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## THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION OF INDONESIAN FICTION AND THEIR WRITING ABILITY OF ENGLISH NARRATIVE TEXTS

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### ABSTRACT

Better writers tend to be better readers (Stotsky, 1983 in Kroll, 1990). Dealing with this main theory, there is an assumption that many students who like reading fiction (novel/ story) in Bahasa Indonesia, they also get good marks in English writing achievements. Therefore, the researcher interested to investigate whether there is a correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts. To support this research, there are some related literature and related findings dealing with this research. The research is a correlational study in ex-post facto design. Population of the research is all second grade students. And the random sampling is used to take the sample. The sample includes 42 students. Next, the data is gained through the reading comprehension test, the writing narrative test as the research instruments. The instruments are validated by trying out, consulting the advisors, and so on. The data from those instruments is analyzed by using statistical analysis, the Pearson Product Moment coefficient correlation, since it is in the form of interval data. The data is calculated by using manual calculation, calculation by using Microsoft Excel program and calculation from SPSS (Statistical Product Solution Service) version 14.0 to get valid computation in analysis. The finding of this research shows that  $r_{\text{observed}} = 0.8866 > r_{\text{table}} = 0.3044$  at significant level 0.05 with  $df = 40$ . It means that there is a significant and positive correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts. In other word, the higher students' reading comprehension of Indonesian fiction tends to be the higher their writing ability of English narrative texts and vice versa. Therefore, it is recommended to students to read Indonesian fiction in order to promote their writing ability. This finding is expected to be able to give much significant contribution to teachers, students, next researchers, and people who are interested in reading-writing connection.

**Keywords:** reading comprehension, Indonesian fiction, writing ability, English narrative texts.

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### INTRODUCTION

Talking about writing in learning English, many people confess that it is the most difficult skill to acquire (Gibbons, 2002; Rivers cited in Hadley, 2001). Richards (1990) claims that learning to write is one of the most difficult tasks a learner encounters and that few people can be said to be master". In order to be master in

writing, Myles (2002) suggests, "Writing skills must be practiced and learned through experience. The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments". Perhaps writing might be seen as a continuum of activities that range from the more mechanical or



formal aspect of 'writing down' on the end to the more complex act of composing on the other (Hadley, 2001). It is undoubtedly the act of composing or writing, though, which can create problems for students, especially for those writing in a second language (L2) in academic contexts. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling (Myles, 2002).

The difficulty in writing has been becoming a serious problem faced by students. It is caused by some reasons as stated by Sugiharto (2007): The undetected problem that the students are facing in writing is that they are often not familiar with the convention of written language. That is, they have not yet developed a feel of convention that strictly governs the use of written language. The unfamiliarity with convention often becomes the main reason why students find it hard to express their ideas in a written form. Consequently, if asked to write, their writing is characterized with typical spoken language features, which is hardly acceptable in writing.

The reasons of the difficulty make objective of the teaching writing hard to achieve. It means that teaching writing is still considered unsuccessful. It is in line with Lengkanawati's (1999) claims that the process of teaching and learning English, particularly writing in this case, in Indonesia is still facing many problems related to the students' learning outcome which is still considered as unsuccessful. It is supported by Sadtono (1997) who states that even though English has been taught for six years, due to many reasons the result of teaching writing is still unsatisfactory.

In order to achieve the objective of teaching writing, relevant language inputs are needed. Therefore, reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models from which writing skill can be learned, or at least inferred (Eisterhold cited in Kroll, 1991).

The development of writing ability of second language proficiency occurs in the same way: via comprehensible input with a low affective filter (Krashen, 1984). Krashen continues, "Writing competence derives from large amounts of self-motivated reading for interest and or pleasure. It is reading that gives the writer the 'feel' for the look

and texture of reader-based prose".

