THE CORRELATION BETWEEN READING AND WRITING ABILITY

ON NARRATIVE TEXT OF THE ELEVENTH GRADE OF SMAN 01

SINGOSARI

UNDERGRADUATE THESIS

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SMAN 01 SINGOSARI

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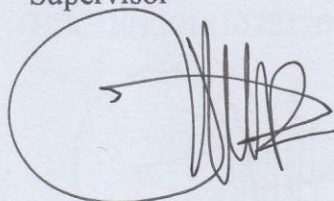
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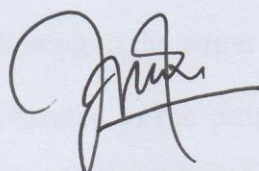
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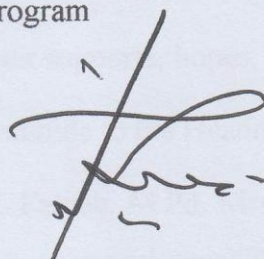
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ABSTRACT

Zahro, Eva M. 2017. **The Correlation Between Reading And Writing Ability on Narrative Text of the Eleventh Grade of SMAN 01 Singosari.** English Language Education Program,
Faculty of Cultural Studies. Universitas Brawijaya. Supervisor : Devinta Puspita Ratri, M.Pd

Keywords: Reading Ability, Writing Ability, Narrative Text, Score's Reading and Writing, IPA

The present study investigated the correlation between reading and writing ability on narrative text of the students. This study was quantitative study research with correlational method. The study was done at SMAN 01 Singosari. 130 students from XI IPA E – H were chosen as the sample of this research which were taken chosen as the sample. In the data collection, the writer only taken score's as the instrument used two kinds of test, reading test which consists of 20 questions and writing narrative text test. The students were asked by the teacher to do the tests for both reading and writing at the same time. Therefore, the data was in the form of students' score from the test. The teacher involved two raters in scoring the writing test.

Since the study was correlational method and the data collected was ratio data, then they were computed statistically by using Pearson Product Moment in SPSS v.21. The result of coefficient correlation (ro) was 0,640 and t_{value} (to) was 2,209. Then by df 128, it was compared with r_{table} and t_{table} at 5% significance which was 0.168 and 1.645. It proved that ro was higher than r_{table} (0.640 > 0.168) and to was also higher than t_{table} (2,209 > 1.645), it means that there was correlation between those two variables. The correlation implies when reading ability is high, writing ability is also high and vice versa.

Based on the finding, it can be concluded that the correlation was positive and strong. This also means that the alternative hypothesis (Ha) was accepted which there is correlation between reading and writing; when reading is high, so writing is also high and vice versa and null hypotheses (Ho) was rejected which there is no correlation between reading and writing. Therefore, there was significantly correlation between reading and writing ability on narrative text of the eleventh grade of SMAN 01 Singosari.

ABSTRAK

Zahro, Eva M. 2017. **Korelasi Antara Kemampuan Membaca dan Menulis Teks Narasi Pada Siswa Kelas Sebelas di SMAN 01 Singosari**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawiaya. Pembimbing : Devinta Puspita Ratri

Kata Kunci : Kemampuan Membaca, Kemampuan Menulis, Teks Narasi, Nilai Membaca dan Menulis, IPA.

Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan antara kemampuan siswa dalam membaca dan menulis teks narasi. Penelitian ini adalah penelitian quantitatif dengan menggunakan metode korelasi. Penelitian ini telah dilakukan di SMAN 01 Singosari. 130 siswa XI IPA E - H telah dipilih untuk menjadi responden dalam penelitian ini, dimana kesemuanya dipilih untuk menjadi responden. Dalam mengumpulkan data, peneliti hanya mengambil nilai sebagai instrument dari dua macam tes yang sudah di uji oleh guru di SMAN 01 Singosari, yaitu tes membaca yang terdiri dari 20 soal dan 1 tes menulis teks narasi. Para siswa diminta oleh guru mengerjakan kedua tes tersebut dalam waktu yang bersamaan. Data yang didapat dari penelitian ini berupa nilai siswa dalam tes membaca dan menulis teks narasi. Guru melibatkan 2 penilai untuk menilai hasil dari tes menulis narasi teks.

Adapun rumus yang digunakan dalam menghitung data dalam penelitian ini yakni menggunakan *Pearson Product Moment Formula* dalam aplikasi SPSS versi 21. Hasil dari perhitungan data menunjukkan bahwa r_{hitung}(ro) yang didapat adalah 0,640 dan t_{hitung} (to) sebesar 2,209. Kemudian dengan *df* 128, kedua hasil yang didapat tersebut dibandingkan dengan r_{tabel} dan t_{table} dengan taraf signifikansi 5% yaitu 0,168 dan 1,645. Hal ini menunjukkan bahwa r_{hitung} lebih besar dari r_{tabel} yaitu (0,640 > 0,168) dan t_{hitung} lebih besar dari t_{tabel} yaitu (2,209 > 1,645) yang berarti terdapat korelasi antara dua variabel tersebut. Korelasi tersebut menyatakan apabila kemampuan membaca tinggi, kemampuan menulis juga tinggi dan sebaliknya.

