no significant relationship between students' reading frequency and their writing performance²⁵.

Another relevant research was conducted by Nadia Devaga. She focused on the students' ability in writing narrative paragraphs and the factors that influence it at the third year students of MAN 1 Pekanbaru. She found out that students' ability in writing narrative paragraphs in MAN 1 Pekanbaru was influenced by many factors, such as; grammar mastery, vocabulary mastery, etc. She also suggested improving the students' reading frequency.

C. The Operational Concept

The operational concept is the concept used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. There are two variables used in this research, they are; students' reading comprehension of narrative as variable X (independent

²⁵ Yuli Myra Zona, "The Correlation between Reading Frequency and Writing Performance at the First Year of English Study Program of FKIP of Islamic University of Riau (UIR)". (Unpublished under graduated thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2005), p. 56

variable) and the students' ability in writing a narrative text as variable Y (dependent variable).

The students' reading comprehension can be seen on the following indicators:

- a. The students are capable to find the main idea or topic
- b. The students are capable to find the factual information
- c. The students are capable to circle reference
- d. The students are capable to identify inference
- e. The students are capable to understand the vocabulary in the context of reading

The students' ability in writing a narrative text can be seen on the following indicators:

- a. The students are able to insert all of generic structures of a narrative text and arrange them correctly
- b. The students are able to focus on the individual participants in expressing their ideas
- c. The students are able to use nouns and pronouns to identify people, animal, or things involved
- d. The students are able to use past tense to locate events correctly

- e. The students are able to use action verbs (material processes) to refer to events
- f. The students are able to use adverbs or adverbial phrases to indicate place and time
- g. The students are able to use material or action clauses

D. Assumption and Hypothesis

1. Assumption

The better students' reading comprehension of narrative is, the better their ability in writing narrative text will be. While the worse students' reading comprehension of narrative is, the worse their ability in writing narrative text will be.

2. Hypothesis

Ha: There is a significant correlation between students' reading comprehension of narrative and their ability in writing a narrative text at the second year of SMAN 2 Kampar

Ho: There is no significant correlation between students' reading comprehension of narrative and their ability in writing a narrative text at the second year of SMAN 2 Kampar

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is a correlation design which is causal relationship. It consists of two variables. The two variables used in this research were students' reading comprehension of narrative as an independent variable (X), and students' ability in writing a narrative text as a dependent variable (Y) as seen in the following pictures:



B. Location and Time of the Research

This research was conducted at SMAN 2 Kampar located on Kebun Durian Street, Kampar from September to October 2011.

C. Subject and the Object of the Research

The subject of this research was the second year students of SMAN 2 Kampar and the object was reading comprehension of narrative and ability in writing a narrative text.

D. Population and the Sample of the Research

The population of this research was the second year students of SMAN 2 Kampar. There were five classes there that consist of 187 students. Because the number of the population was relatively large, then the writer took 15% of them. It means that the sample consisted of about 31 students. Suharsimi Arikunto¹ states that if the amount of the subject is lower than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. The technique used in this research was a random sampling technique; every student had an equal chance to be selected.

Table III.1
POPULATION AND SAMPLE

NO	CLASS	STUDENTS	SAMPLE
1.	XI IPA 1	37	6
2.	XI IPA 2	34	6
3.	XI IPS 1	39	7
4.	XI IPS 2	39	6
5.	XI IPS 3	38	6
TOTAL		187	31

Data source: from SMAN 2 Kampar

¹Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*. (Jakarta: Rineka Cipta, 2002), p. 112

E. Techniques of Data Collection

The data of students' reading comprehension of narrative and ability in writing narrative text were collected by using tests, because both of them were included to interval data. Before testing students' reading comprehension, the writer conducted a try out in order to get a valid and reliable test.

F. Technique of Data Analysis

In order to find out whether there is a significant correlation between reading comprehension of narrative and the ability in writing narrative text, the data were analyzed statistically. In analyzing the data, the writer used simple regression analysis technique.