This horizon can be inferred that "one of the most viable and less tedious ways is to expose students to reading - particularly light reading or reading for pleasure. This is a sort of recreational reading with assorted topics that students find enjoyable" (Sugiharto, 2007). Parkinson and Thomas (2000) confirm, "Millions of people do or probably always will study, and read for pleasure, texts originally written in foreign language they have never studied, using translations in there, the readers', native language".

Reading for pleasure can be obtained from reading fiction. Reading fiction is one of the ways to motivate children or students to have reading habit since it can entertain readers. "Children want to read and write fiction. Of all the genres, fiction is usually their favorite" (Graves, 1994). In addition, reading fiction is involved as one of the Standard Competence of Bahasa Indonesia Subject for Senior High School students based on School-Based Curriculum 2007.

One of the popular kinds of fiction read by people is novel. Novel is known as the most important fiction for readers the 80s centuries (Brower written in Atwan and Vesterman, 1987). It is supported by Moretti in Hawthorn (2001) who states, "Be it mid eighteenth-century Britain...or mid nineteenth century Italy...the message is the same: the novel is the most important genre of all literary genres. And its centralization increases with the passage of time...." All of these indicate the importance of novel of all literary genres at the time and perhaps nowadays as well. One of the popular kinds of fiction read by people is novel. Novel is known as the most important fiction for readers the 80s centuries (Brower written in Atwan and Vesterman, 1987). It is supported by Moretti in Hawthorn (2001) who states, "Be it mid eighteenth-century Britain...or mid nineteenth century Italy...the message is the same: the novel is the most important genre of all literary genres. And its centralization increases with the passage of time...." All of these indicate the importance of novel of all literary genres at the time and perhaps nowadays as well.

The novel is included into narrative texts (Hawthorn, 2001) since the generic structure and language features of narrative texts are included in novel. Logically, reading novel mean reading

and learning narrative texts. Wolfe ([www.englishcompanion.com](http://www.englishcompanion.com)) states that narrative texts, e.g., novels, also help us to understand how other texts work by contrasting the different types through the study of different texts and how they work and are made. He continues, "Narrative fiction often provides the only encounter with the imagination during the course of the school day; in this one respect, teaching such texts is vital"

In fact, the writer's preliminary observation and informal interview shows that some students in Indonesia only like reading Indonesian novels, and they almost never read English novel because they said that it is hard to comprehend English novels. Reading Indonesian novel has become the students' hobbies. recently. Some of popular novels read by the students are *Ayat-Ayat Cinta*, *Ketika Cinta Bertasbih*, *Laskar Pelangi*, and so on. Meanwhile, for reading English novels, the students only read the translated versions, such as Harry Porter and so forth. The preliminary informal interview concludes that those who like reading Indonesian novel, they also get better scores in writing English narrative texts.

The fact that those who like reading Indonesian novel, they also get better scores in writing English narrative texts deals with language literacy theory, that states first language literacy contributes to second or foreign language literacy. As Friedlander (cited in Kroll, 1990) claims, "Writer will transfer writing ability and the strategies, whether good or deficient, from their first language to their second language". Furthermore, Cameron (2001) argues, "Teaching reading and writing can utilize any transferable knowledge and skills from first language literacy". Another opinion is:

When frequently exposed to reading of any kind - be it novels, comics, newspapers, academic journals - in a pleasurable way, readers unconsciously acquire the language of writing (e.g., grammar, vocabulary, spelling), which will become necessary components for writing (Sugiharto, 2007).

Based on the phenomenon above, this study is conducted to answer the problem whether there is a correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts.

## METHODOLOGY

The previous chapter has explained the literature related to this research, including reading fiction, reading comprehension, reading comprehension assessment, teaching writing narrative text, writing assessment, and the relationship between reading fiction and writing achievement. Then, this chapter explores some significant parts of the research method. It includes research design, population, setting, and sample, research instruments, data analysis method, data interpretation, and research procedures. It provides a guideline to conduct the research.

