

**A CORRELATIVE STUDY BETWEEN READING ATTITUDE AND
WRITING SKILL AMONG THE TENTH GRADE STUDENTS OF SMK
BATIK 1 SURAKARTA IN THE ACADEMIC YEAR OF 2018/2019**

THESIS

**Submitted as a Partial Requirements
For Undergraduate Degree in English Language Education**



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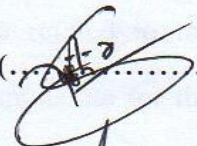
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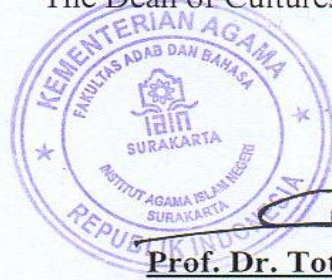
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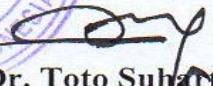
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Here with, I state all statements, opinion, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

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DEDICATION

Alhamdulillah rabbi'l'amin, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved father and mother (Mr. Sunardi and Mrs. Pariyem) who always give me support, spirit and motivation.
2. My big family (brother, sister, uncle, aunty, and my grandparents)
3. All of my friends D class
4. My beloved almamater, The State Islamic Institute of Surakarta.

MOTTO

“And for those who fear Allah, he will make their path easy”

(QS. At-Talak:4)

“So, verily the hardship, there is ease”

(Q.S Al-Insyirah:5)

PRONOUNCEMENT

Name : Lia Handayani
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I hereby sincerely state that the thesis entitled “A CORRELATIVE STUDY BETWEEN READING ATTITUDE AND WRITING SKILL AMONG THE TENTH GRADE STUDENTS OF SMK BATIK 1 SURAKARTA IN THE ACADEMIC YEAR OF 2018/ 2019” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, January 29 2020

The Researcher

Lia Handayani

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ABSTRACT

Lia Handayani.2019.*The Correlative Study between Reading Attitude and Writing Skill among the Tenth Grade Student of SMK Batik 1 Surakarta in The Academic Year of 2018/2019*.Thesis. English Language Education, Cultures and Language Faculty. IAIN Surakarta.

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Keyword : Reading Attitude, Writing Skill, Tenth Grade Students

This research is mainly concerned with a correlation of reading attitude and writing skill among the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2018/ 2019.The purpose of the research was to find out whether or not there is any correlation between reading attitude and writing skill among the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2018/2019.

This research applied a quantitative design with a correlational method in which the variables are correlated each other. The correlation here is between reading attitude and writing skill among the tenth grade students of SMK Batik 1 Surakarta. The researcher used test, questionnaire, and document as the technique to collect the data for this research. The technique of data analysis used by the researcher was the formula of Pearson's Product Moment Correlation.

Based on the result of the analysis, it is found that reading attitude is proven as one of the factors that influence student's writing skill. The correlation index (r_{xy} is 0.711) is in the interval 0.70 – 0.90. It means that the relationship between students' reading attitude and their writing skill was on high correlation.The result of calculation by applying SPSS version 25 described as follows. It obtained ($r_{xy} = 0.711$) > than $r_{table}(0.2012)$. The degree of freedom (df) is $66 - 2 = 64$ in the table significant of 5% it is obtained 0.2012. The assumption of hypothesis r_{xy} is higher than r_t ($r_{xy} > r_t$), so the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it is concluded that there was a high relationship between the students' reading attitude (X) and their writing skill (Y) at the tenth grade students of SMK Batik 1 Surakarta.

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CHAPTER I

INTRODUCTION

A. Background of the Study

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. According to Aksan (2007) in Unal, 2016, language is a multifaceted and highly advanced system that enables the transmission of thoughts, emotions and demands to others by the elements and rules that are common among the members of a society in terms of sound and meaning. Accordingly, language is considered to be individuals' certificate of privilege. It is known that there exists a close relationship between this privileged skill to use language and the skill of thinking. Therefore, it can be said that language is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

It is a well-known fact that language is directly related to the individual, the society and the culture, and thus, it is important in human life; since the individual is in the society and she/he acquires and uses the language within the context of the cultural structure of that society. The individual in the society uses the language as a tool while expressing his feelings and

thoughts. This fact demonstrates the importance of language in communication, which is one of the important needs of individuals. The individual, in this process, learns the cultural values of the society he belongs to and perpetuates these values by transmitting them to other individuals through the native language, since he uses his native language as the main instrument of communication (Unal, 2016).

The purpose in language teaching is to ensure the use of four basic language skills (listening, speaking, reading, writing) in the most effective and ideal manner. Inability to create language awareness brings along numerous problems. According to Karakuş (2000: 33), language is an effective tool for an individual from childhood throughout his life span to develop his emotions, thoughts and imagination, to make accurate evaluations, to discipline his emotions, to develop and mature his sense of aesthetics, to adapt into the society and -more simply- to become socialized.

An individual acquires the most important part of his/ her knowledge to his/ her listening and reading skills. In other words, the way an individual perceives the world is directly proportional to the level of his listening and reading habits. Reading, one of the basic language skills, influences individuals' personalities, values, and interests. This influence might create affective changes. Individuals' reading of written texts enables them to encounter with various manners of emotion, thought and action (Sever, 2004: 16). Özbay (2006: 121) points to the fact that the act of writing is a necessity when defining the act of writing, which is one of the four basic language skills

as “the narration of emotions, thoughts and events through certain symbols according to certain rules”. Kirby and Liner (1998) emphasize that a good writing should be honest by stating that writing is “a complex and advanced human behavior” (Quoted by; Oral, 2008).

In order for the act of writing to be adequately realized, the individual should be improved cognitively, affectively, and kinesthetically. Ofsted (1999) characterizes children's writings as short, fragmentary, mostly lacking (unfinished) and as writings whose purposes are not well-defined (Quoted by; Akyol, 2006: 93). Akyol (2006) suggests that it is necessary -in order to alleviate this problem for children to be aware of the existence of different kinds of texts and of the information related to the target audience. Students, in order for them to be able to create different genres of texts, should be confronted with different genres of texts that are capable of representing their genres.

For a child to have positive attitudes towards reading, it is necessary to carefully select books that will provide the child with willingness to read and deliver them to the student (Sever, 2003: 20). Attitudes have three elements namely; mental, emotional, and behavioral attitudes (Aronson et al., 2004: 217). The aesthetic pleasure taken by the individual during the act of reading constitutes the affective element; beliefs and thoughts about the attractiveness or necessity of reading constitute the cognitive element; and the condition of performing the act of reading when the proper conditions are met constitutes the behavioral elements (Özbay and Uyar, 2009: 633). Besides, the

independent, critical standpoint the student develops with respect to reading other people's works can also help the student frame and revise his or her own writing to be a purposeful and appropriate contribution to an on-going conversation (Bazerman, 1980 in Karim, 2007).

Human beings exhibit a complex character due to their behaviors, emotions, and thoughts, to the place they occupy in the society, and to the fact that they are the essential material in the socialization process. There exist several main concepts influential in the processes of the formation of this complex structure and of the continuation of its existence (Temizkan and Sallabaş, 2009: 155). Attitudes are one of these main concepts. The word attitude, which comes from the Latin word “aptus” meaning suitability or adaptation, means behavior, state and line of conduct. There exist different definitions of the term “Attitude”, which is characterized as learned tendencies that prompt an individual to exhibit certain behaviors in front of certain people, things and situations (Demirel and Ün, 1987 in Karim, 2007).

According to Tavşancıl (2002), attitude is the state of emotional and mental preparation, which is formed through experiences, that has a directive or dynamic influential power on an individual's behaviors towards all things and situations. According to İnceoğlu (2004: 19), it is a mental, emotional, and behavioral reaction and pre-tendency organized by an individual against himself or any object, social issue or event; based on his experiences, knowledge, emotions, and motivations. While attitudes play a significant role in student success, it is highly difficult to develop an attitude in an individual

towards an object or to alter the existing attitude. In order to be able to alter students' attitudes, it is primarily necessary to reveal the characteristics of the intended group and the factors that give the way for the formation and development of their attitudes. Attitudes, which are of dynamic, continuous, incentive and motivative character, influence an individual's emotions, thoughts and behaviors by rendering them compatible to each other (İskender, 2007: 632).

According to Peha (2016), to write well, a student has to consider the topic and what needs to be written about it. Readers don't have to do either of these things. Writers may need to perform research. Readers generally don't. Writers have to figure out how to start a piece of writing and to end a piece of writing. Readers have the beginning and ending given to them. Writers have to formulate ideas, turn those ideas into units of meaning like phrases, sentences, and paragraphs. Readers have only to interpret these things.

The complexity of writing compared to reading is even greater when we consider the process of putting words to thoughts. In order for writers to communicate effectively, they have to take a thought, often abstract, and render it in concrete form. Writers have to shape every phrase, construct every sentence, and sequence ideas logically while also meeting the conventions of spelling, punctuation, usage, and grammar. Sentences have to be arranged into paragraphs, paragraphs into sections, and sections into whole pieces or chapters. When working in a digital medium, writers are even responsible for formatting. Even very young writers must write legibly by hand.

A strong correlation exists between reading ability and writing ability. But it is much stronger in one direction than the other. Some students, who read well, write well. But almost all students who write well, read well Peha (2016). To read well, a student has to decode text, understand vocabulary, and use background knowledge to determine meaning. Writers do each of these and many more.

Research by Lestari and Holandyah (2016) on correlation between reading attitude and writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang showed that there was correlation between the two variables since the score of significance 0.701 higher than 0.199. The factors that influenced this condition were; 1) most of students spent their time in the library in order to get information, 2) students were interested to read academic and non academic books, 3) more students involved in reading and writing activity.

Furthermore, reading and writing skills are said to be so much interrelated at either primary, secondary and/or tertiary levels of education that it has been claimed that “... good writers are good readers... Good reading is the key to becoming a good writer... Becoming a good writer works together with becoming a good reader” (Kessler, 2006 cited in Farahzad and Emam, 2010).

Based on preliminary observation and interview conducted at SMK Batik Surakarta to the tenth grade, it was found that students who like reading and have reading as their hobby obtain better score in writing and their writing

skill are better than who do not like reading or have reading as their hobby. Several students of the tenth grade who participated in the pre interview stated that they like reading English text, such as article, short story, and novel. They are curious and motivated in reading various text in English as they can get information from around the world as well as obtain many new vocabularies from reading. Besides, by reading, they can have more ideas on writing class and able to improve writing skill.

Thus, it can be concluded that reading and writing skills are the main determinants of individuals' educational lives and many other elements in their lives. The most prominent of the factors directly influencing reading and writing skills is the attitudes towards these skills. Therefore, the researcher decides to carry out a research entitled: **“A CORRELATIVE STUDY BETWEEN READING ATTITUDE AND WRITING SKILL AMONG THE TENTH GRADE STUDENTS OF SMK BATIK 1 SURAKARTA IN THE ACADEMIC YEAR OF 2018/ 2019”**.

B. Problems Identification

Based on the above background, this research is mainly concerned with a correlation of students' reading attitude and writing skill. Therefore, the problem can be formulated as follows:

1. In Indonesia, some of the students are reluctant to read books because they think that reading is not the main activity to get new information. In regard to reading, it helps readers improve their knowledge if they

have good reading attitude. But many students still get difficulty to understand about what they are reading. Then it makes them lazy to read.

2. Writing is another challenging skill since there are many aspects that must be taken into account such as word choices, grammar, punctuation, spelling, coherence, and still many others.
3. Reading and writing are connected, according to such views, because they depend on identical or similar knowledge representations, cognitive processes, and contexts and contextual constraints.

C. Problem Limitation

The variables of this research are students' reading attitude and writing skill. Population and sample is limited on the tenth grade students of SMK Batik I Surakarta in the academic year of 2018/ 2019. The data are collected by using test and questionnaire. The test is used to collect the data of the students writing skill (in the form of essay test), whereas, the questionnaire is used to collect the data of reading attitude (which consist of 25 items having four alternatives positive and negative items). In this research, the validity test is done by using Product Moment Formula and the reliability test is using *Kuder-Richardson* for multiple choice instrument (the discrete score) and *Alpha Croanbach* for questionnaire instrument (continuum score).

D. Problem Statement

Related to the description of the background of the research, the question of this research is as follows: Is there any correlation between reading attitude and writing skill among the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2018/ 2019?

E. Research Objective

The purpose of this research is to find out whether there is any correlation between reading attitude and writing skill among the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2018/2019.

F. Research Benefit

The results of this research is expected to give some benefits either theoretically or practically as follow:

a. Theoretical Benefits

Theoretically, the result of this research is expected to be able to show whether reading attitude affects the students' writing skill. Besides, this research can be used as a consideration that reading attitude of students can improve the writing skill of students.

b. Practical Benefits

This research is expected to give some practical benefits as follow:

1. For English teachers

The result of this research is expected to give more information to teachers that reading and writing skills are the main determinants of individuals' educational lives and many elements in these lives. The most prominent of factors directly influencing reading and writing skills is the attitudes towards these skills. Thus, teachers can take consideration to encourage the students to read more in order to improve their writing skill.

2. For students

The result of this research is expected to be useful for the students to always increase their motivation in reading to improve their writing ability since attitude toward reading may affect to their ability in writing.

3. For other Researchers

It can be used by other researchers to conduct a further research in education related to the knowledge of reading and writing, particularly in learning English. In addition, this research can give more understanding about the correlation of reading habit and reading attitude. The most prominent of factors directly influencing reading and writing skills is the attitudes towards these skills. The fact that attitudes have determining impact on behaviors has given rise to the idea that suitable educational environments should be provided in order to improve attitudes in the education process.

G. Definition of Terms

1. Correlation

Correlation is a description of the relationship between variables (Chalmers, 2009: 165). According to Murdan in *Statistik Pendidikan dan Aplikasinya*, correlation is the connection between two variables or more (Murdan, 2006: 121). Therefore, in this term, correlation here means the description of the connection between between reading habit, reading attitude and writing skill among students.

2. Reading Attitude

Smith (2001: 215) states that reading attitudes are defined as a state of mind, accompanied by feelings and emotions that makes reading more or less probable.

3. Writing

Lyons and Heasley (2009: 13) explain that writing is clearly a complex process, and is frequently accepted as being the last language skill to be required. In addition, Nunan (1999) state that writing is probably the most difficult thing there is to do in language. So, writing is most difficult skill and complex process in English.

4. Writing Skill

Heaton (1975: 138) defines writing skill is not only task about grammars and vocabularies but also of conceptual and judgment elements.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Writing

a. Definition of Writing and Writing Skill

Writing is a process of expressing ideas or thoughts in sequence in order to communicate with others in written form. It is also considered as a difficult skill in English because it is a process that needs time. Many students find that writing is very difficult to acquire owing to its complex components such as mechanics, grammar, punctuations, spelling and most importantly its unity, coherence, cohesion and completeness as well as its balanced paragraph development. Lyons and Heasley (2009: 13) explain that writing is clearly a complex process, and is frequently accepted as being the last language skill to be required. In addition, Nunan (1999: 271) state that writing is probably the most difficult thing there is to do in language. Therefore, writing is the most difficult skill and complex process in English.

In addition, writing is an important skill that student should develop. As a product of study, writing is an expression of the way students think (Barnett, 1992). That means, the students' writing product is different each other. Hence, every student has his different

style to take his idea and change to words, organize their paragraph, and create all of that by their own understanding. To finish all of the process students need to know how to write their paragraphs correctly and make every paragraphs coherent each other in order to produce a good writing.

Writing is one of four English language skill besides listening, reading and speaking. Writing is an ability or activity of arranging words into form of sentences. It uses to communicate information, express the feeling or ideas to someone, public or government.

Meyers (2005:2) say that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.

Another definition come from Harmer (2004:31) writing is often time bond in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other.

According to Heaton (1975:138) defines writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Moreover, Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise

throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Then, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

In writing students have to include many things that are used as criteria. A good deal of attention is placed on 'model' compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Brown, 2001 : 335).

Based on the above explanation, it is concluded that to know how to create a good writing product, students are advised to read a lot of sources that are relevant with their topic. It is important to get strong knowledge foundation that might develop their critical thinking. In

addition, students should follow writing process step by step to make a better writing product.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

b. Process of Writing

In writing process, students need to know the step of good writing. Writing process is a procedure of overlapping steps that writers need to follow. Based on Bailey (2007) there are some essentials component to create good writing, students need to follow all the steps of writing such as background of writing, avoiding plagiarism, make an outline, evaluating text, selecting key points, understand the purpose and register, and note-making.

There are two aspects in writing skill that have to be considered. According to (Brown, 2004) those aspects are micro and macro skills of writing. Every skill has six categories. Those skills were described as follows:

1) Micro Skills

- Produce graphemes and orthographic pattern of English.
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical system (e.g., tense, agreement, pluralization), pattern, and rules.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in written discourse.

2) Macro Skills

- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative function of written texts according to form and purpose.
- Convey links and connection between events and communicative such relations as main idea, supporting idea, new information, generalization, and exemplification.
- Distinguish between literal and implied meaning, when writing.
- Correctly convey culturally specific references in the context often written text.
- Develop and use a battery of strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using

paraphrases and synonyms, peer and instructor feedback, and using feedback for revising and editing.

Due to the complex steps of writing, students should master both micro and macro skills components to support their writing. Besides, students have to understand the basic knowledge both skills to make their writing skill better. In the other words, students should understand the entire steps and background knowledge of writing before they create writing text.

In addition, Harmer (2004: 4-6) states that there are four main elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.

1) Planning

Harmer (2004: 4) stated that in planning process, there are three main issues have to be thought by students. The first, the students have to decide the purpose of writing. Next, students have to think about language styles. Finally, students have to consider the content.

2) Drafting

Harmer (2004: 5) stated that drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

3) Editing

Harmer (2004: 5) stated that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimized.

4) Final version

Harmer (2004: 5-6) said that the last stage is the final version. After all process has done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted.

After finishing that processes, the result of writing is ready to be sent out to the reader. It is different if students write spontaneously. Therefore, the result of writing will be better with following those processes.

In conclusion, there are four main elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.

c. **The Importance of Writing**

The reason for teaching writing to the students of English as a foreign language include reinforcement, language development,

learning style, and the most importantly writing as a skill in its own right (Harmer, 2002: 79).

According to Harmer (2004: 31-33) there are some importance of writing. Those are:

- 1) Writing encourages students to focus on accurate language use because they think as they write; it may provoke well development as they resolve problems which writing puts in their mind.
- 2) Writing is often used as a means of reinforcing language that has been thought.
- 3) They use writing skill to make a note about what they have learnt while learning process happens.
- 4) Writing is frequently usefull as preparation for some other activity.
- 5) Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.
- 6) Writing is also used in questionnaire-type of activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

Based on the above importance of writing, it can be concluded that the importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and

art is begun. Writing is the frame work of our communication. We are encountered with writing every day of our lives

d. The Purpose of Writing

Tarigan (1994: 24) summarize the purpose of writing, those are:

1) Assignment purpose

The writers will start writing when someone asks writers to write about something. Therefore, the idea which will be written by the writers does not come from writers itself.

2) Altruistic purpose

The purpose is to entertain the readers, to remove the readers' sadness with the writer's work.

3) Persuasive purpose

It has purpose to convince the readers about the true opinion presented.

4) Information purpose

The purpose of writing is to give information, explanation to the readers.

5) Self-expressive purpose

The purpose is to introduce the writer to the readers.

6) Creative purpose

The writing has to achieve artistic value, value of art.

7) Problem-solving purpose

This writing is used to solve problem faced by the writer. Writers want to explain and observe carefully about his thought and idea to be understood and accepted by the readers.

Based on the above purpose of writing, it can be concluded that writing has some purposes, there are many purposes to writing. The most popular are to inform, to entertain, to explain, or to persuade. However, there are many more including to express feelings, explore an idea, evaluate, mediate, problem solve, or argue for or against an idea.

e. Assessing the Writing Skill

Raters or individuals who attempt to assess writing work are required to know certain methods that will be used. A number of notions, related to method or the way writing is assessed, are provided by experts. This section tries to unravel kinds of scoring methods in details.

Heaton reveals three kinds of methods of scoring of a writing work as follows:

1) Impression method

This is a scoring method, where a single mark is valued as multiple marking; also, it is carried out by noticing the impression of composition in general. The procedure of this method is the raters are supposed to read a piece of writing rapidly and then giving a mark on it. This is supposed to be done based on a mere

impression. This method is regarded to be the faster method in comparison with other scoring methods.

2) Analytic method

It is a method which depends on a marking scheme (e.g. vocabulary, mechanics, fluency, and relevance, etc.) that the raters consider. Also, it is regarded as a method in which the various features of a composition is separated.

3) Mechanical accuracy or error-count method

It is considered as the most objective of all methods, yet it has less validity and considered not to be used. The procedure is by counting the number of errors of a piece of composition then determining the scores based on the number of errors made. It is not recommended because it actually omits the real purpose of writing, that is, communication; it simply concentrates on the students' negative aspects of writing as well as positions the students to the place where they should simply write by minimizing mistakes (Heaton, 1995: 148).

Likewise, Hughes asserts that there are two kinds of scoring method that can be used to assess a writing work as follows:

1) Holistic Scoring

This is sometimes called as the impressionistic scoring. It is a method of scoring where a piece of writing is assessed with a single score based on a general impression of the piece of writing.

2) Analytic Scoring

The same as Heaton's method above, this is a method where a piece of writing is assessed analytically, i.e. the aspects of writing are scored separately (Hughes, 2008: 94-100).