According to Hartono, the formula and the steps of the simple regression analysis technique are as follows²:

$$\hat{Y} = a + bX$$

And to find a and b the formula is:

$$a = \frac{\sum Y - b \sum X}{N} = \bar{Y} - b\bar{X}$$

$$b = \frac{N \cdot (\sum XY) - \sum X \sum Y}{N \cdot \sum X^2 - (\sum X)^2}$$

² Hartono, *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 97

After getting the data of F(reg), give an interpretation was given by conducting the following steps:

1. Look for Df (Degree of freedom)

$$Df = N - nr$$

nr = Number of variables N = Number of sample

2. Appropriate to the value list of "F table"
3. Compare Fo and Ft
4. Research Conclusion

In analyzing the data, the writer used score of each variable and to know the scores' category of students' reading comprehension is based on the table below.

Table III.2
CLASSIFCATION OF STUDENTS' SCORE

No.	The Score Level	Level of Ability
1.	80-100	Very good
2.	66-79	Good
.3.	56-65	Enough
4.	46-5	Less
5	0-45	Fail

Sudijono (in Samsu Duha)³

To describe the students' answer in reading comprehension test, the data were analyzed by using the formula:

$$N = \frac{\text{Number of correct answers}}{\text{Number of item}} \times 100$$

Number of item

³ Samsu Duha. "The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at the Second Year of Senior High School of Al-kautsar Sail Pekanbaru", (Unpublished Undergraduated Thesis: State Islamic University Sultan Syarif Kasim, 2009), p. 54

The students' ability in writing a narrative text can be measured by using ESL Composition Profile.

1. Content

Table III.3
CONTENT

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
25-22	Good to average	Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
16-13	Very poor	Does not show the knowledge of subject, no substantive, not pertinent, not enough to evaluate

2. Organization

Table III.4
ORGANIZATION

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
17-14	Very good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
9-7	Very poor	Does not communicate, no organization, not enough to evaluate

3. Vocabulary

Table III.5
VOCABULARY

Score	Level	Criteria
20-18	Excellent to very good	Sophisticated, effective range, range word/ idiom, choice and usage, word from mastery, appropriate register
17-14	Good to average	Adequate range, occasional errors of word/ idiom form, usage but <i>meaning not obscured</i>
13-10	Fair to good	Limited range, frequent errors of words/ idiom form, choice, usage, <i>meaning confused or obscured</i>
9-7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate

4. Language use

Table III.6
LANGUAGE USE

Score	Level	Criteria
25-22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order/ functions, articles, pronouns, preparations
21-18	Very good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order functions, articles, pronouns, prepositions but <i>meaning never obscured</i>
17-11	Fair to poor	Major problems in simple/ complex constructions, frequent errors of negation, agreement, tense, number, word/ order/ functions, articles, pronouns, prepositions and or fragments, deletions, <i>meaning confused or obscured</i>
10-5	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate

5. Mechanics

Table III.7**MECHANICS**

Score	Level	Criteria
5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
4	Very good to average	Occasional errors of spelling, capitalization, paragraphing, but meaning not obscured
3	Fair to poor	Frequent errors of spelling, capitalization, punctuation, paragraphing, poor handwriting, meaning confused not obscured
2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.

Based on the ESL Composition Profile above, there are five aspects to measure writing ability namely content, organization, vocabulary, language use, and mechanics. So, the specification of the test can be based on the following table.

Table III.8**THE SPECIFICATION OF TEST**

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5
	Total	100

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. DATA PRESENTATION

1. The Descriptions of Research Variables

This research consisted of two variables; an independent variable/ reading comprehension of narrative (X), and dependent variable/ ability in writing narrative (Y). The data were obtained on both variables by using test:

a. Reading comprehension of narrative test

The test of students' reading comprehension consisted of 20 questions by using multiple-choice items.

b. Writing narrative test

The test of writing narrative consisted of two kinds of narrative text, short story and experience.

The data of the research were the test scores of the students' reading comprehension and the test scores of the students' ability in writing a narrative text. The data were collected through the following procedures:

1. The writer gave a try out for 30 students to know the item difficulties of the test.
2. There were 20 questions of reading comprehension that was given to 31 students.
3. The test of writing a narrative text was written in the blank sheets
4. The test of writing a narrative was evaluated by 2 raters.

