

**THE CORRELATION BETWEEN STUDENTS' SPEAKING ABILITY
AND STUDENTS' WRITING ACHIEVEMENT OF REPORT TEXT
AT TENTH GRADERS IN SMA BRAWIJAYA SMART SCHOOL
MALANG**

THESIS



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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JUNE, 2022**

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MALANG**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Bachelor Degree of English Language Teaching
(S.Pd.) in the English Education Department*



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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

June, 2022

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TENTH GRADERS IN SMA BSS MALANG**

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THE CORRELATION BETWEEN STUDENTS' SPEAKING ABILITY AND
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AT TENTH GRADERS IN SMA BRAWIJAYA SMART SCHOOL
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Assalamu'alaikum Wr. Wb.

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DEDICATION

The most important thing is my gratitude to Allah SWT, who has given mercy and blessings to all of us. Thank you for giving me the health, strength, and knowledge to complete my thesis. My peace and salutation, do not forget to extend to our Prophet, Muhammad SAW, who has brought us from the Jahiliyyah era to the Islamiyyah era.

I dedicate this thesis to my parents, my father Sumartono and my mother, Ainun Maziyah, who always pray for me, give me strength, love, motivation, and many other life lessons. I also thank all my friends who have provided encouragement and motivation. Lastly to myself, thank you very much for persevering in the face of many trials and obstacles because that is what makes us stronger and better. Thanks to the prayers, support, and motivation you have given to me, I finally finished this thesis well and smoothly.

MOTTO

“What you haven't got today, be sure that Allah SWT will replace it with something better in later.”

STATEMENT OF AUTHORSHIP

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Declare that:

1. This undergraduate thesis is the sole work of the author and has not been written collaboration with another person, not does it include, without due acknowledgment, the result of any other person.
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the Beneficent, The Merciful

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Malang, June 02, 2022
The Researcher,

Wan Aini Nur Aididatin

LATIN ARABIC TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, dated January 22, 1988, Number 158/1987 and Number 0543.b/U/1987 which can be broadly described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

أُ = aw

أَيَّ = ay

أُو = ŭ

إَيَّ = î

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
DSA	Descriptive Speaking Ability
DWA	Descriptive Writing Ability
EFL	English as Foreign Language
ELT	English Language Teaching
F	Female
M	Male
UINSA	<i>Universitas Islam Negeri Surabaya</i>
UTBK	<i>Ujian Tulis Berbasis Komputer</i>
TOEFL	Test Of English as a Foreign Language

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ABSTRACT

Aididatin, Wan Aini Nur. 2022. *The Correlation between Students' Speaking Ability and Students' Writing Achievements of Report Text at Tenth Graders in SMA Brawijaya Smart School Malang*. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.
Advisor: Maslihatul Bisriyah, M. TESOL

Key Words: correlation, speaking ability, writing achievement

The ability to speak and write is included in the productive skills in learning English, which is essential and must be mastered by learners. Speaking and writing skills are used as the main tools to communicate. However, many of them still do not know and understand how essential these two skills are in everyday life, so they only learn towards one skill. Meanwhile, learners are required to master both skills well. Therefore, the researcher conducted correlation research to increase their knowledge and understanding of speaking and writing skills in the report text.

This study aims to determine and find the relationship between students' speaking ability and student achievement in writing report text in class X-3 SMA Brawijaya Smart School Malang. This research was conducted using quantitative methods and correlational design as this study's design. The population of this study was all students of class X at SMA Brawijaya Smart School Malang, with class X-3 as the sample in this study, which amounted to 32 students. Data collection in this study was carried out using an oral test and a writing test, which would then be analyzed and processed using SPSS version 25.

The results of this study indicate that there is a strong and significant correlation between speaking skills and student achievement in writing. The findings of this study indicate that the correlation value between the two variables is 0.741 at a significance level of 0.01. In addition, the research analysis shows that there is a 55% contribution from speaking skills to student's achievement in the writing report text. Then, from the hypothesis test results, the score is 6.050, while the t_{table} score at a significance level of 0.05 is 1.697. Where it shows that the value is $6.050 > 1.697$, H_0 is rejected. In other words, there is a strong and significant relationship between speaking skills and students' achievement in writing report texts in class X-3 SMA Brawijaya Smart School Malang Academic year 2021/2022.

ABSTRAK

Aididatin, Wan Aini Nur. 2022. *The Correlation between Students' Speaking Ability and Students' Writing Achievements of Report Text at Tenth Graders in SMA Brawijaya Smart School Malang*. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Maslihatul Bisriyah, M. TESOL

Kata Kunci: korelasi, kemampuan berbicara, ketercapaian menulis

Kemampuan berbicara dan menulis termasuk dalam keterampilan produktif yang terdapat dalam belajar Bahasa Inggris, yang mana penting dan harus dikuasai oleh pembelajar. Hal ini dikarenakan keterampilan berbicara dan menulis digunakan sebagai alat utama untuk berkomunikasi. Namun, banyak dari mereka yang masih belum mengetahui dan memahami betapa pentingnya kedua keterampilan tersebut dalam kehidupan sehari-hari, sehingga mereka hanya condong ke salah satu keterampilan saja. Sementara itu, pembelajar diharuskan untuk menguasai kedua keterampilan tersebut dengan baik. Oleh karenanya, peneliti melakukan penelitian korelasi untuk menambah pengetahuan dan pemahaman mereka terhadap keterampilan berbicara dan menulis pada report text.

Penelitian ini bertujuan untuk mengetahui dan menemukan hubungan antara kemampuan berbicara siswa dengan ketercapaian siswa dalam menulis report text pada kelas X-3 SMA Brawijaya Smart School Malang. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dan menerapkan korelasional sebagai desain dari penelitian ini. Populasi dari penelitian ini seluruh siswa kelas X di SMA Brawijaya Smart School Malang dengan kelas X-3 sebagai sampel yang berjumlah 32 siswa. Pengambilan data dalam penelitian ini dilakukan dengan menggunakan oral test dan juga writing test, yang kemudian akan dianalisis dan diolah dengan menggunakan SPSS versi 25.