In addition, Weigle also points out three kinds of scoring procedures in which two of them are similar to Hughes and Heaton's notions above:

1) Primary Trait Scoring

This scoring method emphasizes on the success of students in writing one kind of discourse (for instance, persuasion or explanation). Also, the rating scale correlates to the specific writing assignment. Besides, several categories may be included in the scoring guide. The scoring rubric of primary trait scoring encompasses the following things:

- a) The writing task.
- b) A statement of the primary of rhetorical trait (e.g. persuasive essay, congratulation letter, etc.)
- c) A hypothesis about the expected performance on the task.
- d) A statement of the relationship between the task and the primary trait.
- e) A rating scale which articulates levels of performance.
- f) Sample scripts at each level.
- g) Explanation of the causes of each script was scored as it is.

2) Holistic Scoring

Similar to Heaton and Hughes' view above, it constitutes a method where a single score given to a piece of writing based on the overall impression of the script. The procedures encompass reading quickly the piece of writing and then evaluating it based on a rating scale or scoring rubric.

3) Analytic Scoring

The same as what Heaton and Hughes advocate, this is a scoring method in which several aspects of writing or criteria are used to assess a piece of writing separately. The features of criteria being rated depends on the purpose of the assessment, for instance it may include content, organization, cohesion, register, vocabulary, grammar, or mechanics (Weigle, 2002: 110-114).

In conclusion, there are several methods of scoring that can be employed in assessing writing. Each method of scoring has its own criteria and characteristics. Also, each scoring method has its own strength and weakness.

2. Reading

a. Definition of Reading

Reading is a very important skill that must be possessed by learners. It would help them in understanding the meaning of text learnt in the school. It is also one of English skills besides speaking,

listening and writing. It is the way to understand written messages. Tarigan (2008: 7) stated that reading is a process to get message of the writer through words or written languages.

According to Nuttal (2000: 2), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Reading is an activity undertaken by students to understand and get the exact meaning of a symbol (Acheaw, 2014). It means, by reading someone may have a better understanding of some new points to be interpreted from the subject of the study. So, the activity of reading can be used to transfer knowledge from a source to reader. Otherwise, it could mean also that reading is an intellectual action process for helping students to develop their skills.

The strong foundation for students to learn is reading. The most important component of learning is reading. By reading, students can get new knowledge to make themselves more educated (Chettri and Rout, 2013). For students, it is very important to strengthen the basic knowledge that they already have. In other word, reading is a major component of learning especially learning English. Therefore, every

student must understand that every student needs a lot of reading activity.

According to Pang (2003: 6), reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Reading is composed of a number of skills which interact rapidly in the process of decoding so that the reader acquires the meaning of a written text (Castles & Nation, 2008: 1). Haussamen picks up the bi-directionality of reading in his reference to 'bottom-up' and 'top-down' processing that constitutes reading (1995: 379). Bottom-up processing refers to the processing of the orthographic symbols in a written text, while top-down processing is the drawing of meaning and the gaining of understanding from the decoded orthographic symbols in the text (He, 2008: 224).

Based on the above definitions, reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the

information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

One of the conclusions that reading is essential to students' success in learning English seems true. It can attribute to many benefits for students if they have a habit of reading. No need to doubt that reading can develop student's critical thinking and also provides the key to get more information of knowledge (Issa, 2012). That means, by improving reading habit might make students more knowledgeable and educated. Therefore, teacher would understand how to make their student interested in reading and help English learner successful in their study.

b. Types of Reading

In reading activity, reader needs to focus on certain types of reading strategies in order to help them understand the context of the text easily. Basically, there are some typical of reading activities that are helpful to develop and find out the main idea of the text. There are three types of reading that can be used by the reader to help them develop their reading skill, which are skimming, scanning, and

searching reading (Kozak, 2011). It means, to make students easier to understand in reading, there are some types that need to follow. The followings are the definition of the type of reading.

1) Skimming

Skimming is the way to find the main idea of the text by fast reading (Liao, 2011). It means people do not read the whole text by understanding each word in the text but they read the text just in a glance to identify the main idea. In this case, reading newspaper can be classified as a skimming activity. People do not read the whole passage and news in newspaper but they read only some of the highlighted points need to be gained. For students, they can apply skimming for communicative tasks. It can be concluded that skimming is good to be used to find the main idea of the passage. For examples, finding the topic of narrative text, finding subscriber suggestion in the articles, and finding the general information in news or another social media.

Skimming Question:

- Which paragraphs discuss about the condition in Aleppo?

Paragraph 1

A deal to begin evacuating large numbers of people from the former rebel enclave broke down on Friday amid

disagreements over the evacuation of two government-controlled towns, Kefraya and Foah, in Idlib province. The delays left thousands of civilians stranded on Saturday, with reports that many were forced to sleep outside in frozen conditions, with little or no food. The warring parties patched up the deal in the early hours of Sunday following an agreement to allow the same number of people to be evacuated from eastern Aleppo and from Kefraya and Foah, (*Adopted from BBC News*).

Paragraph 2

At least 6,000 people have left the area, including 3,000 fighters and more than 300 wounded, according to the Syrian Observatory for Human Rights, a UK- based monitoring group. But many fighters have refused to leave. Some have expressed fears of being detained or forced to join the Syrian army. Others say they will resist and will die fighting. The UN envoy to Syria, Staffan de Mistura, estimated on Thursday that some 50,000 people, including 40,000 civilians, were still trapped in eastern Aleppo, (*Adopted from BBC News*).

2) Scanning

Scanning is a way to find the answer on the text while moving the eyes quickly to find specific words and phrase (Liao, 2011). That means, scanning is the way to know the specific information of the text. In scanning students should be willing to

gain wider information without reading all the text. Students can apply scanning in their study activity. For examples, finding the meaning of difficult vocabularies in dictionary, finding the meaning of unusual words in an index, finding the movie schedule or the other specific things in the text.

Scanning Question:

- Is there horror film in the evening?

TV Schedule

CBC

6.00 pm : National News - join Jack Parsons for your daily news roundup.

6.30 pm : The Tiddles- Peter joins Mary for a wild adventure in the park.

8.30 pm : Shock from the Past- This entertaining film by Arthur Schmidt takes a poke at the wild side of gambling.

7.00 pm : Nature Revealed- Interesting documentary taking a look at the microscopic universe in your average speck of dust.

7.30 pm : Ping - Pong Masters- Live coverage from Peking.

9.30 pm : It's Your Money- That's right and this favorite game show could make or break you depending on how you place your bets.

3) Searching or Close Reading

Kozak (2011) stated that, “Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse)”. That means that the purposes of the reading task done by the students are to know the meaning of the words inside the text. Furthermore, by understanding the meaning of each word, students can improve their sensitivity about connotation of language before writing paragraph.

In conclusion, there are three types of reading that can be used by the reader to help them develop their reading skill, which are skimming, scanning, and searching reading.

c. The Aim of Reading

Reading is the process to understand a text or a passage. The purpose of reading is to catch the idea or information in paragraph text. The primary target in reading is comprehension. The following is the purpose of reading by Anderson in Cahyani (2007: 99-100):

1) Reading for detail facts

This reading activity is aimed at knowing at the discoveries that have been done by a character or to solve the problems creates.

2) Reading for main ideas

This reading activities aimed at finding what the main topic of

reading passage is.

3) Reading for sequence or organization

This reading activity aimed at knowing the sequence of event or story that happens in the text.

4) Reading for inference

This reading activities aimed at concluding the contents contained in the reading passage.

5) Reading for classify

This reading activity aimed at classifying the story in text.

6) Reading to evaluate

This reading activity aimed at evaluating the contents of the text.

7) Reading to compare or contrast

This reading activity aimed at comparing between phenomenon on the text and real life.

In conclusion, reading is designed to develop students' confidence, fluency, and interest in reading in English. For each book, students may engage in a combination of textual analysis and reflective/responsive activities to assist students in returning to the texts in thoughtful ways. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the

language being read. The purpose for reading also determines the appropriate approach to reading comprehension.

In addition, the categorization of reading types aims for readers to know what the purpose of reading is. The reading types make it easier for students to apply certain background information and cultural experience which assist them in getting the meaning. The types of reading are:

It is related to further progress in language under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel with the type of material, so the advanced students would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries etc. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. At this stage, some teachers fall into monotonous pattern of setting a section of reading material for homework preparation every

night. Then they begin the lesson each day by asking student to translate what they have prepared, sentence by sentence around the class. This becomes a tedious chore, completed in a purposeless way, and soon destroys any pleasure in the reading assignment. Teachers must work continuously for variety of presentation in the classroom. Sometimes sections of intensive reading material may be set for preparation beforehand, the students being supplied with questions to think about before they come to class. The ability of the students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher's choice of texts. The literature chosen for intensive study should be predominantly contemporary.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. There are the characteristics of intensive reading: reading help learner to develop active vocabulary, teacher play main role in this reading, linguistic items are developed, this reading aims at active use of language, and intensive reading is reading aloud.

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive

reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the project or some present a group report to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than towards the reading process itself. Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspapers. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the readers. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. Few characteristics of extensive reading are: It helps, learner to develop to active vocabulary, extensive reading is

silent reading, the idea can be developed to enrich learners' knowledge and the good reading habit can be developed.

Reading aloud also plays an important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. Advantage of reading aloud; It enables learner to develop the skill of reading very well by speaking or expressing ideas, it enables learner to develop the skill of pronounce very well, it makes reading very enjoyable while teacher uses reinforcement during reading, language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. Therefore, teacher should have innovative ideas so that it can make this activity very affective.

Silent Reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. Advantage of silent reading; this reading makes students very active and accurate, silent reading concentrates the attention of learner toward subject matter and he learns naturally, it saves time because this activity is done at a time. All students participate together in this activity at a time, it is very

useful to develop the skill of reading fast, this skill plays main role to increase the knowledge of students.

In conclusion, extensive reading is silent reading the idea can be develop, to enrich learners' knowledge and the good reading habit can be develop, and extensive reading is the readings for pleasure, the reader wants to know about something, so use narrative as a material for teach reading.

d. The Advantages of Reading

Reading is an activity that has several benefits, such as to find information from text, magazines, newspaper. There are at least 8 outlined benefits of reading according to Dewi (2013) as follows:

1) Reading as Active Mental Process

When reading, students would be forced to think about things not yet known. In this process, students would find out information that would build students' critical thinking.

2) Improving Students' Vocabulary

By reading, students can learn new words and the meaning (as yet unknown) to read and understand the content of text.

3) Improving Concentration and Focus

Students need to focus on books or texts that are being read for a long time. Unlike magazines, internet or e-mail that only contains small pieces of information, a book would tell the whole story. Therefore it is necessary concentrating to read so

that the concentration of the students would be better.

4) Building Self-Confidence

The more someone read, the more knowledge gained. Increasing knowledge, would further build confidence. It was a chain reaction.

5) Improving Memory

Many studies have shown that, if one does not use the memory, the memory can be lost. Reading is one of the activities that train the memory. Reading helps stretch the memory because reading requires memory to detail, facts and figures on a piece of literature, plot, theme or character of the story. Reading would make someone's memory will increase.

6) Improving discipline

Adding book and other sources as written text in reading activities into students' daily schedule and stick to the schedule will improve discipline

7) Increasing Creativity

Read about the diversity of life and open up to the idea and the new information would help the development of students' creative side of the brain.

In conclusion, there several advantages of reading, it develops the learners thoughts, gives them endless knowledge and lessons to read while keeping their minds active. The importance of reading books to help the

learners learn and understand cannot be underestimated, not to mention the vocabulary and thinking skills they develop.

3. Reading Attitude

The concept of attitudes to reading is defined by McKenna, Kearsney and Ellsworth (1995: 937) as: “the beliefs that an individual harbors in relation to the object, the behavioral intentions that concern the object, and the feelings the individual experiences because of the object”. These authors argue that it is vital to recognize the important position of ‘attitude’ when we seek to cultivate readers.

a. Concept of Attitude

Attitudes are one of these main concepts. The word attitude, which comes from the Latin word “aptus” meaning suitability or adaptation, means behavior, state and line of conduct. There exist different definitions of the term “Attitude”, which is characterized as learned tendencies that prompt an individual to exhibit certain behaviors in front of certain people, things and situations (Unal and Iseri, 2012: 1067). For example, a child to have positive attitudes towards reading, it is necessary to carefully select books that will provide the child with willingness to read and deliver them to the student. While attitudes play a significant role in student success, it is highly difficult to develop an attitude in an individual towards an object or to alter the existing attitude. In order to be able to alter

students' attitudes, it is primarily necessary to reveal the characteristics of the intended group and the factors that pave the way for the formation and development of their attitudes.

In conclusion, attitude is an evaluation of a thing in terms of liking or disliking, favoring and disfavoring, positive or negative and pro or anti. Different people can have different attitude toward a same thing or idea.

b. Concept of Reading Attitude

Attitude is one of basic when the students want to master language. The word "attitude" is a Latin origin word. Its Latin origin is "animus". It means "ready to act". According to İskender (2007: 632) cited in Unal and Iseri (2012: 1067) states that attitudes, which are of dynamic, continuous, incentive and motivative character, influence an individual's emotions, thoughts and behaviors by rendering them compatible to each other. Furthermore, reading opens many doors, to employment, higher education and lifelong learning. In addition, Smith (2001: 215) states that reading attitudes are defined as a state of mind, accompanied by feelings and emotions that makes reading more or less probable. In addition, there are many researchers who have tried hard to find the best way to improve students' reading attitude. Besides, reading is an essential attitude that students need to have. It helps teacher a lot to succeed in helping students to learn better.

Guthrie and Greaney (1991: 87) state that people's attitudes to reading are resultant from "perceptions" acquired from past reading experiences regarding how pleasurable and valuable reading is. It appears that positive reading outcomes assist in the development of a positive attitude, whereas negative outcomes of reading tend to discourage further ventures into reading, resulting in the development of a negative attitude (McKenna, Kear & Ellsworth, 1995: 941). McKenna, in his model of reading attitude acquisition, suggests that each reading experience makes a difference to one's attitude towards reading and one's beliefs regarding reading outcomes (2001: 139). Furthermore, cultural beliefs regarding reading also contribute to the development of attitudes (McKenna, Kear & Ellsworth, 1995: 141). McKenna asserts: "... where reading is negatively valued by people from whom a student seeks approval, the student is unlikely to develop positive reading attitudes" (McKenna, Kear & Ellsworth, 1995: 141). This line of reasoning emphasizes the tripartite nature of the influence of reading attitudes in the life of a learner by parents in the home, teachers at school and a cultural setting that encourages and develops the culture of reading. It seems that parents and teachers should realize their role as role models of the culture of reading and developing positive attitudes to reading.

However, Mathewson (2004) posits that a positive attitude,

on its own, is insufficient in ensuring that actual reading behavior is cultivated. He argues that there has to be some influence exerted on the positive attitude by intention to read/keep on reading. Attitude on its own does not directly influence reading; rather, behavior as intention is the mediating factor in one's decision to read. Mathewson (2004) argues that measuring attitudes is not relevant as one's attitude may be positive but one may lack the aspect of intention to read, resulting in one deciding not to read. Mathewson's model of Reading Attitudes comprises external motivators and internal states as key components influencing the intention to read/to keep on reading. External motivators, on the one hand, are constituted by "incentives, purposes, norms, and settings outside of readers" (2004: 1436). Incentives and purposes could be anything that motivates a learner to read such as prizes, attaining good marks or any other socially-based motivators. Norms refer to objectives and putting in place regulatory or procedural expectations to guide lecturers and students in the process of external motivation. Settings should involve creating an atmosphere and environment that is favorable to reading and its development.

Furthermore, reading attitudes seem to be as much linked to the amount of reading an individual does, as they are to one's success in reading activities and assessment (Elley, 1991; Lao & Krashen, 1997; Constantino, 1994; Cho & Krashen, 1994). Access

to reading resources, it seems, acts as an external motivator, as Mathewson's (2004) model depicts. The more a person reads the more gains the person makes in the development and entrenchment of a positive attitude to reading (Guthrie & Greaney, 1991). There seems to be a bi-directional or reciprocal link in which the reader's positive attitude towards reading results in more reading which, in turn, leads to more gains in reading skill. The improved reading skill inculcates confidence and high self-esteem in the reader and this invariably leads to increased reading activity (Martino & Hoffman, 2002: 315).

In conclusion, general reading attitude is defined as reading material characteristic of most types of reading; readings which enhance personal growth and self-fulfillment. Academic attitude toward reading material is defined as reading for the acquisition of knowledge about content areas, correct language usage, and understanding grammar. Vocational attitude toward reading material is defined as reading material which has as its goal the preparation of readers for the world of work; readings directly related to applying for and maintaining a job.

c. Reading Attitude Components

An attitude toward reading is "a state of mind, accompanied by feelings and emotions that makes reading more or less probable" (Smith, 1991, para. 1). It, therefore, can be defined as an individual's

positive or negative feeling towards a reading situation (Swalander & Taube, 2007). The degree of positive or negative attitude towards reading differs according to the kind of reading to be performed and the purpose of reading (Kear, McKenna, & Ellsworth, 1995).

Reading attitude is determined by individual factors, including behavioral beliefs and evaluation of reading outcomes (Van Schooten *et al.*, 2004). In other words, according to Broeder and Stokmans (2013), reading attitude has two constituent components, namely hedonic (emotion and feeling about reading) and utilitarian/instrumental (benefits from reading) perceptions. Based on these two dimensions, in order to measure reading attitudes, many sub-dimensions have been identified in the previous research. For Smith (1991), reading attitudes can be measured by five sub-scales including activity-enjoyment (the extent to which the person reads for pleasure), anxiety-difficulty (the extent to which the person experiences problems or becomes anxious when reading), social reinforcement (the extent to which the person's reading activities are recognized and reinforced by others), modalities (the extent to which the individual prefers to use some other sources rather than reading when faced with a learning task) and tutoring (the extent to which the person needs help in reading).

Reading attitudes are seen as the most important predictor of reading behavior (Broeder & Stokmans, 2013; Van Schooten & De

Glopper, 2002). In the current study, which is based on a modified form of the Theory of Planned Behavior, it is predicted that there is a positive relationship between reading attitudes and reading habits: the more positive the reading attitudes a student shows, the stronger the probability that this student will read and the greater the frequency of her/his reading.

In conclusion, reading attitude has two constituent components, namely hedonic (emotion and feeling about reading) and utilitarian/instrumental (benefits from reading) perceptions.

B. Previous Related Studies

There are some studies that were related with this research. The previous researcher is Al-Saadat (2004) in investigating the relationship of reading and writing abilities in the English language program at King Faisal University. Furthermore, King Faisal University's students are participant for this study.

Another researcher is Koons (2008) on the reading-writing connection: an investigation of the relationship between reading ability and writing quality across multiple grade and three writing discourse modes. His participants are 512 students in grade 4, 6, 8, 10, and 12 at school district in Mississippi.

Similarly, there was study conducted by Maula (2015) on the correlation between student's reading habit and their ability of writing

narrative text. Her participants are students at eleventh grades of SMA 1 Kajen Pekalongan in the academic year 2014/2015.

Another similar research by Annamalai and Muniandy (2013) on a study of the reading habit and attitude of the students in a Malaysian Polytechnic. A survey questionnaire adapted from Smith's (1991) Adult Survey of Reading Attitude (ASRA) and Pandian's (1997) Reading Habit questionnaire was used for this study. The questionnaire was distributed to 119 polytechnic students from Engineering and Business department in the selected Polytechnic. Results of the study revealed that; (i) the polytechnics students have low interest in reading; (ii) students do not enjoy reading as much as they enjoy doing other technology related activities.

From those reviews, the researcher took different subjects in this research. With background of study and related studies, the researcher showed the correlation between reading habit, reading attitude and developing writing skills by students at SMK Batik I Surakarta.

To conclude, this chapter has already explained several definitions, meaning and basic theories about reading, type of reading, reading habit, reading interest, writing, writing process, essay writing, characteristic of good writing. Meanwhile, to continue next capture, researcher will discuss about research method. Therefore, chapter III will convey some theoretical views such as research design, population and sample, research instrument, data collection as well as data analysis.

C. Rationale

Based on the above explanations, the researcher will propose some rationales to determine the direction of the investigation and to compose some hypothesis. In this research, the researcher pointed out some rationales, as follows:

In English language, there are four skills that students must know and learn. They are listening, speaking, reading, and writing. Among the four skills, reading and writing are important skills because they can be easily linked to other language skills and give more information than listening and speaking. According to McShane (2005: 7), reading and writing are a key to learning in all aspects of life. They provide access to get information and knowledge, facilitate life-long learning, and open doors to opportunity. Moreover, in the senior high school level, the tenth grade students have to focus on the specific skills as the courses in their study, especially reading and writing courses.

Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues (Kim & Anderson, 2011). A good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency (Grabe & Stoller, 1997). Furthermore, an individual's interest to read is determined by the considerable extent of the amount and intensity of

pursuing the reading activity (Cleary, 1972).

Attitudes toward reading are defined as an individual's feeling about reading. It causes learners to adopt or avoid a reading situation (Alexander & Filler, 1976). Attitude and interest toward reading can be related to feeling and their willingness to read. Reading attitude is defined by McKenna, Kear and Ellsworth (1996) as a system of feelings related to reading which causes the learner to approach or avoid a reading situation.

Mathewson's model of reading attitudes features external motivators and internal states as components that influence one's *intention to read/continue reading*. External motivators, comprising 'incentives, purpose, norms, and settings outside of readers', form part of the model and, like internal emotional states, they work on one's intention to read and/or continue reading, with reading behaviour as an outcome. Without this aspect, extensive reading remains wishful thinking for the individual. Mathewson's reading attitude model brings in 'prevailing feelings about reading, action readiness for reading and evaluative beliefs about reading' as component factors in the reading attitudes (1994:1435). Emotional states and external motivators also influence one's intention to read. This model brings about some balance in one's understanding, in the exploration of reading attitudes.

