The Correlation Between Students' Writing and Students' Speaking Abilities of 9th Grades Students in Recount Text at SMP Muhammadiyah 2 Pekanbaru

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ABSTRACT

The correlation between the writing and speaking abilities of students at SMP Muhammadiyah 2 Pekanbaru in recount text was the primary focus of this research. The purpose of this study was to determine the significance of the relationship between students' writing and speaking abilities in English recount texts. This study used quantitative methods. The subjects in this study are the SMP Muhammadiyah 2 Pekanbaru class IX students for the academic year 2023. The whole class IX of SMP Muhammadiyah 2 Pekanbaru becomes the sample for this study, which adopts total sampling technique. used two tests: a speaking and writing test on recount text. The findings indicated that students' writing got low score of 50 and a high score of 95. In contrast, the maximum score for students' recount text speaking ability was 90, while the lowest score was 50. Moreover, correlation coefficient found that students' writing and students' speaking abilities in recount text have a positive correlation, and the correlation between those variables were high. The study recommended that students should do more practice in writing to make them more understandable and able to construct a good sentence. Besides that, the students should practice speaking every time to improve their speaking.

ABSTRAK

Penelitian ini berfokus pada korelasi antara kemampuan menulis dan berbicara siswa dalam teks recount di SMP Muhammadiyah 2 Pekanbaru. Tujuan dari penelitian ini adalah untuk menentukan seberapa signifikan hubungan antara kemampuan menulis siswa dan kemampuan berbicara siswa dalam teks recount, serta untuk mengetahui seberapa kuat hubungan antara kedua variabel tersebut. Penelitian ini bersifat kuantitatif. Studi ini melibatkan siswa SMP Muhammadiyah 2 Pekanbaru yang berada di kelas IX pada tahun akademik 2023. Seluruh siswa kelas IX SMP Muhammadiyah 2 Pekanbaru diambil sebagai sampel untuk penelitian ini, yang dilakukan dengan teknik total sampling. Diambil dengan menggunakan 2 tes, yaitu tes menulis dan berbicara tentang teks recount. Hasil penelitian menunjukkan bahwa nilai tertinggi untuk menulis siswa adalah 95, dan nilai terendah adalah 50. Sementara itu, untuk kemampuan berbicara murid dalam teks recount, nilai tertinggi adalah 90, dan nilai terendah adalah 50.Selain itu, koefisien korelasi menunjukkan bahwa kemampuan menulis siswa dan kemampuan berbicara siswa dalam teks recount memiliki korelasi yang positif, dan korelasi antara kedua variabel tersebut tergolong tinggi. Para siswa

harus melakukan lebih banyak latihan menulis agar lebih mudah dipahami dan mampu menyusun kalimat yang baik. Selain itu, para siswa juga harus berlatih berbicara setiap saat untuk meningkatkan kemampuan berbicara mereka.

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INTRODUCTION

Since speaking is the main form of communicating with others, it is one of the fundamental English language skills. Speaking is one of the most crucial skills for building and enhancing successful communication, claim Leong & Ahmadi (2017). It means that without any speech, communication will not exist. Speaking is thought to be the most difficult English language skill to acquire, thus speaking classes should incorporate a variety of methods (Mistar, Zuhairi, & Umamah, 2014). According to Kaharuddin A. (2019), Speaking is the primary skill that most English language learners acquire. There are several aspects of learning English: grammar, fluency, pronunciation, and vocabulary (Ade Primarora,2015). Students can learn a new language, and they can practice how to pronounce every word they get. From those explanations, Speaking is the ability to articulate words in a particular language in a way that carries meaning and is developed and structured according to the needs of the listeners.

Writing abilities are important for senior high school students wanting to continue their university education. One needs this ability to share, convey, and articulate ideas, goals, and thoughts in writing. According to Brown (2001), writing is both a process and a product because all people must express themselves clearly in written form. To acquire English, students have to learn a variety of texts in the classroom, including narrative, report, descriptive, and recount texts. Because students learned recount texts in junior high and senior high school, this study focused on one genre: recount texts. To have good writing, students should know the aspects of writing that must be considered. There are five aspects of writing known by students including content, organization, grammar, vocabulary, and mechanics.