2. The Students' Reading Comprehension of Narrative

Actually there were five categories of score in this research, the table below shows the students' scores of reading comprehension and the category of the score itself. The data about students' reading comprehension can be seen in the following table:

Table IV. 1
STUDENTS' SCORE OF READING COMPREHENSION

STUDENTS	SCORE	CATEGORY	STUDENTS	SCORE	CATEGORY
Student 1	65	Enough	Student 17	60	Enough
Student 2	60	Enough	Student 18	70	Good
Student 3	60	Enough	Student 19	65	Enough
Student 4	55	Less	Student 20	55	Less
Student 5	50	Less	Student 21	75	Good
Student 6	45	Fail	Student 22	60	Enough
Student 7	70	Good	Student 23	60	Enough
Student 8	55	Less	Student 24	65	Enough
Student 9	80	Very good	Student 25	55	Less
Student 10	40	Fail	Student 26	60	Enough
Student 11	60	Enough	Student 27	55	Less
Student 12	60	Enough	Student 28	70	Good
Student 13	60	Enough	Student 29	65	Enough
Student 14	75	Good	Student 30	60	Enough
Student 15	70	Good	Student 31	40	Fail
Student 16	80	Very good			

Based on the table above, the frequency of score category can be seen.

To know the category percentage of the students' reading comprehension. It can be seen in the following table.

Table IV.2
THE CATEGORY PERCENTAGE OF THE STUDENTS' SCORE OF
READING COMPREHENSION

No	Category	Frequency	Percentage
1	Very good	2	6.4%
2	Good	6	19.4%
3	Enough	14	45.2%
4	Less	6	19.4%
5	Fail	3	9.6%
	Total	31	100%

From the table above, it can be seen that there were 5 categories of the students' reading comprehension-test scores. The frequency of the students who got very good category were 2 students (6.4%), the students who got good category were 6 students (19.4%), the students who got enough category were 14 students (45.2%), the students who got less category were 6 students (19.4%), and the students who got fail category were 3 students (9.6%). It can be concluded that enough category was the biggest frequency. It can be assumed that students' reading comprehension was not bad. It can be seen from the number of students who were classified less (6 students or 19.4%) and fail (3 students or 9.6%).

3. The Students' Ability in Writing Narrative Text

Generally there were two raters who scored the students' ability in writing narrative. The following table is the description of scores of students' ability in writing a narrative text.

Table IV.3
STUDENTS' SCORE IN WRITING NARRATIVE

Name	Score		Final Score	Category
	Rater 1	Rater 2		
Student 1	64	53	58.5	Enough
Student 2	74	71	72.5	Good
Student 3	68	55	61.5	Enough
Student 4	68	61	64.5	Enough
Student 5	72	55	63.5	Enough
Student 6	45	47	46	Less
Student 7	72	74	73	Good
Student 8	45	52	48.5	Less
Student 9	66	72	69	Good
Student 10	50	59	54.5	Less
Student 11	66	76	71	Good
Student 12	50	76	63	Enough
Student 13	68	81	74.5	Good
Student 14	85	87	86	Very good
Student 15	70	64	67	Good
Student 16	83	87	85	Very good
Student 17	82	63	72.5	Good
Student 18	85	85	85	Very good
Student 19	64	52	58	Enough
Student 20	50	46	48	Less
Student 21	66	54	60	Enough
Student 22	66	51	58.5	Enough
Student 23	40	52	46	Less
Student 24	45	49	47	Less
Student 25	50	64	57	Enough
Student 26	70	72	71	Good
Student 27	66	58	62	Enough
Student 28	66	56	61	Enough
Student 29	72	75	73.5	Good
Student 30	72	72	72	Good
Student 31	45	70	57.5	Enough