### A. Research Setting and Participants

"A population is the largest class to which we can generalize the results of an investigation based on a subclass. The population of interest (or target population) will vary in type and magnitude depending on the aims and circumstances of each different study or investigation" (Woods et al, 1985). Arikunto (1993) argues that a population is the entire subjects of the research. When a researcher wants to investigate all the elements, which is the area of the research, the research is as population research. "The description of the population should indicate its size and major characteristics, such as age, grade level, ability level, and socioeconomic status" (Gay, 1987). The population and setting of the research are second grade students in SMA N 2 Bandung. The size or number of population is 423 students. They consist of 203 males and 220 females. They are around 16-18 years old. They included into clever students since they are accepted in the school based on their high marks of National Final Examination in junior high school. Moreover, they are from different socioeconomic status includes from low to high status.

They were chosen based on some important reasons. First, the school has experiences in conducting relatively good teaching learning process. It is built in 1949. It is also trusted by the government to guide the new state school ([www.sman2bandung.or.id](http://www.sman2bandung.or.id)). Second, it included in four best schools in Bandung recently. Third, the students have been studying English for about five years. Fourth, some of the students have been reading some fiction books. Fifth, the school and the population never

become the subject of the same research problem before. Sixth, the students are from different background, such as; social status, religion, and living place. It is found that the population consists of every economic level from the high to the low economic level. Since the school belongs to one of the state schools in Bandung. After that, there are a 9 number of religions in the population such as; Islam, Catholic, Protestant, and Hindu. Seventh, the school has relatively complete learning facilities such as; language lab, modern computer lab, chemistry lab, modern library, huge sport field, alumni office, internet facilities, audiovisual/multimedia room, art room, and so on (see Appendix 2) so that learning activities could run well. Eighth, the location of the school is near to the street and it is in the center of the city. Thus, it makes this research easier to conduct (see Appendix 2). Ninth, the students sometimes get the first champion in the reading news contest and writing fiction contest in West Java. Tenth, the researcher was interested to choose the school since it includes favorite state school. As Gay (1987) argues that the "population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable". Therefore, they were deserved to be researched in this study.

Since the number of population was large enough to be researched, the researcher chose some samples through appropriate sampling techniques as the representative of the population. As Fraenkle and Wallen (1993) state that sample is "the group on which information is obtained, preferably selected in such a way that the sample represents the larger group from which they were selected". It is explored then.

#### A. Research Design

The design of the research is ex-post facto. As Hatch & Farhady (1982) say, "Ex-post facto designs are often used when the researcher does not have control over the selection and manipulation of the independent variable. correlation designs are the most commonly used subset of ex-post facto designs". Then, Kral (1996) adds: ... We may use the ex-post facto strategy when we wish to investigate the influence of variables like home environment, sex, motivation, intelligent, and parental reading habits. These are characteristics that a subject possesses before the study begins. As researchers, we have no direct control of these

variables and can only try to determine their incidence on observed consequence. Although this method lacks control, it is useful in our field because it can supply relevant information for educational decision making.

There are two quantitative variables includes in this research. They are reading comprehension of Indonesian fiction as variable X and Writing ability of English narrative texts 10 as variable Y. As Gay (1987) explicitly states, "Relationship studies typically investigate a number of variables believed to be related to a major, complex variable such as achievement". The design of the research shows the direct relationship between two variables.

The design will be applied to population, setting, and sample of research as explained then.

#### B. Data Collecting

Technique The research is conducted by using a quantitative method in a correlational study. Gay (1987) claims, "A correlation study describes in quantitative terms the degree to which variables are related". Correlational study is appropriate way to answer the research question whether there is a correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts. Thus, all correlational studies use quantitative method.

"Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantitative variables. Degree of relationship is expressed as a correlation coefficient" (Gay, 1987). Two variables will be highly correlated if the correlation coefficient is near +1.00 or -1.00. Nevertheless, if correlation coefficient is obtained near 00, two variables are not related. Gay (1987) continues, "Correlational studies provide an estimate of just how related two variables are". In other word, it cannot infer the cause-effect relationship between two variables.