Hasil dari penelitian ini menunjukkan bahwa terdapat korelasi yang kuat dan signifikan antara keterampilan berbicara dengan ketercapaian siswa dalam menulis. Temuan dari penelitian ini menunjukkan bahwa nilai korelasi antar kedua variabel tersebut adalah 0,741 pada tingkat signifikansi 0,01. Disamping itu, dari analisis penelitian menunjukkan bahwa terdapat 55% kontribusi dari keterampilan berbicara terhadap ketercapaian siswa dalam menulis report text. Kemudian, dari hasil uji hipotesis mendapatkan nilai 6.050, sedangkan nilai skor t_{table} pada signifikansi 0,05 adalah 1.697. Dimana hal itu menunjukkan bahwa nilai $6.050 > 1.697$, H_0 ditolak. Dengan kata lain, bahwa terdapat hubungan yang kuat dan signifikan antara keterampilan berbicara dengan ketercapaian siswa dalam menulis report text pada siswa kelas X-3 SMA Brawijaya Smart School Malang Tahun ajaran 2021/2022.

مستخلص البحث

عبيدة، وان عيني نور. ٢٠٢٢. العلاقة بين قدرة الطلبة على الكلام وإنجازات الطلبة الكتابية لنص التقرير لدى الطلبة في الفصل العاشر بمدرسة الثانوية الحكومية براويجايا مالانج. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: مسلحة البسرية الماجستير.

الكلمات المفتاحية: العلاقة، قدرة الكلام، إنجاز الكتابة.

يتم تضمين قدرة على الكلام والكتابة في المهارات الإنتاجية الواردة في تعلم اللغة الإنجليزية، وهو أمر مهم ويجب أن يتقنهم الطلبة. حدث هذا الحال لأن مهارة الكلام ومهارة الكتابة تستخدمان كأدوات رئيسية للتواصل. ولكن، لا يزال الكثير منهم لا يعرفون ولا يفهمون مدى أهمية المهارتين في الحياة اليومية، لذلك يميلون فقط نحو إحدى المهارات. وفي الوقت نفسه، يطلب من الطلبة لإتقان كلتا المهارتين بشكل جيد. لذلك، اجراءت الباحثة أبحاث العلاقة لزيادة معرفتهم وفهمهم لمهارة الكلام ومهارة الكتابة في نص التقرير.

يهدف هذا البحث الجامعي لمعرفة وإيجاد العلاقة بين قدرة الطلبة على الكلام وتحصيل الطلبة في كتابة التقارير النصية في الفصل العاشر الثالث بمدرسة الثانوية الحكومية براويجايا مالانج. اجراءت هذا البحث باستخدام المنهج الكمي وتطبيق الارتباطية كتصميم لهذا البحث الجامعي. كان المجتمع لهذا البحث الجامعي يعني من الطلبة في الفصل العاشر الثالث بمدرسة الثانوية الحكومية براويجايا مالانج وعينة البحث يعني ٢٣ طالبا. وطريقة لجمع البيانات في هذا البحث الجامعي باستخدام الاختبار الشفوي وأيضا الاختبار الكتابي، والذي سيتم تحليله ومعالجته بعد ذلك باستخدام SPSS الإصدار ٢٥.

أظهرت نتائج هذا البحث الجامعي وجود العلاقة القوية والمعنوية بين مهارة الكلام وتحصيل الطلبة في الكتابة. أظهرت نتائج هذا البحث الجامعي أن قيمة الارتباط بين المتغيرين هي ٠,٧٤١ عند مستوى دلالة ٠,٠٠١. بالإضافة إلى ذلك، من تحليل البحث، يظهر أن هناك مساهمة بنسبة ٥٥% من مهارة الكلام في إنجاز الطلبة في كتابة نص التقرير. ثم، من نتائج اختبار الفرضية، حصلت على قيمة ٦,٠٥٠ ، في حين أن قيمة درجة الجدول عند دلالة ٠,٠٥ كانت ١,٦٩٧. حيث يظهر أن قيمة ٦,٠٥٠ < ١,٦٩٧، يتم رفض H_0 . بمعنى آخر، أن هناك العلاقة القوية والمهمة بين مهارة الكلام وإنجاز الطلبة في كتابة نص التقرير لدى الطلبة في الفصل العاشر الثالث بمدرسة الثانوية الحكومية براويجايا مالانج للعام الدراسي ٢٠٢١/٢٠٢٢م.

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, identification of the problem, the objective, the significance of the study, scope and limitation of the study, and key terms of definition.

1.1 Background of the Study

Learning a second language cannot be separated from receptive and productive language skills. Yuzar and Rejeki (2020) stated that in learning a second language, there are at least two language skills to be improved, namely productive skills (speaking and writing) to issue and apply language codes into information, and receptive skills (reading and listening) to understand and capture the language code before publication. Therefore, it can be concluded that receptive skills, which include reading and listening, are defined as a language learner entering or taking what they have understood from reading or listening. The results of what the students have understood and captured will be processed and then produced, resulting in communication either orally or in writing. In this case, the productive skills are speaking and writing.

These four skills must be mastered by every second language learner, especially English. It is intended that learners can communicate and use English fluently, competently, and correctly. As stated by Nur and Sofi (2019), reading, listening, speaking, and writing skills are essential in

the second language teaching. These four skills are beneficial for communicating both orally and in writing.

Second language learners also cannot focus solely on learning one language skill. The learners must understand all language skills simultaneously because these four skills have a relationship. These four skills are also challenging to use individually, especially in communication (Cahyono & Mutiaraningrum, 2016). The same thing is also explained by Bozorgian (2012) that all English language skills are reading, speaking, listening, and writing correlate with one another. The relationship of the four skills is divided into two categories, namely, writing and reading are included in the medium skill category, and then speaking and listening are included in the high skill category. Also found other results in this study that listening skills are the skills that have the most significant relationship with the other three skills (as cited in Yuzar & Rejeki, 2020).

Moreover, the link between one another's abilities in English is also explained by Nan (2018) that listening skills are a foundation for speaking skills, listening skills are derived from reading skills, listening and speaking skills are tools or means for writing skills, and reading skills, and vice versa. From here, everyone knows that the four skills in English have a relationship with one another.

In this case, writing is included in the most complex skills among the other four skills that must be mastered. Nunan (2003) states that writing is an activity to find an idea, express it, and make it a statement or

paragraph that the reader can easily understand (as cited in Ariyanti, 2016). It explains that writing will make students choose suitable and appropriate words to be easily understood by readers. In addition, writing will also make students think more creatively because the ideas generated must make the reader interested. However, many second language learners also find writing skills difficult. Writing skills have to be good at processing words and grammar and many components that must consider in writing.