Berdasarkan hasil perhitungan diatas, bisa dikatakan bahwa kedua variabel mempunyai korelasi positif dan kuat. Hal ini berarti bahwa hipotesa alternatif (Ha) diterima dimana ada korelasi antara membaca dan menulis; Saat membaca tinggi, maka tulisan juga tinggi dan sebaliknya dan Hipotesa *null* (Ho) di tolak dimana tidak ada korelasi antara membaca dan menulis. Dengan demikian, bisa disimpulkan bahwa adanya hubungan atau korelasi antara kemampuan siswa kelas sebelas SMAN 01 Singosari dalam membaca dan menulis teks narasi.

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter provides a brief description of the whole content of research. Including background of the study, problem of the study, objective of the study, significances of the study, and definition of the key terms.

1.1 Background of the study

Generally English has four main skills namely: listening, speaking, reading, and writing. They are related one to another. We cannot learn them separately. David P. Harris (1969) explained: "Speaking & writing themselves are the encoding process whereby we communicate our ideas, thought and feeling, through one or other form of the language; whereas listening and reading are the parallel decoding processes, by which we understand either as spoken and written messages. All these skills cannot be separated from one another. They are mutually interrelated, but special emphasis can be placed on anyone of these skills".

The four main skills of the English language are listening, speaking, reading, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form. (Pamela, 1991). The four Basic English language skills are divided into two categories such as receptive skills and productive skills. Productive knowledge of a

word is traditionally defined as what one needs to know about a word in order to use it while speaking or writing (productive channels); receptive knowledge is what one needs to know in order to understand a word while reading or listening (receptive channels), (Crow, 1986). In order to achieve the productive knowledge, the learners need to get lots of exposure of the target language by listening and reading as much as possible. According to Report of the commission on reading in the United States, reading is a cornerstone for success, not just in school but throughout life. The Commission noted, "Without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost" (Gallik, 1999). Based on the quotation above reading is very important for the students because all of the students learning activities will involve reading skills, and the success of their study also depends for the greater part on their ability to read. The more they read books, the more successful they will be in learning. They need reading skills not only for learning something (lessons), but also for getting experience, knowledge and everything which can support their future study in higher education. Therefore, it is obvious that reading is an important part in their life.

Reading is an important gateway to personal development, and to social, economic and civic life (Holden, 2004). It allows writer to learn about other people, about history and social studies, the language arts, sciences, mathematics, and the other content subjects that must be mastered in school. Since the success of their study depends to a greater part, on their ability to read. If their reading skill is poor they are very likely to fail in the study, or at least they will have difficulty in making

progress. On the other hand, if they have a good reading ability, they will have a better chance to succeed in their study at school.

Reading skill is important throughout the lifespan, recreational reading has been found to improve reading comprehension, writing style, vocabulary, spelling, and grammatical development (Krashen in Gallik, 1999). Reading provides writers with knowledge of the language of writing, the grammar, vocabulary, and discourse style writers use. By taking a look in this power of reading, Krashen (2004) states,

> "When children or less literate adults start reading for pleasure, however, good things will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts easier to read. Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve".

Writing skill as stated before is productive knowledge of words. Learners who have larger receptive vocabulary are likely to know more of those words productively than learners who have smaller receptive vocabulary (Webb, 2008). This shows that those who read more acquire more of the written language as Smith (1994) undoubtedly right when he advises "To learn to write for newspapers, you must read newspapers; textbooks about them will not suffice. For magazines, browser through magazines rather than through correspondence courses on magazine writing...to write poetry, read it."

Narrative text is a text that relates to the story or tale that aims to entertain the reader. This text is one type of text that should be taught to students at the first

semester of the junior high school level. In teaching writing, there are many barriers that students face. Students always have difficulty to make sentences in a systematic way. In addition, they sometimes do not have enough vocabulary to write as well as they do not master the grammar such as the tenses, and the sentence patterns. Through a narrative text they can get a lot of vocabulary and learn grammar which exist in the text. Narrative text is a story that tells an incident or experience in sequence time. As Brown stated that narrative is recounting of an incident or event. It tells a story that illustrating thrush of the argument (Brown, 1984). This idea is also supported by Crimon which says that narrative is talking about a story which makes a point. Based on the above theories the writer assumes that narrative text is a text that tells about an incident or event experience in sequence time.

The researcher conducted correlation study between reading and writing. For that reason, the writer makes two possible hypothesis; those are Ho (Hypothesis Null) is when there is no correlation between reading and writing and Ha (Hypothesis Alternative) is when there is correlation between reading and writing.

Based on the explanation above, the researcher focus of this study are the reading and writing ability on narrative text of XI IPA E-H in SMAN 01 Singosari. SMAN 01 Singosari is the place where the researcher did a study in high school. The school implemented a new curriculum is a curriculum of 2013 in the process of learning and teaching. Therefore, choosing a school is believed by the researcher as the right choice and the writer believe that easy to get data on students who are in eleventh grade IPA. In addition, teachers at SMAN 01 Singosari said that reading and

writing are taught in eleventh grade more frequently and one single material that was submitted by teachers is a narrative text. Therefore, the researcher use narrative texts as do the research.

1.2 Problem of the study

Based on the background of the study, researcher raises up the question upon "Is there any correlation between reading and writing abilities on narrative text of eleventh grade at SMAN 01 Singosari?"