To determine the final score, the writer used the following formula:

$$\text{Final score} = \frac{\text{Score rater 1} + \text{Score rater 2}}{2}$$

From the table above, it can be seen the students' ability in writing narrative text. It can be categorized into very good, good, enough, less and fail. It can be seen that there were 3 students (9.7%) who got very good category, the students who get good category were 10 students (32.3%), while for enough category, there were 12 students (38.7%), and there were 6 students (19.3%) who got less category, and no one got fail category (0%). To make clearer about the percentage of students' ability in writing a narrative, can be seen in the following table:

Table IV.4
PERCENTAGE OF STUDENTS' ABILITY IN WRITING NARRATIVE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	3	9.7%
2.	Good	10	32.3%
3.	Enough	12	38.7%
4.	Less	6	19.3%
5.	Fail	0	0 %
Total		31	100

B. DATA ANALYSIS

In preceding chapter, the writer has presented data obtained of the research. Then in this chapter, the writer analyzes the data in order to know the students' reading comprehension of narrative (X) and their ability in writing

narrative text (Y), and the correlation between students' reading comprehension and their ability in writing narrative text (X and Y). The high correlation between variables is stated in correlation coefficient. It can be positive (+) and negative (-).

The data analysis presented the statistical result followed by the discussion about The Correlation between Reading Comprehension of Narrative and Ability in a Writing Narrative text at the Secon Year Students of SMAN 2 Kampar.

1. Students' Reading Comprehension of Narrative

The data of students' reading comprehension scores were obtained from the result of their reading comprehension test. The data can be described as follows:

Table IV.5
FREQUENCY OF STUDENTS' READING COMPREHENSION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.5	6.5	6.5
	45	1	3.2	3.2	9.7
	50	1	3.2	3.2	12.9
	55	5	16.1	16.1	29.0
	60	10	32.3	32.3	61.3
	65	4	12.9	12.9	74.2
	70	4	12.9	12.9	87.1
	75	2	6.5	6.5	93.5
	80	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Based on the table above, it can be seen that there were 2 students (6.5%) who got score 40, 1 student (3.2%) got score 45, 1 student (3.2%) got score 50, 5 students (16.1%) got score 55, 10 students (32.3%) got score 60, 4 students (12.9%) got score 65, 4 students (12.9%) got score 70, 2 students (6.5) got 75, 2 students (6.5%) got score 80. The total frequency was 31. It can be concluded that score 60 was the biggest frequency.

The further information about descriptive data relating to the students' reading comprehension by using descriptive statistic through 16.0 version, can be seen in the following table:

Table IV.6
DESCRIPTIVE STATISTICS OF STUDENTS' READING
COMPREHENSION

N	Valid	31
	Missing	0
Mean		61.2903
Std. Error of Mean		1.78054
Median		60.0000
Std. Deviation		9.91361
Variance		98.280
Range		40.00
Minimum		40.00
Maximum		80.00
Sum		1900.00

Based on the table above the writer interpreted the Mean score of students' reading comprehension was 61.2903, Median 60.00, Mode 60.00, Standard Deviation 9.91361, Variance 98.280, Range 40.00, Minimum 40.00,

Maximum 80.00, and summation 1900. In other words students' reading comprehension was categorized into **enough** level.

2. Students' Ability in Writing Narrative

To know the students' ability in writing narrative text, it was known by calculating the mean of students' scores. The data can be described as follows:

Table IV.7
FREQUENCY OF STUDENTS' ABILITY IN WRITING NARRATIVE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 46	2	6.5	6.5	6.5
47	1	3.2	3.2	9.7
48	1	3.2	3.2	12.9
48.5	1	3.2	3.2	16.1
54.5	1	3.2	3.2	19.4
57	1	3.2	3.2	22.6
57.5	1	3.2	3.2	25.8
58	1	3.2	3.2	29.0
58.5	2	6.5	6.5	35.5
60	1	3.2	3.2	38.7
61	1	3.2	3.2	41.9
61.5	1	3.2	3.2	45.2
62	1	3.2	3.2	48.4
63	1	3.2	3.2	51.6
63.5	1	3.2	3.2	54.8
64.5	1	3.2	3.2	58.1
67	1	3.2	3.2	61.3
69	1	3.2	3.2	64.5
71	2	6.5	6.5	71.0
72	1	3.2	3.2	74.2
72.5	2	6.5	6.5	80.6
73	1	3.2	3.2	83.9