As described by Agus (2018) in his study that to be proficient in writing skills, students must master several elements such as language use, content, mechanics, judgment, and stylistic mastery. Language use means that students must be able to write with correct sentences; content which means students must be able to choose creative and relevant content; mechanics such as capital and punctuation marks; judgment is the right way to present a piece of writing, and stylistic means that students must be able to process words and sentences using language that is effective and easy to understand.

Students' writing difficulties can occur because there are several problems before writing. Trisnaningsih (2017) in her study found that the problem faced by students when writing was that they had difficulty in pouring their ideas into writing. It indicates that they lack confidence in their thoughts and lack writing practice which can be started by writing a diary. Meanwhile Theresia (2017) explained that students' problems in

writing also stem from their lack of understanding of the structure in writing and their lack of vocabulary. Vocabulary problems often arise in writing, this is a natural thing, but if students want to read, listen, or speak a lot, their vocabulary will undoubtedly be more abundant. Even with some problems in writing, with continuous practice, students will get used to it and will certainly produce good writing results.

Writing is also an essential skill to have, especially as a student. Students often get assignments to write an essay for academic purposes. Meanwhile, study that conducted by Amzah (2017) shows that writing skills are considered essential skills because they can develop the quality of students to fulfill their obligations such as making research journals, books, and other writing activities. By writing, students will be able to develop and improve their knowledge and creativity. This is also further strengthened in the Qur'an verse from Al-Qalam verse 1, which reads:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

This means “*Nun. By the pen and what they inscribe*” (Q.S. Al-Qalam: 1)

The verse above clarify that Allah SWT wants to inform humans about the importance of a pen, writing instrument, or even an electronic device. With a pen, humans can provide benefits and good to many humans by recording everything in their minds or everything they see. By writing, humans will also certainly gain knowledge. Writers and readers will also get a new understanding from the author's information. Therefore,

students must have the passion and desire to write because writing will also benefit themselves and others.

Besides writing skill, one skill in English that is quite difficult to learn is speaking skill, and this is because speaking skill requires a lot of vocabulary. Taslim et al., (2019) said that mastering speaking skills depends on the number of languages students have. In improving students' speaking skills, one component that must be met is the amount of vocabulary possessed by students. Speaking skill itself is an activity to express ideas or ideas directly orally. Muzammil and Andy (2017) also said that speaking skills aim to convey messages, opinions or reject them if they are not following what is in mind. Thus, speaking skills require frequent practice so that students can speak fluently and well. In addition, if students can speak well, they will be able to master in other language skill, including writing.

This is in line with the Qur'an verse from Ar-Rahman verses 3 – 4, which reads:

خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

The verse above has the meaning of "*created humanity (3) and taught them speech (4)*" (Q.S. Ar-Rahman: 3 - 4)

The verse explains that Allah SWT created humans and teaches humans to express what is in the heart and his brain by speaking. Allah SWT provides them with the ability to speak and think, communicate well, and benefit fellow humans. In addition, with the ability to say he has, of

course, there will be other abilities that go hand in hand with speaking. They can express what is in their hearts and brains through speech. Of course, they are also able to express it through writing.

Several studies have been done focusing on the correlation between speaking ability and writing ability (Akki & Larouz, 2021; Hadah et al., 2020; Cahyono, 2017). The results of each study they have done almost have something in common; namely, there is a good relationship between students' speaking ability and writing ability. In addition, the three studies above also use English Foreign Language (EFL) as a subject in their study. Each of these studies also has its characteristics and focus so that there are differences between those studies.

The first study is by Akki and Larouz (2021) that conducted study using descriptive text. Their study shows a significant relationship between descriptive speaking ability (DSA) and descriptive writing ability (DWA) in EFL students. This study conducted in Moulay Ismail University, Meknes, Morocco. It indicates that students' descriptive speaking skills are very influential in students' descriptive writing skills. This study suggests that the further researcher should conduct the study to determine the relationship between speaking skills and writing skills from other texts such as narrative, argumentative, expository, and so on.

The second study was conducted by Hadah et al., (2020) showed a relationship between speaking skills and writing skills in terms of organization, grammar, and vocabulary, but it was not significant. This is

because when students get high scores in speaking skills, then in writing skills, the results are not always the same. It can be higher or lower. This study is conducted in Sunan Ampel State Islamic University Surabaya.

The last is study from Cahyono (2017) focused on students' writing proficiency. The results in his study show a strong relationship between students' speaking ability and students' writing proficiency. It indicates that the frequency of students in speaking has a positive impact so that it makes students' writing skills better. This study is conducted in State University of Malang.

From the previous study described previously, the researcher explained a lot about the correlation between speaking skills and writing skills in general and from a certain point of view. In addition, all of these researchers also focused on students at the university level. Thus, in this study, the researcher focuses on speaking and writing skills of report text in senior high school level. The researcher intends to discuss whether there is a significant correlation between students' speaking ability and students' writing achievement of report text at tenth graders in SMA Brawijaya Smart School Malang.

The reason for conducting this study is because knowing the results of this study can later be used as a lesson in understanding the correlation between speaking ability and students' writing achievement. In addition, the results of this study are also supposed to be used as a basis for teachers in determining speaking learning strategies and to motivate students to

improve further students' speaking, which also have an impact on student achievement in writing because these two skills are interconnected with each other.

1.2 Research Question

Based on the background study above, the question in this study is:

1. Is there any correlation between students' speaking ability and writing achievement in report text at Tenth Graders of Senior High School Brawijaya Smart School Malang?

1.3 Objective of the Study

This study has a purpose following questions of the study that have been mentioned above as listed below:

1. To find out any correlation between students' speaking skill ability and students' writing achievement in report text at Tenth Graders of Senior High School Brawijaya Smart School Malang.

1.4 Significance of the Study

The results of this study are supposed to enhance knowledge for students, teachers, and other researchers in the form of a description of the relationship and influence of the components of students' speaking skills with student achievement in writing.

1. Students

The final result of this study is expected to make students speak more than before. Students are able to pay more attention to their speaking skills because with the increase in the number of students

who speak often and fluently, student achievement in writing also increases.

2. Teachers

The final result of this study can provide information and explanations to English teachers that there is a relationship between speaking and writing skills. Therefore, the teacher can provide more motivation and ask students to practice speaking more to improve students' writing achievements. In addition, by knowing the results of this study, the teacher can determine the appropriate learning method or strategy to improve speaking and writing skills.