The research method cannot be separated with a research design; it will be discussed then.

### RESULTS AND DISCUSSION

This chapter discusses a detailed finding of this research as the main point of this thesis. It includes data description, correlational analysis, testing hypothesis, and discussion. In short, it answers the main problem of the research.

#### 4.1.1 Data Description of Students' Reading

### Comprehension of Indonesian Fiction

The data of students' reading comprehension of Indonesian fiction was obtained from scores of reading comprehension test. As written in Chapter III section 3.4, reading comprehension test was arranged by the researcher. The test was divided in two parts: text was written in Bahasa Indonesia and instructions or questions were written in English. The text was entitled "*Kisah Seorang Kakak dan Adik*" taken from browsing <http://bengkelmatematika.com/kisah-seorang-kakak-dan-adik/>. There were 20 questions of the test. The highest score was 100 and the lowest was 0. The results of the test were assessed to get quantitative data.

The first step in data analysis is to describe or summarize the data using descriptive statistic. The major types of descriptive statistics are measures of central tendencies, measures of variability, measures of relative position, and measures of relationship (Gay, 1987).

From the table above, it can be revealed the central tendency of the scores. Hatch and Farhady (1982) state, "The term central tendency is used to talk about the central point in the distribution of score in the data. There are three measure of central tendency: the mode, median, and the mean". The mode means the most frequently obtained in the data. So, it can be inferred that the mode of this scores was 89. Next, the median means the score that is at the center of the distribution. In this data, the median of the scores was 85. After that, the mean is defined as the average of the scores. That is to add up all scores divided by the number of scores. The formula for gaining the mean is  $\bar{X} = \frac{\sum X}{N}$ . So, the mean of the scores was 81.83. It is appropriate with the SPSS version 14.0 counting.

Then, in order to get more accurate data, the degree of variability have to be measured. It can be gotten from the measure of central tendency. There are three ways to get the degree of variability: the range, the standard deviation, and variance. The range is obtained by subtracting the lowest score from the highest score (Hatch and Farhady, 1982). The highest score of the students was 99. And the lowest score was 45. So the range score of the students was 54. After that, the standard deviation

"looks at the average variability of all the score around the mean" (Hatch and Farhady, 1982). Standard deviation has the formula as follows:  
$$S = \sqrt{\frac{\sum(x-x)^2}{n}}$$

So, the standard deviation score was 12.94. It is appropriate with the SPSS version 14.0 counting. Furthermore, "variance is the sum of the squared deviation score divided by N-1" (Hatch and Farhady, 1982). It also has a formula as follows: variance.  $\frac{\sum(x-x)^2}{n-1}$

So, the variance score was 167.51. It is appropriate with the SPSS version 14.0 counting. After that, from the table above, it can be known that there four students do not pass in the test. Since their scores are below the standard minimum score (65).

To make it easy to understand, they are shown in the following table: Since the data is in the large number, the data is transferred in distribution frequency as the following table:

From the table above, it can be inferred that there are 21 students or 50 % who have scores less than the mean score and there are 21 students or 50 % who have score more than the mean score.

All of the data above mean students are able to comprehend Indonesian fiction since the text of the test was in their mother tongue language or in their first language.

In other word, the students are regarded as into good readers since they enjoy reading 13 and have high understanding in reading it. This is in line with Nuttall (1988) who argues that someone can be said good reader if he enjoys reading, reads faster, reads more, and understand what he reads.

Meanwhile, Markskettel (1966) describes the criteria of a good reader as the one who almost instinctively reaches for something to read when he has completed assigned school task or when he is not engaged in other activities. Further, Baker and Brown (1984 cited flood et al., 1991) claim, "Good readers are strategic readers who actively construct meaning as they read; they are self-motivated and self-directed; they monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance their overall comprehension".