It is argued that attitudes to reading are set early in the life of an individual, but they are not permanent, whether they are essentially positive or negative (McKenna *et al.* 1995). It is further suggested that reading attitudes seem to be more positive in the lower grades than in the higher grades

(McKenna *et al.* 1995). An increase in reading seems to improve not only a reader's reading ability but also a reader's attitude to reading. Furthermore, it is suggested that attitudes are a 'stable construct' among children, emphasizing the importance of developing positive reading attitudes early in the life of a child (Smith 1990). Research further suggests that reading attitudes are affected by such factors as socio-economic status, home environment, availability of spare time, amount of television watched, quality of kindergarten instruction, library facilities and availability of reading resources at home (Walberg & Tsai 1995).

On the other hand, writing is another challenging skill since there are many aspects that must be taken into account such as word choices, grammar, punctuation, spelling, coherence, and still many others. Horsburgh (2009, 9) defines writing as a laborious activity for students since it is not a natural activity and requires strong motivation and a great deal of practice. Richards and Renandya (2002: 303) add that another difficulty in writing is not only in generating and composing the ideas, but also in presenting the ideas into the text. In addition, writing is a way to produce language that comes from our thought. By writing, students can share their feeling, ideas and anything that exist in their mind.

Furthermore, reading and writing skills are said to be so much interrelated at either primary, secondary and/or tertiary levels of education that it has been claimed that "... good writers are good readers... Good reading is the key to becoming a good writer... Becoming a good writer works together

with becoming a good reader” (Kessler, 2006: 5-9 cited in Farahzad and Emam, 2010: 1).

Seen from another perspective, throughout the years of their stay at school, senior high school students are expected to spend the lion's share of their time primarily on reading many kinds of texts. It is supported by Jolliffe and Harl (2008: 599) that an array of national surveys and studies suggests that neither high school nor college students spend much time preparing for class, the central activity of which we presume to be reading assigned articles, chapters, and books. In addition, (Pamuji, 2013: 21-23) stated that reading attitude gave positive correlates for writing achievement. It could be seen from the result of students in the process teaching and learning English and most of students got best score in writing.

D. Hypothesis

Hypothesis can be interpreted as a temporary answer of the research problem, until proven by the data collected (Arikunto, 1998: 62). Based on the theoretical framework of this research, the hypothesis is formulated as follows:

There is any positive correlation between reading attitude and writing skill among the tenth grade students of SMK Batik 1 Surakarta in The Academic Year of 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

Research is a way of observation or inquiry and has the objective to find the answer of problems or discovery process (Sukardi, 2003: 3). Educational research is typically classified into two group categories: quantitative and qualitative research. Each approach has its own methodology and terminology.

Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypothesis. It generally required well-controlled setting. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural setting. It does not begin with a formal hypothesis, but it may result in hypothesis as the study unfolds (Ary et., al, 2006: 22).

In conducting this research, the researcher applied a quantitative design with a correlational method in which the variables are correlated each other. A quantitative design is more appropriate for this research compared to a qualitative design since the purpose of the study was to verify and measure the existence of relationships between variables, which qualitative studies do not indicate (Cozby & Bates, 2004: 53). Quantitative is a process of getting

knowledge by using a number of data as instruments to explain the subject (Margono, 2005: 25).

Correlation method is a method of which the goal is to describe the relation between two or more events or characteristic (Halonen and Santrock, 1999: 20). Arikunto states that a correlation study is a study to find the relationships between two or more variables (Arikunto, 20013). The researcher applied this method since the purpose of this research is to determine the correlation strenght between two or more variables based on the correlation coefficient. The corellation here is between reading attitude and writing skill of students. Moreover, Burns, Bogdan and Biklen in Burns (1999: 30) stated that action research is systematic collection of information designed to bring about social change.

The are three possible results of a correlation study: a positive correlation, a negative correlation, and no correlation. The correlational coefficient is a measure of correlation strenght and can range from -1.00 to $+1.00$. Perfect positive correlation would result in a score of $+1.00$ perfect negative correlation would result in -1 (Nunan, 1992: 32).

1. Positive correlations: both variables improve or decrease a same time. A correlation coefficient close to $+1.00$ indicates a strong positive correlation.
2. Negative correlations: indicates that as the amount of the one variable improves the other decrease. A correlation coefficient close to -1.00 indicates a strong negative correlation.

3. No correlation indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

There are three variables in the study namely:

1. Independent variables
 - a. Reading attitude (X)
2. Dependent variable

Students writing skill (Y)

The correlation of the two variables can be seen as follows:

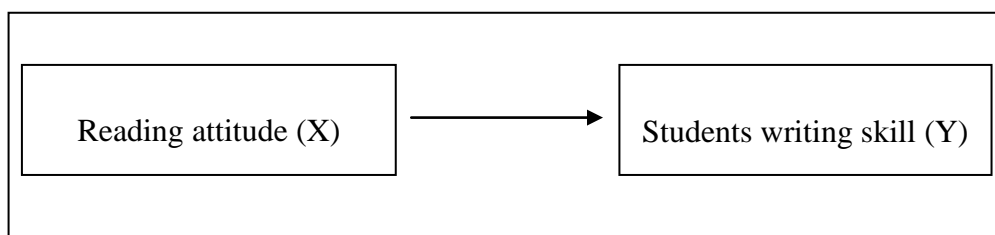


Figure 1: Correlation Between Variables.

B. Place and Time of the Research

1. Place of the Research

The research was conducted at SMK Batik I Surakarta located at JL. Slamet Riyadi - Kleco - Surakarta, Pajang, Kec. Laweyan, Kota Surakarta Prov. Jawa Tengah.

SMK Batik I Surakarta is selected as the location to conduct the research since based on previous research, the students writing skill is average and they have problem in organizing or expressing the idea of the writing. This condition happened since they have lack of interest on

reading English book and bad reading habit. The ideas of the writing can be obtained from many sources and activities such as from reading books or blogs, real life experience or some movies. Their attitudes on reading material also influence their skill of writing.

2. Time of the Research

This research was started in the second semester of academic year 2018/ 2019. It was started in January 2019. The schedule of the research can be seen in the following table.

Table 3.1 The Research Schedule

No .	Activity	Nov				Dec			Jan				Feb				March			
		1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-research																			
2.	Writing a proposal chapter I, II, III and Revising proposal.																			
3.	Seminar proposal and revising instruments.																			
4.	Try out of the instruments																			
5.	Test of the instruments																			
6.	Analyzing the data																			
7.	Reporting the research or munaqosyah																			

C. Population, Samples and Sampling

1. Population

Allison et al (1998: 24) defines population as a defined group within a stated class. Hadi (1998: 70), states that population is all the individuals for whom the reality of the sample will be generalized. Suharsini Arikunto (1993: 102) defines population is the entire subject on a research. The population in this research is the tenth grade students of SMK Batik I Surakarta Academic Year 2018/ 2019. The total population size obtained from the tenth grade are 133 students divided into 33 students of XDKV, 33 students of XTKJ, 33 students of XAP, and 34 students of XAKS.

2. Sample

According Ferguson (1976) as quoted by Sevulls (1998: 160) sample is the small group which will be observed which represents all of the population. Sample is some members of a population taken as data source to represent the whole population. Suharsini Arikunto (1993: 104) states that sample is the part or representation of population of being researched. The sample taken for this research were two classes, they were grade XAP and XTKJ.

3. Sampling

Sampling is the process of taking sample. It is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Sampling is indispensable to the researcher. Usually, the time, money, and effort involved do not permit a researcher to study all possible member of a population.

According to Sugiono (2014: 119), technique of sampling was divided into two group, they are Probability Sampling and NonProbability Sampling. Both of them each were still elaborated into some other kinds of sampling. Probability Sampling involves simple random sampling, stratified random sampling and cluster sampling.

Non-Probability sampling involves systematic sampling, quota sampling, and indicated sampling, purposive sampling, saturated sampling, and snowball sampling. In this research would be use Cluster Random Sampling which belonged to probability sampling. It means the researcher choose a group that exists in the population at random. The population in this research is the tenth grade students of SMK Batik I Surakarta Academic Year 2018/ 2019. The total population size obtained from the tenth grade are 133 students divided into 33 students of XDKV, 33 students of XTKJ, 33 students of XAP, and 34 students of XAKS. In this research, the researcher decides 2 classes as sample, which were XAP and XTKJ. The researcher gives number 1 until 4 in the papers suitable a total of classes and Cluster Random Sampling is done by lottery. The

researcher used the cluster random sampling because the group in the population had the homogenous characteristic.

The procedure of Cluster Random Sampling in this research was done by the researcher by the following steps:

- a. Listing the coder of the class.
- b. Writing down each of the coder in a small piece of rolled papers.
- c. Putting all pieces of paper in a box.
- d. Shading the box.
- e. Taking one of the rolled papers from the box. The code written in the rolled paper taken presents the class where the sample will be taken.

After conducting the procedures of Cluster Random Sampling method, then the sample taken for this research were students of XTKJ and XAP. Therefore, the total number of samples taken for this research were 66 students from both classes.

D. The Techniques of Collecting Data

1. The Instrument of Collecting Data

The researcher used test, questionnaire, and document as the technique to collect the data for this research. The questionnaire is used to collect the data of students reading attitudes, whereas the data of students' writing skill will be taken from the result of test. The instruments used in this research are as follow:

a. Questionnaire

Arikunto (2006: 151) defined that questionnaire is a number of the researcher question which was used to get information from respondent about their personality of something that they know. In this research, the researcher used a closes direct questionnaire. A closed direct questionnaire is a questionnaire about respondent that must be answered by the respondents him/herself and there are several answers that have been provided so that a respondent only chooses the most appropriate answer to collect the data of the students' reading attitude.

The instrument used in this research is Likert-type scale, a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000: 305), and mostly the options are in the form of “*sangat setuju* (strongly agree)”, “*setuju* (agree)”, “*tidak setuju* (disagree)”, and “*sangat tidak setuju* (strongly disagree)”. For the students reading habit and reading attitude, the respondents are expected to choose one of those choices that they think are closely matched with their condition at the time and indicate the degree they could do with each item and assessed themselves on the scale provided.

The statements and the questions in the questionnaires mainly divided into two statements; positive and negative. The blueprint of the questionnaire can be seen in the appendix of the research.

The following is the overview in scoring the positive and negative statements:

Statements	SS	S	TS	STS
Positive	4	3	2	1
Negative	1	2	3	4

Where:

SS : *Sangat Setuju* (Strongly agree)

S : *Setuju* (agree)

TS : *Tidak Setuju* (disagree)

STS : *Sangat Tidak Setuju* (strongly disagree)

b. Test

A test can be defined as systematic procedure for observing one's behavior and describing it with the aid of numerical devices or category system (Cronbach in Syakur, 1995: 5). A test is useful to help the teacher to measure the students' achievement, to know the students' progress, to motivate and direct student learning and also to evaluate the teaching process, whether it good or not. To determine the students writing skill in this research, the researcher will conduct writing test to the students.

This test was conducted to find out the students' writing skill. There was no specific topic provided, and the participants is freely to create their own writing and developed into a short text composition. The participants was asked to write a short composition of text with the length of 200- 250 words in 40 minutes. The written test of text was intended to find out students'

writing ability. The text is analysed based on the social function, generic structure, and significant lexicogrammatical features. The blueprint of the questionnaire can be seen in the appendix of the research. Then each of text is also analysed from these three aspects:

- 1) Format and content
- 2) Organization and coherence
- 3) Sentence construction and vocabulary

The analysis was based on the scoring rubric suggested by Hyland in his book entitled “Second Language Writing”. The scoring rubric can be seen in the appendix of this research.

Then the score was classified based on criteria of ability as follows:

Table 3.2 The Criteria of Writing Skill

Score	Criteria of Ability
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Average
51 – 60	Fair
41 – 50	Poor
Less than 40	Inadequate

Meanwhile, to validate this scoring scheme, the researcher asked the English teacher at SMK Batik I Surakarta as the rater to

analyze the proposed components, as well as the sub-components. Then, the teacher was required to score the students' writing by using assessment rubric. The rater, who is the English teacher of SMK Batik I Surakarta helped the researcher to give assessment on the students' writing test.

2. Try Out of The Instrument

a) The validity of the instrument

Validity is an instrument that used to measure the level of validity of instrument (Sugiyono, 2013: 172). To find out the validity of the instrument, the researcher will use *Pearson Product Moment* formula as follows:

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

Where:

r_{xy} = the coefficient of the correlation between variable x and y

X = the sum of the scores of each item

Y = the sum of the scores of each student

N = the number of the students

b) The Reliability of the Instrument

Reliability of instrument indicates the stability of the questionnaire score when it is used. To measure the reliability of

students' reading attitude, the researcher will use Cronbach Alpha Formula, as follow:

$$r_{ii} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

R_{ii} = the coefficient of reliability

k = the number of valid items on the test

$\sum S_i^2$ = the variance of each item

S_t^2 = the variance of all scores on the total test

E. Techniques of Analyzing Data

1. Descriptive Test

Descriptive statistics are used to describe the basic features of the data in a research. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data (Freeman, 2006). Given a list, by frequency distribution of data will be presented as follows:

- a. The *median* is the “middle value” of a list. It is the smallest number such that at least half the numbers in the list are no greater than it. If the list has an odd number of entries, the median is the middle entry in the list after sorting the list into increasing order. If the list has an even number of entries, the median is equal to the sum of the two middle (after sorting) numbers divided by two.

- b. The *mode* is the most common (frequent) value. A list can have more than one mode.
- c. The *mean* is equal to the sum of all the values in the data set divided by the number of values in the data set.
- d. The lowest is the the smallest value in the data set. This number is the data value that is less than or equal to all other values in our set of data.
- e. The highest the largest value in the data set. This number is the data value that is greater than than or equal to all other values in our set of data.
- f. The standar deviation is a more accurate and detailed estimate of dispersion because an outlier can greatly exaggerate the range (as was true in this example where the single outlier value of 36 stands apart from the rest of the values. The Standard Deviation shows the relation that set of scores has to the mean of the sample.
- g. The frequency distribution is a representation, either in a graphical or tabular format, that displays the number of observations within a given interval. The intervals must be mutually exclusive and exhaustive, and the interval size depends on the data being analyzed and the goals of the analyst.
- h. The histogram is a useful feature that possible to assess the distributional form of the data; in particular whether the data are approximately Normal, or are skewed.

2. Prerequisite Test

a. Normality Test

To determine the normality, this research applied with normality test of Kolmogrov-Smirnov by using the statistical test software of SPSS 16.

$$L_o = F(z_i) - S(z_i)$$

b. Linearity Test

Linearity test aims to determine the relationship between independent variables and the dependent variables is linear or not.

3. Hypothesis Test

Hypothesis test is conducted to determine the first and the second hypothesis in this research. The technique of data analysis used by the researcher is the formula of Pearson's Product Moment Correlation:

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

where:

r_{xy} = the coefficient of correlation

X = the score of variable x

Y = the score of variable y

N = The total subject

If $r_{hitung} > r_{table}$, therefore, it is concluded that there is a correlation between variable x and y (Arikunto, 1998: 162) (2006: 275).

The above formula is very important due to finding out whether or not the (H_0) Hypothesis or (H_a) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

Third Hypothesis is as follows:

$$r_{Y12} = \sqrt{\frac{r_{Y1}^2 + r_{Y2}^2 - 2r_{Y1}r_{Y2}r_{12}}{1 - r_{12}^2}}$$

Where:

R_{Y12} = the coefficient correlation between Y, X_1 and X_2

r_{Y1} = the coefficient correlation between Y and X_1

r_{Y2} = the coefficient correlation between Y and X_2

r_{12} = the coefficient correlation between X_1 and X_2

(Sudjana, 2002: 385)

To find out the significant of the coefficient of R_{Y12} , this research applied the formula of Multiple Linear Regression Analysis as follows:

$$F = \frac{r^2/k}{(1 - R^2)/(n - k - 1)}$$

Where:

F= value of regression

R= the coefficient of correlation between X_1 , X_2 and Y

k= the number of independent variable

N= the number of sample

(Sudjana, 2002: 385)

To find out the relative contribution of each predictor of independent variables to the dependent variables, this research applied formula as follows:

a. Predictor X_1

$$RC\% = \frac{a_1 \sum x_1 y}{JK(reg)} \times 100\%$$

b. Predictor X_2

$$RC\% = \frac{a_2 \sum x_2 y}{JK(reg)} \times 100\%$$

To find out the effective contribution of each predictor of independent variables to the dependent variables, this research applied formula as follows:

a. Predictor X_1

$$EC\% = RC\% X_1 X R^2$$

b. Predictor X_2

$$EC\% = RC\% X_2 X R^2$$

(SutrisnoHadi, 2001: 42)

To find out the total contribution of the two predictor of independent variables to the dependent variables, this research applied formula as follows:

EC% of predictor X_1 + EC% of predictor X_2

Where:

$$a^1 = \frac{(\sum x_2^2)(\sum x_1 x_2) - (\sum x_1 x_2)(\sum x_2 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2}$$

$$a^2 = \frac{(\sum x_1^2)(\sum x_2 y) - (\sum x_1 x_2)(\sum x_1 y)}{(\sum x_1^2)(\sum x_2^2) - (\sum x_1 x_2)^2}$$

$$JK(\text{reg}) = a^1 \sum x_1 y + a_2 \sum x_2 y$$

(Sudjana, 2002: 349)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the research finding and the discussion of the research finding. The research findings consist of the descriptions of the data, the pre-requirement testing and the testing of the data hypotheses. The findings then followed by the discussion of the research.

A. Research Findings

In the research finding, the researcher describes the description of the data which has two variables, one dependent variable and one independent variable. The dependent variable in this research is students writing skill, whereas, the independent variable in this research is students reading attitude. The researcher also describes the data analysis consisting of pre-requirement testing and hypothesis testing.

1. Data Description

In this chapter, the researcher present the data description of the tenth grade students of SMK Batik 1 Surakarta in the academic year of 2018/ 2019, (data of reading attitude and data of writing skill). The data of the reading attitude was taken from the questionnaire distributed to the students and the data of writing skill was taken from the results of writing skill test done by the students. It can be seen in the following table:

Table 4.1 the Reading Attitude and Writing Skill Score of Students (X and Y Variables)

No	Respondents	X (Reading Attitude)	Y (Writing Skill)
1	AP	148	221
2	AJJ	148	221
3	ADJ	132	216
4	ASP	133	210
5	ADJ	132	216
6	AAR	90	217
7	BDMS	101	222
8	CY	151	220
9	CIR	133	220
10	DES	116	216
11	DRI	129	225
12	DGS	132	195
13	DWA	101	195
14	EWI	160	205
15	FAAS	160	200
16	FY	113	220
17	CAN	141	226
18	APK	139	227
19	AIW	134	210
20	ASB	142	220
21	AKY	104	210
22	ALR	114	210
23	CSB	160	215
24	DSP	111	215
25	DOR	160	215
26	DARA	159	220
27	DF	125	215
28	EY	145	236
29	EAW	119	230
30	FIK	139	225
31	JAS	124	210
32	AID	119	215
33	IJS	139	225
34	ARF	148	221
35	ASI	148	221

36	DAF	132	216
37	ISI	133	210
38	ERA	132	216
39	JRH	90	217
40	LKS	101	222
41	MAW	151	220
42	MNM	133	220
43	NSA	116	216
44	RWI	129	225
45	SSP	132	195
46	TPS	101	195
47	WNK	160	205
48	DAS	160	200
49	EBS	113	220
50	ASB	141	226
51	ANR	139	227
52	AAD	134	210
53	ARA	142	220
54	FKH	104	210
55	INF	114	210
56	LNA	160	215
57	MSA	111	215
58	NHH	160	215
59	ANI	159	220
60	ANA	125	215
61	BPG	145	236
62	RFS	119	230
63	SAI	139	225
64	YNA	124	210
65	ZMH	119	215
66	EBN	139	225
	Total	259.8806	14286

The above table shows the data of the reading attitude and writing skill scores of students. There were 66 students selected as the respondents of this research. The data of the students' attitude was taken from the result of questionnaires of the students reading attitude, meanwhile, the data of writing skill was taken from the summary of the writing skill test

given to the students. The writing skill test that given to the students in this research consists of three main task (task 1, task 2, and task 3).

The writing test was conducted to find out the students' writing skill. There was no specific topic provided, and the participants is freely to create their own writing and developed into a short text composition. The participants was asked to write a short composition of text with the length of 200- 250 words in 40 minutes.

The data of writing skill test score for each task can be seen in the following table of writing skill score:

Table 4.2 Writing Skill of Task 1

Percentage Interval	Criteria	Frequencies	Percentage %
61-70	Average	42	63,6
71-80	Good	20	30,3
81-90	Very Good	4	6,06
Total		66	100

The above table shows the score of the students writing skill on task 1. Based on the result of the test, it can be seen that most of the students were in an average category of writing skill, according to the classification of the scoring rubric suggested by Hyland in his book entitled "Second Language Writing". There are 42 students (63,6%) out of the 33 students obtained average criteria of writing score. There are 20 students (30,3%) obtained good criteria of writing score. Meanwhile, there are only 4 students (6,06%) obtained very good criteria of writing score.

Therefore, it is indicated that the category of writing skill of the students in the task 1 is average.

Table 4.3 Writing Skill of Task 2

Percentage Interval	Criteria	Frequencies	Percentage %
61-70	Average	30	45,4
71-80	Good	32	48,4
81-90	Very Good	4	6,06
Total		66	100

The above table shows the score of the students writing skill on task 2. Based on the result of the test, it can be seen that most of the students were in a good category of writing skill, according to the classification of the scoring rubric suggested by Hyland in his book entitled “Second Language Writing”. There are 30 students (45,4%) out of the 33 students obtained average writing score. There are 32 students (48,4%) obtained good criteria of writing score. Then, 4 students (6,06%) obtained very good criteria of writing score. Therefore, it is indicated that the category of writing skill of the students in the task 2 is good.

