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**THE INFLUENCE OF STUDENTS' ACHIEVEMENT IN READING  
COMPREHENSION ON THEIR COMPETENCE IN WRITING  
PROCEDURE TEXT AT THE EIGHTH YEAR STUDENTS  
OF MTs SABILUL HALIM MAJALENGKA**

Submitted to the English Education Teaching Departement *Tarbiyah* and Teaching  
Training Faculty *Syekh Nurjati* Islamic Institute Cirebon in Partial Fulfillment of the  
Requirements for Islamic Scholar In English Education



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## ABSTRACT

### **RIRI CUCU SUGIRI “The Influence of the Students’ Achievement of Reading Comprehension and Their Ability in Writing Procedural Text at the Eighth Grade of *MTs Sabilul Halim Kabupaten Majalengka*”.**

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. How about writing procedural text? Do students need to achieve good score in reading comprehension first in procedural text? Writing procedural text is one of most practical lesson material in English class of junior and senior high school grade. It's very important to develop their ability in English.

The aims of the research are to find out the students' achievement of reading comprehension to find out the students' ability in writing procedural text and to find out if there is a significance correlation of the students' achievement of reading comprehension and their ability in writing procedural text?

The approach of the research in writing this thesis is a quantitative approach, it is correlation research. It means that data which is obtained from the field of research then analyzed statically. The Pearson's product moment correlation formulation, the formula of  $t$  and the formula for degree of freedom (df) was used to compute the correlation between two variables.

The population of the research is all of students at the eighth grade of *MTs Sabilul Halim Majalengka*. All of students at the eighth grade consist of one class. In the research the writer took 100 % of the population.

The analysis of the test shows that the average score of the students' test of reading comprehension was 74,1 rounded to be 74 and the average score of the students' test in writing procedural text was 75,8 rounded to be 76. Both of these score can be categorized in good. Meanwhile, the calculation by using Product Moment Correlation by Pearson, indicates the result of the correlation between the students' achievement of reading comprehension and their ability writing procedural text is 0.37, its mean that the between X and Y variable has weak correlation. In other words, there is a positive influence of the student's achievement of reading comprehension on their ability in writing procedural text at the eighth grade of *MTs Sabilul Halim Majalengka*.



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## RATIFICATION

This thesis entitled **"THE INFLUENCE OF STUDENTS' ACHIEVEMENT OF READING COMPREHENSION AND THEIR COMPETENCE IN WRITING PROCEDURAL TEXT AT THE EIGHTH GRADE OF MTS SABILUL HALIM KABUPATEN MAJALENGKA"** written by Riri Cucu Sugiri, student number 58430539 has been examined on 30<sup>th</sup> June 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the problem

People live in a world of language. Surely, people will make use of the language in all their daily activities. Whatever they do, whether playing, hanging around with their follows or discussing some on going debates, they will use the conversation. They will utter their needs to their friends, associates, wives and husbands, teachers, and parent. Along their way to the office, home, and theater or some other destination, they will try to socially participate with and total strangers by using language.

Language is the main instrument of communication. Extremely, language is the only instrument for human beings to communicate with the other fellow human beings. The role of language in daily live is being premiere, because of its advantages. Language and human beings are not able to be separated each other such as body and soul. Therefore, language and human beings are one unity like body and soul. The writer has an opinion that language is meaningful sounds or groups of sounds produced by the organs of speech to express feelings, ideas, and thoughts of someone to others.

According to Kamus Besar Bahasa Indonesia:

*Bahasa adalah 1. Sistem lambang bunyi berartikulasi (yang dihasilkan alat-alat ucap) yang bersifat sewenang-wenang dan konvensional yang digunakan sebagai alat komunikasi untuk melahirkan perasaan; 2. Perkataan-perkataan yang*

*digunakan oleh suatu bangsa (suku bangsa, negara, daerah, dsb).*

Language is 1. Articulated system of sound symbols (produced by the organs of speech) which are arbitrary and conventional used as a means of communication to express feelings and ideas; 2. Words used by a nation (ethnics, groups, countries, regions, etc.).

According to oxford learner's dictionary, language is the use by human of a system of sounds and words to communicate. And in another source, Hughes (1962: 6) defines that language as a system of arbitrary vocal symbols by which thought is conveyed from one human being to another.

The human beings feel the meaningfulness of the existence of language. One of them is the created communication between someone and others in the forms of the expressions of feelings, ideas, and thoughts. In addition, Hall (1968: 1158) asserts that language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols. Language can be someone's identity. It can be said that language has important role for the human beings.

English is international language used as means of communication among people. People in many countries throughout in the world, including Indonesian study English. Books are read the majority of the educated people in the world. English literature is loved by the writer, and there are so many scientific books are written in English and translated into other language.

Naturally, any language which exists in the world being possessed by the ethnic group or nation without exception has four language skills namely,



listening, speaking, reading, and writing. These four language skills will always appear in language event. For fellow native language speakers, they do not get difficulties in communicating each other. The difficulties will appear if they use the different language, for example, Cirebonese people speak with Balinese people using Cirebonese; or on the contrary, Balinese people speak with Cirebonese people using Balinese.