1.3 Objective of the study

Based on the research problem, the objective of this study is to know whether or not there is correlation between reading and writing abilities on narrative text of the eleventh grade of SMAN 01 Singosari.

1.4 Significances of the study

The researcher hope that her research will give valid information about the correlation between reading and writing abilities on narrative text. The researcher also hopes that the result of this study will become input to English teachers and also English learners for their teaching and learning.

1.5 Definition of key terms

The following is the key terms used by the researcher in explaining the important terms in this research,

1. **Reading ability** is potential or capacity to do something physical or mental. In this research, ability can be defined as capability in writing

2. **Writing ability** is an 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.

3. **Narrative Text** is a text to describe something such as place, people, tools, animal, and so on, which is used by the researcher to measure the reading and writing ability.
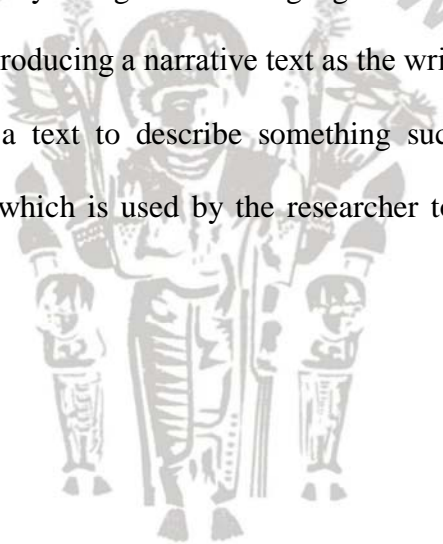
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is considered necessary to analyze the data. Those are theory of reading skill, writing skill, and narrative text, correlation between reading and writing, and previous study.

2.1.   Reading Skill

As stated by Brown (2004) "reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it". Brown's statement is also supported by Nunan (1990) who states that reading is an interactive process, in which the reader constantly shuttles between bottoms-up and top-down processes. It means that the reader tries to elicit the meaning using systematic knowledge (through bottom-up processing) and schematic knowledge (through top-down processing). In short, reading is a process of negotiation between the reader and the text through reader's knowledge. Therefore, it can be said that reading is the process when the reader tries to find out the point of the text by using an interactive negotiation through systemic and schematic knowledge.

2.1.1. Types of Reading

There are several types of reading proposed by some experts. According to Brown (2007) he says that the distinction is made between oral and silent as the types of reading. However, the writer just focuses only on silent reading. Brown (2007) divides silent reading into two types, those are intensive and extensive reading. There are the differences between intensive and extensive reading based on Brown (2007). He explains that intensive reading is usually done in the classroom where the students are attempted to find out the grammatical forms, discourse makers, and other information. In short, Intensive reading is aimed to encourage the students or the reader to find out the information contained in the text.

2.1.2. Reading Comprehension

In reading, the students have to pay attention to aspect of reading. One of purposes of reading comprehension is to find out the information. Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It means that comprehension is achieved when the reader successfully extract the information from a text. Comprehension is divided into some parts. It is in line with Day and Park (2005) who say that there are six types of comprehension,

1. **Literal comprehension** is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.

2. **Inferential comprehension** is to conclude information from a text and build new information which is not explicitly stated in text.

3. **Reorganization** is rearranging information from various parts of a text in order to get new information.

4. **Predictive comprehension** is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.

5. **Evaluative comprehension** is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive

6. **Appreciative or personal comprehension** is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

In short, Understanding what has been read is called by reading comprehension. Comprehension is a process of thinking that depends not only from comprehension skills but also from the reader's experience and background knowledge.

In addition, it is important to know the macro and micro skills of reading in measuring students' reading ability. As stated by Brown (2004) that we need to know the taxonomy of micro- and macroskills that will assist you in defining the ultimate criterion of an assessment procedure.

Table 2.1. Micro- and Macroskills for Reading Comprehension

Microskills	1. Discriminate among the distinctive graphemes and orthographic patterns of English 2. Retain chunks of language 3. Process writing at an efficient rate of speed to suit the purpose. 4. Recognize a core of words, and interpret word order patterns and their significance. 5. Recognize grammatical word classes. 6. Recognize grammatical forms. 7. Recognize cohesive devices.
Macroskills	8. Recognize the rhetorical forms of written discourse. 9. Recognize the communicative functions of written text. 10. Infer context that is not explicit. 11. From described events, ideas, etc. infer links and connections between events, deduce causes, and effects, and detect such as main idea, supporting idea, new information etc. 12. Distinguish between literal and implied meanings. 13. Detect culturally specific references. 14. Developed and use a battery of reading strategies.

(Brown, 2004)

From the table above, it can be seen micro- and macro skills for reading comprehension. However, the writer will focus only on the macroskills for reading comprehension, since the writer only wants to know the macroskills of reading comprehension.

2.2.   Writing Skill

There are some definitions of writing proposed by some experts. According to Nunan (2003) who states that writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of presenting ideas. The writers have to think about how to express them and organize them into statements and paragraphs that will be clear to a reader. Nunan (2003) continues to explain that the second, writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. The third, it is both a process and a product. The writers imagine, organize, draft, edit, read, and reread. Then, what the audience see, whether it is an instructor or a wider audience is a product. In writing a paragraph there are several things which has to be noticed. It is in line with Hughes (1986) who proposes five components of writing that must be noticed by writers in writing a composition. They are content, organization, vocabulary, grammar, mechanism.