Table 4.4 Writing Skill of Task 3

Percentage Interval	Criteria	Frequencies	Percentage %
61-70	Average	42	63,6
71-80	Good	19	28,7
81-90	Very Good	4	6,06
Total		66	100

The above table shows the score of the students writing skill on task 3. Based on the result of the test, it can be seen that most of the students were in a good category of writing skill, according to the classification of the scoring rubric suggested by Hyland in his book entitled "Second Language Writing". There are 42 students (63,6%) out of the 33 students obtained average writing score and there are 19 students (28,7%) obtained good writing score in task 3. Meanwhile, there are only 4 students (6,06%) obtained very good criteria of writing score. Therefore, it is indicated that the category of writing skill of the students in the task 3 is average.

2. Data Analysis

Before calculating the relationship between students' reading attitude and their writing skill using Pearson Product Formula, the writer tries to conduct the testing requirement analysis; namely normality and linearity test.

a. Testing Requirement

1) The Normality Test

Normality test is done to determine a normal distribution of data. This coincides with statistical accuracy of the selection test will be used. The variables are normal if it:

- a) A normal distribution of data normal if the value of sig (significance) > 0.05 .

- b) An abnormal distribution of data normal if the value of sig (significance) < 0.05 .

The data in this research is analyzed by SPSS version 25.

The result of normality test can be seen in the following table:

Table 4.5 Result of Normality Test

Variable	Sig	Criteria
X	0,200	Normal
Y	0,125	Normal

Based on the result above, it shows that the value of variable X (reading attitude) is 0.200 and variable Y (writing skill) is 0.125, which is higher than 0.05, therefore, it can be concluded that these data area are normally distributed. The result of the normality test can be seen in the appendix.

2) The Linearity Test

After computing normality test then the writer continued to analyze the linearity test. Thus, linearity test is used to know the relation between dependent and independent variable. The variables have linearity based on these testing criteria:

- a) If the value of sig (significance) > 0.05 . It means that the variable is linier.
- b) If the value of sig (significance) < 0.05 . It means that the variable is not linier.

Table 4.6 Result of Linearity Test

Variable	Sig	Criteria
X*Y	0,591	Linear

The result of linearity reading attitude and writing skill test above shows that result of significance value is 0,591. It means that the value is higher than significance 0.05. Therefore, it can be concluded that the variable X (reading attitude) and variable Y (writing skill) is linear. The result of reliability test can be seen in the appendix.

b. Statistical Testing

Based on the result of the first prerequisite test, it showed that the data from population above was well-modeled by normal distribution; the second testing requirement is linearity test. It was found that the data is linear. And the last test was product moment calculation; this test is aimed to know the relationship between students' reading attitude (variable X) and their writing skill (Variable Y). Product moment correlation on (Statistical Package for Social Science) SPSS version 25 is used to find the relationship between the two variables. After processing the data, it showed a result R_{xy} is 0.111. It can be concluded that the relationship between students' reading attitude and writing skill was on high correlation. The result can be seen in the following table:

Table 4.7 Result of Correlation Product Moment

Correlations			
		writing skill	reading attitude
Pearson Correlation	writing skill	.100	.711
	reading attitude	.711	.100
Sig. (1-tailed)	writing skill	.	.188
	reading attitude	.188	.
N	writing skill	66	66
	reading attitude	66	66

Table 4.8 the Level of Correlation¹

Product Moment (r)	Interpretation
0.00 > 0.20	Very low correlation
0.20 > 0.40	Low correlation
0.40 > 0.70	Moderate correlation
0.70 > 0.90	High correlation
0.90 > 1.00	Very high correlation

B. Discussion

After the writer calculated the formula of product moment, it showed that the correlation index between students' reading attitude and their reading writing skill score was on high correlation. The correlation index (r_{xy} is 0.711) is in the interval 0.70 – 0.90. It means that the relationship between students' reading attitude and their writing skill was on high correlation.

The result of calculation by applying SPSS version 25 described as follows. It obtained ($r_{xy} = 0.711$) >than $r_{table}(0.2012)$. The degree of freedom (df) is $66 - 2 = 64$ in the table significant of 5% it is obtained 0.2012. The assumption of hypothesis r_{xy} is higher than r_t ($r_{xy} > r_t$), so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The researcher concluded that there was a high relationship between the students' reading attitude (X) and their writing skill (Y) at the tenth grade students of SMK Batik 1 Surakarta.

From the first hypothesis, it stated that there was a positive relationship between reading attitude and students' writing skill. The result above means that there was a relationship between students' reading attitude and their writing skill at the tenth grade students of SMK Batik 1 Surakarta. In the academic field, recent research on literacy has highlighted the impact of affective factors on learning to read. Among these factors, attitudes toward reading have been clearly shown to influence the development of reading skills and academic success. According to Fishbein and Ajzen (1975)'s conception, attitude is the result of multiple episodes involving the object, each episode shaping the individual's beliefs about this object (e.g., fun or rather uninteresting). Although relationships between pupils' attitudes toward reading and the development of reading skills have already been explored (Martinez et al., 2008; Petscher, 2010), changes in these attitudes in the course of their schooling have yet to be properly addressed, especially during the transition from elementary to middle or secondary school.

In this research, it is intended to investigate the correlation of reading attitude toward the writing skill of students. Based on the analysis, it was proven that there is a correlation between the reading attitudes of students on their writing skill.

Reading, one of the skills in learning a language, plays a crucial role to learning success. By reading a lot, students can learn and gain abundant information. Burns, *et al.*, (1984: 11) state that reading is a complex act that must be learned. It is also a means by which further learning takes place. In other words, a person learns to read and reads to learn. Those statements assert that how important reading skill to be mastered by students. Dealing with reading, there are two major factors affecting students' comprehension in reading. They are internal factor and external factor (Sadeghi, 2007). Internal factor means factor coming out from the personal learner as a reader. It includes students' cognitive abilities, strategies, background knowledge and effective characteristics. Meanwhile, external factors is factor appearing from the outside of personal learner as a reader. It includes text variable, context variable, and author variable.

There are many factors which influence writing achievement. Improving students' writing motivation cannot be explained by the method used only in classrooms (Johnson & Layng, 1992; Marx, 1991; Lindsley, 1995; Brewster, 1989). A powerful wish for writing is important, and accordingly, students' motivation for writing also requires a positive attitude towards writing. One of the important problems related to writing instruction

is attitudes to writing. Most of the written composition lessons are viewed as tedious, monotonous, and boring, which also brings failure eliminating this problem is possible through positive attitudes to practice on written expression. It should be noted that the events that students experience and the topics that they are interested in may be the best topics to write about and writing on these topics may foster development of positive attitudes in students.

Attitude can best be thought of as an affective motivational state (Anderman & Wolters, 2006). According to Rosenberg (1998), there are three levels of affect: (1) traits which are personality-like characteristics that make up a person's general temperament; (2) moods which are long lasting, but transitory, affective states; and (3) emotions which are short-lived, situationally specific, affective states (Anderman & Wolters, 2006). Affective states can occur as one contemplates doing a particular task, while one does the task, or retrospectively (Pekrun, Goetz, Titz, & Perry, 2002).

“Attitudes are learned self-tendencies which guide an individual's thoughts and feelings and which emerges as being for or against an object or an abstract concept. Attitudes are certain orientations which cannot be observed themselves but are assumed to lead to certain observable behaviors. It is known that attitudes are composed of cognitive, emotional and behavioral constituents, and show changes and development in time” (Kaçıkçıoğlu, 1992: 53). Insufficient writing skill most likely depends on an insufficient attitude toward writing. Other reasons could be a poor life-

style, poor health and insufficient reading habits due to parents' low socio-economic status. Writing attitude is highly effective on improving writing achievement (Bartscher, Lawler, Ramirez and Schinault, 2001). In this study, one of the factors that may affect attitudes to writing may be the time allotted to writing every day. The study focuses on this topic.

Interesting subject matter could increase students' writing motivation. Moreover, Different and original writing efforts are also highly effective on developing students' thinking skills. These efforts will have an impact on students' writing attitudes in their academic life (Colantone, Cunningham-Wetmore & Dreznez, 1998; Manning, Glasner & Smith, 1996; Risemberg & Zimmerman, 1992).

Hafiz and Tudor (1990) investigated the impacts of an extensive reading program and accuracy of using lexical items on Pakistani primary school pupils' second language learning. They found that the students had statistically significant expansions in their vocabulary base and writing and the influence of extensive reading program supported the idea that students learn to write through reading. It was suggested that teaching composition via the integration of writing with other language skills could make writing tasks more effective and purposeful. Zaher (1990) investigated the effect of a proposed unit based on the integration of the writing skill with other language skills, mainly with reading. It was found that there was a tangible increase in the students' use of varied types of structures while writing after the treatment as compared to their writing performance before the implementation of the

proposed unit. In other words, it was found that the students confined themselves mainly to simple structures and a limited number of compound and complex structures on the pre-test, while after the treatment, the students' use of compound and complex structures in writing increased significantly. Thus the findings of the study supported the hypothesis that teaching writing through integrating language skills would help students improve their writing performance.

Grabe and Kaplan (1996) suggested that reading activities will be of a great assistance to improve and promote too many writing activities at the beginning and advanced levels. They stated that the outcome of a reading activity serves as input for writing, and writing heads students to further reading sources and references. They also indicated that there is a need for students to read texts and analyze them logically, which is considered as a key component in their academic writings. Mason and Krashen (1997) investigated the effectiveness of a one-semester reading program on Japanese university students' linguistic competence, reading and writing skills. The findings of the study revealed statistically significant gains and positive attitudes in the students' reading ability and writing skill. Bell (1998) stressed that reading extensively offers teacher worldwide engagement in a concentrated and encouraging reading program to direct students along a passage to be independent and resourceful in their reading and language learning, and furthermore to be well improved and naturally-respondent to form texts, thoughts and ideas in writing.

Bakir (2004) studied the effectiveness of using extensive reading in improving the attitudes towards learning English and writing performance of Palestinian tenth grade students. Students in the experimental group practice reading extensively as a pre-writing activity while, students in the control group were exposed to the regular textbooks.

The findings of the study ensured the effectiveness of using extensive reading in improving students' writing performance and their attitudes towards learning English. Hany (2007) investigated the influence of using the reading for writing approach on improving the writing aptitude of Egyptian EFL learners and their attitudes towards writing. This small scale research empowered students to improve their writing skills and their attitudes towards writing, with no statistically meaningful differences between males and females. The study verified the effectiveness of the reading for writing approach as a possible device for enriching the writing skill of Egyptian EFL learners and their attitudes towards writing. Shen (2009) surveyed the effects of a reading-writing linking project on the freshmen EFL college students who studied English as an obligatory subject. The results of the study showed that the learners' mastery developed not only in critical thinking but also in linguistic progress as well as in personal growth. Reading helped the EFL learners to progress their writing with the stimulus, vocabulary, structures, and prior experience (schema). It was also found that the reading-writing linking had a positive effect on the EFL college students' reading metacognitive awareness (i.e., rechecking what they have read), as well as their reflection of

personal values and experience transaction. The findings of the study suggested that writing and reading need to be combined in teaching since they are not detached skills, but mutually strengthened in EFL classroom.

Alkhaldeh (2011) examined the awareness among Jordanian Eight grade students of the relationship between EFL reading comprehension and writing and the associated impact on writing ability improvement. The descriptive findings of the study demonstrated that the effect of reading on writing was revealed in the provision with vocabulary needed for writing, general ideas and background knowledge to write compositions together with the connecting words and using the reading text to check spelling. The findings of the study also showed that high achieving students scantily referred to the reading text while low achieving counterparts excessively relied on it. It was also found that there was a positive influence relating to paragraph promotion and the structure of the topic as well as start and end of the composition. Moreover, analysis of covariance revealed significant differences between the above two groups in writing skill achievement ascribed to the effect of reading comprehension. The study finally encouraged using the reading text as a model by students to benefit from in their writing.

Current investigation on the impact of integrating reading and writing skills on Palestine technical college students' paragraph writing and attitudes .The targeted skills were writing a coherent paragraph, paragraph development, unity, topic sentence, coherence, supporting sentences, cohesion

and concluding sentence by Mokhamar (2016) found that integrating reading and writing skills had a great effect size.

Habibi (2015) found that by examining the impact of incorporating reading in efforts to improve the writing skills of EFL students, the participants' writing skills had significantly improved by integrating reading in writing tasks.

Based on several related previous studies above, it can be concluded that the results of this research has supported the investigation that reading has correlation with writing skill of students. In this case, students who has good attitude toward reading may have better writing skill. This happens since reading is best defined as an interactive or socio-cognitive process that results in creating meaning from the printed text (Alderson, 1984). Therefore, meaning creation is the production of a close negotiation between reading on one hand and writing on the other. As Horning and Kraemer (2013) mentioned, if readers read to analyze different parts in a text, if they read different reading passages on a similar topic, if they evaluate what they read, and only if they generalize what they read to their personal life and experiences, will meaning be conveyed through the interaction of both reading and writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of the data analysis and data interpretation, it can be concluded that reading attitude is proven as one of the factors that influence student's writing skill. The correlation index (r_{xy} is 0.711) is in the interval 0.70 – 0.90. It means that the relationship between students' reading attitude and their writing skill was on high correlation.

The result of calculation by applying SPSS version 25 described as follows. It obtained ($r_{xy} = 0.711$) > than $r_{table}(0.2012)$. The degree of freedom (df) is $66 - 2 = 64$ in the table significant of 5% it is obtained 0.2012. The assumption of hypothesis r_{xy} is higher than r_t ($r_{xy} > r_t$), so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it is concluded that there was a high relationship between the students' reading attitude (X) and their writing skill (Y) at the tenth grade students of SMK Batik 1 Surakarta.

Furthermore, based on the background of research, the theoretical framework, and result of the data calculation, it can be delivered some points. First, students who develop practice of a good habit material such as reading amount of academic or non-academic book and spent their amount of time on regular routine of reading show more positive result on their reading comprehension. Second, family environments also contribute to create

atmospheres on how the students' view reading positively or negatively. Third, attitude of reading at school also proves to be one of the effective tools to build a solid foundation on their writing skill. From the result of the statistical calculation, it can be synthesized that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It means that there is a strong relationship between the students' reading attitude and their writing skill at the tenth grade students of SMK Batik 1 Surakarta.

B. Suggestion

Based on the conclusion above, It can be delivered some suggestions go to:

1. Teachers

- a. English teacher should consider providing a comfort room for cultural literacy and completing plenty of good books in the class.
- b. English teacher should give opportunity to the student to practice reading in and outside classroom in order to improve their writing skill.
- c. English teacher should be a good motivator to the students, and support their interest in reading so that students can have a good attitude on reading which then improve their writing skill.

2. Students

- a. Student should improve their ability to absorb and comprehend different material abundantly in order to help them their academic success, particularly in writing skill.
- b. Student should build a good reading attitude in their daily life and maintain it by continual reading activity so that the student can improve their writing skill.
- c. Student should encourage themselves to adopt a positive attitude on reading and to promote a good reading attitude to their classmates.

3. Other Researcher

- a. The result of this research hopefully can be used as a reference for further study on similar problems about reading attitude and reading comprehension, and writing skill at different level of students.
- b. The result of this research hopefully can be used for further investigation about several factors that influence students writing skill which have not investigated in this research yet.

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APPENDICES

Appendix 1. Questionnaire Blueprint of Reading Attitude

No	Statements	Underlying Theories	Positive Items	Negative Items
1	I like reading English book.	Language is the main tool that promotes thinking, develop reasoning, and supports cultural activities. It can be expressed through reading and writing (Vygotsky, 1978).		
2	I find difficulties in understanding the material using English.	The students found the difficulties of the material that they had read because all of the materials used English (Bradley and Bryant, 1985)	1, 3, 4, 5, 6, 7, 9, 13,	
3	The use of Instruction in the English class by the teacher, especially in reading skill develops my knowledge about new vocabularies in English.	Language is the main tool that promotes thinking, develop reasoning, and supports cultural activities. It can be expressed through reading and writing (Vygotsky, 1978).	14, 16, 18, 19, 21, 24, 26, 27, 28, 29, 30, 32, 33, 35, 36, 37, 38, 39, 40	

4	I always take note of new vocabularies.	Note taking is an effective information-processing way that is commonly used to remember the words easily (Hartley, 2002).		
5	I can understand the material because the teacher helps me to translate the words which are difficult to be understood.	Learners from a small circle. A learner whisper a message or meaning he or she wants to express, the teacher translate it into (and may interpret it in) target language, and the learner repeats the teacher's translation (Richards and Rodgers, 1986: 93).		2, 8, 10,
6	The use of Instruction in English classon reading skill helps me to be creative on making strategy for learning.	"People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal" (Richard and Rodgers, 2001: 204).		11, 12, 15, 17, 20, 22, 23, 25, 31, 34,
7	The use of Instruction in English classon reading skill helps me to	"Students are more willing to learn when they have created the material		

	build spirit in learning English.	themselves” (Larsen-Freeman and Anderson, 2011: 93).		
8	The use of Instruction in English class on reading skill is impression for me.			
9	The use of Instruction in English class on reading skill helps me become accustomed to English.			
10	The use of Instruction in English class on reading skill makes me happy to study the general material in English.	Language is the main tool that promotes thinking, develop reasoning, and supports cultural activities. It can be expressed through reading and writing (Vygotsky, 1978).		
11	I enjoy studying English in English class,	“In second language reading		

	especially in the reading skill.	only one general descriptive model of reading has been proposed (Bernhardt, 1991;2000) and it is somewhat vague in its specifications of component abilities and implications for reading development” (Grabe, 2009: 104).		
12	The use of Instruction in English class improves my skill, especially in reading skill.			
13	I like talking about books, especially books written in English with other people.	According to İskender (2007: 632) cited in Unal and Iseri (2012: 1067) states that attitudes, which are of dynamic, continuous, incentive and motivative character, influence an individual's emotions, thoughts and behaviors by rendering them compatible to each other. Furthermore, reading opens many doors,		
14	I would be happy if someone gave me a book as a present.	to employment, higher education and lifelong learning.		
15	I like reading books written in English since it gives me knowledge around the world.			
16	Reading English book will			

	improve either my knowledge or English vocabulary.			
17	I am very happy to read English book in school during free time.	Guthrie and Greaney (1991: 87) state that people's attitudes to reading are resultant from "perceptions" acquired from past reading experiences regarding how pleasurable and valuable reading is. It appears that positive reading outcomes assist in the development of a positive attitude, whereas negative outcomes of reading tend to discourage further ventures into reading, resulting in the development of a negative attitude (McKenna, Kear & Ellsworth, 1995: 941).		
18	I am very pleased to read any English book at home for entertaining myself.			
19	I am very happy to spend my free time at home to read any English book.			
20	I am very happy to read English book during holiday season.			
21	Reading English books is better than playing video games for me.			

Appendix 2. Questionnaire Reference of Reading Attitude

Attitude towards Reading Survey

Summer Reads- Minnesota Literacy Council
Adapted from the *Elementary Reading Attitude Survey*

First Name: _____ Last Name: _____

1. How do you feel when you read a book in school during free time?



Very
happy



Happy



In
between



Unhappy

2. How do you feel about reading for fun at home?



Very
happy



Happy



In
between



Unhappy

3. How do you feel about spending free time reading a book?



Very
happy



Happy



In
between



Unhappy

4. How do you feel about reading during the summer vacation?



Very
happy



Happy



In
between



Unhappy

5. How do you feel about reading instead of playing?



Very
happy



Happy



In
between



Unhappy

6. How do you feel about reading different kinds of books?



Very
happy



Happy



In
between



Unhappy

7. How do you feel about reading in school?



Very
happy



Happy



In
between



Unhappy

8. How do you feel when it's time for reading in class?



Very
happy



















Happy



In
between



Unhappy

9. How do you feel about reading stories?			
			
Very happy	Happy	In between	Unhappy
10. How do you feel about learning from a book?			
			
Very happy	Happy	In between	Unhappy
11. How do you feel about starting a new book?			
			
Very happy	Happy	In between	Unhappy
12. How do you feel about going to a library?			
			
Very happy	Happy	In between	Unhappy

Scoring Guide

4 points = Very happy

3 points = Happy

2 points = In between

1 point = Unhappy

Score:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Total: _____

Appendix 3. The Questionnaire of Reading Attitude

KUESIONER

Nama :

No hp :

Jawablah pertanyaan di bawah ini dengan jujur. Identitas akan dijamin kerahasiaannya. Jawaban anda akan sangat membantu dosen untuk meningkatkan kualitas mengajarnya sehingga anda bisa mendapatkan kualitas pelajaran yang lebih bermutu.

I. Berdasarkan pengalaman Anda, isilah kuesioner di bawah ini dengan memberi tanda centang (√) pada kolom yang sudah tersedia.

NO	PERNYATAAN	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya suka membaca bacaan yang menggunakan bahasa Inggris.				
2	Saya sering merasa kesulitan untuk memahami materi dalam bahasa Inggris.				
3	Penggunaan instruksi oleh guru dalam mata pelajaran bahasa Inggris dalam aspek membaca meningkatkan pengetahuan saya tentang kosa kata baru (vocabulary) dalam bahasa Inggris.				
4	Saya selalu menulis kosa kata baru (vocabulary) dalam bahasa Inggris yang belum saya ketahui.				
5	Saya memahami materi yang diberikan guru karena guru membantu saya dalam mengartikan kalimat yang				

	menurut saya sulit untuk dipahami.				
6	Penggunaan instruksi dalam mata pelajaran Bahasa Inggris aspek membaca membantu saya lebih kreatif dalam menyusun strategi belajar.				
7	Penggunaan instruksi dalam mata pelajaran Bahasa Inggris dalam aspek membaca meningkatkan semangat saya untuk belajar bahasa Inggris				
8	Penggunaan instruksi dalam mata pelajaran bahasa Inggris aspek membaca dengan bahasa Inggris yang diajarkan berkesan bagi saya.				
9	Penggunaan instruksi dalam mata pelajaran bahasa Inggris dalam aspek membaca membantu saya terbiasa dengan sumber belajar dalam bahasa Inggris.				
10	Penggunaan instruksi dalam mata pelajaran bahasa Inggris dalam aspek membaca membuat saya merasa senang belajar materi umum menggunakan bahasa Inggris.				
11	Saya dapat menikmati mata pelajaran bahasa Inggris terutama dalam aspek membaca dengan menggunakan instruksi yang diberikan oleh guru				
12	Penggunaan instruksi oleh guru mata pelajaran bahasa Inggris sangat membantu saya mengembangkan kemampuan saya terutama dalam aspek membaca.				