Nowadays English became one of the most important lesson in many countries, it can denied if we look backward into world history where England has many colonial countries and they use English in their daily activity. Every modern people are suggested to learn English after their national English. English is universal, every second language in many public service around the world used English. Based on the definition above, it means that there are ways to express ideas among people in communication, for instance: spoken language, written language and gesture. People cannot live without language because it is really used to communicate and convey information in life. The word language here is applied to language as a system of human communication. As a means of communication, language allows its speakers to talk about anything within their realism knowledge. It can serve the human needs in their communication in any situation. Moreover, language is really rich. Hence, through language people can express almost everything such as thought, ideas, emotion, desire, message, etc.

For the native English speakers, the use of tenses in any event of language has recalled on their own heads because English is absolutely their





own language. But, for non native English speakers to use tenses correctly in any event of language need time to think and there is no guarantee that the result is true. That's why learning tenses is important to have its all advantages. And moreover, learning English will help us when we going abroad somewhere, because its superiority.

The description above explains that the existence of language is absolutely vital in today's life. Fromkin et.al (1999: 2) state that the possession of language, perhaps more than any other attributes, distinguish human being from other animals. To understand our humanity, he must understand the nature of language that makes him human recording to philosophy expressed I the myths and religions of many people, it is language that is source of human and power.

So far, the use of language for social purposes tends to become the very basics needs for today's life. Therefore, the effective learning and teaching strategies mainly focus on the emphasis to re-build the students conversational competence. This is regarded as the basic elements for better English leaning. Indeed, language is practical rather than theoretical activity. It must somehow be acquired communicatively to meet the needs of the current challenges in global world.

Mark (2004: 15) informs that reading during the era of spelling method was heavily influenced by idea that reading is the act of orally repeating an author's very words. The Greeks and Romans attached primacy to the spoken word and to the art oratory. The Greeks philosopher Socrates,



feeling that the discovery of the alphabet would destroy the use of memory in learning, used oral language exclusively and wrote nothing. Even private reading was usually done orally, or in a murmur. Saint Augustine, visiting with bishop Ambrose of Milan in the year 384, commented on this peculiar habit of reading silently to himself.

However, to effectively reach the stage of significant competence in learning English reading comprehension is not a very simple process. There are many aspects that influence the students' proficiency in speaking and listening skill. This is very natural since the acquisition in attempting to enable their students get a head in their English Learning. One of the current approaches is to present them the knowledge of grammar to accelerate their learning outcomes. ( Taken from Thomson and Martinet, 1995: 159). Most people think that the world "communication" is English. As a matter of fact, the world "communication" is not English but is Latin World. (Taken From Ehninger, 1926 : 4)

Based on the explanation above, it is exactly known that communicative means sharing experience publicly for the common good and approach is a sequence of assumptions towards the principle or foundation of teaching and learning language. It goes without saying that language exists in any community where people interact or communicate one and another and it is the only instrument for there to interact or communicate.

According to Wikipedia "Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to



comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics. Proficient reading depends on the ability to recognize words quickly and effortlessly. It is also determined by an individual's cognitive development, which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

According to English Today 1 (2006: 56) procedural text is:

*Procedural text adalah (1) Teks yang menjelaskan bagaimana sesuatu bekerja atau teks yang menjelaskan cara menggunakan pedoman instruksi / penggunaan. contoh : cara menggunakan video, komputer, mesin fotokopi, fax dll. (2) Teks yang menunjukkan cara melakukan aktifitas tertentu. contoh : resep, aturan bermain game, eksperimen ilmiah, aturan keamanan berkendara. (3) Teks yang berhubungan dengan tingkah laku manusia. contoh : cara hidup bahagian, cara sukses.*

Procedural text is (1) Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a



particular activity e.g. recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behaviour eg how to live happily, how to succeed.

Procedural text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

The writer tried to relate the students' achievement in reading comprehension to analyze what is the influence on their ability in writing procedural text. Because in the writer's opinion that the students' achievement in reading comprehension have an influence on their ability in writing procedural text that happened at *MTs Sabilul Halim Kabupaten Majalengka*.

Considering that in learning english reading comprehension usage is widely used in everyday situations, then it strongly denotes that it mainly cover the principle functions of communicative purposes. Based on the illustration, the writer strongly assumes that there is a significant influence of students' achievement in learning english reading comprehension on writing procedural texts. In this respect, the researcher would like to bring these problems into a research that is carried out the students of *MTs Sabilul Halim Kabupaten Majalengka*. Hence, the writer would like presents his thesis entitled in “ THE INFLUENCE OF STUDENTS ACHIEVEMENTS IN READING COMPREHENSION ON THEIR COMPETENCE IN WRITING





## PROCEDURE TEXT AT THE EIGHTH CLASS STUDENTS OF *MTS SABILUL HALIM MAJALENGKA*.”

### B. The Identification of The Problem

To indetify the problems of the research clearly, the writer sets up the presentation of the problems in teh sections bellow:

#### 1. The Research Area

The research area of this research is writing, discussing reading comprehension relating to writing procedural text.