3. Other researchers

This study's final results are expected to be the basis or ideas for other researchers in developing this study with the same theme with a focus on various aspects.

1.5 Scope and Limitation of the Study

This study has scope and limitations as described below:

1. Scope of the study

The scope of this study is the correlation between students' speaking skills and students' writing achievement in report text at Tenth Graders Senior High School Brawijaya Smart School Malang.

2. Limitation of the study

This study has several limitations. First, this study only focuses on the correlation between speaking skill ability and students' writing

achievement in report text. Second, the object of this study only involves students of Tenth Graders Senior High School Brawijaya Smart School Malang City.

1.6 Definition of Key Terms

The definition of key terms really helps the reader finding the main points or points to be discussed in a study. So to clarify the main or core terms contained in this study, the researcher defines the term as follows:

1. Correlation

Correlation is a relationship between one variable and another, where there is still a cause and effect relationship between two or more variables.

2. Speaking skill

Speaking skill is an ability to communicate ideas or feelings through verbal means, which in communication usually involves two or more people.

3. Writing achievement

The achievement in writing is the result that someone has obtained in expressing ideas or thoughts in written form by forming words into phrases and phrases into sentences. Writing is included in the skills that are classified as difficult and very complex than the other three skills. It is because writing requires new ideas or taught, appropriate vocabulary selection, and correct grammar.

4. Report text

Report text presents general information about something or an event as it is and is based on the author's observations.

CHAPTER II

LITERATURE REVIEW

This chapter describes correlation, the nature of speaking skill, the problem of speaking, components in speaking skills, factors affecting speaking performance, the nature of writing skill, writing processes, problem of writing, characteristics of good writing, components in writing, differences between speaking and writing skills, report text, and previous study related to this study that conducted by researcher.

2.1. Correlation

Correlation is the relationship between one variable and another variable. Fraenkel et al., (2012) explained that correlation research seeks to investigate or reveal the possibility of a relationship between two variables, although investigations of more than two of the most common variables. Creswell (2015) also adds that the two variables referred to in this study are two variables with the same variance or the same covariance. It can also mean that we do research by calculating the value of one variable with individual values of another variable. The results of this correlation will later indicate the strength and direction that the two variables have a relationship or not by considering all the variables in the study (Ary et al., 2009). This correlation research is used when a researcher wants to know and try to relate two variables and see if they influence each other.

Creswell (2015) states that two types of approaches are included in correlation research, including explanation and prediction.

1. Explanation design

This research design seeks to reveal the relationship between two variables at one point, where the variable changes in the other describe changes that occur in one variable. An example is a relationship between student motivation and student success in learning.

2. Prediction design

This design is research that seeks to find or obtain variables that are positively able to predict a criterion or outcome. Usually, in this study, a researcher uses one or more variables as predictor variables and one variable as criteria. For example, the success of students in skills, which becomes a predictor, is the habits of students in their environment or the interests and confidence they have.

Two possibilities will be obtained from the results of correlation research: positive correlation and negative correlation (Fraenkel et al., 2012).

1. Positive correlation

This relationship indicates that if one variable value or score increases, the other variable will also increase. On the other hand, if one variable value or score decreases, the other variable will decrease.

2. Negative correlation

This relationship indicates that if one variable value or score increases, the other variable decreases. Vice versa, if one variable value or score decreases, the other variable increases.

2.2. The Nature of Speaking Skill

Speaking is an important skill for every second language learner because speaking skills are the center or reference in proficient English. As said by Genesee et al., (2006) that there is no longer any objection regarding the basic importance of spoken language skills or speaking as a major part of educating second language learners. It shows that spoken language or speaking is the basis for students to learn reading, listening and writing skills. Moreover, Kurniawan et al., (2017) also added that another important thing that must be considered in speaking is the ability of students to understand speaking skills and students' good ability to speak. It indicates that the second student must be able to master both things, either when students are good at speaking by expressing their ideas or when students respond actively to what the other person is saying.

Speaking skills is the skills that can produce sound directly. Therefore, speaking skills require courage not only to produce sound but also to turn an idea into a meaningful speech. According to Thornbury (2005), speaking skills produce expressions or utterances, where these expressions or utterances are in return resulting from the words or utterances of the person we are talking to. Therefore, as a skill that can

produce an utterance, a student is expected to convey and express what they want to others, and listeners can understand it.

From some of the definitions and explanations above, speaking skills are skills that produce sound and skills about how speakers can provide listeners with an understanding of what they are saying. In addition, speaking skills require much practice because speaking is a part of everyday life.

2.3. The Problem of Speaking

Many students have problems with speaking skills. This problem will later affect and impact poor student speaking achievement. According to the book from Ur (2009) there are four problems in students' speaking activities. Among them are inhibition, nothing to say, low or uneven participation, and mother-tongue use.

1. Inhibition

In contrast to activities in reading, listening, and writing skills, speaking skills require some real-time to face the audience. The obstacle that often occurs is students' fear of expressing their ideas or opinions using English. Students are worried about making mistakes from what is said, afraid to get criticism from the audience, and even students feel embarrassed when the audience pays attention to speak in English.

2. Nothing to say

Sometimes some students do not have the barriers as in first point, but many complains that they cannot say anything, feel empty, and do not know what to say. Students also feel that they lack motivation to express themselves by saying what they should say.

3. Low or uneven participation

Usually, there will be only one person who speaks the most and is heard the most in a group of students, while the other students will only be listeners and do not have a single opportunity to speak. This condition will worsen because students tend to dominate the group so that other students do not have the opportunity to speak.

4. Mother-tongue use

In education, from elementary schools to universities, many students come from the same area. So they tend to use the mother tongue compared to using a foreign language. The reason is that using their mother tongue will make it easier for them to communicate; they will automatically be able to speak fluently when using their mother tongue, and they feel strange if they use a foreign language when talking to their local friends. Moreover, if the student only talks in small groups, it will certainly be very difficult to get speaking skill activities, especially for students who have low motivation in speaking English.

2.4. Components of Speaking Skill

At least five components in speaking skills must be prepared before speaking well, including grammar, comprehension, vocabulary, pronunciation, and fluency (A. Gani et al., 2015).