Texts that relate events from the past are known as recount texts. A recount text may contain information about what occurred, who was involved, where it happened, when it happened, and why it happened. It attempts to educate the reader about the previous action. It sets the scene of the orientation, events, and reorientation in chronological order. Furthermore, this research used recount text to handle the problem above by practising writing in recounted text and practising speaking by telling the experience of recounted text. Given the previously mentioned explanation, the researcher observed particular issues with the student's recount text learning, such as students needing to learn how to speak, students feeling confused when asked to speak, students needing more vocabulary, and students not familiar with pronunciation.

The researcher discovered various issues relating to the writing skill find based on the observation. Students struggle to construct cohesive sentences when given a recall text to write by their teachers. They don't know enough vocabulary. As a result, they struggle to arrange the words into coherent sentences and have no idea about how to use tense in the structure of sentences. Even with basic structures like orientation, event, and re-orientation,

students still struggle to write recount texts. And based on the observation, the researcher found that individuals continue to struggle with expressing their ideas in writing. This led to the discovery of other issues pertaining to writing skill. Students struggle to construct cohesive sentences when given a recall text to write by their teachers. They did not know enough vocabulary. Moreover, about the problems experienced by students in learning English, the teacher only explained about the problems in learning speaking and writing, the researcher found some problems of the students when learning recount text, such as: students have no idea to speak, students feel confuse when they asked to speak, students have a lack of vocabulary, students do not familiar in pronunciation.

For the previous study, there were several researchers who have conducted with this research themes. The first research was conducted by Saputra (2020) from STKIP YPM Bangko. He did research entitled "Student's Speaking Ability in Recount Text of Second Semester of English Education Program STKIP YPM Bangko". The purpose of this study was to determine effect of used recount text in speaking ability. The research used quantitative descriptive design, quantitative research. The population and sample of this research was the second semester of English Education program of STKIP YPM Bangko. They consist of a class. Population and sample were 25 students but only 22 students submitted the test. The instrument of the research was test, the test was used content validity and reliability. The result of this previous study there is a effect of students speaking ability of used recount text. Based on this study, there are several differences with the present research such as, in this research the researcher discussed the correlation between recount text and student's speaking ability, to improve speaking ability, the students asked by teacher to tell their experience and can practice to speak in front of the class, this researcher used quantitative research and do speaking test, recount text test to collect the data. Moreover, second research was conducted by Simamora (2019) from University Prima Indonesia. She did research entitled "Improving Students Speaking Skills by Recount Text". The aim of this study was to find out whether there was a student ability to speaking after learning recount text. This type of research is quantitative. The data used is the value of students in knowing improvement in speaking students to understanding recount text. Data collection techniques in this study were interviews as introductory stage with students and teacher to find out the improvement in students speaking skills, observation, questionnaire, data collection. The conclusion of this research is that after doing cycle 1 and cycle 2 the recount text can to improve students. The result of this study there was a significance effect to improve students speaking ability by recount text. From this previous study, there are some differences with the present research such as the data collection techniques. In this research used interview as the first way to know about the condition about speaking ability and recount text in the school, and used writing experience for recount text test, used speaking test as the speaking ability test.

The next research was conducted by Nugroho (2015) from University of Lampung. He did research entitled "The Use of Picture Series in Improving Students Speaking Recount text Skill". The aims of this research were to find out whether there is any significant difference of students speaking ability after being taught by using picture series and to know which one of picture series is effective for teaching speaking. The subjects of this research consisted of 30 students of SMAN Grade X. methods, while current research uses quantitative methods to obtain data. The result of this study there was a significance effect of use picture series in improving students speaking recount text skill. From this previous study, there are some differences with the present research such as, the previous research, previous research used

qualitative research which does not use statistic data, while this research uses quantitative methods to obtain the data.