The data of students' writing ability of writing narrative text was obtained from score of writing narrative text test. As written in



Chapter III, writing narrative test was arranged by the researcher. The test instructions are written in English. The students are asked to write a narrative text in the free title. The highest score was 100 and the lowest was 0.

From the table above, it can be found the central tendency of the scores. There are three measures of central tendency: the mode, median, and the mean. It can be inferred that the mode 14 of this scores was 66. Next, the median of the scores was 66. After that, the mean of the scores was 65.90. It is appropriate with the SPSS version 14.0 counting.

Then, in order to get more accurate data, the degree of variability have to be measured. There are three ways to get the degree of variability: the range, the standard deviation, and variance. The range is obtained by subtracting the lowest score from the highest score. The highest score of the students was 83 and the lowest score was 46. Therefore, the range score of the students was 37. After that, the standard deviation score was 9,06. It is appropriate with the SPSS counting. Furthermore, the variance score was 82.23. It is appropriate with the SPSS version 14.0 counting.

All of the data above show the normal distribution since mean, median, and mode are all the same and the curve shape (such as in the figure 4.3) is bell shaped and symmetric (Hatch and Farhady, 1982). Those data also mean the students are able to compose narrative texts in English. It could be generalized that the population of this study is able to write English narrative text.

Correlational Analysis Correlational analysis was conducted to find the answer of the problem whether there is a correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text. Hatch and Farhady (1982) explain, "The easiest way to see the relationship between the two sets of scores is to represent them graphically. This representation, called a scatter plot or scatter gram, is done by plotting the scores". The following figure shows the scatter gram of the distribution of scores to show clearer the positive correlation of the scores:

Furthermore, "scatter plots do not give us any quantitative measure of the degree of the relationship between the two variables.

Therefore, we will use certain statistics which have been developed to measure the degree of relationship" (Hatch & Farhady, 1982). Statistical analysis for correlational studies is Pearson Product moment. It was used to analyze the data since the data was in the interval. The formula for the correlation coefficient using the raw data based on Hatch & Farhady (1982) is presented as follows:

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

There are three kinds of calculation (The manual calculation, Microsoft excel calculation, and SPSS version 14.0 calculation) used to get the convincing data as follows: a.

Manual calculation and Microsoft excel calculation Manual calculation should be used in discussion besides SPSS program in order to convince that SPSS is used in the right way. It also has function to teach and remind us to calculate manually (Arikunto, 2007).

The able also indicates that correlation coefficients between X and Y is 0.8866. (Pointed by an arrow).

Therefore, all calculations above give the same result that the correlation coefficients between X and Y is 0.8866. The value of the observed r is consulted to the value of the critical r (r table). In other words, the result of correlation coefficients between X and Y is consulted to Pearson Product moment table on the level of significant 5%. The value of the critical r (r table) is 0.3044 . So, r observé > r table 0.8866 > 0.3044

It means that there is a significant correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text.

As Gay (1987) proposes more explanation in interpreting the data as the following criteria: a. If the coefficient is near +1.00, the variables are positively related b. If the coefficient is near .00, the variables are not related c. If the coefficient is near -1.00, the variables are inversely related The plus (+) sign does not mean as Algebra sign but it means the positive correlation. The positive correlation means a linier relationship between two variables X and Y (Sudijono, 1995), (Woods et al., 1985). In other word, the correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative texts go parallel or the same way. It means the higher

students' reading comprehension of Indonesian fiction tend to be the higher writing ability of English narrative texts. And vice versa, the lower students reading comprehension of Indonesian fiction tend to be the lower writing ability of English narrative texts.