1. Grammar

Speaking skill also requires mastery of grammar. It is because grammar teaches about the arrangement of words well. If students speak according to the existing grammar rules, then the interlocutor or listener will know the meaning of what is being said.

2. Comprehension

Understanding in speaking is also very necessary. The speaker must master knowledge related to the topic being discussed so that the ideas or ideas they have are conveyed neatly.

3. Vocabulary

One of the essential components in speaking is vocabulary because by having an extensive vocabulary, the ability to speak will be more fluent. In contrast, if students lack vocabulary, they will be more silent and only be listeners.

4. Pronunciation

Pronunciation of words is also important in speaking. With the correct pronunciation, the message or meaning in someone's speech will be conveyed properly. Many of the students are sometimes fluent

in speaking but have the wrong pronunciation, causing misunderstandings.

5. Fluency

The last component in speaking is fluency, where if students can master the fourth component above, then students will be able to speak fluently in a foreign language.

2.5. Factor Affecting Speaking Performance

According to Tuan and Mai (2015), several factors affect students' speaking ability in class. Among them are performance conditions, affective factors, listening ability, and feedback during speaking activities.

1. Performance conditions

In carrying out speaking activities, four conditions can affect students in speaking: planning, performance standards, time pressure, and the amount of support in speaking.

2. Affective factors

Affective factors have a big role in the success of students' speaking. This factor includes three things, including motivation, anxiety, and students' self-confidence.

3. Listening ability

Students' listening skills also influence students' success in speaking. Students must be able to understand and respond to what they are listening to in order to produce a successful conversation.

4. Topical knowledge

Topical knowledge in question is the basic knowledge possessed by the speaker about information that is following the topic being discussed. By having relevant knowledge, students will speak fluently and will achieve success in speaking.

5. Feedback during speaking activities

The teacher to students gave the feedback also has a very big role. By giving feedback, students will know where the error is and be motivated to speak better. However, the teacher must also know the boundaries and not provide feedback for fear that students' motivation will decrease and be afraid to speak again.

2.6. The Nature of Writing Skill

Most people have no doubts and think that writing skills are complex for English learners to learn. The main difficulty felt by students in writing was due to the lack of ideas to write and develop into a sentence. According to Ur (2009), writing is an activity to express ideas or ideas and convey messages or meanings to the readers. In addition, another opinion is also described by Byrne (1993) in his book, which says that writing is an act to form graphic symbols, where the symbols will be formed into words. Words are arranged into sentences, and sentences become paragraphs. Murray (2004) also adds that writing is one of the most potent ways to create meaning.

In learning language skills in the classroom, writing skills require greater attention than the other three skills. On the other hand, some teachers put writing skills aside in classroom learning. They are more concerned with speaking skills because they think that writing is a difficult skill and students need much time in each process. It is because, in writing, students will think a lot and understand what they are going to write. They will also choose many right words, learn about appropriate grammar, and read many books or references that match the content that students will write. A lack of attention to writing skills will impact the writing assignments given that they are not following the proper writing assessment and can even impact further student education. In line with Grabe and Kaplan (1996) in Alfaki (2015) said that writing skills are not skills that can come instantly and suddenly, but writing skills are obtained from continuous effort and practice, making writing skills a complex and essential skill to learn.

Related to the importance of writing for students, a teacher must have a way to make writing a normal thing for them. That way, students will be able to write efficiently and produce good writing. Good writing provides many benefits to students. Firstly, students can develop their language skills by playing word games and their knowledge of grammar. Second, writing can be used to support and support the other three language skills. Third, by writing, students will be closer to the growing

information technology, and also, will gain more new knowledge (Yulianti, 2018).

2.7. Process of Writing

There are five processes that students can do before writing. They are planning, drafting, reviewing, editing, and producing (Harmer, 2010).

1. Planning

In this section, the author plans what will be written. In this section, the author will also consider who the reader is, find ideas, and organize these ideas into writing that is easy for readers to understand. Besides that, in this section, the author can also narrow down the author's ideas by brainstorming or outlining before writing so that the resulting writing will be structured and neatly arranged.

2. Drafting

In the writing process, this stage is the stage where the author begins to write down his ideas on paper and will form them into a paragraph. In a sense, the outline that already existed in the first stage will be developed into a paragraph. Also, in drafting stage contains the main ideas and also supporting ideas.

3. Reviewing

At this stage, the author reviews the organization or idea. Also, the author can change or add ideas or content according to the intended audience at this stage. Thus, this stage aims to review and improve the draft that has been prepared in the previous stage so that

the writing that will be produced is easily captured and understood by the reader.

4. Editing

After reviewing, at this editing stage, the author corrects and corrects errors that can affect clarity in writing in terms of grammar, punctuation, spelling, and mechanics in writing. So, the final result will be able to be clearly understood by the reader.

5. Producing

After the four stages have been carried out, the last stage in writing is the producing stage. At this stage, the writer produces the final result of the correct writing and shares it with friends or the general public.

Although the writing process is very complicated and long, however, by following each stage in writing, the resulting writing will be more neatly organized and easily understood by the reader.

2.8. The Problem of Writing

According to Prasetyo (2021) in his study which discusses problems in writing, he says that two factors make students less in learning to write, namely from internal and external factors. In this case, internal factors can be psychological, linguistic, and socio-cultural factors. At the same time, external factors can be in the form of support from family, friends, and the instructor or teacher.

1. Factor internal

- a. Psychological aspect

Psychological aspects that influence writing are self-esteem, communication, the theory they have, feelings of anxiety, accepting risk, and motivation. However, the most common problem found in students is the lack of motivation and interest in writing. So this will lead to a lack of student achievement in writing.

- b. Linguistic aspect

The linguistic aspect covers the problem of mastery of grammar, vocabulary, and the selection of content in writing. Of the many problems in the linguistic aspect, the problem that often arises in students is the lack of students in understanding grammar and the lack of students in mastering vocabulary.

- c. Socio-cultural aspect

In learning, the socio-cultural aspect has an important role. In this case, social culture has a relationship with several points. First, the relationship between students, in which students can conduct discussions or give each other feedback. Second, the relationship between students and teachers, where the teacher will communicate, and how the teacher raises students' interest and creativity in writing. Third, the culture during the learning process, where the condition of students in the classroom and

giving rewards when students get achievement in writing so that other students will be interested and have enthusiasm in writing.