METHOD
Research design

The study aimed to determine whether students' writing in recount texts and their speaking abilities are correlated. This study used a correlational design and used quantitative methodology. Sugiyono (2015, p. 14) defines the quantitative method as an approach to research that applies positivist philosophy to studying a population or sample. In this study, correlation design was applied. According to Arikunto (2010, p. 247), correlational research aims to determine whether several variables are related to one another; in this case, speaking ability is variable Y and writing recount text is variable X. The goal of correlation study is to determine whether there is and how strong of a correlation between two or more variables in the absence of any other influences on the variables. A total sampling technique was used for this study. According to Sugiyono (2018, p.140) total sampling is a technique sampling where the number of samples is the same as the population. Sugiyono (2007, .114) stated this research used total sampling when the total of population is less than 100 it makes the researcher used entire population as a research sample. Therefore, in this research the researcher used entire of thestudents as the sample. Meanwhile, total of population in this research is 61 students or it is less than 100 students, which means that the researcher should determine the sample using total sampling in this research. The sample of this research is 61 students of the ninth grade. Mostly, the speaking and writing experience tests are used for data collection. The correlation between the student's speaking ability to recount text was examined using both the speaking and writing tests. This research used statistical product and service solution (SPSS) 16 in order to find out whether there is any correlation between recounttext and student's speaking ability. For the normality test of data is a test carried out with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not. In order to get the data about normality test, the researcher used SPSS version 16 for windows. Normality test guidelines:

1. If the probability or Sig. (Kolmogorov-Smimov) > 0,05, then the data is normal distribution.
2. If the probability or Sig. (Kolmogorov-Smimov) < 0,05, then the data is abnormal distribution.

Moreover, Homogeneity test carried out to determine whether the data from writing experience test and speaking test having the same variance or not. This test will be carrying out as a prerequisite in theanalysis of simple correlation research analyze. In this researchthe data must be homogeneous.

Homogeneity test guidelines:

If the significance level > 0,05 then the distribution ishomogeneous
If the significance level < 0,05 then the distribution is not homogeneous

To analyze the simple correlation used the intended correlation coefficient test to determine the level of correlation between variable X (recount text) toward variable Y (speaking ability). To measure level of the correlation between variable X and Y, the researcher applied Pearson's Correlation Coefficient Analysis using SPSS version 16. For analysed the correlation coefficient, whether there is a significance correlation or not is show by Anova test, the criteria of the Anova test.

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Hypothesis guidelines:

1. If the significance value smaller than 0.05 it means that the correlation coefficient is significance.
2. If the significance value more than 0.05 it means that the correlation coefficient is not significance.

Moreover, used this table interpretation to know the correlation of the students' speaking ability and writing in recount text.

Table 1. Size of Correlation and Interpretation

Size of correlation	Interpretation
0.00-0.20	Very low correlation
0.21-0.40	Low correlation
0.41-0.70	Moderate correlation
0.71-0.91	High correlation
0.91-1.00	Very high correlation

FINDINGS AND DISCUSSION

This study aimed to determine whether students' writing and speaking abilities in recount texts were correlated. "Is there any correlation between students' writing in recount texts and students' speaking abilities of SMP Muhammadiyah 2 Pekanbaru?" was the research formula used in this study. The findings indicate a strong and significant correlation between students' writing and speaking abilities at SMP Muhammadiyah 2 Pekanbaru when it comes to recounting texts.

Writing Test Result

Using SPSS version 16, the researcher conducted a descriptive analysis at this stage, using frequency distribution and descriptive statistics. Finding out whether student writing in recount texts is the purpose of this study. The following could be used to present the descriptive statistics for the writing test:

Table 2. Descriptive Statistic of Writing Test

N Valid	61
Missing	0
Mean	76.56
Std. Error of Mean	1.655
Median	80.00
Mode	80

Std. Deviation	12.927
Variance	167.117
Range	45
Minimum	50
Maximum	95
Sum	4670

From table 2 of descriptive statistic, it could be identified that total students (N) = 61, the median was 80.00, range score was 45, minimum score was 50, maximum score was 95, total score and mean was 4670 and 76.56. the standard deviation was 12.927 and variance was 167.117.