73.5	1	3.2	3.2	87.1
74.5	1	3.2	3.2	90.3
85	2	6.5	6.5	96.8
86	1	3.2	3.2	100.0
Total	31	100.0	100.0	

This table shows us that 2 students got 48 (6.5%) for writing ability, 1 student got 47 (3.2%), 1 student got 48 (3.2%), 1 student got 48.5 (3.2%), 1 student got 54.5 (3.2%), 1 student got 57 (3.2%), 1 student got 58 (3.2%), 2 students got 58.5 (6.5%), 1 student got 60 (3.2%), 1 student got 61 (3.2%), 1 student got 61.5 (3.2%), 1 student got 62 (3.2%), 1 student got 63 (3.2%), 1 student got 63.5 (3.2%), 1 student got 64.5 (3.2%), 1 student got 67 (3.2%), 1 student got 69 (3.2%), 2 students got 71 (6.5%), 1 student got 72 (3.2%), 2 students got 72.5 (3.2%), 1 student got 73 (3.2%), 1 student got 7.5 (3.2%), 1 student got 74.5 (3.2%), 2 students got 85 (6.5%), 1 student got 86 (3.2%).

The data of students' scores in writing a narrative text were analyzed by using SPSS. The output of SPSS was as follows:

Table IV.8
DESCRIPTIVE STATISTICS OF STUDENTS' ABILITY IN WRITING
NARRATIVE

N	Valid	31
	Missing	0
Mean		64.0968
Std. Error of Mean		2.00422
Median		63.0000
Mode		46.00
Std. Deviation		1.11590
Variance		124.524
Range		40.00
Minimum		46.00
Maximum		86.00
Sum		1987.00

In this table, the mean of students' ability in writing narrative paragraphs was 64.0986, median 63.00, mode 46.00, standard deviation 1.11590, variance 124.542, range 40.00, minimum 46.00, maximum 86.00, and summation 1987.00. It means that students' ability in writing narrative text is categorized into **enough** level.

3. Correlation between Reading Comprehension of Narrative and Ability in Writing a Narrative Text

The following tables presented the data of two variables (X and Y) with 31 respondents of the research. In analyzing data, the mean score and the standard deviation were analyzed by using simple regression analysis formula,

SPSS 16.0 version¹. The table below shows the data of the result of reading comprehension and writing a narrative test;

Table IV.9
THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE	
	Reading Comprehension	Ability in Writing Narrative
Student 1	65	58.5
Student 2	60	72.5
Student 3	60	61.5
Student 4	55	64.5
Student 5	50	63.5
Student 6	45	46
Student 7	70	73
Student 8	55	48.5
Student 9	80	69
Student 10	40	54.5
Student 11	60	71
Student 12	60	63
Student 13	60	74.5
Student 14	75	86
Student 15	70	67
Student 16	80	85
Student 17	60	72.5
Student 18	70	85
Student 19	65	58
Student 20	55	48
Student 21	75	60
Student 22	60	58.5
Student 23	60	46
Student 24	65	47
Student 25	55	57

¹Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian*, (Yogyakarta:LSFK2P dan Pustaka Pelajar, 2008) p. 95

Student 26	60	71
Student 27	55	62
Student 28	70	61
Student 29	65	73.5
Student 30	60	72
Student 31	40	57.5

It is necessary to conduct descriptive statistics by using SPSS version

16.00. The calculation can be seen in the following table:

Table IV.10
DESCRIPTIVE STATISTICS OF CORRELATION BETWEEN READING
COMPREHENSION OF NARRATIVE AND ABILITY IN WRITING
A NARRATIVE TEXT

	Mean	Std. Deviation	N
Students' Ability in Writing Narrative	64.0968	11.15902	31
Students' Reading Comprehension	61.2903	9.91361	31

Based on the table above, it can be seen that Mean (Mx) and Standard Deviation () of Variable (X) or The students' reading comprehension were (61.2903 and 9.91361), while the Mean (Mx) and Standard Deviation of variable (Y) or the students' ability in writing narrative were (64.0968 and 11.15902). The following table described the correlation between reading comprehension of narrative and the ability in writing a narrative text.