In short, writing is the requirements in mastering a language which proposes to share the information based on the writers' knowledge and also experience. The writer has to notice some elements in writing paragraph. Those are content, organization, vocabulary, grammar, and mechanism.

2.2.1. Types of Writing

There are several types of writing. It is in line with Utami (2014) who says that there are three types of written text. She divides types of written text into: informative text type, expository text type, and argumentative text type. First, Utami (2014) defines informative text type such as narration which is telling the story. The purpose is to entertain the readers. Narrative text also may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience, and of course fantasy stories. Second, expository text, it aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts. The third one is argumentative text types, this kind of text is based on the evaluation and the subsequent subjective judgment in answer to a problem. It refers to the reasons advanced for or against a matter, such as essays, articles, and etc.

However, Utami (2014) also states that there are text types which are based on generic structure and language features. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres.

In short, there are several types of writing whether based on the text types or they are based on the generic structures and language features of the text. However, the writer will focus on narrative text which is used by the writer as the material to conduct his research.

2.2.2 Aspects of Writing

Writing is one of skill that have to be mastered by the students in learning English. In writing, the students have to pay attention to aspect of writing. Haris (1969) states aspect of writing consists of grammar, form, mechanic, vocabulary, and style, as follows:

1. Grammar

   Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (organization)

   Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer

3. Mechanic

   Mechanic is the use of the graphic convection of the language we have to pay attention the use of the punctuation and applying of the word of sentences. Function is very determiners whiter the writer can clear for the reader.

4. Vocabulary

   Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

5. Style

   Style means the choice of structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used

writing must be accordance with the readers. By seeing the opinion above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing more better and understand by the reader.

Furthermore, Heaton (1997) "writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also the conceptual and judgment element". The following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas:

1. Grammatical Skill

    The ability to write correct sentences.

2. Stylistic skill

    The ability to manipulate sentences and use language effectively

3. Mechanical skill

    The ability to correctly those conventions peculiar to the written language .e.g. Punctuation spelling.

4. Judgment skill

    The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Based on the explanation above, it can be said that there are some main ideas that should be mastered by the students and each items of those main idea will guide the students to write correctly. I prefer to Haris's opinion that aspect of writing is consist of grammar, vocabulary, mechanic, form,

style and fluency, because this statement can help the students in compose a

perfect writing

2.3 Narrative Text

The narrative paragraph can be fun to write because teacher tell a story or relate an event. Narratives have a beginning, middle, and an end. Any time you go to a movie or read a fiction book, you are looking at a narrative. Narrative text often describe events from the writer's life. According to narrative text describe a sequence of events or tell a story, in another words, narrative text is describe an experience. The logical arrangement of ideas and sentence in narrative text chronological-according to time order.

Narrative is a text which tells a story using a series of events. According to Crystal (2008:) "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009) "a narrative text is not only consist of storytelling, movie, or fiction books, in the specific sense. One point in the narrative text is a narrator capable of revealing an event related to her, for example as a description of face, or of a location". In addition, Schmidt and Richard (2002) narrative text are:

1. The written or oral account of a real or fictional story

2. The genre structure underlying stories by looking the opinion above, I prefer to Schmidt and Richard's opinion, narrative text is about oral account and fictional

story. Fictional means that the students can write their own imagination of story and it can make them easy in writing a story.

2.3.1   Generic Structure of Narrative Text

In reading and writing narrative text the students have to know the generic structures based on Derewianka (1990) states that the steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem 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 serves 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.

3. 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 certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, which contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, which contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

2.4 Correlation Between Reading and Writing

Reading and writing are two important things to master in language especially English. They are closely related and influence each other. With reading, someone can increase their writing ability. It is in line also with Koons (2008) who says that some studies have shown that additional reading can improve components of writing, such as grammar and writing performance generally, more than more writing practice alone. Another research has found that reading and writing are correlated. Based on the Shanahan and Lomax (1986) cited in Koons (2008) they found that an interactive model in which reading and writing support each other, was superior to a model in which reading skills caused writing skills or a model in which writing skills caused reading skills.

Based on the explanation above, explaining that the relationship between reading and writing are closely related and influence each other. Coles (1998) said that learning to read and write is perceived to be important across countries and culture. Wilson (1981) states that the relationship between reading and writing based is on communication. Both processes should develop as a natural extension of the child's need to communicate. Nelson and calfee. (1998; in Ming Yueh Sen, 2005) suggest that while constructing meaning for the whole text, the writer has to specify "the functional aspects of language to readers for organizing, selecting and connecting content". Noryce and Christie (1998; in Ming Yueh Sen, 2005), in particular, indicate that a writer utilizes the same schemata that are used for reading comprehension. Reading and writing connections have been proposed under the

constructive orientation. Nelson and Calfee (1998) in Ming Yueh Shen (2009) said that both reading and writing require learners to actively involve in constructing meaning. Readers provide personal response and feelings that can be transacted into expressive writing. In this way, reading is used to stimulate writing as a source of motivation.