Speaking Test Result

There were 61 students who did the test. The following could be utilized for presenting the descriptive statistic of students' speaking ability:

Table 3 Descriptive Statistic of Students' Speaking Ability

N Valid	61
Missing	0
Mean	73.77
Std. Error of Mean	1.143
Median	75.00
Mode	70
Std. Deviation	8.928
Variance	79.713
Range	40
Minimum	50
Maximum	90
Sum	4500

The table 3 shows that the total number of students (N) was 61, with a median score of 75.00, a range score of 40, a minimum score of 50, a maximum score of 90, and a mean score of 4500 and 73.77. The variance was 79.713, and the standard deviation was 8.928. The following explanation explains the essential correlation between each variable, X (students' writing) and Y (students' speaking): The correlation between students' writing

(X) and speaking (Y) abilities in recount texts, as determined by the generated data for hypothesis testing, indicated that the data's significance value was 0.000. There was a significant simple correlation between the two variables, as indicated by the significance value of less than 0.05. The product-moment correlation table shows that the Pearson correlation value was 0.797 in the coefficient interval 0.071-0.091, indicating a high degree of relationship. This finding is further confirmed by a prior study by Mailis (2017) titled "The correlation between reading comprehension and writing ability of the second years students of SMAN 1 Muaro Sentajo in recount text," demonstrating a statistically significant relationship between the two. The two variables had a strong association, as indicated by the simple correlation value of 0.080.

Writing Test and Speaking Test Results

1. Writing recount text

The knowledge of the students is tested in this way. Students were instructed to write about their experiences asked by the researcher. Following data analysis, the researcher determined that the recount text variable (X) mean writing score was 76.56. 95 was the maximum score, and 50 was the lowest.

2. Speaking test

The researcher asked the students to speak in front of the class for complete this test. The researcher discovered that the speaking test's (Y) mean score was 73.77 after employing SPSS to analyze the data. The highest and lowest achievable scores were 50 and 90.

Table 4. The Frequency Distribution of Students' speaking ability

		Frequency	Percent	Valid percent	Cumulative percent
Valid	50	4	6.6	6.6	6.6
	65	2	3.3	3.3	9.8
	70	22	36.1	36.1	45.9
	75	15	24.6	24.6	70.5
	80	9	14.8	14.8	85.2
	85	5	8.2	8.2	93.4
	90	4	6.6	6.6	100.0
	total	61	100.0	100.0	

Table 4 depicts that, out of the 61 IX grade students at SMP Muhammadiyah 2 Pekanbaru used as a sample for this study, four students obtained a score of 50, two obtained a score of 65, twenty-two obtained a score of 70, fifteen obtained a score of 75, nine obtained a score of 80, five obtained a score of 85, four obtained a score of 90, and the highest speaking test score was achieved by a student who obtained a score of 90.

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Prerequisite Test

a. Normality Test of the Data

The normality test was used to check whether data that had been collected was normally distributed. To collect data for the normality test, the researcher used SPSS version 16. Normality test guidelines:

1. If the probability or Sig. (Kolmogorov-Smirnov) > 0,05, then the data was normal distribution

2. If the probability or Sig. (Kolmogorov-Smirnov) <0,05, then the data was abnormal distribution

Here is the normality test result served in table below:

Table 5. The result of normality test using SPSS

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		61
Normal Parameters	Mean	.0000000
	Std. Deviation	5.39673557
MostExtreme Difference	Absolute	.168
	Positive	.168
	Negative	-.106
Kolmogorov-Smirnov Z		1.310
Asymp. Sig. (2-tailed)		.065

According to table 5, the normality test result showed that the data was normal distribution since the data of students' writing and speaking had a significant 0.65, indicating that the sig. (2-tailed) > 0.05.

a. Homogeneity Test

In this research, the data collected were in the writing test and speaking test in recount text which was then analyzed by the researcher.