As a result, all of the analysis show the same conclusion that there is a significant correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text. This finding and analysis are believed valid since they are used several ways of instruments and computation. This finding can test the hypothesis as the following part

Testing Hypothesis The interpretation also tests the hypothesis by using the following criteria: c.  $H_0$  is rejected and  $H_1$  is accepted if the observed  $r$  is bigger than the critical  $r$  at the significant level of 5%, it means that there is positive correlation between variable X and Y. d.  $H_0$  is accepted and  $H_1$  is rejected if the observed  $r$  is bigger than the critical  $r$  at the significant level of 5%, it means that there is no correlation between variable X and Y. Based on the calculation above it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted since the observed  $r$  is bigger than the critical  $r$  at the significant level of 5%, it means that there is a positive and significant correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text. Moreover, according to Emra (1998), Sudijono (1995),  $r$  observes from +0.8 to +0.10 means very high degree of positive correlation.

#### Discussion

The problem of this research that is whether there is a correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text has been already answered statistically that there is positive and significant correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text. This finding is in line with the previous related research. Even though the perfect same problem of the research do not found, the following research are considered related to this research such as Stotsky (1983 cited in Kroll, 1991) surveyed first language correlational studies and found the following:

There are correlations between reading

achievement and writing ability. Better writers tend to be better readers. There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers. There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

Those findings are confirmed by Eisterhold cited in Kroll (1991) that notes down reading-writing connection is directional. Other research from Collier (1989); Cummins (1989); Krashen and Biber (1988) cited in Freeman and Freeman (1992) found, "Students who speak, read, and write their first language well are more apt to succeed academically in English".

This finding is also supported by previous research that has found: When children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. (<http://www.k12reader.com/the-relationship-between-reading-and-writing/>)

Moreover, it also can be compared between male students and female students in reading comprehension of Indonesian fiction based on the average score. The average score of male students is 79.6 (See Table 4.11) and the average score of female students is 80.3 (See Table 4.12). The difference between the groups is 0.72. 0.72 is not too high difference. Both male group scores and female scores are also compared by using t-test. The result showed that  $t$  observes 0.733

In addition, this research also gives another finding indirectly that first language has high correlation with foreign language. This finding is also in line with the previous research. Such as Friedlander (cited in Kroll, 1990) argues that there are many studies showing "regardless of a language prescription, writer will transfer writing ability and the strategies, whether good or deficient, from their first language to their second language". It is also happened to the foreign language. For example, Molan and Lo (1985 cited in Kroll, 1990) state, "Students had similarly deficient rhetorical strategies in their

first language and in English". It means that first language ability contributes to second or foreign language ability.

Meanwhile, Edelsky's finding (1982 cited in Kroll, 1990) concludes. "The writing of first, second, third graders in a bilingual program also indicates that writing knowledge transfers across languages". He shows, "Writers use first language strategies and knowledge to aid their second language writing". First language strategies are often used in learning foreign language. It can be proved from the result of writing narrative test, that many students write the stories or essay in Indonesian style, perhaps including the writer of this research too. This is confirmed by Jones and Tetroe (1987 cited in Kroll, 1990) who find:

ESL writers transferred both good and weak writing skills from their first language to English. This transfer was independent of language proficiency, which affected only quantity of planning. They noted that weaker writers' failure to use writing strategies in English was based on their failure to use these strategies in their first language.

The next confirmation is proposed by Silvia (1986) who finds, "Subject had effective L1 20 strategies to transfer to the 12 writing context, her subject's first language and second language composing processes displayed similar high-level goal structures and problem representations".

After that, the usage of first language in foreign language composition is also found in the sample result of the test. They switch both languages especially in difficult vocabulary for the students. It is supported by Lay's study (1982 cited in Kroll, 1990) which says, "The greater the number of switches into the first language, the better the quality of the essays in terms of organization and ideas". This description also give a horizon that how important reading and writing in supporting students success in learning. As Arends (1989) utters, "The success of students in school rest, in large extent, on their proficiency in reading and writing increasingly complex information".

Consequently, it was found that there is positive and significant correlation between students' reading comprehension of Indonesian fiction and writing ability of English narrative text. It also means there is positive and significant correlation between first language

ability and foreign language ability. It means there is positive and significant correlation between students' reading comprehension and their writing ability.