#### 2. The Kinds of the Research

The kinds of the research in writing this thesis taken by the writer are a quantitative approach. It means that data are presented by numbers; accordingly, it can be calculated and interpreted by means of using statistical analysis. The technique of analyzing the data of the research to find out the correlation of the influence of students' achievement in reading comprehension on their competence in writing procedural text, the writer used the formula of Product Moment Correlation by Pearson.

#### 3. The Main of the problem

The main problem of this thesis is the students' achievement in reading comprehension and their ability in writing procedural text.



### C. The Limitation of The Problem

In this thesis, the writer has decided to limit the topic only discuss about the influence of students' achievement in English reading comprehension on their competence in writing procedure text at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*.

### D. The Questions of The Research

There are three research questions purposed in this research they are:

1. How is students' achievement in reading comprehension at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*?
2. How is the students' competence in writing procedure text at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*?
3. Is there any positive and significant influence of students' achievement in read comprehension on their competence in writing procedure text at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*?

### E. The Aims of The Research

There are there points as the aims of the research, as follows:

1. To find out the students' achievement in reading comprehension.
2. To find out the student's competence in writing procedure text.
3. To find out the influence of students' achievement in reading comprehension on their competence in writing procedure text.



## F. The Use of The Research

The uses of the research are hoped that:

1. It can give a valuable contribution to the school dealing with the process of learning and teaching English, especially achievement in reading comprehension and writing procedural text.
2. The result of this research is hoped increasing the students' knowledge. And improve the students' spirit and motivation in learning, so that the students can improve their achievement in writing skill.
3. It would be a reference to the next researcher who has an interest to do research in this school to develop more about the research findings.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

In this chapter, the writer would like to conclude the result of the research which entitled “The Correlation of Students’ Achievement in Reading Comprehension and Their Ability in Writing Procedural Text at The Eighth Grade of *MTs Sabilul Halim Majalengka*”. And the conclusion that present here are the answer of the questions of the research in chapter I, it was; 1) How is students’ achievement in reading comprehension at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*? 2) How is the students’ competence in writing procedure text at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*? And 3) Is there any positive and significant influence of students’ achievement in read comprehension on their competence in writing procedure text at the eighth grade of *MTs Sabilul Halim Kabupaten Majalengka*? From those question the writer found that the answers was as follows;

To find out the question of the research number 1 “the students’ achievement of reading comprehension (X variable)”, the writer gives a test to respondents. The test of reading comprehension are consists of three kind of text that should read by respondents in five minutes only with divided into three items of scoring; 1) fluency, 2) word error reading and 3) reading text expression. From the test result, the average score is 74,1 rounded to be 74, the lowest score is 55,2 were achieved by two respondents and the highest score is 87,8 were achieved by



only one respondent. It's mean that the respondents' achievement of reading comprehension is in good level.

Then, to find out question of the research number 2 “the students' ability in writing procedural text (Y variable)”, the writer also give the test which held in the same time with reading comprehension test. In this test respondents have to write procedural text according to the instruction which given by the writer based on the respondents daily activities. This test also obligates some respondents to perform in front of class which only has four minutes available. From the test result, the writer know that the average score of entire respondent is 75,8 rounded to be 76, then the lowest score is 62,6 rounded to be 63 that were achieved by only one respondent and the highest score is 88,8 rounded to be 89 that were achieved by also one respondent. According to Arikunto's theory the test result means that the respondents' ability in writing procedural text is in good level.

And after calculating the research findings statistically, finally, the writer is able to present a calculation relating to question of the research number 3 “the students' achievement of reading comprehension and their ability in writing procedural text at the eighth grade of *MTs Sabilul Halim Majalengka*”, as follows; The correlation of students' achievement of reading comprehension and their ability in writing procedural text has weak correlation. According to product moment correlation, both of X and Y variable was 0.37. And from the formulation of  $t$  and the formula for degree of freedom (dF) was 2.28. Its mean that,  $t_o > t_t$  or  $2.28 > 2.05$  or 2.28 is bigger than 2.05 by 5% significance. So, the conclusion is reading comprehension is not the only lesson material that should be understood



well by the students to arrange and write procedural text. Students have to be mastered others lesson material and also other aspect of English lesson in order to develop their English and practice it again and again in their daily life activities.

## B. SUGGESTION

The writer realized that in writing this research has so many weaknesses, such as; the limitation of the X variable of the research, the instruments of the research is only test, the sample of the research is only consists of 30 respondents, and the writer have no previous research to guide the writer.

For the next writer in the same or similar objective of research, the writer suggest that to get better result of the research, the next writer should increase the amount of the sample in order to get more various score, so that he result of the research would be extremely different.

Then, in arranging the research, the next writer should use more examined instruments from the expert. This suggestion would help the next writer in developing and enrich the research. So, the next writer will find better and more valid research.

And the last, it would better if the next writer explore more than one X variable to find out it correlation on the Y variable. Perhaps, the next writer use 4 types of present tenses or maybe use all 16 tenses. Thank you.





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