Table IV.11
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1082.035	1	1082.035	11.825	.002 ^a
	Residual	2653.675	29	91.506		
	Total	3735.710	30			

a. Predictors: (Constant), Students' Reading Comprehension

b. Dependent Variable: Students' Ability in Writing Narrative

Based on the table above we can see the significance 0.002. The significance was lower than 0.05. So the writer concluded H_a was accepted and H_o was rejected², because the significant value was lower than 0.05. It means that there was a positive significant correlation between X and Y (students' reading comprehension of narrative and ability in writing narrative text at the second year students of SMAN 2 Kampar). In other words, the higher students' reading comprehension of narrative is the higher students' ability in writing narrative text could be.

Coefficient r^2 / R Square was used to know the relationship between variable X and variable Y. The following table described the relationship between reading comprehension of narrative and ability in writing a narrative text in this research;

Table IV.12
MODEL SUMMARY^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.290	.265	9.56588

a. Predictors: (Constant), Students' Reading Comprehension

b. Dependent Variable: Students' Ability in Writing Narrative

² *Ibid*, p. 107

Based on the table above we can see the percentages of contribution of variable X toward variable Y from R Square, 0.290. It means that variable X, reading comprehension, contributed 29% toward variable Y, ability in writing a narrative text. Meanwhile, 71% (100% - 29%) were influenced by other variables.

4. Hypothesis Testing

Ha : There is a significant correlation between variable X and variable Y

Ho : There is no significant correlation between variable X and variable Y

To test the hypothesis, the value of significance (0.002) in the table IV.11 compared with (0.05). The value of significance (0.002) was lower than (0.05). It means that hypothesis alternative “There is a significant correlation between reading comprehension of narrative and ability in writing a narrative text” was accepted.

The hypothesis was also tested by comparing the result of manual analysis in the appendix 8. F (reg) obtained 11,939 compared with F table by finding out the df first:

$$df = N - nr$$

$$df = 31 - 2$$

$$= 29$$

The value of F (reg) (11,939) was higher than F table of 5% (4.18) and 1% (7.60). We can say $4.18 < 11,939 > 7.60$.

This means that hypothesis null “There is no significant correlation between reading comprehension of narrative and ability in writing a narrative

text” is rejected and hypothesis alternative “There is a significant correlation between reading comprehension of narrative and ability in writing narrative text” is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation and analysis explained in the chapter IV, the research about Correlation between Reading Comprehension of Narrative and the Ability in Writing a Narrative text at the Second Year Students of SMAN 2 Kampar finally the conclusions as follows:

1. The reading comprehension of narrative was categorized into enough level. It was based on the mean of the students' reading comprehension of narrative score was 61.2903
2. The ability in writing narrative text was categorized into enough level. It was based on the mean of the students' ability in writing narrative score was 64.0968
3. From the analysis of Simple Regression Formula by using SPSS 16.0 version, it can be seen that sig. 0.002. It was lower than 0.05. The data were also analyzed manually. It can be concluded that H_0 was rejected and H_a was accepted. It means that there was a significant correlation between reading comprehension and ability in writing a narrative text at the second year students of SMAN 2 Kampar. And the relation was about 29%. Meanwhile, 71% (100% - 29%) was influenced by other variables.

B. Suggestion

Based on the research conclusions, the writer would like to give some suggestions, especially for the teacher of English, the students who study at second grade and the Headmaster. It was known that there is a significant correlation between reading comprehension of narrative and ability in writing narrative text. The suggestions are as follows:

1. For the Teacher

- a. Teaching of writing a narrative text should use kinds of reading texts especially narrative text in order that students are familiar with the generic structures and generic features of the texts.
- b. The teacher should also teach reading comprehension strategies in order that students can improve their ability in reading comprehension. It will help them in developing their writing ability.
- c. The teacher should teach how to choose the strategies.
- d. Teacher should provide students with many sources; books, magazines, newspapers, etc, in order to support students' idea in developing their writing.