2.5 Previous Studies

Some previous studies related to the correlation between reading and writing ability on narrative text were conducted by Inayatul Maula (2015), and Ershadi (2012). Brief explanation of those studies are described in the selection that follows:

Inayatul Maula (2015) has conducted the correlation researcher by the title "The Correlation between Students Reading Habit and their ability of Writing Narrative Text". The instruments which were used in this study were aimed to measure the students" reading habit and writing ability. Students" reading habit was measured through questionnaire and writing test was used to measure writing ability. The writer used the written form in administering reading habit questionnaire and writing test

The objective of this study is to find out the correlation between students" reading habit and their ability of writing narrative text of the eleventh grade students of SMA N 1 Kajen, to measure the level of reading habit of narrative text of the eleventh year students of SMAN 1 Kajen, to measure the level of writing ability of the eleventh year students of SMA N 1 Kajen

The second previous study was conducted by Ershadi (2012) has conducted the correlation research by the title "The Correlation between Reading Comprehension and Writing Narrative Text Ability of the Third Semester Students of English Study Program Teachers Training and Education Faculty of University of Riau". In which the sample were 30 participants which were taken by cluster sampling. In that research, the populations were grouped or clustered as classes. The writer just chosen randomly the cluster as sample. Furthermore, the writer took just two classes as the sample. The objective of this study is to know how significant the correlation between reading comprehension and writing narrative text ability of the third semester students of English Study Program, Teachers Training and Education Faculty of Riau. Since the study was correlational method, the data were computed statistically by using Pearson Moment Product Formula.

The similarities and differences appear in this research and the writer's research. Similarities and differences emerged in this study and the study authors. The similarities is to review each student to know or measures the ability to read and write text narrative, the differences from the writer is a way to measure the ability with different instrument, because the first researcher doing the same research with the writer's in high school, whereas, the second doing research in the English Study Program Teachers Training and Education Faculty of University and the Meanwhile, the differences also come in this research and the writer research. Firstly, the different reading, this research used reading habit and reading comprehension as the material to conduct the research , but the writer's uses reading ability as the material to conduct

the research and the last, the subject is different from the skill so that it will give different effects on the research results.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology in which used to investigate the correlation between reading and writing ability on narrative text of SMAN 01 Singosari. The aspect discussed are: research design, research setting, population and sample, data collection, data analysis, validity of the study.

3.1 Research Design

In this study, the writer used quantitative approach with correlation method. Quantitative approach was conducted when the research used the data which was taken through systematic process by using particular computation. It is in line with Arikunto (2003), who says that quantitative research is used to investigate an issue by using numerical data and statistical processing. Then, correlational method was considered as an appropriate method to conduct this study, since this study tried to figure out the relationship between two variables. As stated by Latief (2014), that correlational method is used to measure the relationship between two or more continuous variable. Thus, the correlational method was believed by the writer as the most appropriate method to conduct this study.

In addition, two variables investigated were the achievement in students' reading ability (variable x) and writing narrative text (variable y). Then, they were

computed with correlation coefficient. Based on Latief (2014), correlation coefficient is used to predict or measure the percentage of the variance of one variable from another variable.

3.2 Research Setting

This research was conducted at SMAN 01 Singosari located on Ki Hajar Dewantara Street No. 1, Banjararum, Singosari, Banjararum, Malang, East Java. The subject is XI IPA E-H of SMAN 01 Singosari in academic year of 2016/2017. The researcher chooses these classes because the average score of English in this class is higher than the other class in the same level. Good score in English will reflect on how good students comprehend and answer the text. Thus, it makes the researcher wants to find out the correlation between reading and wring ability on narrative text in this class.

3.3 Population

The following is the explanation about the population which is used by the researcher in conducting the research. A group of people or things which has the same character is called by population. Based on Sarjono and Julianita (2013), population is a group of people or things with particular characteristic and become the interest in a research. Therefore, the population of this study was XI E-H class of SMAN 01 Singosari. The total numbers of the population were 130 students which were from XI IPA E-H. The writer takes the data scores of the total numbers of population (130 students) in this research which were from XI IPA E-

H. The purpose is to find out the correlation between reading and writing ability on narrative text in this class. Thus, the researcher uses purposive sampling to choose XI IPA E-H as the sample of this study.

3.4 Data Collection

Based on Arikunto (2010), there are two kinds of instruments that can be used in correlational study, they are test and non-test. However, the writer used test by teachers as the instrument. Therefore, the particular material mentioned in this study was reading and writing narrative text ability.

The data taken in this study was quantitative data which dialed with a real number. It is in line with Latief (2014), the data which are collected by the researcher are presented numerically and represent the value of the students.

3.4.1 Research Instruments

In getting the data, this study used instrument as a tool. As stated by Latief (2014), the instrument is used to collect the data. In this research is students' scores from reading and writing which are obtained from reading and writing tests designed and administered by the teacher, Mrs. Nani Triana, S.Pd one of the active English teacher in SMAN 01 Singosari and Mrs. Ruhidatus Zanifah, S.Pd as a second expert because she is the senior English teacher in SMAN 01 Singosari *(See Appendix 1)*. Therefore, the researcher only focused on the result of the test.

In this study, the tests are in form of multiple-choice for reading of narrative text and create a story based on the outline for writing narrative text ability. The reason is on practicality, both in administrating and scoring. Ur (1996) defines "multiple-choice as the question consists of a stem and number of options (usually four), from which the tested has to select the right one". However, the items option of test will be five optional answers regarding to usual multiple-choice for senior high school in Indonesia.