13	Saya membaca buku-buku dan teks dalam bahasa Inggris tidak hanya dalam mata pelajaran bahasa Inggris saja namun juga melakukannya di rumah				
14	Dengan membaca buku-buku dan teks dalam bahasa Inggris dapat menambah wawasan saya tentang dunia mancanegara				
15	Saya mempunyai koleksi buku-buku dan bacaan dalam bahasa Inggris di rumah				
16	Saya merasa senang untuk membahas tentang buku bacaan Bahasa Inggris dengan teman.				
17	Saya sangat senang apabila teman saya atau keluarga dan kerabat saya memberikan buku bacaan dengan bahasa Inggris sebagai hadiah				
18	Saya sangat senang membaca buku bacaan yang berbahasa Inggris karena dapat menambah wawasan saya tentang ilmu pengetahuan secara lebih luas.				
19	Membaca buku bacaan berbahasa Inggris tidak hanya menambah pengetahuan Saya, tetapi juga menambah kosa kata bahasa Inggris Saya.				
20	Saya sangat senang membaca buku bacaan berbahasa Inggris selama jam istirahat di sekolah.				
21	Saya sangat senang membaca buku bacaan berbahasa Inggris di rumah untuk hiburan.				

22	Saya sangat senang mengisi waktu luang Saya di rumah untuk membaca buku bacaan berbahasa Inggris				
23	Saya senang membaca buku bacaan berbahasa Inggris selama musim liburan.				
24	Membaca buku bacaan berbahasa Inggris lebih menyenangkan dari pada bermain video games di rumah.				
25	Pergi ke toko buku adalah kegiatan yang menyenangkan.				
26	Apabila Saya pergi ke toko buku, saya langsung menuju ke bagian koleksi bacaan yang berbahasa Inggris.				
27	Saya selalu menyisihkan uang untuk membeli buku bacaan berbahasa Inggris untuk menambah koleksi Saya				
28	Membaca berbagai macam buku bacaan berbahasa Inggris dapat menambah wawasan keilmuan Saya.				
29	Saya merasa senang ketika guru bahasa Inggris Saya menanyakan tentang materi bacaan berbahasa Inggris yang Saya baca.				
30	Membaca reading workbook pages dan worksheet dapat melatih saya dalam mengerjakan soal-soal bahasa Inggris.				
31	Membaca buku textbook bahasa Inggris dari sekolah dapat membantu saya untuk mengikuti pelajaran bahasa Inggris dengan lebih baik.				
32	Belajar dari buku bacaan berbahasa Inggris itu menyenangkan dan				

	memberikan informasi yang lebih luas mengenai dunia secara global.				
33	Saya sangat antusias ketika mengikuti pelajaran bahasa Inggris pada sesi reading.				
34	Cerita yang Saya baca pada waktu pelajaran bahasa Inggris sangat menarik dan memotivasi saya untuk membaca cerita-cerita yang lain.				
35	Membaca dengan keras pada waktu pelajaran bahasa Inggris sesi reading membuat saya bersemangat.				
36	Menggunakan kamus dapat membantu saya memahami kosa kata yang belum Saya mengerti sebelumnya.				
37	Mengikuti reading test dapat meningkatkan kemampuan reading saya dalam bahasa Inggris.				
38	Mengunjungi perpustakaan di sekolah dan perpustakaan umum merupakan kegiatan rutin Saya.				
39	Apabila ada buku bacaan berbahasa Inggris baru di sekolah, saya langsung ingin membacanya.				
40	Membaca buku bacaan berbahasa Inggris yang baru terbit membuat Saya bersemangat.				

Appendix 4.

Result of Questionnaire Reading Attitude

NO	DAFTAR SISWA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	AP	4	4	4	4	4	4	4	4	1	3	4	4	4	4	4	4	4	4	4	4	4	1
2	AJJ	4	4	4	4	3	4	4	4	4	1	4	4	4	4	4	4	3	4	4	4	4	4
3	ADJ	4	4	4	3	4	3	2	3	4	2	3	3	4	4	4	3	4	3	2	3	4	4
4	ASP	3	4	3	3	3	4	4	3	3	3	4	3	3	4	3	3	3	4	4	4	3	3
5	ADJ	4	4	3	3	4	4	3	2	2	3	4	3	4	4	3	3	4	4	3	2	2	2
6	AAR	3	2	3	1	1	4	1	4	1	3	1	3	3	2	3	1	1	4	1	4	1	1
7	BDMS	2	3	4	2	2	3	2	4	2	3	1	2	2	3	4	2	2	3	2	4	2	2
8	CY	4	4	4	4	4	3	4	4	2	4	4	4	4	4	4	4	4	3	4	4	4	2
9	CIR	4	4	3	2	3	4	4	4	2	2	4	4	4	4	3	2	3	4	4	4	4	2
10	DES	4	4	2	1	3	2	4	4	3	2	4	2	4	4	2	1	3	2	4	4	4	3
11	DRI	4	4	3	4	4	4	4	4	2	1	2	2	4	4	3	4	4	4	4	4	4	2
12	DGS	4	4	4	3	4	4	4	3	1	1	4	3	4	4	4	3	4	4	4	4	3	1
13	DWA	3	2	2	1	3	4	4	4	1	3	2	2	3	2	2	1	3	4	4	4	4	1
14	EWI	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
15	FAAS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
16	FY	4	3	2	2	3	3	4	4	2	3	1	3	4	3	2	2	3	3	4	4	4	2
17	CAN	4	4	4	3	4	4	3	4	3	2	3	4	4	4	4	3	4	4	3	4	3	3
18	APK	2	4	4	3	2	4	4	4	3	4	4	4	2	4	4	3	2	4	4	4	4	3
19	AIW	4	4	4	2	4	4	4	4	1	1	4	4	4	4	4	2	4	4	4	4	4	1
20	ASB	4	4	4	4	4	4	4	4	2	2	3	3	4	4	4	4	4	4	4	4	4	2
21	AKY	3	3	4	1	1	4	3	3	3	3	1	2	3	3	4	1	1	4	3	3	3	3
22	ALR	4	4	2	2	2	4	4	2	2	2	2	4	4	4	2	2	2	4	4	2	2	2
23	CSB	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
24	DSP	2	2	4	3	4	3	3	3	1	1	4	3	2	2	4	3	4	4	3	3	1	1
25	DOR	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
26	DARA	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4
27	DF	4	4	2	1	4	4	4	3	2	4	4	2	4	4	2	1	4	4	4	4	3	2
28	EY	4	4	4	4	4	3	3	4	4	3	3	3	4	4	4	4	4	3	3	4	4	4
29	EAW	3	3	4	4	2	4	3	4	1	1	4	2	3	3	4	4	2	4	3	4	1	1
30	FIK	3	2	4	3	3	3	4	4	3	3	4	4	3	2	4	4	4	3	4	4	3	3
31	JAS	4	4	3	2	3	2	4	4	3	3	3	2	4	4	3	2	3	2	4	4	3	3
32	AID	3	3	4	4	2	4	3	4	1	1	4	2	3	3	4	4	2	4	3	4	1	1
33	IJS	3	2	4	3	3	3	4	4	3	3	4	4	3	2	4	4	4	3	4	4	3	3
34	ARF	4	4	4	4	4	4	4	4	1	3	4	4	4	4	4	4	4	4	4	4	4	1
35	ASI	4	4	4	4	3	4	4	4	4	1	4	4	4	4	4	4	3	4	4	4	4	4
36	DAF	4	4	4	3	4	3	2	3	4	2	3	3	4	4	4	3	4	3	2	3	4	4

37	ISI	3	4	3	3	3	4	4	3	3	3	4	3	3	4	3	3	3	4	4	3	3
38	ERA	4	4	3	3	4	4	3	2	2	3	4	3	4	4	3	3	4	4	3	2	2
39	JRH	3	2	3	1	1	4	1	4	1	3	1	3	3	2	3	1	1	4	1	4	1
40	LKS	2	3	4	2	2	3	2	4	2	3	1	2	2	3	4	2	2	3	2	4	2
41	MAW	4	4	4	4	4	3	4	4	2	4	4	4	4	4	4	4	4	3	4	4	2
42	MNM	4	4	3	2	3	4	4	4	2	2	4	4	4	4	3	2	3	4	4	4	2
43	NSA	4	4	2	1	3	2	4	4	3	2	4	2	4	4	2	1	3	2	4	4	3
44	RWI	4	4	3	4	4	4	4	4	2	1	2	2	4	4	3	4	4	4	4	4	2
45	SSP	4	4	4	3	4	4	4	3	1	1	4	3	4	4	4	3	4	4	4	3	1
46	TPS	3	2	2	1	3	4	4	4	1	3	2	2	3	2	2	1	3	4	4	4	1
47	WNK	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
48	DAS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
49	EBS	4	3	2	2	3	3	4	4	2	3	1	3	4	3	2	2	3	3	4	4	2
50	ASB	4	4	4	3	4	4	3	4	3	2	3	4	4	4	4	3	4	4	3	4	3
51	ANR	2	4	4	3	2	4	4	4	3	4	4	4	2	4	4	3	2	4	4	4	3
52	AAD	4	4	4	2	4	4	4	4	1	1	4	4	4	4	4	2	4	4	4	4	1
53	ARA	4	4	4	4	4	4	4	4	2	2	3	3	4	4	4	4	4	4	4	4	2
54	FKH	3	3	4	1	1	4	3	3	3	3	1	2	3	3	4	1	1	4	3	3	3
55	INF	4	4	2	2	2	4	4	2	2	2	2	4	4	4	2	2	2	4	4	2	2
56	LNA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
57	MSA	2	2	4	3	4	3	3	3	1	1	4	3	2	2	4	3	4	4	3	3	1
58	NHH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
59	ANI	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4
60	ANA	4	4	2	1	4	4	4	3	2	4	4	2	4	4	2	1	4	4	4	3	2
61	BPG	4	4	4	4	4	3	3	4	4	3	3	3	4	4	4	4	4	3	3	4	4
62	RFS	3	3	4	4	2	4	3	4	1	1	4	2	3	3	4	4	2	4	3	4	1
63	SAI	3	2	4	3	3	3	4	4	3	3	4	4	3	2	4	4	4	3	4	4	3
64	YNA	4	4	3	2	3	2	4	4	3	3	3	2	4	4	3	2	3	2	4	4	3
65	ZMH	3	3	4	4	2	4	3	4	1	1	4	2	3	3	4	4	2	4	3	4	1
66	EBN	3	2	4	3	3	3	4	4	3	3	4	4	3	2	4	4	4	3	4	4	3
		236	234	232	192	214	240	236	244	164	174	218	210	236	232	232	196	218	242	236	244	164
		7.04	6.99	6.93	5.73	6.39	7.16	7.04	7.28	4.90	5.19	6.51	6.27	7.04	6.93	6.93	5.85	6.51	7.22	7.04	7.28	4.90
		68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
		236	234	232	192	214	240	236	244	164	174	218	210	236	232	232	196	218	242	236	244	164
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1	4	3	4	4	4	3	4	4	4	3	1	1	4	3	4	4	4	3	132	
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4	4	4	2	4	4	3	2	4	4	4	3	4	4	4	2	4	4	3	139	
1	4	4	4	4	4	2	4	4	4	4	1	1	4	4	4	4	4	2	134	
2	3	3	4	4	4	4	4	4	4	4	2	2	3	3	4	4	4	4	142	
3	1	2	3	3	4	1	1	4	3	3	3	3	1	2	3	3	4	1	104	
2	2	4	4	4	2	2	2	4	4	2	2	2	2	2	4	4	4	2	114	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	
1	4	3	2	2	4	3	4	3	3	3	1	1	4	3	2	2	4	3	111	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	159	
4	4	2	4	4	2	1	4	4	4	3	2	4	4	2	4	4	2	1	125	
3	3	3	4	4	4	4	4	3	3	4	4	3	3	3	4	4	4	4	145	
1	4	2	3	3	4	4	2	4	3	4	1	1	4	2	3	3	4	4	119	
4	4	4	3	2	4	4	4	3	4	4	3	4	4	4	3	2	4	4	139	
3	3	2	4	4	3	2	3	2	4	4	3	3	3	2	4	4	3	2	124	
1	4	2	3	3	4	4	2	4	3	4	1	1	4	2	3	3	4	4	119	
4	4	4	3	2	4	4	4	3	4	4	3	4	4	4	3	2	4	4	139	
178	218	210	236	234	232	196	218	240	236	244	164	178	220	210	236	234	232	196	8706	
5.31	6.51	6.27	7.04	6.99	6.93	5.85	6.51	7.16	7.04	7.28	4.90	5.31	6.57	6.27	7.04	6.99	6.93	5.85	259.88	
68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
178	218	210	236	234	232	196	218	240	236	244	164	178	220	210	236	234	232	196	8706	
1	1	2	2	2	2	1	1	2	1	2	1	1	1	2	2	2	2	1	68	

Appendix 5. Scoring Rubric of Writing Skill

Components of Writing	Scores	Indicators
Content	30-27 Excellent to very good	Knowledge, substantive, etc.
	26-22 Good to average	Sure knowledge of subject, adequate range, etc.
	21-17 Fair to poor	Limited knowledge of subject, little substance, etc.
	16-13 Very poor	Does not show knowledge of subject, non-substantive, etc.
Organization	20-18 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7 Very poor	Does not communicate, no organization, etc.
Vocabulary	20-18 Excellent to very good	Sophisticated range, effective word/idiom choice and usage, etc.
	17-14 Good to average	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured
	13-10 Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7 Very poor	Essentially translation, little knowledge of English vocabulary.
Language Use	25-22 Excellent to very good	Effective complex constructions, etc.
	21-18 Good to average	Effective but simple construction, etc.
	17-11 Fair to poor	Major problems in simple/complex constructions, etc.
	10-5 Very poor	Virtually no mastery of sentence construction

		rules, etc.
Mechanics	5 Excellent to very good	Demonstrates mastery of conventions, etc
	4 Good to average	Occasional errors of spelling,punctuation, etc.
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc

<p>SCORE</p> <p>Content:___+Organization:___+Vocabulary:___+Language Use:___+Mechanic:___+</p> <p>= Gain Score</p> $\text{Final Score} = \frac{\text{Gain Score}}{\text{Maximum Score}} \times 100$
--

Adapted from Heaton (1988:146)

Appendix 6. Indicator of Writing Skill

**a. English Book (Buku Guru SMA/MA/SMK/MAK Kelas X)
cover**



Syllabus of Writing skill

Chapter 5 DESCRIBING PEOPLE

Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Tujuan Pembelajaran:

Setelah mempelajari Bab 5, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang orang.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang orang.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang.
5. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang.

I WRITING

PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
<ul style="list-style-type: none">- Guru meminta siswa menyiapkan sebuah foto atau gambar.- Guru meminta siswa menuliskan deskripsi seseorang dalam foto yang dibawanya dan menuliskannya sesuai dengan <i>text structure</i> untuk teks deskriptif.	<i>Write a description about the person in the photograph that you have. You can use the text structure as a guide for your writing.</i>	25'

Task 1

Editing

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of **its** spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the **waterfall** soar high into the sky. The top of the rock bends inward so that when we stand close to the **waterfall**, we will feel as if we were inside of a gigantic cave or a giant bowl. The greatness of the nature will make you feel very small and **praise** God.

The second scenery to enjoy is the waterfall itself. **From** the top of the soaring rock, a huge amount of water continuously falls down, **splashes** on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream **is** crystal clear and icy cold. The wind that **blows** the falling water and the splash produce millions of tiny droplets of water. **The wind can blow your boat (an irrelevant sentence)**. The droplets **cover** the small lake and visitors in mist. Yes, you will get wet. **But you can go to the mall** (another irrelevant sentence). When the sunlight **shines** through the cold tiny **droplets**, you will see rainbows on the earth, not in the sky, that seems close enough to you, **The** scenery is breathtaking.

End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy **hot delicious drinks** and **hot meatball soup**. When you go home, leave nothing in the area but your footsteps and bring home only your **unforgettable** memory about the beautiful Cuban Rondo Waterfall.

Chapter 8

DESCRIBING HISTORICAL PLACES

Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
2. Menunjukkan perilaku peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang bangunan bersejarah terkenal.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang bangunan bersejarah terkenal.
5. Menyunting teks deskriptif tulis tentang bangunan bersejarah terkenal.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan bersejarah terkenal.

I WRITING

PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
- Guru meminta siswa membaca paragraf dengan cermat dan membetulkan 15 kata yang salah.	<i>Read the paragraphs carefully. See that there are 15 errors in the paragraphs. Correct them.</i>	20'

I. WRITING

Task 1

Parker Pearson goes on to explain that the houses **near** Durrington Walls were probably occupied at certain times of the **year** when people **gathered** for the summer and winter solstices (the longest and **shortest** days of the year) to celebrate certain **religious** ceremonies. And in fact, large amounts of pottery and **animal** bones have been found near Durrington, suggesting that this site was **used** as a place for eating and drinking. In **contrast**, very little pottery has been found in Stonehenge. In addition, **almost** no human remains have been found at Durrington, but a number of **graves** have been uncovered at Stonehenge.

Paths from Stonehenge and Durrington Walls to the **nearby** River Avon also suggest that the two sites were **linked**. At certain times of the year, most of the **dead** would have been **carried** down the road from Durrington and put in the river. Later, remains of the society's rulers would have been brought down the river, carried up the long **avenue**, and deposited at Stonehenge.

Task 2. Possible Summary

Parker Pearson further suggests that Durrington Walls is related to the living, whereas Stonehenge is to the dead. This can be seen from the remains found in the two places: pottery and animal bones in Durrington Walls, but many graves in Stonehenge. The close relationship between the two can also be seen from the paths to River Avon, where the dead were put.



Describing a city

Read the sentences that follow. They are **short informative** sentences. They are about **New York**.

Example: New York City



New York City is in the United States.
New York City is located in New York State.
It borders on the Atlantic Ocean.
It was founded in 1625 as "New Amsterdam".
It was first settled by the Dutch.
It is important for commerce.

Wall Street is located in New York City.
It has many national and international banks.
It has many important skyscrapers.
The Empire State Building is in New York City.
New York City is an important city for immigration.
Ellis Island used to be the entry point for many immigrants at the turn of the century.
There is an interesting immigration museum on Ellis Island.

The short sentences are important to make the fact file, but they do not have a good flow. We stop after each sentence, because there's no link between words or sentences.

Now read the text that used the information given in the sentences.

New York is located on the Atlantic Coast of the United States of America. It was first settled as "New Amsterdam" in 1625 by the Dutch. Today, New York City is an important commercial and banking center which includes Wall Street. Among its many important skyscrapers is the Empire State Building. One of the most interesting museums is on Ellis Island which served as the entry point for many immigrants who passed through New York City at the turn of the century.

Do the same about your city.



Appendix 8. Result of Students Writing

Appendix 8

$$\begin{array}{r} \text{Football score} \cdot 70 + 75 + 75 = 220 \\ \hline 3 \\ = 73.6 \end{array}$$


Score 74 / 10
 05-02-06-017-5

Name: Ajita Prasetya Subject: Year 5 English
 Date: 5-7-2016 Sheet: Writing a paragraph

Writing a Descriptive Paragraph

When writing a descriptive paragraph remember to:


1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.


 Descript

Think of a moment when something very happy or exciting happened to you.
 What was your moment?

I am ^(playing) play football with ^{my} our friends

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

I look ^{see} mountain and I feel excited. ^(M) Mountain has cold air and makes me forget about my problem, ~~mountain~~ it has many trees. Sometimes we can see sun rise between it. It is ~~best~~ beautiful scenery. ^N not only sunrise, we can also see rice field. It looks like perfect picture.

$G = 17$
 $L = 10$
 $U = 15$
 $M = 13$
 $O = 15$

$$\frac{17 + 10 + 15 + 13 + 15}{5} \times 100 = 70$$

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2

WRITING :

DESCRIBING PEOPLE AND PLACES

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

- What is the difference between these texts?

The first text is short and not specific. The second text is more specific.

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives		Adverbs
big ↗	C = 20 LU = 13 V = 15 M = 15 D = 15 T = 1 (76)	At this moment ↗
beautiful ↗		in my bedroom ↗
small ↗		in the living room ↗
nice ↗		in the garden ↗
fast ↗		on my desk ↗
		70

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

She has brown hair and black eyes. It has got one kitchen. It also has livingroom with one television and one AC. Michelle is a lovely person and beautifully likes Barbie.