2. External factors

a. Family support

Family support for students' achievement in writing in class is very important. Family support can be given by giving students a positive attitude and parental support when writing at home. However, many parents do not give their children their support in writing, so there will be problems for students who are less enthusiastic about writing because of the lack of support from parents.

b. Friends support

In writing, support from friends is also very useful to improve students' writing skills. Lack of support from friends will keep students in their place. There is no development in writing at all. Support from these friends can be in the form of corrections.

c. Instructor or teacher

The same thing with support from friends, support from the instructor or teacher is also important. Teachers can provide positive feedback, suggestions, or praise so students will be enthusiastic in writing. Likewise, if the teacher does not provide feedback, suggestions, and praise, students will feel that what

they are doing will be in vain, and their writing motivation will decrease.

2.9. Characteristic of Good Writing

Having good writing quality is not easy to get. According to Herdi (2015), two aspects must be met in writing to get good results. These aspects are coherence and cohesion.

1. Coherence

This aspect contains the topic displayed by the author that can be developed properly. The topic begins with the main topic sentence and continues with the appropriate supporting sentences. Next is the suitability of the order in which ideas are written. Thus, the reader will easily understand the meaning and message contained in a good writing arrangement.

2. Cohesion

The cohesion aspect refers to the student's ability to select words and arrange them into phrases and sentences. On the other hand, the writer must also pay attention to proper punctuation so that the writing is more pleasant when read.

2.10. Components of Writing Skill

According to Jacobs, et al., (1981) in Muth'im (2018) and also Yaghoubi and Mobin (2015) that there are several components included in a written work. Content, organization, vocabulary, language use, and mechanics are among them.

1. Content

Content is the idea that will be conveyed in the article. This component relates to the knowledge possessed by a writer related to the topic, which includes the development of each sentence, the scope of the chosen topic, and displaying relevant topics.

2. Organization

The organization component is a component that shows the accuracy of the overall structure of each type of writing. This component also shows the sequence and development of an idea, the organization, and the clarity of the statement of the idea. The organization component also includes coherence and cohesion in a piece of writing.

3. Vocabulary

Vocabulary is included in the components that must be considered. It is due to considerations in choosing the right words and conveying the ideas so that they become a series of beautiful sentences that readers easily understand. In addition to choosing the right words, the components in the vocabulary also include the suitability of the use of words and the effectiveness of the words used in forming a sentence.

4. Language use

The language use component is a component that is still related to grammar. Language use also includes an important component in

writing. It is because the use of this language use will give a meaning. So, when language use does not follow existing rules, it will change the original meaning of writing. It can result in the original meaning in writing not being conveyed to the reader and even lead to misunderstandings. Things that are included in this language use are the use of tenses, the use of prepositions, pronouns, and affixes.

5. Mechanic

This mechanical component refers to spelling, capital letters, and punctuation marks such as periods, commas, questions, exclamations, colons, quotations, etc.

2.11. Speaking and Writing

Speaking and writing skills are skills that both aim to produce language, namely spoken and written. Despite the results and other differences between the two skills, there are times when speaking and writing skills will look the same, and the way to do it is almost the same. According to Harmer (2004) that there are times when the two will look very similar to each other. These include time and space, participants, process.

1. Time and space

The difference is, speaking is done directly and is only temporary. While writing is done by requiring space and time, it is also permanent, which can last up to thousands of years. However, sometimes some speaking will seem like writing. For example, when

the teacher is explaining material that comes from written notes, it also has a permanent nature.

2. Participants

Speaking skills are usually more specific and informal, while those in writing are more general. However, this cannot be a benchmark. It is because sometimes speaking is like writing where the participants come from business circles or an educated audience, thus requiring formal speaking. Likewise, if you write to a friend or someone and write a message, you can use it like speaking in general. Therefore, both the speaker and the writer must know who we speak or write to.

3. Process

Everyone knows that writing is not an instant activity. Writing requires many processes which eventually become the final result of the writing. Likewise, with speaking, speaking is not only an activity that is carried out spontaneously, such as when conducting interviews, discussions, or meetings. Of course, it will also require preparation before being presented to the audience. They also write what they are going to say. It is, too, requires a process of writing itself.

2.12. Report Text

Based on the curriculum applied in Indonesia, report text is one type of test that tenth graders must study. Report text is a type of text that explains and describes something or information in general. Farha and

Rohani (2019) also added that the information was obtained from systematic observations and analysis. This text also explains general information about a person, a location, or an object (Syaifullah & Kristini, 2021). In addition, Ningsih and Rosa (2013) also explain that report text is also included in texts that explain natural phenomena, the social environment, and artificial such as economic issues, technology, or other problems. This text aims to show or describe factual information by classifying something and then describing or explaining its characteristics.

In the rules of writing, report text has two structures. According to Retnowati (2017) the two structures of the report text are general classification and description. This general classification contains general aspects, titles, or themes that will be discussed in the report text, such as the names of animals, plants, objects, and others. At the same time, the description contains the contents of the phenomenon or something being discussed, such as its parts, quality, nature, behavior or other things that can explain the phenomenon or something being discussed.

The use of language features in this report text has a crucial role because language features can assist students in getting the meaning of the story. According to Ardini et al., (2022) said there are nine language features in the report text, including:

1. Presenting in general that describes the subject of report text.

Example: computer, tiger, volcanoes, etc.

2. Using conditional logical conjunction. Example: so, when, since, etc.

3. Using simple present tense. Example: grow, exist, walk, etc.
4. Ignore sequence conjunction. Example: next, first, finally, etc.
5. Using nouns and noun phrase. Example: car, my new car, etc.
6. Using technical or scientific terms. Example: oxygen, hydrogen, reptiles, etc.
7. Applying linking verbs. Example: is, are, have, has, etc.
8. Using action verbs that describe the behavior of something or an animal. Example: eat, protect, give, etc.
9. Add the report text with photograph, maps, diagram, etc. to support the results of the observations.

2.13. Previous Study

Several previous researchers have studied the correlation between speaking skills and writing skills. They found a positive or significant relationship between speaking skills and writing skills.

In study conducted by Akki and Larouz (2021) the research title *"The Relationship Between Speaking and Writing in Descriptive Discourse in a Moroccan University EFL Context."* The study was conducted on EFL Moroccan students. This study has a purpose to find out the relationship between speaking and writing in descriptive discourse at sixth semester that studying English as a foreign language at Moroccan university EFL students. The participants in this study are 80 students. Researchers used a quantitative correlational research design. This study used an oral and written test using pictures for the instrument. The result

of this study is that there is a significant relationship between Descriptive Speaking Ability (DSA) and Descriptive Writing Ability (DWA) in Moroccan EFL students.