Then, the test was administered in XI IPA E-H students. In this research, for the reading test passed by the expert is a validation carried out by teachers and other teachers, to writing scoring process using two raters to avoid subjectivity of the assessment. However, the questions of tests are taken from examination test are already in the test by teachers. The questions for the instrument itself are selected by considering materials for second year students in curriculum of 2013 (K13) revised version. Thus, the tests are appropriate for XI IPA E-H of SMAN 01 Singosari as sample of this study.

The data were taken by the writer is only the score of reading and average score writing narrative test from two raters, to the score of reading to be taken from the results of test scores that are given by teachers, the test contained 20 questions multiple choice for reading ability of narrative text and the students create a story based on the following outline for writing narrative text ability *(See Appendix 2)*. After the writer took two results of tests reading and writing, then a writer correlating the results of the value of two skills. If there is correlation between students' reading ability and their writing ability, it can be concluded that

the alternative hypothesis (ha) is accepted and null hypothesis (ho) is rejected and

if there is no correlation between students' reading ability and their writing

ability, it can be concluded that the alternative hypothesis (ha) is rejected and null

hypothesis (ho) is accepted.

3.4.1.1 Reading Ability on Narrative Text in Test

The scoring was divided into two kinds of scoring. First, it was multiple

choice scoring for reading narrative text which focused on right answer only. In

other words, the teacher gave mark on the right answer only. The right answer got

one (1) point while zero (0) was given to the wrong answer. The range of score

was 0-100 which was calculated using particular formula.

$$S = \frac{CA}{N} \times 100$$

S : Final Test Score CA : number of Correct Answers

N : Number of Questions

(Arifin, 2013 p. 229)

3.4.1.2 Writing Ability On Narrative Text in Test

Second, the writing narrative text ability was scored with a rubric available

in Brown (2007)

Table 3.1. Scoring Rubric for Writing Narrative Text

Aspect	Score	Performance	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Narration	4	Identification is complete and narration are arranged with proper connectives.	2x
	3	Identification is almost complete and narration are arranged with almost proper connectives.	
	2	Identification is not complete and narration are arranged with few misuse of connectives.	
	1	Identification is not complete and narration are arranged with misuse connectives.	
Grammar (G) 20% - Use Present Tense	4	Very few grammatical inaccuracies	2x
	3	Few grammatical inaccuracies but not affect on meaning	
	2	Numerous grammatical inaccuracies	
	1	Frequent grammatical inaccuracies	
Vocabulary (V) 15 %	4	Effective choice of words and word forms.	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form.	

	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15 % - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of speliing, punctuation, and capitalization.	

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 100$$

Therefore, the total of the score of writing was 100 (hundred). Since, there were two raters, the score was accumulated. The raters consist of two persons, they were the English teachers of SMAN 01 Singosari.

3.5 Data Analysis

The data will be in form of scores, both reading and writing ability on narrative text. The researcher uses the Pearson Product Moment formula since it was one of the formulas that often used in social research to compute the degree of relationship and to find out the correlation between reading and writing ability on

narrative text. It is in line with Mistar (2010) Pearson Product Moment formula is used to know the relationship between two variables, as follows:

$$r_{xy} = \frac{n\left(\sum XY\right) - \left(\sum X\right)\sum Y}{\sqrt{\left[n\left(\sum X^2\right) - \left(\sum X\right)^2\right]\left[n\left(\sum Y^2\right) - \left(\sum Y\right)^2\right]}}$$

Where rxy = coefficient correlation of test item   X = item score

N = number of subject   Y = total score

(Arikunto, 2010)

After calculating the result, it was interpreted with the table below:

Table 3.2. Coefficient Correlation Interpretation

Coefficient Interval	Interpretation
0.800 – 1.00	Very strong
0.600 – 0.800	Strong
0.400 – 0.600	Moderate
0.200 – 0.400	Low
0.000 – 0.200	Very Low

Riduwan (2005) in Sarjono (2013)

However, the writer used SPSS v.21 as the calculation machines in calculating the data, whether or not there was correlation between reading and writing ability of narrative text.

3.6   Validity of the Study

A study can be said valid if it measures what supposed to be measured. Gronlund in Brown (2004) stated that "validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment". To ensure validity usually face validity and content validity evidences are presented. In this study, the objective is to find out the correlation between reading and writing ability on narrative text. Thus, it is entitled "The Correlation between Reading and Writing Ability on Narrative Text". Moreover, this study is written by obeying undergraduate thesis's reference book used in Faculty of Cultural Studies Universitas Brawijaya.

Therefore, its face validity is ensured by both face validity evidences. The content of the study should be valid too. That is, theories and research method used in this study are appropriate with the objective of the study. It can be proven as this study discusses the theories and method that relate to correlation, reading ability, and writing ability on narrative text. The researcher also needs instrument in order to collect the data. The instrument also must be valid too as a valid instrument can obtained valid data too and it will reflect the real condition of the sample.