C = 20
LU = 15
V = 15
M = 15
D = 10
20 + 15 + 15 + 15 + 10 = 75
75/100 = 75%

70

1

80 77

Score	
	10

05-02-06-017-s

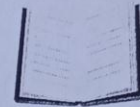
Name: Gigih Tanjung
 Date: 15-10-2024

Subject: Year 5 English
 Sheet: Writing a paragraph

Writing a Descriptive Paragraph

When writing a descriptive paragraph remember to:

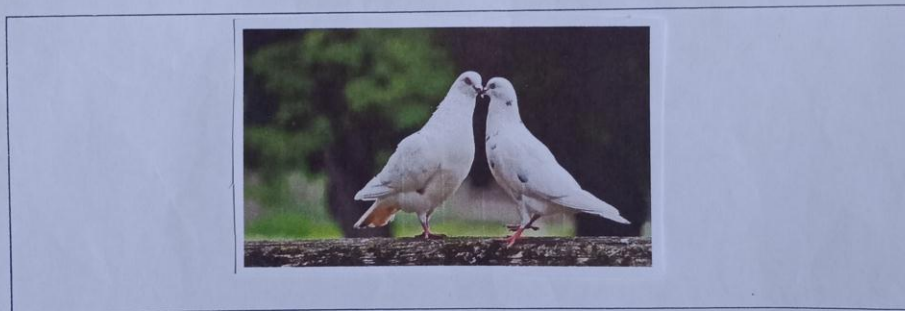
1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



Think of a moment when something very happy or exciting happened to you.
 What was your moment?

I love pigeons

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

pigeons are incredibly complex and intelligent animals. They are one of the only small number of species to pass the 'mirror test' - a test of self recognition. They can also recognise each letter of the human alphabet, differentiate between photographs, and even distinguish different humans within a photograph

20 + 10 + 10 + 15 + 15 = 80 ✓

2

WRITING :

DESCRIBING PEOPLE AND PLACES

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

- What is the difference between these texts?

Text 1: There are three bedrooms, My dog is running in the garden

Text 2: There are three big bedrooms, my dog is running fast in the garden

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives		Adverbs
Angry	$10 + 20 + 20 + 15 + 15 = 80$ 75	Angrily
Brave		Bravely
Lazy		lazily

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

My house has a wide front yard that allows us to plant many trees and flower plants. We have a fancy gold-colored dining room that is loved by all of our family members. If you see a light brown painted house in Angelsea Street, it is my house.

$20 + 10 + 20 + 15 + 15 = 80$
75

$$\frac{8570+60}{3} = \frac{210}{3} = 70$$

Score 72 10
05-02-06-017-s

Name: Fatma Mutia Dewi
Date: Monday, July 15, 2019

Subject: Year 5 English
Sheet: Writing a paragraph

Writing a Descriptive Paragraph

70

When writing a descriptive paragraph remember to:

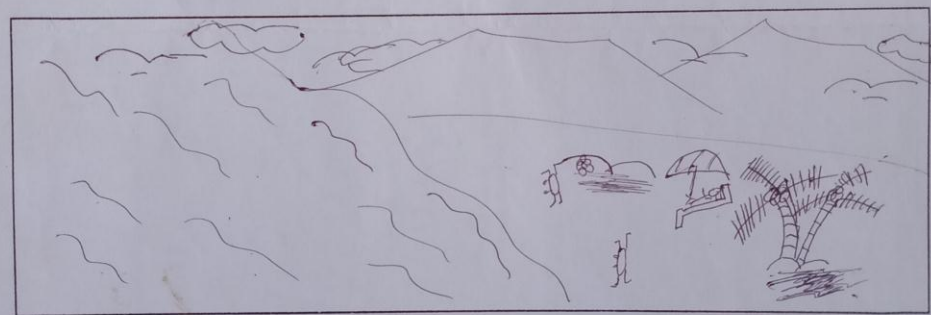
1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



Think of a moment when something very happy or exciting happened to you.
What was your moment?

I really like going to the beach.

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

I really like going to beach with family and friends. Why do I really like the beach? because when I ^{go} to the beach it always makes my mind calm when I ^{see} the scenery from the edge of the beach which is very beautiful. We can see clean beach sand and very beautiful sea waves. Besides that I always see a view of the hill from the beach and lots of coconut trees there. When on the beach we can see beautiful seabirds and blue skies.

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$c = 20$
 $0.19 = 15$
 $v = 20$
 $lw = 15$
 $m = 15$

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 $20 + 15 + 20 + 15 + 15 = 85 \times 10 = 850$

WRITING :

DESCRIBING PEOPLE AND PLACES

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

- What is the difference between these texts?

from the two texts above the difference is that the first text is shorter and lists the core. but the second text has very complete and clear writing details

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives	Adverbs
<ul style="list-style-type: none"> * Big * beautiful * small * nice. 	<ul style="list-style-type: none"> * two bathrooms * My house * the living room * the garden.

$C = 17$
 $D = 15$
 $V = 15$
 $L.U = 10$
 $M = 13$
70 ✓

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

My best friend's name is Michelle. She is a beautiful girl, she has got ~~brown~~ charming brown hair and black eyes. She lives in a ~~small~~ wonderful small town in England. Her house is small and the walls are blue. It has got two bedrooms pink and black and one bathroom.

$C = 13$ $M = 8$ $13 + 4 + 15 + 10 + 8 = 60$
 $O = 15$
 $V = 15$
 $L.U = 10$

65

658563

Topic 5 + 14 !!!

$$\text{Total score} = \frac{80 + 75 + 80}{3} = \frac{235}{3} = 78.3$$

Score
~~78~~ 10
 05-02-06-017-5

Name: Shalabila Luthfal
 Date: 15-7-19

Subject: Year 5 English
 Sheet: Writing a paragraph

80

Writing a Descriptive Paragraph

When writing a descriptive paragraph remember to:

1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



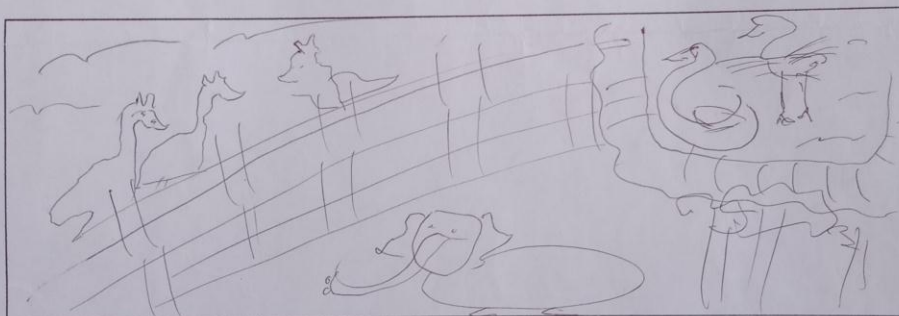
Think of a moment when something very happy or exciting happened to you.

What was your moment?

I am ^(I am taking) take a photo with eagle and owl ♡

C=20

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

M2 10 I really like zoo, zoo is my favourite place. and I really like zoo in Malang. Jawa Timur Park zoo. Many kind of animal in there. as like as elephant, giraffe, flamingo and etc. Zoo in Malang is very beautiful and neat. Fresh air makes it cool. Animals in there are healthy and fat. Animals and places there are very well maintained.

20

$$10 + 10 + 10 + 10 = 40 \times 2 = 80$$

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

- What is the difference between these texts?

80 the differences between these texts are, Text one has two bathrooms three bedrooms, living rooms for watching TV and in the garden the dog running. Text two has two small bathrooms, three big bedrooms, have blue colour ~~for green~~ and green, may flower and the hobby watching a comedy on TV.

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives	Adverbs
• Big	• bathrooms
• Beautiful	• in the garden
• small	• in the bedroom
• nice	• in the living room
	• in the house

$C = 20$
 $W = 13$
 $V = 15$
 $n = 13$
 $O = 14$
 $T =$
 75×100
 $N = \frac{75}{100}$
 $= 75\%$ ✓

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

Her house ^(are) pink and red colour. She has nice blue and green flowers and brown plants. She has favorite spot in her house. Her favorite spot is bedroom. She always reading books in the garden. And ~~she~~ her hobby is play with her lovely cat named Ara. She plays with her cat in the living room. her living room is very beautiful and neat because she always clear by herself. $20 + 15 + 20 + 10 + 15 = 80$ ✓

1

Score

80 10

05-02-06-017-5

Name: Nurul Fairhur
Date: 15 - 10 - 2019

Subject: Year 5 English
Sheet: Writing a paragraph

Writing a Descriptive Paragraph

70

When writing a descriptive paragraph remember to:

1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



Think of a moment when something very happy or exciting happened to you.
What was your moment?

1 20 £0 holiday with my family

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

Borobudur Temple ✓

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is beautiful place in central java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstancer.

C=10

O=10

V=10

Concl=15

M=15

80

70

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2

WRITING :

DESCRIBING PEOPLE AND PLACES

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

• What is the difference between these texts?

Text 1: My parents are watching TV in the living room

Text 2: My parents are watching a comedy on TV in the living room

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives		Adverbs
Happy		Happily
Good		well
Hard		Hardly
	C : 10	
	D : 20	
	V : 15	
	Use : 15	
	M : 20	
	<u>80</u>	

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

Avanby is my old sister. She is a student in Communication Faculty, University of Indonesia. Avanby is beautiful. She wear a jilbab if she out from my house.

C : 20
D : 20
V : 10
Use : 10
M : 30

1

85 80

Score	
	10

05-02-06-017-5

Name: Annanda Reza P
 Date: 15-10-2019

Subject: Year 5 English
 Sheet: Writing a paragraph

Writing a Descriptive Paragraph

When writing a descriptive paragraph remember to:

1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



Think of a moment when something very happy or exciting happened to you.
 What was your moment?

Holiday to Mount Merbabu

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

Mount Merbabu is a dormant stratovolcano in Central Java province on the Indonesia island of Java. The name Merbabu could be loosely translated as Mountain of Ash from the Javanese combined words; Meru means "Mountain" and abu or abu means "ash". The active volcano Mount Merapi is directly adjacent on its south-east side, while the city of Salatiga is located on its northern foothills.

20+20+15+10+15 = 80

85

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

- What is the difference between these texts?

Text 1: My house is big. There are two bath rooms.

Text 2: My house is very big and beautiful, There are two small bathrooms.

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives		Adverbs
beautiful	$20 + 20 + 10 + 10 = 80$ 70	beautifully
small		smaller
watch		watching
fast		fast

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

1 family room, 1 dining room, 2 toilets, 1 mushola, and 2 kitchens. Every room has a different color. The living room is white. The family room is yellow. The bedroom is green. The kitchen is orange. My house is always clean every morning and afternoon. My family and I clean it up together. There is no trash and dust in my house.

$20 + 20 + 10 + 10 + 10 = 80$
75

70

Score
10

05-02-06-017-5

Name: Habib Abu Hanifah
Date: 15-10-2019

Subject: Year 5 English
Sheet: Writing a paragraph

Writing a Descriptive Paragraph

When writing a descriptive paragraph remember to:

1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



Think of a moment when something very happy or exciting happened to you.
What was your moment?

Holiday to Mount Merapi

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

Mount Merapi, is an active stratovolcano located on the border between
Central Java and Yogyakarta Provinces, Indonesia. It is the most
active volcano in Indonesia and has erupted regularly since 1500

C=20

O=10

V=10

L4=15

M=15

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70 ✓

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WRITING :

DESCRIBING PEOPLE AND PLACES

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

- What is the difference between these texts?

Text 1: my parent are watching tv in the living room

Text 2: my parents are watching a comedy on tv in the living room

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

<p>Adjectives</p> <p>careful</p> <p>sure</p> <p>gentle</p>	<p>C=15</p> <p>O=10</p> <p>V=10</p> <p>W=15</p> <p>M=15</p> <hr/> <p>65</p>	<p>Adverbs</p> <p>carefully</p> <p>surely</p> <p>gently</p>
--	---	---

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

one living room one small kitchen and two bath rooms but it has large yard where my sisters and I usually play under the big mango tree. The bedrooms are 2 + 2.5 meter squares my bedroom and my sisters are near the living room which also become a guest room when there are guest

20
10
15
15

60

75

Score
10

05-02-06-017-s

Name: Ferny Raahlys
Date: 15-10-2019

Subject: Year 5 English
Sheet: Writing a paragraph

Writing a Descriptive Paragraph

When writing a descriptive paragraph remember to:

1. Make sure that you choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Keep your reader interested in what they're reading.
4. Describe smells and tastes if you can.



Think of a moment when something very happy or exciting happened to you.
What was your moment?

I like a chicken

In the box below create a spider diagram or draw pictures of as many details as you can remember. Think about what you saw, how you felt, what you heard, etc. These details will support your descriptive paragraph.



Look at your details above and use them to help you write about your happy/exciting moment below.

Chicken

A chicken is a kind of domesticated bird. it is raised in many places for its meat and eggs. most breeds of chickens can fly for a short distance. Some sleep in trees if there are trees around.

A male chicken is called a rooster. A female chicken is called hen. A young chicken is called a chick.

20
20
15
15
80

75

WRITING :

DESCRIBING PEOPLE AND PLACES

1- READ THESE 2 DESCRIPTIONS OF A HOUSE.

TEXT 1

My house is big. There are two bathrooms. There are three bedrooms. There is a garden. I like my house. At this moment I am listening to music in my bedroom. My parents are watching TV in the living room. My dog is running in the garden.

TEXT 2

My house is very big and beautiful. There are two small bathrooms. There are three big bedrooms. My bedroom is blue and green. I have got posters on the walls and a wooden desk. There are a lot of papers on my desk! It is a mess! There is a garden. It has got nice pink and violet flowers and green plants. I really like my house. At this moment I am listening to rock music in my bedroom. My parents are watching a comedy on TV in the living room. My dog is running fast in the garden.

• What is the difference between these texts?

Text 1 : There is a garden

Text 2 : It is a mess! There is a garden has got nice pink and violet flowers and green plants.

2- MAKE A LIST OF ADJECTIVES AND ADVERBS:

Adjectives		Adverbs
Quick	15	Quickly
Bad	10	Badly
Sweet	15	Sweetly
	10	
	10	
	65 ✓	

3- READ THIS TEXT AND TRY TO MAKE IT BETTER ADDING ADJECTIVES AND ADVERBS:

My best friend's name is Michelle. She has got brown hair and black eyes. She lives in a small town in England. Her house is small. It has got two bedrooms and a bathroom.

My bedroom and my sisters are near the living room which also become a guest room when there are guests. My parents and grand mother's bedroom is located near kitchen which is side by side with the bathroom.

15
20
10
10
15
70

TS

Appendix 9. Writing Skills Assessment by Researcher

No	Daftar Siswa	Indicators			Total
		Task 1	Task 2	Task 3	
1	AP	70	76	75	221
2	AJJ	76	70	75	221
3	ADJ	76	70	70	216
4	ASP	70	70	70	210
5	ADJ	71	70	75	216
6	AAR	77	70	70	217
7	BDMS	77	75	70	222
8	CY	80	80	60	220
9	CIR	80	75	65	220
10	DES	81	75	60	216
11	DRI	85	60	80	225
12	DGS	70	60	65	195
13	DWA	70	65	60	195
14	EWI	70	70	65	205
15	FAAS	70	70	60	200
16	FY	75	80	65	220
17	CAN	71	85	70	226
18	APK	72	85	70	227
19	AIW	70	70	70	210
20	ASB	80	70	70	220
21	AKY	70	70	70	210
22	ALR	70	70	70	210
23	CSB	70	75	70	215
24	DSP	70	75	70	215
25	DOR	75	75	65	215
26	DARA	80	75	65	220
27	DF	85	70	60	215
28	EY	86	80	70	236
29	EAW	80	80	70	230
30	FIK	70	80	75	225
31	JAS	70	80	60	210
32	AID	70	80	65	215
33	IJS	70	75	80	225
34	ARF	75	76	70	221
35	ASI	75	70	76	221
36	DAF	70	70	76	216

37	ISI	70	70	70	210
38	ERA	75	70	71	216
39	JRH	70	70	77	217
40	LKS	70	75	77	222
41	MAW	60	80	80	220
42	MNM	65	75	80	220
43	NSA	60	75	81	216
44	RWI	80	60	85	225
45	SSP	65	60	70	195
46	TPS	60	65	70	195
47	WNK	65	70	70	205
48	DAS	60	70	70	200
49	EBS	65	80	75	220
50	ASB	70	85	71	226
51	ANR	70	85	72	227
52	AAD	70	70	70	210
53	ARA	70	70	80	220
54	FKH	70	70	70	210
55	INF	70	70	70	210
56	LNA	70	75	70	215
57	MSA	70	75	70	215
58	NHH	65	75	75	215
59	ANI	65	75	80	220
60	ANA	60	70	85	215
61	BPG	70	80	86	236
62	RFS	70	80	80	230
63	SAI	75	80	70	225
64	YNA	60	80	70	210
65	ZMH	65	80	70	215
66	EBN	80	75	70	225
	<i>Jumlah</i>	4712	4862	4712	14286
	<i>Rata-rata</i>	71,39394	73,66667	71,39394	216,4545
	<i>Nilai max</i>	86	85	86	236
	<i>Nilai min</i>	60	60	60	195

Appendix 10. Writing Skills Assessment by Rater (Teacher)

No	Daftar Siswa	Indicators			TOTAL
		Task 1	Task 2	Task 3	
1	AP	70	76	75	221
2	AJJ	76	70	75	221
3	ADJ	76	70	70	216
4	ASP	70	70	70	210
5	ADJ	65	70	75	210
6	AAR	77	70	70	217
7	BDMS	77	75	70	222
8	CY	70	80	60	210
9	CIR	70	75	65	210
10	DES	70	70	60	200
11	DRI	85	60	80	225
12	DGS	70	60	65	195
13	DWA	70	65	60	195
14	EWI	70	70	65	205
15	FAAS	70	70	60	200
16	FY	75	80	65	220
17	CAN	71	85	70	226
18	APK	72	85	70	227
19	AIW	70	70	70	210
20	ASB	80	70	70	220
21	AKY	70	70	70	210
22	ALR	70	70	70	210
23	CSB	70	75	70	215
24	DSP	70	75	70	215
25	DOR	75	75	65	215
26	DARA	80	75	65	220
27	DF	85	70	60	215
28	EY	86	75	70	231
29	EAW	75	75	70	220
30	FIK	60	80	75	215
31	JAS	70	80	60	210
32	AID	70	80	65	215
33	IJS	70	75	75	220
34	ARF	75	76	70	221
35	ASI	75	70	76	221
36	DAF	70	70	76	216

37	ISI	70	70	70	210
38	ERA	75	70	71	216
39	JRH	70	70	77	217
40	LKS	70	75	77	222
41	MAW	60	80	80	220
42	MNM	65	75	80	220
43	NSA	60	75	81	216
44	RWI	80	60	85	225
45	SSP	65	60	70	195
46	TPS	60	65	70	195
47	WNK	65	70	70	205
48	DAS	60	70	70	200
49	EBS	65	75	75	215
50	ASB	70	85	71	226
51	ANR	70	70	72	212
52	AAD	70	70	70	210
53	ARA	70	70	80	220
54	FKH	70	70	70	210
55	INF	70	70	70	210
56	LNA	70	75	70	215
57	MSA	70	75	70	215
58	NHH	65	75	75	215
59	ANI	65	75	70	210
60	ANA	60	70	85	215
61	BPG	70	80	86	236
62	RFS	70	75	80	225
63	SAI	75	80	70	225
64	YNA	60	80	70	210
65	ZMH	65	80	70	215
66	EBN	70	75	70	215
	<i>Jumlah</i>	4656	4822	4697	14175
	<i>Rata-Rata</i>	70,54545	73,06061	71,16667	214,7727
	<i>Nilai max</i>	86	85	86	236
	<i>Nilai min</i>	60	60	60	195

Appendix 11. Validity and Reliability of Instrument Questionnaire

Validity Test Reading Attitude

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	54.0541	310.719	.525	.934
X1.2	54.0541	307.275	.666	.931
X1.3	54.2162	306.619	.580	.933
X1.4	54.4324	311.808	.406	.937
X1.5	54.4054	304.637	.698	.931
X1.6	54.5405	292.589	.768	.928
X1.7	54.3784	294.575	.787	.928
X1.8	54.7027	288.715	.798	.928
X1.9	54.4595	306.144	.587	.932
X1.10	55.0000	294.611	.774	.928
X1.11	55.3514	295.401	.710	.930
X1.12	55.2432	301.300	.644	.931
X1.13	54.8108	303.547	.571	.933
X1.14	54.7568	299.467	.669	.931
X1.15	54.4054	292.081	.768	.928
X1.16	54.7568	288.189	.702	.930
X1.17	54.1351	319.120	.381	.936
X1.18	54.0541	310.719	.525	.934
X1.19	54.0541	307.275	.666	.931
X1.20	54.2162	306.619	.580	.933
X1.21	54.4324	311.808	.406	.937
X1.22	54.4054	304.637	.698	.931
X1.23	54.5405	292.589	.768	.928
X1.24	54.3784	294.575	.787	.928
X1.25	54.7027	288.715	.798	.928
X1.26	54.4595	306.144	.587	.932
X1.27	55.0000	294.611	.774	.928
X1.28	55.3514	295.401	.710	.930
X1.29	55.2432	301.300	.644	.931
X1.30	54.8108	303.547	.571	.933
X1.31	54.7568	299.467	.669	.931
X1.32	54.4054	292.081	.768	.928
X1.33	54.7568	288.189	.702	.930
X1.34	54.7027	288.715	.798	.928
X1.35	54.4595	306.144	.587	.932
X1.36	55.0000	294.611	.774	.928
X1.37	55.3514	295.401	.710	.930
X1.38	54.7568	288.189	.702	.930
X1.39	55.0000	294.611	.774	.928
X1.40	54.7027	292.081	.704	.926

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.935	40

Appendix 12. Normality and Linearity

Data Questionnaire Reading Attitude and Writing skill

Normality Test

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
reading attitude	66	90	160	131.91	18.854
writing skill	66	195	236	216.45	9.054
Valid N (listwise)	66				

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		reading attitude	writing skill
N		66	66
Normal Parameters ^{a,b}	Mean	131.91	216.45
	Std. Deviation	18.854	9.054
	Most Extreme Differences		
	Absolute	.108	.163
	Positive	.068	.065
	Negative	-.108	-.163
Test Statistic		.108	.163
Asymp. Sig. (2-tailed)		.200 ^c	.125 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Linearity Test