Furthermore, study conducted Hadah et al., (2020) entitled "*The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom*". This study was conducted on seventh semester students in English Education department at UINSA. This study has a purpose to investigate the relationship between students speaking ability and writing skills. This study uses quantitative methods with cross sectional research design. The participant of this study is 32 students from 90 students. This study used writing and speaking test as an instrument. Test writing is done by asking students to provide their opinion about the best way to find a job, while the speaking test is done by asking students to describe pictures about someone's activities in the market. Then, the result of this study is a positive relationship between students' speaking ability and writing Performance in the Indonesian Senior High English Foreign Language (EFL) Classroom, but it is not significant. This is because not all students who get high score in speaking also get high score in writing.

The last one is the study conducted by Cahyono (2017) with the title of the study "*Do Good Writers Speak Better? Investigation of Indonesian EFL Students' Speaking Ability and Writing Proficiency across Competence Levels*". This study was conducted on EFL students in the

English Department State University of Malang. This study has a purpose to find out the relationship between students' speaking ability and writing ability individually and across competency levels. This study is included in the correlational study. This participant is 74 undergraduate students. This study used writing and speaking test as an instrument. According to English Language Teaching (ELT), their writing and speaking scores are taken by asking students to write an essay about cause/effect according to English Language Teaching (ELT), which they then presented using a PowerPoint presentation. The results of this study indicate that there is a strong relationship between speaking skill ability and writing proficiency in EFL Students. Other results were also obtained from this study that this relationship occurs not only in students with the same level of competence but also between students across competency levels.

There are several similarities and differences between this study and previous study. From the first study, the similarity is discussing the correlation between speaking and writing. In addition, the method used is also the same as using a correlational design. In comparison, the difference is from the subject of the study, the objects used, and the way of data collection. Wherein this study, researcher focus on senior high school level. Another difference from the first study is that it lies in the object used. If the first study used descriptive discourse, while the researcher used report text in this study. Then, in the way of collecting data in

previous studies using pictures to describe, this study uses a test with the theme of the report text provided.

Then, the similarities with the second study are both discussing speaking and writing. While the difference lies in the subject, the method used, the variables of the study, and the method of data collection. The subjects in the previous study were seventh semester students of UINSA. While in this study, the researchers used students at the senior high school student level. Then, the method used in the previous study was a cross-sectional design. While in this study, the researcher used a correlational design. In addition, the variable from the previous study used writing performance, but this study used writing achievement. The last difference is the technique of data collection used. In previous studies, the researcher asked students to give opinions and describe pictures, but this study used a test with a report text theme that has been provided.

Finally, the similarities between this study and previous studies are that they discuss speaking and writing using the correlational design method and the writing test instrument. The difference lies in the subject of the study, the variables used, and the speaking instrument. Previous study was conducted on students at the university level, while this study focused on senior high school students. Then, the variable used in the previous study was writing proficiency across competence levels, while this study focused on writing achievement. Then, the previous study used the Napa Valley College (nd) sample scoring rubric for presentation. Here,

the researcher used oral proficiency scoring categories adapted from Brown.

CHAPTER III

METHODOLOGY

This chapter examines the method of the study containing the time and place of the study, research design, subject of the study, instrument, data collection, validity & reliability, data analysis, and hypothesis.

3.1. Time and Place of the Study

This study on the correlation between students' speaking ability and students' writing skills was carried out at SMA Brawijaya Smart School for the 2021/2022 academic year, to be precise from March to April 2022. It is because SMA Brawijaya Smart School is one of the private schools under the auspices of Brawijaya University. This school is one of the most favorite schools in Malang City with all its achievements (Tipsgayahidup, 2019). This school is also included in one of the best private schools with the highest average UTBK in 2020 (Britto, 2021). Besides that, the writer also sees very good potential in students' speaking and writing skills at SMA Brawijaya Smart School. This school is located on Jln. Cipayung No. 10, Penanggungan Village, Klojen District, Malang.

3.2. Research Design

This study uses a quantitative approach and a correlational research design to know the existence of a relationship and find trends between students' speaking abilities and students' achievement in writing report text.

Creswell (2015) said that correlational design is a statistical test used to decide the tendency or design of two or more variables or two data collection to change constantly. So in this study, a correlational research design is used to discover the relationship between two variables and see how the two variables influence each other.

This study uses two variables: the independent and dependent variables, where speaking skills are an independent variable and writing achievement are a dependent variable. In addition, the correlational design in this study aims to determine the relationship between students' speaking ability and writing achievement of class X students of SMA Brawijaya Smart School Malang in the academic year 2021/2022.

3.3. Subject of The Study

The subject of this study explains the population and sample.

3.3.1. Population

The population can be defined as all parts of a well-defined class, object, person, or activity (Ary et al., 2009). It is illustrated that the population is still included in the general category because it includes all class members or other objects. The population in this study was all tenth graders students at the SMA Brawijaya Smart School in the academic year 2021/2022, which consisted of 194 students. The reason for choosing tenth graders in this study it is because tenth graders have great potential in speaking and writing skills.

3.3.2. Sampling and Sample

The sampling technique is divided into two parts, namely probability samples and non-probability samples (Anshori & Iswati, 2009). Probability sampling is a sampling technique where all population members have the same opportunity to be sampled in study, while non-probability sampling is a technique where the researcher has determined the sample or because other factors support the study. In this study, the researcher used a probability sample technique, namely a simple random sampling technique. By using random sampling, all members or individuals in a population may have the same opportunity to be selected as a sample in a study at random regardless of the level of members in the population. The researcher took one class from all tenth graders in SMA Brawijaya Smart School by random selection.

3.4. Instrument of the Study

Instruments of the study are all processes prepared to collect data (Fraenkel et al., 2012). It indicates that an instrument is used as a tool that can help researcher obtain data during conduct the study.

In this study, the researcher used two instruments, namely the oral test, which was used to measure speaking skills, and also the writing test, which was used to measure students' achievement in writing. These two tests are given when students have received material about report text. The criteria for assessing speaking skills in this study are based on oral skills

assessment category which was adapted from Brown. The assessment includes grammar, vocabulary, comprehension, fluency, and pronunciation. While the written assessment criteria are assessed based on Jacobs, et al., (1981) in Muth'im (2018) there are five criteria in the writing test assessment, including organization, content, vocabulary, language use, and mechanics.