2. The Headmaster

- a. Provide the facilities to study English such as language laboratory in order that the students love English subject.
- b. Provide some English sources; newspapers, books, magazine in order that students are familiar with kinds of reading texts.
- c. Develop the students' skills in writing by providing the media to write.

BIBLIOGRAPHY

- Carmen Zuniga and Weismen. *Helping English Language Learners Succeed*, (Huntington Beach: Shell Education, 2006)
- David Nunan, *Language Teaching and Methodology: a Textbook for Teachers*. (New York: Prentice Hall, 1991)
- Fran Lehr, MA and Jean Osborn, *A Focus on Comprehension*. (Honolulu: PREL, 2005)
- Gert Rijlaarsdam. *Effective Learning and Teaching of Writing; A Handbook of Writing in Education Second Edition*, (Boston: Kluwer Academic Publishers, 2005)
- H. D. Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Prentice Hall Regents, 1994)
- Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian*, (Yogyakarta:LSFK2P dan Pustaka Pelajar, 2008)
- _____, *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008)
- Ikah, "The Correlation between Students' Achievement in Vocabulary and Reading Ability: Case Study at the Second Year Students of MAN II Bekasi, Academic Year 2006-2007", (Unpublished Undegraduated thesis: State Islamic University Syarif Hidayatullah, 2006)
- Jane B. Hughey, et. al., *Teaching ESL Composition: Principles and Techniques*. (Rowley: Newbury House Publishers, Inc, 1983)
- Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007)
- Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Edinburgh Gate: Longman, 1998)
- John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (Upper Saddle River, New Jersey: Pearson Education, Inc, 2008)

- Jonri Kasdi. "A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau". (Unpublished thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2006)
- Joy M. Reid, *Teaching ESL Writing*. (Upper Saddle River, New Jersey: Prentice Hall, 1993)
- Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension; Maximizing Your Impact*. (Chicago: American Library Association, 2005)
- L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice Hall. 2000)
- Marguerite Helmers. *Intertexts; Reading Pedagogy in College Writing Classroom*, (New Jersey; by Lawrence Erlbaum Associates, Inc, 2003)
- Nadia Devaga, "The Students' Ability in Writing Narrative Paragraph and the Factor that Influence It". (Unpublished thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2008)
- Pamela Arlov, *Wordsmith: A Guide of College Writing*. (Upper Saddle River, New Jersey: Pearson Education, 2004)
- Peggy O'Neill, et al., *A Guide to College Writing Assessment*. (Longan, Utah: Utah State University State, 2009)
- Puspa Gundari, "The Correlation between Students' Word Class Mastery and Their Writing Narrative Paragraph Ability at the Second Year Students of SMA N 1 Benai Taluk Kuantan". (Unpublished thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2009)
- Richard, et. al., *Longman Dictionary of Applied Linguistics*. (London: Longman Group UK Limited, 1992)
- Riski Kinanti, "The Correlation between Brainstorming Technique of Picture Series and Students' Ability in Writing Narrative Essay by the Fourth Semester Students of English Department and Education UIN Suska Riau". (Unpublished thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2008)
- Samsu Duha. "The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at the Second Year of Senior High School of Al-kautsar Sail Pekanbaru". (Unpublished thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2009)

- Sara Cushing, *Assessing Writing*. (Cambridge: Cambridge University Press, 2002)
- Siahaan and Shinoda, *Generic Text Structure*. (Yogyakarta: Graha Ilmu, 2008)
- Simon and Schuster, *Essay Writing Step-by-Step: A Newsweek Education Program Guide for Teens*. (New York: Kaplan Publishing, 2003)
- SMAN 2 Kampar, *Kurikulum Tingkat Satuan Pendidikan*. (Kampar: SMAN 2 Kampar, 2010)
- Syafi'i, et al, *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007)
- Yuli Myra Zona, "The Correlation between Reading Frequency and Writing Performance at the First Year of English Study Program of FKIP of Islamic University of Riau (UIR)". (Unpublished thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau, 2005)