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
writing skill * reading attitude	66	100.0%	0	0.0%	66	100.0%

Report

writing skill

reading attitude	Mean	N	Std. Deviation
90	217.00	2	.000
101	208.50	4	15.588
104	210.00	2	.000
111	215.00	2	.000
113	220.00	2	.000
114	210.00	2	.000
116	216.00	2	.000
119	222.50	4	8.660
124	210.00	2	.000
125	215.00	2	.000
129	225.00	2	.000
132	209.00	6	10.844
133	215.00	4	5.774
134	210.00	2	.000
139	225.67	6	1.033
141	226.00	2	.000
142	220.00	2	.000
145	236.00	2	.000
148	221.00	4	.000
151	220.00	2	.000
159	220.00	2	.000
160	208.75	8	6.944
Total	216.45	66	9.054

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
writing skill * reading attitude	Between Groups	(Combined)	3343.530	21	159.216	3.530	.000
		Linearity	65.555	1	65.555	1.453	.234
		Deviation from Linearity	3277.975	20	163.899	3.633	.591
	Within Groups		1984.833	44	45.110		
	Total		5328.364	65			

Measures of Association

	R	R Squared	Eta	Eta Squared
writing skill * reading attitude	.111	.782	.792	.627

Appendix 13. Writing Score

Frequencies

Statistics

		writing score task 1	writing score task 2	writing score task 3
N	Valid	66	66	66
	Missing	0	0	0
Mean		71.39	73.67	71.39
Median		70.00	75.00	70.00
Mode		70	70	70
Std. Deviation		6.201	5.993	6.201
Variance		38.458	35.918	38.458
Range		26	25	26
Minimum		60	60	60
Maximum		86	85	86
Sum		4712	4862	4712

Frequency Table

writing score task 1

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	60	6	9.1	9.1	9.1	
	65	7	10.6	10.6	19.7	
	70	29	43.9	43.9	63.6	
	71	2	3.0	3.0	66.7	
	72	1	1.5	1.5	68.2	
	75	6	9.1	9.1	77.3	
	76	2	3.0	3.0	80.3	
	77	2	3.0	3.0	83.3	
	80	7	10.6	10.6	93.9	
	81	1	1.5	1.5	95.5	
	85	2	3.0	3.0	98.5	
	86	1	1.5	1.5	100.0	
	Total		66	100.0	100.0	

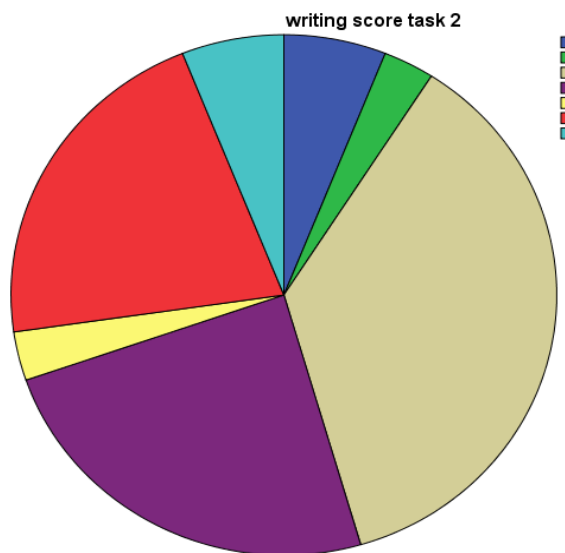
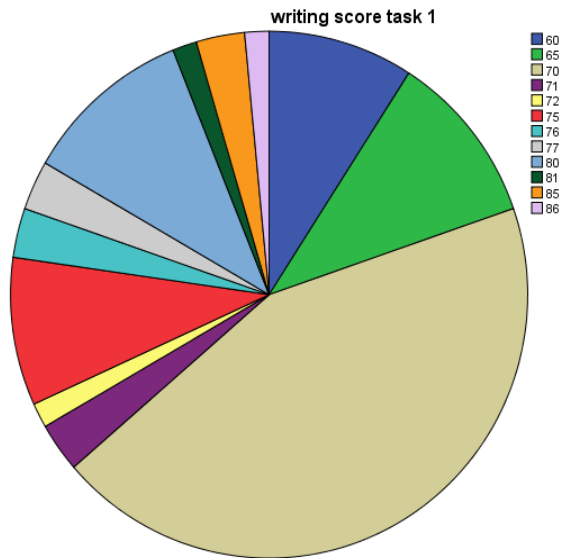
writing score task 2

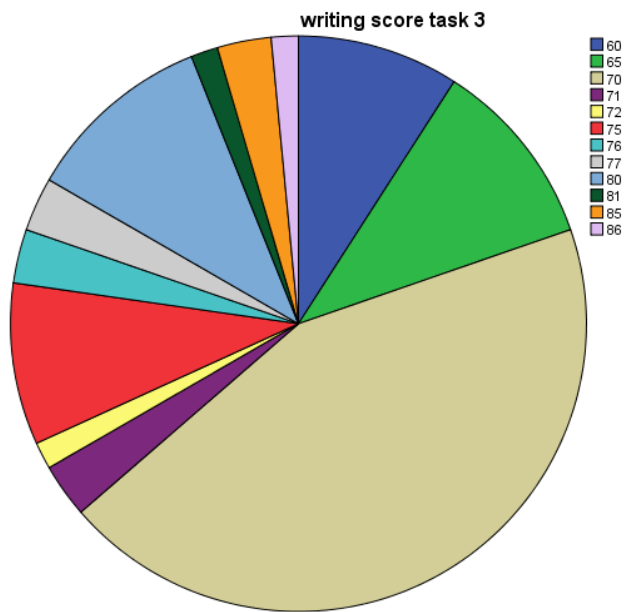
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	6.1	6.1	6.1
	65	2	3.0	3.0	9.1
	70	24	36.4	36.4	45.5
	75	16	24.2	24.2	69.7
	76	2	3.0	3.0	72.7
	80	14	21.2	21.2	93.9
	85	4	6.1	6.1	100.0
	Total	66	100.0	100.0	

writing score task 3

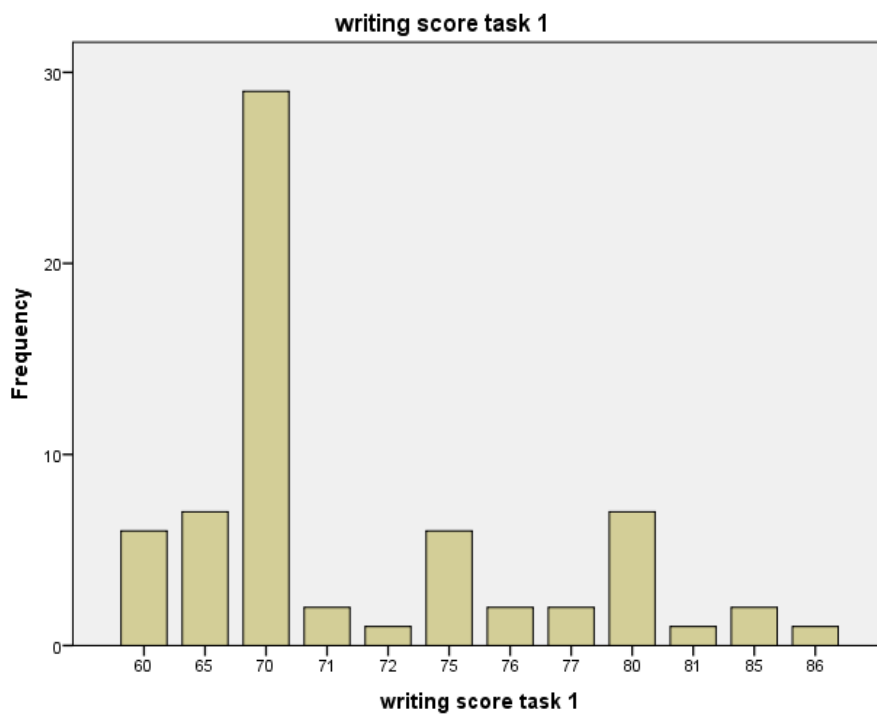
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	6	9.1	9.1	9.1
	65	7	10.6	10.6	19.7
	70	29	43.9	43.9	63.6
	71	2	3.0	3.0	66.7
	72	1	1.5	1.5	68.2
	75	6	9.1	9.1	77.3
	76	2	3.0	3.0	80.3
	77	2	3.0	3.0	83.3
	80	7	10.6	10.6	93.9
	81	1	1.5	1.5	95.5
	85	2	3.0	3.0	98.5
	86	1	1.5	1.5	100.0
	Total	66	100.0	100.0	

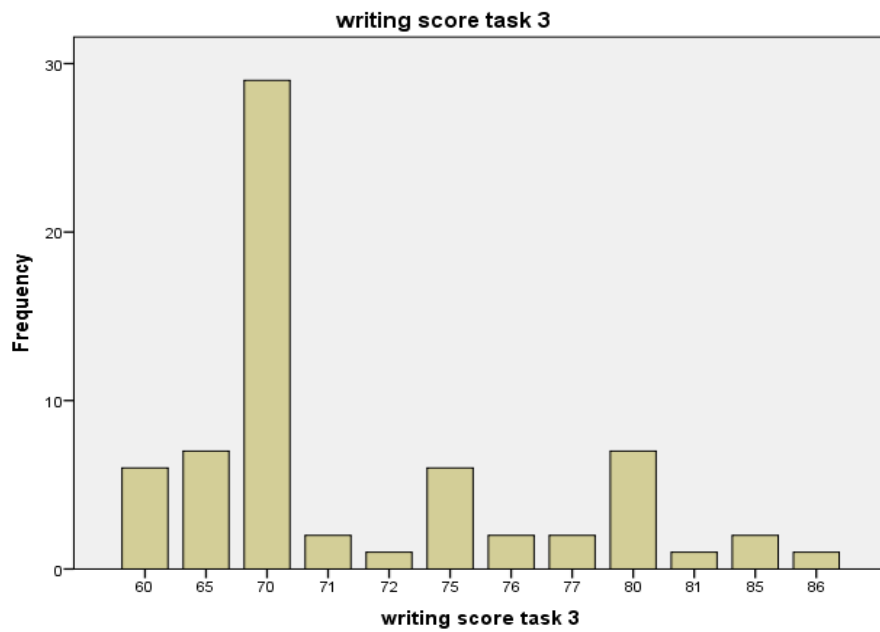
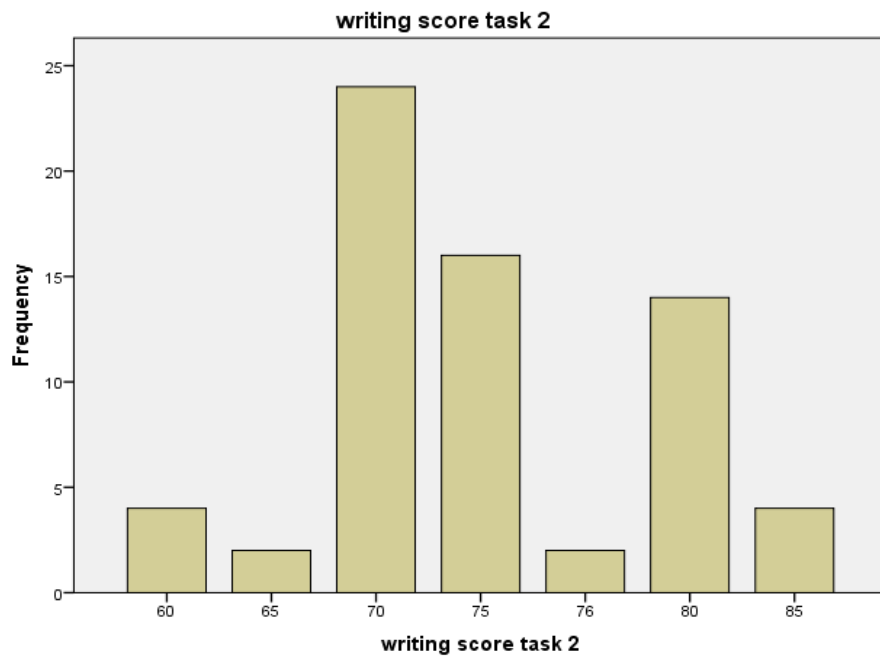
Pie Chart





Bar Chart





Appendix 14. Hypothesis Test

Frequencie

		Statistics	
		reading attitude	writing skill
N	Valid	66	66
	Missing	0	0
Mean		131.91	216.45
Median		133.00	216.00
Mode		160	210 ^a
Std. Deviation		18.854	9.054
Variance		355.469	81.975
Range		70	41
Minimum		90	195
Maximum		160	236
Sum		8706	14286

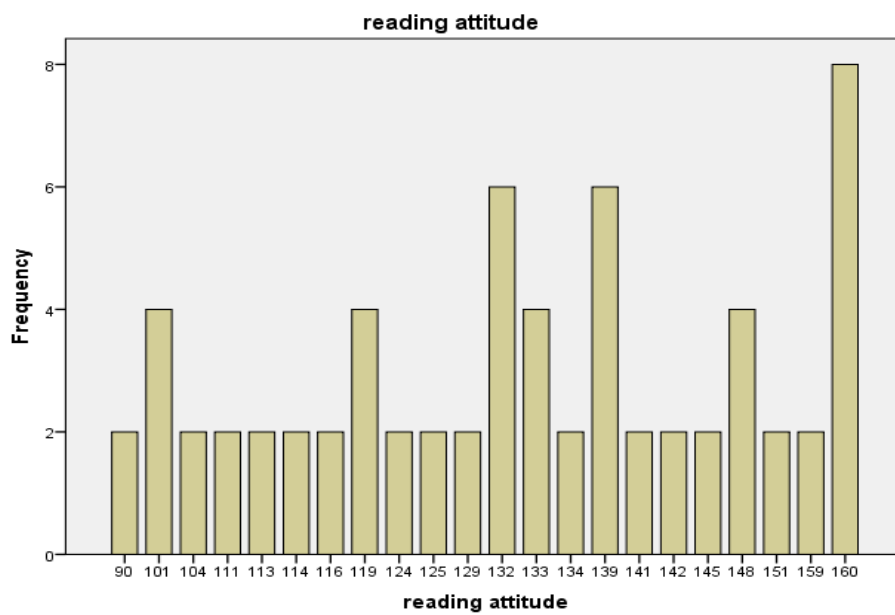
a. Multiple modes exist. The smallest value is shown

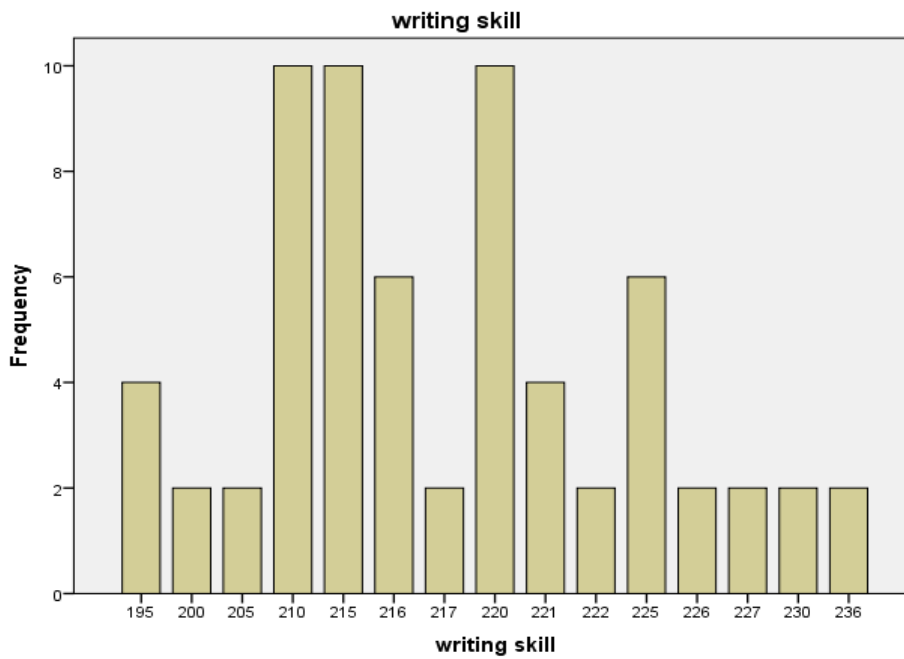
		reading attitude			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	90	2	3.0	3.0	3.0
	101	4	6.1	6.1	9.1
	104	2	3.0	3.0	12.1
	111	2	3.0	3.0	15.2
	113	2	3.0	3.0	18.2
	114	2	3.0	3.0	21.2
	116	2	3.0	3.0	24.2
	119	4	6.1	6.1	30.3
	124	2	3.0	3.0	33.3
	125	2	3.0	3.0	36.4
	129	2	3.0	3.0	39.4
	132	6	9.1	9.1	48.5
	133	4	6.1	6.1	54.5
	134	2	3.0	3.0	57.6
	139	6	9.1	9.1	66.7
	141	2	3.0	3.0	69.7
	142	2	3.0	3.0	72.7
	145	2	3.0	3.0	75.8
	148	4	6.1	6.1	81.8
	151	2	3.0	3.0	84.8
159	2	3.0	3.0	87.9	
160	8	12.1	12.1	100.0	
Total		66	100.0	100.0	

writing skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	195	4	6.1	6.1	6.1
	200	2	3.0	3.0	9.1
	205	2	3.0	3.0	12.1
	210	10	15.2	15.2	27.3
	215	10	15.2	15.2	42.4
	216	6	9.1	9.1	51.5
	217	2	3.0	3.0	54.5
	220	10	15.2	15.2	69.7
	221	4	6.1	6.1	75.8
	222	2	3.0	3.0	78.8
	225	6	9.1	9.1	87.9
	226	2	3.0	3.0	90.9
	227	2	3.0	3.0	93.9
	230	2	3.0	3.0	97.0
	236	2	3.0	3.0	100.0
Total		66	100.0	100.0	

Bar Chart





Correlations

Correlations

		writing skill	reading attitude
Pearson Correlation	writing skill	.100	.711
	reading attitude	.711	.100
Sig. (1-tailed)	writing skill	.	.188
	reading attitude	.188	.
N	writing skill	66	66
	reading attitude	66	66

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
writing skill	216.45	9.054	66
reading attitude	131.91	18.854	66

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	reading attitude ^b	.	Enter

a. Dependent Variable: writing skill

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.211 ^a	.712	-.003	9.068	1.140

a. Predictors: (Constant), reading attitude

b. Dependent Variable: writing skill

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.555	1	65.555	.797	.375 ^b
	Residual	5262.808	64	82.231		
	Total	5328.364	65			

a. Dependent Variable: writing skill

b. Predictors: (Constant), reading attitude

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	209.428	7.948		26.350	.000		
	reading attitude	.053	.060	.111	.893	.375	1.000	1.000

a. Dependent Variable: writing skill

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	reading attitude
1	1	1.990	1.000	.00	.00
	2	.010	14.171	1.00	1.00

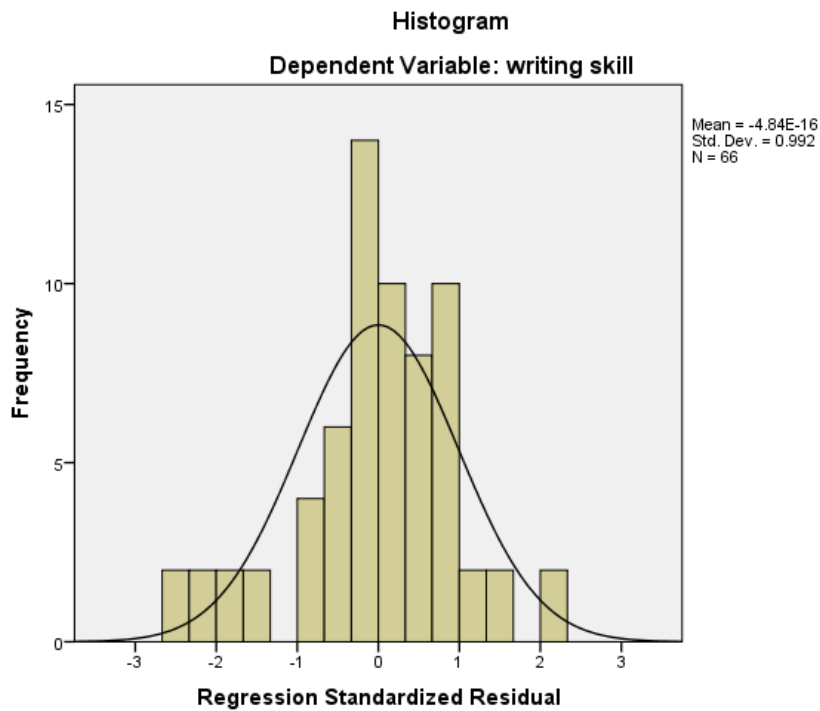
a. Dependent Variable: writing skill

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	214.22	217.95	216.45	1.004	66
Residual	-21.459	18.848	.000	8.998	66
Std. Predicted Value	-2.223	1.490	.000	1.000	66
Std. Residual	-2.366	2.079	.000	.992	66