The instrument used in this study is tests by teacher that cover reading and writing ability on narrative text in test because the objective of this study is to find out the correlation between reading and writing ability on narrative text. The

researcher would take scores from test by teacher in range year of 2012-2016. The questions for the instrument itself are selected by considering materials for second year students in curriculum of 2013 (K13) revised version. Thus, the tests are appropriate for XI IPA E-H of SMAN 01 Singosari as sample of this study. In process to find out the correlation between reading and writing ability on narrative text, the researcher uses instrument to collect the data and the result of calculated data would be synchronized with interpretation table from Riduwan (2005) in Sarjono (2013) to determine the correlation between reading and writing ability on narrative text.

CHAPTER IV
FINDING AND DISCUSSION

This chapter discusses the result of the research which is including findings and discussions.

4.1. Finding

In this finding, it presents the answer of the research problem. However, this will be the presentation of students' score in reading and writing narrative text and also the correlation between them.

4.1.1. Students' Score in Reading Narrative Text Test

The result of reading test was calculated to know the students' final scores. Furthermore the result of students' score in reading test could be elaborated as bellow:

Table 4.1. Students' Score in Reading Test of Narrative Text

No.	Number of Students	Score Range	Classification	Percentage
1	91	>80	Excellent	70 %
2	26	>60 – 80	Good	20 %
3	12	>40 – 60	Average	9.23 %
4	1	>20 – 40	Below Average	0.77 %
5	0	≤20	Poor	0%
Total	130			100 %

The result of the test on reading narrative text showed that the students' score in reading narrative text was excellent. From the table above shows that the most of students were classified in excellent level (91 students). In addition, based on the table above, the classification was divided into five levels. There were 91 students (70%) who were classified as excellent, 26 students (20%) were classified as good, 12 students (9.23%) were classified as average, and 1 students (0.77%) were classified as below average.

4.1.2. Students' Score in Writing Narrative Text

The result of writing test was calculated to know the students' final scores using scoring rubric proposed by Brown (2007). In getting the final score of students' in writing narrative text, the researcher involved two raters, then it was calculated to get the final score. Furthermore the result of students' score in writing narrative text could be elaborated as bellow:

Table 4.2. Students' Score Writing Narrative Text

No.	Number of Students	Score Range	Classification	Percentage
1	116	>80	Excellent	89.23 %
2	8	>60 – 80	Good	6.15 %
3	6	>40 – 60	Average	4.62 %
4	0	>20 – 40	Below Average	0 %
5	0	≤20	Poor	0 %
Total	130			100 %

The result of the test on writing narrative text showed that the students' score in writing narrative text was excellent also. From the table above shows that the most of students were classified in excellent level (116 students). In addition, based on the table above, the classification was divided into five levels. There were 116 students (89.23%) who were classified as excellent, 8 students (6.15%) were classified as good, 6 students (4.62%) were classified as average, and there was no student classified as below average and poor level.

4.1.3. Correlation Coefficient

To find the correlation coefficient between students' ability on reading and writing narrative text, then Pearson Product Moment was used to find out the correlation, as follows;

$$r_{xy} = \frac{n\left(\sum XY\right) - \left(\sum X\right)\sum Y}{\sqrt{\left[n\left(\sum X^2\right) - \left(\sum X\right)^2\right]\left[n\left(\sum Y^2\right) - \left(\sum Y\right)^2\right]}}$$

$$r_{xy} = \frac{130\,(898.555) - (10.895) \times 10.637)}{\sqrt{[(130\,(935.275) - (118.701.025)]\,[130\,(875.881) - (113.145.769)]}}$$

$$r_{xy} = \frac{116.812.150 - 115.890.115}{\sqrt{(2.884.725)\,(718.761)}}$$

$$r_{xy} = \frac{922.035}{1.439.940, 216}$$

$$= 0.640$$

To ease the computation, the statistic machine SPSS v.21 was used. From the

computation using SPSS v.21, the result was described below:

Table 4.3. Correlation Coefficient

Correlations

		reading	writing
Reading	Pearson Correlation	1	.640[**]
	Sig. (2-tailed)		.000
	N	130	130
Writing	Pearson Correlation	.640[**]	1
	Sig. (2-tailed)	.000	
	N	130	130

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that correlation coefficient (r) is 0.640 of Pearson Product

Moment. It shows that the correlation between the variables is positive. The next step

is to find out the degree of freedom (df) using the formula of df $= N - 2 \rightarrow (130 - 2 =$

128). Then, to find out the value of r, the researcher used r table *(See Appendix 4)* at

the significant standard 5% with df 128 is 0.168. However, the result shows that ro is

higher than r table ($r_o > r_{table} = 0.640 > 0.168$). It means that the variables are

correlated. After knowing the result of ro, then it was interpreted by using table of

Correlation coefficient interpretation. The calculation shows that the correlation between students' score on reading and writing narrative text is strong.

4.1.4. Testing the Hypothesis

Based on the objective of the study, that this study is conducted to know wheter or not there is correlation between reading and writing abilities on narrative text. The hypothesis is proposed by the researcher. Alternative hypothesis (Ha) and null hypothesis (Ho). In testing the hypothesis, it is explained below:

Ha : $t_o > t_{table}$

Ho : $t_o < t_{table}$

The hypothesis mentions that alternative hypothesis (Ha) is accepted if to is higher than t_{table} ($t_O > t_{table}$) and rejected if t_o is lower than t_{table} ($t_o < t_{table}$). On other side, null hypothesis (Ho) is accepted if to is lower than $t_{table.}$ ($t_o < t_{table}$) and rejected if t_o is higher than t_{table} ($t_o > t_{table}$).