All of these finding and discussion were expected to be able to give some significant contributions and insights to teaching English as the Foreign Language (EFL). The four chapter of these thesis can be concluded in the next last chapter, which including conclusion and some suggestions or recommendations

## CONCLUSIONS AND SUGGESTIONS

The four previous chapters' shave provided detailed information about the research, including the background of the study, the related literature, the methodology, and the research findings. Meanwhile, this chapter supplies the main summary of this research. It covers the conclusions, limitations of the study, and suggestions or recommendations.

This study was based on the belief that better readers tend to be better writers stated by Stotsky (1983 cited in Kroll, 1991). According to this view, Reading and writing have a strong relationship. Besides, this study was also based on the other belief that first language promotes to second or foreign language. In another word, this study was about combination of both issues. It was stated in the correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts.

This study describes that the students are able to comprehend Indonesian fiction. It can be found that their average score of reading comprehension test were high (81.833). Most students could answer all questions, read between the lines, analyze punctuations, and summarize the story in the test. The ability of the students in reading comprehension of Indonesian fiction provides for schemata to write narrative texts.

Furthermore, his study also second-grade students of SMA N 2 Bandung were able to write English narrative text. The ability of the students is analyzed based on the content, organization, vocabulary, language use, and mechanics of the text proposed by Jacob (1981). Their average score on the writing, test is 65.905.

Moreover, the main finding of the research concludes that there is 8 positive correlations between students' reading comprehension of



Indonesian fiction and their writing ability of English narrative texts. With a correlation coefficient of 0.8665 higher than table 0.3044 with a level of significance of 596. It also means there is a positive and significant correlation between first language ability and foreign language ability. It means there is a positive and significant correlation between students' reading 22 comprehensions and their writing ability as well. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Then, the ability to comprehend Indonesian fiction is considered one of the factors that promote their writing ability in English narrative texts. In addition, the habit of reading Indonesian fiction could contribute to the ability to write narrative texts. Last, the mean score of science class students is better than social class students, both in reading Indonesian fiction and in writing English narrative text.

After having some conclusions, the writer then comes to some significant suggestions. First, this study suggests to English teachers to use Indonesian fiction such as Indonesian novel, Indonesian folk's story, and so on as a media in learning English as the foreign language. This suggestion is also supported by Mansyur (2002) who states, "It is better for lecturers or teachers to start the teaching writing by using Indonesian context, then in English". Moreover, to build writing habit, students should be taught first to devote their emotional feeling after reading a story.

Second, students are suggested to build reading habit through reading Indonesian fiction and pay attention to the new terms, sentence structure, punctuation, and moral value of the story. Students will not be able to write well without having the schemata as a result of reading. Moreover, many researchers (such as Smith, 1983; Bereiter and Scardamalia, 1984; McGinley and Tierney, 1989; and others quoted in Kroll, 1991) suggest, "Students can learn much about writing from reading".

Third, it is better for further researchers who interested in this problem to take more samples in different setting. Different method such as experiment study could be better to obtain another horizon about the effect of reading Indonesian fiction on English writing ability. Further research may extend the scope of the problem. Hence it may motivate people to read

and write more in order to develop their knowledge.

Fourth, headmaster or stakeholder of schools is also suggested to provide Indonesian novel and other kinds of fiction in the library as the sources of learning reading and writing. Fifth, it is suggested to whoever interested in this problem to develop reading and writing skill in any language. Since most of languages has the same language form and structure.

Sixth, it is suggested that "teaching reading should become an integral part of teaching writing, and reading for pleasure should be encouraged and incorporated into the writing syllabus design. The more the students read, the more they acquire the language of writing, and ultimately the more likely they will become good writers. Indeed, good writers often start from good readers (Sugiharto, 2007).

Last, simply knowing that reading and writing are intimately connected processes isn't enough. In order to help students develop these two essential skills, parents and teachers need to apply this knowledge when working with them (<http://www.k12reader.com/the-relationship-between-reading-and-writing>).

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