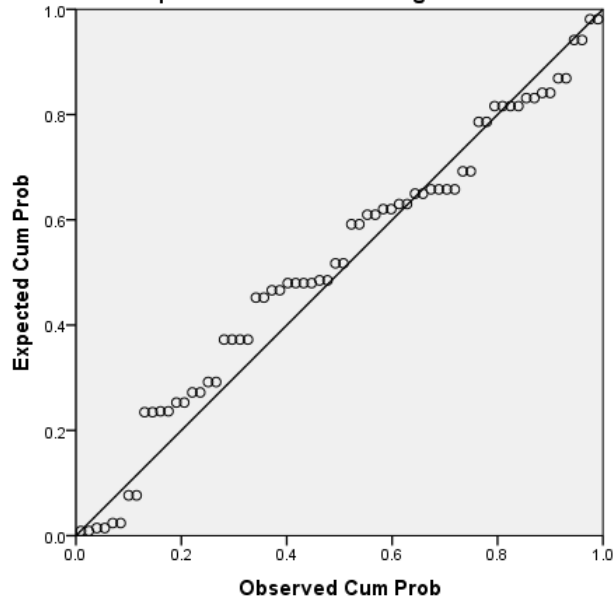
a. Dependent Variable: writing skill

Charts



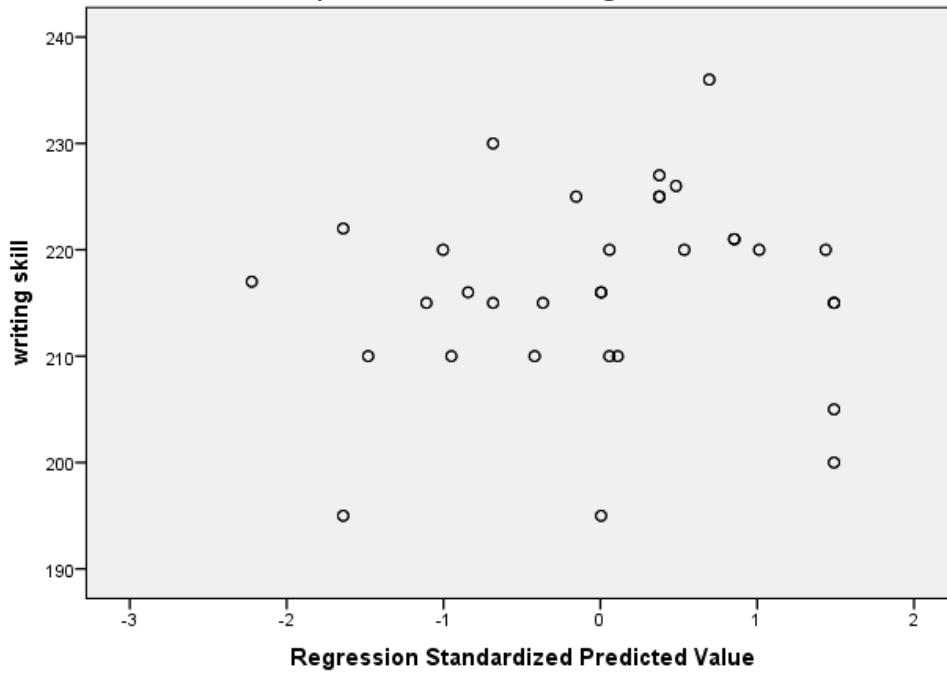
Normal P-P Plot of Regression Standardized Residual

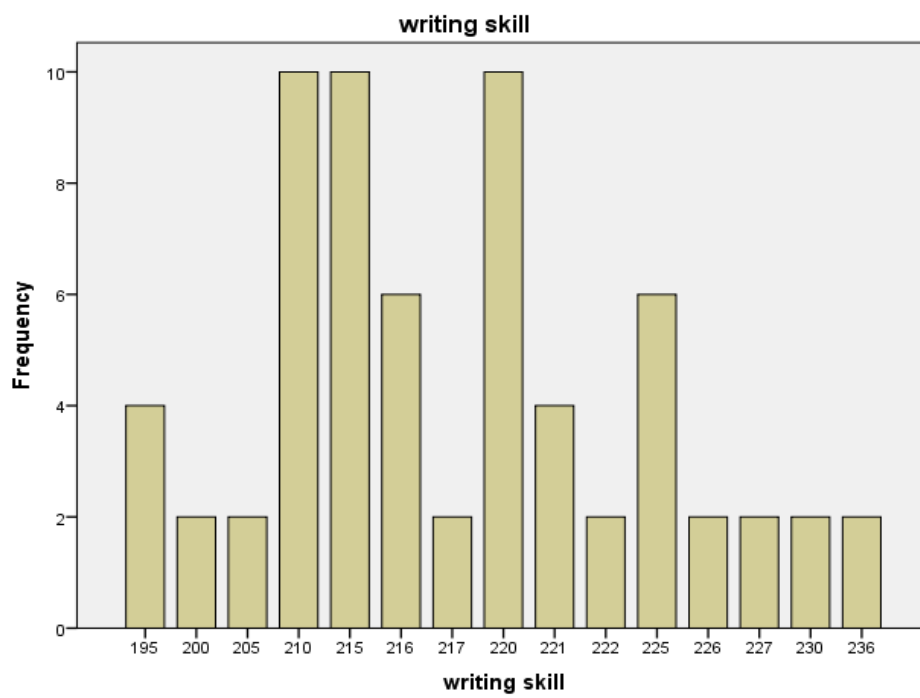
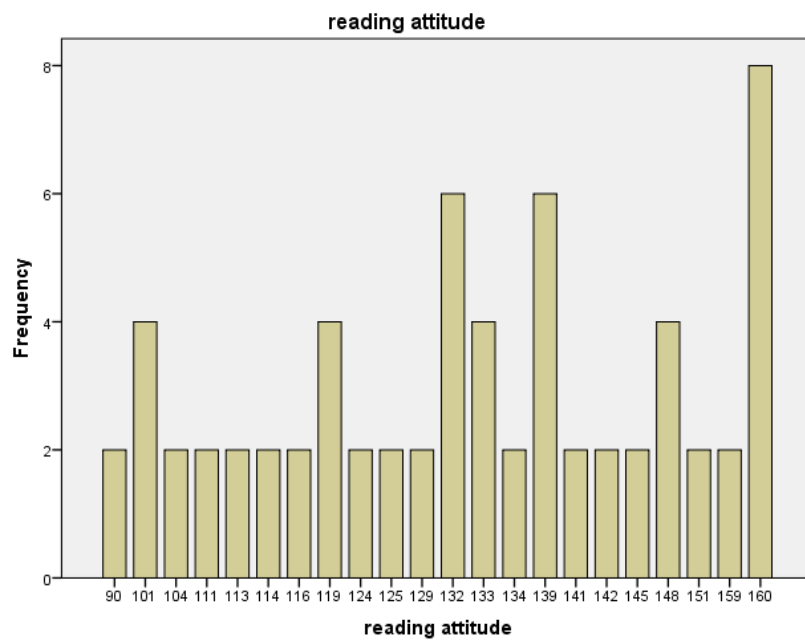
Dependent Variable: writing skill



Scatterplot

Dependent Variable: writing skill





Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Tabel r untuk df = 51 - 100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

Tabel r untuk df = 101 - 150

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
101	0.1630	0.1937	0.2290	0.2528	0.3196
102	0.1622	0.1927	0.2279	0.2515	0.3181
103	0.1614	0.1918	0.2268	0.2504	0.3166
104	0.1606	0.1909	0.2257	0.2492	0.3152
105	0.1599	0.1900	0.2247	0.2480	0.3137
106	0.1591	0.1891	0.2236	0.2469	0.3123
107	0.1584	0.1882	0.2226	0.2458	0.3109
108	0.1576	0.1874	0.2216	0.2446	0.3095
109	0.1569	0.1865	0.2206	0.2436	0.3082
110	0.1562	0.1857	0.2196	0.2425	0.3068
111	0.1555	0.1848	0.2186	0.2414	0.3055
112	0.1548	0.1840	0.2177	0.2403	0.3042
113	0.1541	0.1832	0.2167	0.2393	0.3029
114	0.1535	0.1824	0.2158	0.2383	0.3016
115	0.1528	0.1816	0.2149	0.2373	0.3004
116	0.1522	0.1809	0.2139	0.2363	0.2991
117	0.1515	0.1801	0.2131	0.2353	0.2979
118	0.1509	0.1793	0.2122	0.2343	0.2967
119	0.1502	0.1786	0.2113	0.2333	0.2955
120	0.1496	0.1779	0.2104	0.2324	0.2943
121	0.1490	0.1771	0.2096	0.2315	0.2931
122	0.1484	0.1764	0.2087	0.2305	0.2920
123	0.1478	0.1757	0.2079	0.2296	0.2908
124	0.1472	0.1750	0.2071	0.2287	0.2897
125	0.1466	0.1743	0.2062	0.2278	0.2886
126	0.1460	0.1736	0.2054	0.2269	0.2875
127	0.1455	0.1729	0.2046	0.2260	0.2864
128	0.1449	0.1723	0.2039	0.2252	0.2853
129	0.1443	0.1716	0.2031	0.2243	0.2843
130	0.1438	0.1710	0.2023	0.2235	0.2832
131	0.1432	0.1703	0.2015	0.2226	0.2822
132	0.1427	0.1697	0.2008	0.2218	0.2811
133	0.1422	0.1690	0.2001	0.2210	0.2801
134	0.1416	0.1684	0.1993	0.2202	0.2791
135	0.1411	0.1678	0.1986	0.2194	0.2781
136	0.1406	0.1672	0.1979	0.2186	0.2771
137	0.1401	0.1666	0.1972	0.2178	0.2761
138	0.1396	0.1660	0.1965	0.2170	0.2752
139	0.1391	0.1654	0.1958	0.2163	0.2742
140	0.1386	0.1648	0.1951	0.2155	0.2733
141	0.1381	0.1642	0.1944	0.2148	0.2723
142	0.1376	0.1637	0.1937	0.2140	0.2714
143	0.1371	0.1631	0.1930	0.2133	0.2705
144	0.1367	0.1625	0.1924	0.2126	0.2696
145	0.1362	0.1620	0.1917	0.2118	0.2687
146	0.1357	0.1614	0.1911	0.2111	0.2678
147	0.1353	0.1609	0.1904	0.2104	0.2669
148	0.1348	0.1603	0.1898	0.2097	0.2660
149	0.1344	0.1598	0.1892	0.2090	0.2652
150	0.1339	0.1593	0.1886	0.2083	0.2643

Tabel r untuk df = 151 - 200

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
151	0.1335	0.1587	0.1879	0.2077	0.2635
152	0.1330	0.1582	0.1873	0.2070	0.2626
153	0.1326	0.1577	0.1867	0.2063	0.2618
154	0.1322	0.1572	0.1861	0.2057	0.2610
155	0.1318	0.1567	0.1855	0.2050	0.2602
156	0.1313	0.1562	0.1849	0.2044	0.2593
157	0.1309	0.1557	0.1844	0.2037	0.2585
158	0.1305	0.1552	0.1838	0.2031	0.2578
159	0.1301	0.1547	0.1832	0.2025	0.2570
160	0.1297	0.1543	0.1826	0.2019	0.2562
161	0.1293	0.1538	0.1821	0.2012	0.2554
162	0.1289	0.1533	0.1815	0.2006	0.2546
163	0.1285	0.1528	0.1810	0.2000	0.2539
164	0.1281	0.1524	0.1804	0.1994	0.2531
165	0.1277	0.1519	0.1799	0.1988	0.2524
166	0.1273	0.1515	0.1794	0.1982	0.2517
167	0.1270	0.1510	0.1788	0.1976	0.2509
168	0.1266	0.1506	0.1783	0.1971	0.2502
169	0.1262	0.1501	0.1778	0.1965	0.2495
170	0.1258	0.1497	0.1773	0.1959	0.2488
171	0.1255	0.1493	0.1768	0.1954	0.2481
172	0.1251	0.1488	0.1762	0.1948	0.2473
173	0.1247	0.1484	0.1757	0.1942	0.2467
174	0.1244	0.1480	0.1752	0.1937	0.2460
175	0.1240	0.1476	0.1747	0.1932	0.2453
176	0.1237	0.1471	0.1743	0.1926	0.2446
177	0.1233	0.1467	0.1738	0.1921	0.2439
178	0.1230	0.1463	0.1733	0.1915	0.2433
179	0.1226	0.1459	0.1728	0.1910	0.2426
180	0.1223	0.1455	0.1723	0.1905	0.2419
181	0.1220	0.1451	0.1719	0.1900	0.2413
182	0.1216	0.1447	0.1714	0.1895	0.2406
183	0.1213	0.1443	0.1709	0.1890	0.2400
184	0.1210	0.1439	0.1705	0.1884	0.2394
185	0.1207	0.1435	0.1700	0.1879	0.2387
186	0.1203	0.1432	0.1696	0.1874	0.2381
187	0.1200	0.1428	0.1691	0.1869	0.2375
188	0.1197	0.1424	0.1687	0.1865	0.2369
189	0.1194	0.1420	0.1682	0.1860	0.2363
190	0.1191	0.1417	0.1678	0.1855	0.2357
191	0.1188	0.1413	0.1674	0.1850	0.2351
192	0.1184	0.1409	0.1669	0.1845	0.2345
193	0.1181	0.1406	0.1665	0.1841	0.2339
194	0.1178	0.1402	0.1661	0.1836	0.2333
195	0.1175	0.1398	0.1657	0.1831	0.2327
196	0.1172	0.1395	0.1652	0.1827	0.2321
197	0.1169	0.1391	0.1648	0.1822	0.2315
198	0.1166	0.1388	0.1644	0.1818	0.2310
199	0.1164	0.1384	0.1640	0.1813	0.2304
200	0.1161	0.1381	0.1636	0.1809	0.2298

Appendix 15 t.Table

Titik Persentase Distribusi t
d.f. = 1 - 200

Diproduksi oleh: Junaidi
<http://junaidichaniago.wordpress.com>

Titik Persentase Distribusi t (df = 1 – 40)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07981	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77088	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69607	3.29595
43	0.68024	1.30155	1.68107	2.01689	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
91	3.95	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94	1.90	1.86	1.83	1.80	1.78
92	3.94	3.10	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.94	1.89	1.86	1.83	1.80	1.78
93	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.83	1.80	1.78
94	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.83	1.80	1.77
95	3.94	3.09	2.70	2.47	2.31	2.20	2.11	2.04	1.98	1.93	1.89	1.86	1.82	1.80	1.77
96	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93	1.89	1.85	1.82	1.80	1.77
97	3.94	3.09	2.70	2.47	2.31	2.19	2.11	2.04	1.98	1.93	1.89	1.85	1.82	1.80	1.77
98	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93	1.89	1.85	1.82	1.79	1.77
99	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.98	1.93	1.89	1.85	1.82	1.79	1.77
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77
101	3.94	3.09	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.93	1.88	1.85	1.82	1.79	1.77
102	3.93	3.09	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.77
103	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.76
104	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.82	1.79	1.76
105	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.81	1.79	1.76
106	3.93	3.08	2.69	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.79	1.76
107	3.93	3.08	2.69	2.46	2.30	2.18	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.79	1.76
108	3.93	3.08	2.69	2.46	2.30	2.18	2.10	2.03	1.97	1.92	1.88	1.84	1.81	1.78	1.76
109	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
110	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
111	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.97	1.92	1.88	1.84	1.81	1.78	1.76
112	3.93	3.08	2.69	2.45	2.30	2.18	2.09	2.02	1.96	1.92	1.88	1.84	1.81	1.78	1.76
113	3.93	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.92	1.87	1.84	1.81	1.78	1.76
114	3.92	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
115	3.92	3.08	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
116	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.81	1.78	1.75
117	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.80	1.78	1.75
118	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.84	1.80	1.78	1.75
119	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.78	1.75
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.78	1.75
121	3.92	3.07	2.68	2.45	2.29	2.17	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.77	1.75
122	3.92	3.07	2.68	2.45	2.29	2.17	2.09	2.02	1.96	1.91	1.87	1.83	1.80	1.77	1.75
123	3.92	3.07	2.68	2.45	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
124	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
125	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.96	1.91	1.87	1.83	1.80	1.77	1.75
126	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.87	1.83	1.80	1.77	1.75
127	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.86	1.83	1.80	1.77	1.75
128	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.91	1.86	1.83	1.80	1.77	1.75
129	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
130	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
131	3.91	3.07	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.80	1.77	1.74
132	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
133	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
134	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.79	1.77	1.74
135	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.77	1.74

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
136	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.77	1.74
137	3.91	3.06	2.67	2.44	2.28	2.17	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.76	1.74
138	3.91	3.06	2.67	2.44	2.28	2.16	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.76	1.74
139	3.91	3.06	2.67	2.44	2.28	2.16	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.76	1.74
140	3.91	3.06	2.67	2.44	2.28	2.16	2.08	2.01	1.95	1.90	1.86	1.82	1.79	1.76	1.74
141	3.91	3.06	2.67	2.44	2.28	2.16	2.08	2.00	1.95	1.90	1.86	1.82	1.79	1.76	1.74
142	3.91	3.06	2.67	2.44	2.28	2.16	2.07	2.00	1.95	1.90	1.86	1.82	1.79	1.76	1.74
143	3.91	3.06	2.67	2.43	2.28	2.16	2.07	2.00	1.95	1.90	1.86	1.82	1.79	1.76	1.74
144	3.91	3.06	2.67	2.43	2.28	2.16	2.07	2.00	1.95	1.90	1.86	1.82	1.79	1.76	1.74
145	3.91	3.06	2.67	2.43	2.28	2.16	2.07	2.00	1.94	1.90	1.86	1.82	1.79	1.76	1.74
146	3.91	3.06	2.67	2.43	2.28	2.16	2.07	2.00	1.94	1.90	1.85	1.82	1.79	1.76	1.74
147	3.91	3.06	2.67	2.43	2.28	2.16	2.07	2.00	1.94	1.90	1.85	1.82	1.79	1.76	1.73
148	3.91	3.06	2.67	2.43	2.28	2.16	2.07	2.00	1.94	1.90	1.85	1.82	1.79	1.76	1.73
149	3.90	3.06	2.67	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.79	1.76	1.73
150	3.90	3.06	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.79	1.76	1.73
151	3.90	3.06	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.79	1.76	1.73
152	3.90	3.06	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.79	1.76	1.73
153	3.90	3.06	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.78	1.76	1.73
154	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.78	1.76	1.73
155	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.78	1.76	1.73
156	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.76	1.73
157	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.76	1.73
158	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
159	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
160	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
161	3.90	3.05	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
162	3.90	3.05	2.66	2.43	2.27	2.15	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
163	3.90	3.05	2.66	2.43	2.27	2.15	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
164	3.90	3.05	2.66	2.43	2.27	2.15	2.07	2.00	1.94	1.89	1.85	1.81	1.78	1.75	1.73
165	3.90	3.05	2.66	2.43	2.27	2.15	2.07	1.99	1.94	1.89	1.85	1.81	1.78	1.75	1.73
166	3.90	3.05	2.66	2.43	2.27	2.15	2.07	1.99	1.94	1.89	1.85	1.81	1.78	1.75	1.73
167	3.90	3.05	2.66	2.43	2.27	2.15	2.06	1.99	1.94	1.89	1.85	1.81	1.78	1.75	1.73
168	3.90	3.05	2.66	2.43	2.27	2.15	2.06	1.99	1.94	1.89	1.85	1.81	1.78	1.75	1.73
169	3.90	3.05	2.66	2.43	2.27	2.15	2.06	1.99	1.94	1.89	1.85	1.81	1.78	1.75	1.73
170	3.90	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.94	1.89	1.85	1.81	1.78	1.75	1.73
171	3.90	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.89	1.85	1.81	1.78	1.75	1.73
172	3.90	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.89	1.84	1.81	1.78	1.75	1.72
173	3.90	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.89	1.84	1.81	1.78	1.75	1.72
174	3.90	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.89	1.84	1.81	1.78	1.75	1.72
175	3.90	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.89	1.84	1.81	1.78	1.75	1.72
176	3.89	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.78	1.75	1.72
177	3.89	3.05	2.66	2.42	2.27	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.78	1.75	1.72
178	3.89	3.05	2.66	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.78	1.75	1.72
179	3.89	3.05	2.66	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.78	1.75	1.72
180	3.89	3.05	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.77	1.75	1.72

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
181	3.89	3.05	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.77	1.75	1.72
182	3.89	3.05	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.77	1.75	1.72
183	3.89	3.05	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.77	1.75	1.72
184	3.89	3.05	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.81	1.77	1.75	1.72
185	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.75	1.72
186	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.75	1.72
187	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
188	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
189	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
190	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
191	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
192	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
193	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
194	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
195	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
196	3.89	3.04	2.65	2.42	2.26	2.15	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
197	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
198	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
199	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.99	1.93	1.88	1.84	1.80	1.77	1.74	1.72
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
201	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
202	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
203	3.89	3.04	2.65	2.42	2.26	2.14	2.05	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
204	3.89	3.04	2.65	2.42	2.26	2.14	2.05	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
205	3.89	3.04	2.65	2.42	2.26	2.14	2.05	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
206	3.89	3.04	2.65	2.42	2.26	2.14	2.05	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72
207	3.89	3.04	2.65	2.42	2.26	2.14	2.05	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.71
208	3.89	3.04	2.65	2.42	2.26	2.14	2.05	1.98	1.93	1.88	1.83	1.80	1.77	1.74	1.71
209	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.88	1.83	1.80	1.77	1.74	1.71
210	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.88	1.83	1.80	1.77	1.74	1.71
211	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.88	1.83	1.80	1.77	1.74	1.71
212	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.88	1.83	1.80	1.77	1.74	1.71
213	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.88	1.83	1.80	1.77	1.74	1.71
214	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.88	1.83	1.80	1.77	1.74	1.71
215	3.89	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.77	1.74	1.71
216	3.88	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.77	1.74	1.71
217	3.88	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.77	1.74	1.71
218	3.88	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.77	1.74	1.71
219	3.88	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.77	1.74	1.71
220	3.88	3.04	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.76	1.74	1.71
221	3.88	3.04	2.65	2.41	2.25	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.76	1.74	1.71
222	3.88	3.04	2.65	2.41	2.25	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.76	1.74	1.71
223	3.88	3.04	2.65	2.41	2.25	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.76	1.74	1.71
224	3.88	3.04	2.64	2.41	2.25	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.76	1.74	1.71
225	3.88	3.04	2.64	2.41	2.25	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.76	1.74	1.71