Table 4.4. Paired Sample

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Reading	83.81	130	13.116	1.150
	Writing	81.82	130	6.547	.574

Paired Samples Test

			Pair 1
			Reading – Writing
Paired Differences	Mean		1.985
	Std. Deviation		10.243
	Std. Error Mean		.898
	95% Confidence Interval of the Difference	Lower	.207
		Upper	3.762
T			2.209
Df			129
Sig. (2-tailed)			.029

However, in this research, t_o was 2.209 and t_{table} *(See Appendix 6)* in significance 5% is 1.645. It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. The result of the computation on reading and writing ability shows that there is a positive correlation between reading and writing ability. The correlation implies when reading is high, writing ability is also high and vice versa.

4.2.   Discussion

Based on the aim of the study stated above that was to know whether or not there is correlation between reading and writing abilities on narrative text, the achievement of those two variables are needed. First, the researcher found that the score in reading test was excellent. The average score of reading test they got was

included into excellent level. Second, the researcher also found that students' score in writing narrative text was better than reading test. Although it was not far from their reading score. It means that their score's belonged to excellent criteria. On the whole, students' writing score on narrative text was better than the reading score, but it was not significantly different. Then, the researcher could say that the students' ability in reading and writing narrative text was almost same. Even, in score, their writing score was little bit better.

After knowing the score of each student about reading and writing narrative text, the researcher found that there was a correlation between reading and writing score on narrative text. Based on the statistic computation showed that the coefficient correlation (r_o) was 0.640 which means that the correlation is strong. It is in line with Shahanan and Lomax (1986) cited in Koons (2008) that they also found that reading and writing support each other. In other words, students who had better score in reading, they do so for writing narrative text and vice versa. It is also strengthened by Langer and Flihan (2000) that better writers tend to be better readers, and better readers tend to produce more syntactically mature writing than poorer readers. In short, based on the theory which was state by the researcher, it proved that there is correlation between reading and writing score.

After knowing that both reading and writing are correlated, it is expected that English teachers could concern on both reading and writing, although the score of reading and writing test of the students are almost same. Then, they could make a better strategy to teach reading and writing. The strategies that can be used to teach

reading and writing suggested by Brown (2007) are bottom-up and top down strategy. Bottom-up process requires the readers must first recognize a multiplicity of linguistic signals such as letters, morphemes, syllables, and words. Whereas, top-down process is vice versa form bottom-up where requiring students to understand the passage and the context.

Since it has been already known that reading and writing skill are correlated, bottom-up and top-down technique could be combined at the same time. It is in line with Nuttal (1996 cited in Brown 2007), who says that "adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says". Based on the Nuttal's explanation, it can be concluded that the teacher can improve the students' reading ability by teaching writing using top-down and bottom-up approach. Taking for example, the teacher can let the students to write particular text as they want to write as the implementation of top-down approach and check the particular features required in the particular text, such as grammar and vocabulary as the implementation of bottom-up approach.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the present research. The conclusion is obtained from the result of the research while the suggestion is the recommendation from the researcher and the others.

5.1.   Conclusion

This study was conducted to see the statistically significant correlation between students' score on reading and writing narrative text. Based on the data that had been analyzed, the coefficient correlation (r_o) that had been got was 0.640. It means that the value of ro showed that the correlation was strong. Next, this value of r_o was compared with r_{table}, in which the result of r_{table} is 0.168 for significance 5%. Therefore, it can be concluded that ro was higher than r_{table} (0.640 > 0.168).

Then, the research hypothesis was answered by the computation of to. The result of to computation on this study was 2.209. Then, the value of t_o was compared with t_{table} in significance 5% in which the result is 1.645. Therefore, t_o is higher than t_{table} (2.209 > 1.645). It can be concluded that the alternative hypothesis (ha) is accepted and null hypothesis (ho) is rejected since the researcher found that two variables are correlated. It was interpreted that there was statistically significant correlation between students' score in reading and writing narrative text. From this

result, it was also found that there is positive significant correlation between students' reading and writing ability on narrative text. It means that if their reading ability is high, their writing is also high.

In addition, this result of this study was also supported by the theory available that there is a correlation between reading and writing. Students with good reading ability, they do so in writing and vice versa. It is also appropriate with Langer and Flihan's statement (2000) that better writers tend to be better readers, and better readers tend to produce more syntactically mature writing than poorer readers. And this result of the study was also supported also by two previous studies that were used by the researcher. Inayatul Maula (2015) and Ershadi (2012) who conducted correlation research which the results of their study were they found that there is significant correlation between reading and writing.

5.2 Suggestion

After drawing the conclusion, the writer intends to offer some suggestions that hopefully can give the significant contribution for the reader especially English teacher and further researcher. Since the students' ability on reading and writing narrative text was in excellent levels, first, the researcher suggests the English teacher to increase the learning and teaching strategies in reading and writing in order to make the students' ability in reading and writing narrative text become higher and higher. The strategies suggested by Brown (2007) are bottom-up and top down

strategy. Through top-down and bottom-up strategy, the teacher can improve both of

the reading and writing skill of the students.

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