Homogeneity test guidelines :

1.   If he significance level > 0.05 then the distribution is homogeneous.

2.   If the significance level < 0.05 then the distribution is not homogeneous.

The following table shows the data homogeneity of the writing and speaking tests in the recount text:

Table 6. Homogeneity test of writing test

	Levene Statistic	df1	df2	Sig.
Writing test	.134	2	58	.875
Speaking test	.035	2	58	.966

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According to table 6, the homogeneity test of data variance found that the significance value of the writing test was.875 and the significance value of the speaking test was.966, indicating that the data variance of variables X and Y is homogeneous.

a.   Hypothesis Test

1)   Correlation analysis

Correlation analysis was used to examine whether there is a relationship between variable X (Writing test) and variable Y (Speaking test). The Pearson product moment is used to calculate correlation analysis.

Hypothesis correlation guidelines:
1. If the significance value less than 0.05 it means that the correlation coefficients is significance.
2. If the significance value more than 0.05 it means that the correlation coefficient is not significance.
 The following is a simple correlation analysis obtained using the SPSS version 16:

Table 6 Analysis Correlation

Correlations			
		Writing in recount text	Speaking ability
Writing in recount	Pearson Correlation	1	.797
	Sig. (2-tailed)		.000
	N	61	61
Speaking ability	Pearson Correlation	.797	1
	Sig. (2-tailed)	.000	
	N	61	61
Correlation is significant at the 0.01 level (2-tailed).			

Table above shows that the Pearson correlation is.797, indicating a significant correlation between students' writing (X) and speaking (Y). Table 4.8 shows correlation criteria. The significance value (2-tailed) is.000, which is less than 0.05, indicating that the correlation coefficient is significant between two variables. Here's the correlation criteria:

Table 7. The Interpretation Correlation

Size of Correlation	Interpretation
0.00-0.20	Very low correlation
0.21-0.40	Low correlation
0.41-0.70	Moderate correlation
0.071-0.091	High correlation
0.091-1.00	Very high correlation

CONCLUSION

This study aims to determine the level of students' writing and speaking abilities in recount text, as well as the degree of correlation between these levels. The test results show that the maximum score for students writing was 95, while the lowest score was 50. Meanwhile, the top and lowest scores for students' speaking abilities in recount text were 90 and 50, respectively. The simple correlation coefficient revealed that students' writing and speaking abilities in recount text are positively correlated, and the correlation between those factors is high. While conducting this research, the researcher needed help in getting the data. When the researcher took the data in class, some students wanted to avoid taking the writing and speaking tests because they were not interested in English learning and did not like to write and speak English. This research implied that English teachers should give students some writing and speaking exercises by using interesting methods to improve students' writing and recounting text. Moreover, the students should do more in writing to make them understand students and construct good sentences. Besides, the students should practice speaking every time to improve their speaking. Lastly, other researchers interested in the same field can use different kinds of text to improve students' writing and students such as narrative text, descriptive text, and other students.

Furthermore, while conducting this research, the researcher encountered difficulties in getting the data. When the researcher took the data in the class, there were some students who do not want to take the writing and speaking tests, with the reasons not interested in English learning, did not like to write and speak English. The researcher tried to explain the direction of the test that is very interesting because it discusses the students holiday experience. So, all the students want to follow the test that have been given by the researcher. Based on the conclusion of this research, the researcher would like to give some suggestions for;

1. For the teachers

    English teacher should give some exercise to the students about writing and speaking by using interesting method to improve students' writing and students' speaking in recount text.

2. For the students

    The students should do more practice in writing to make them more understand and could construct a good sentence. Besides that the students should practice speaking every time to make their speaking is better.

3. For other researchers

The researchers who are interested in conducting the same field, they can conduct the different kinds of text to improve students' writing and speaking, such as narrative text, descriptive text and other texts.

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