3.5. Data Collection

Data collection in study can be done using instruments of the study. The researcher used an oral test and a writing test to collect the data in this study. Meanwhile, at SMA Brawijaya Smart School, currently applying blended 50%, there are two ways to collect data: an oral test for students who attend online classes that day and a writing test for students who are currently in offline classes.

a. Oral test

The researcher conducted an oral test by interviewing the report text to get the results and see the students' speaking ability. In the first week, students with odd attendance numbers take online classes. That way, only online students did the oral test that week. First, this test is done by giving students two report texts. Then, students are given 10 minutes to read and understand the text. After that, students are allowed to leave Zoom Meeting and wait in the waiting room to wait for their time to speak. Then, students are invited one by one to enter the zoom meeting and conduct interviews. The report text was chosen

randomly by the researcher who was then informed to the students after being invited to the Zoom Meeting. The researcher also gave four random questions from the 13 available questions. That way, researcher can directly get the results of the student's speaking test. This method is also carried out for students with even attendance numbers who take online classes next week.

Researcher used rubrics to measure students' speaking ability. The oral test is the variable 'x', and to calculate the variable 'x', the researcher's uses the rubric of oral proficiency scoring categories adapted from Brown.

b. Writing test

The researcher conducted a writing test by asking students to write a text report with a predetermined topic. This test aims to get the results and see the students' achievement in the writing report text. This writing test is done offline. Students with even attendance numbers take offline classes in the first week. That way, only offline students take the writing test. First, students are given a topic randomly by the researcher. Then, students are invited to take a paper and start writing report text. Students are allowed to look for information on the internet but not the same as other friends. After the students feel confident with the written report text, students can collect the text into Google Classroom to get grades. This method also

is applied to students with odd attendance numbers who take offline classes the following week.

The researcher uses an assessment rubric to measure and assess the results of student achievement in writing. In this case, the writing test is a variable 'y'. Then, to calculate the 'y' variable, the Jacobs rubric is used. Student achievement in writing reports is determined based on the writing scores obtained by students. The score is characterized as follows:

Table 3. 1
Achievement Scale

Letter	Number	Interpretation
A	90 – 100	Very Good
B	80 – 89	Good
C	70 – 79	Fair
D	60 – 69	Poor
E	0 – 59	Very Poor

3.6. Validity and Reliability

3.6.1. Validity

Before conducting the study and conducting tests, the two instruments used in the study must be valid. In a study, instrument validity is a way to get valid data. It means that the tool can be used to calculate anything that can be calculated. In addition, the validity test is crucial to determine whether each test item to be tested is suitable for use as a measuring tool in the study. Ary et al., (2009)

said that validity uses research instruments to measure what can be measured. Based on the latest Standards for Psychological Education and Testing (1999), which the American Educational Research Association has organized, the National Council on Measurement in Education, and the American Psychological Association, states that validity is the extent to which data and logic support a test score determined by the use of the test has been proposed. In this study, researcher used three types of validity tests: content validity, construct validity, and item validity.

1. Validity content

According to Sugiyono (2007), content validity is the validity that is carried out by comparing the contents of the instrument with the subjects that have been taught. In this content validity, each test item is checked whether it is following the learning material or not. In this study, researcher test each test item with basic competencies in text report material for tenth graders at SMA Brawijaya Smart School Malang in the even semester, namely distinguishing social functions, text structures, and linguistic elements of several oral and written report texts by giving and asking technology-related information covered in other subjects in tenth class according to the context in which it is used. If the test item formulated follows the basic competencies used by the school,

then the test item already has content validity. This validation is carried out in consultation with the supervisor until getting approval and suggestions for doing the construct validation to the experts.

2. Construct validity

Construct validity shows the extent to which the test items compiled can measure what will be measured following the theory used. Sugiyono (2007), said that after the instrument was constructed with the aspects and theories used, the construct validation of the instrument would be carried out by experts. The researcher used two instruments in this study, namely an oral test and a writing test. The aspects that are tested in the instrument are the report text's social function, structure, and linguistic aspects. Based on the results of construct validity that have been carried out, the results show that the writing test instrument was approved with a slight revision to the range scoring level. While the speaking test instrument approved 13 questions with minor revisions, the results of construct validity can be seen in the appendix.

3. Item test validation

In this study, item validation is used to determine which items can be used as research instruments. The validity of this item can be calculated by correlating the item score with the

total score of the entire item. In this study, researcher used the Bivariate Correlation validity test. The formula is:

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

In which:

R = correlation coefficient

N = number of sample

X = independent variable

Y = dependent variable

In this validity item test, the researcher analyzes the data using Statistical Product and Service Solution (SPSS) version 25. From the results obtained in this study, if $r_{\text{counts}} > r_{\text{table}}$, then the test item in the instrument can be said to be valid. The speaking test was tested in class X-3 SMA Brawijaya Smart School, which 32 students carried out. The trial test was carried out on April 6, 2022. The results of the validity test are shown in the table below:

Table 3. 2

The result of validation speaking test

Item	R_{table}	R_{score}	Sig.	Interpretation
1	0.349	0.615	0.000	Valid
2	0.349	0.646	0.000	Valid
3	0.349	0.715	0.000	Valid
4	0.349	0.542	0.001	Valid

5	0.349	0.520	0.002	Valid
6	0.349	0.490	0.004	Valid
7	0.349	0.510	0.003	Valid
8	0.349	0.536	0.002	Valid
9	0.349	0.573	0.001	Valid
10	0.349	0.486	0.005	Valid
11	0.349	0.542	0.001	Valid
12	0.349	0.561	0.001	Valid
13	0.349	0.495	0.004	Valid

Based on the table above, the 13 item questions have valid results because they have a value of $r_{\text{count}} > r_{\text{table}}$. Thus, the 13 valid items can be used as instruments in this study.

3.6.2 Reliability

An instrument can be said to be reliable if it has consistent and reliable results. The reliability of measuring instruments is the consistency value of measuring instruments in measuring anything that can be measured (Ary et al., 2009). An instrument is said to be valid and reliable if it can measure what is to be measured and get the data correctly. In this study, researcher tested the reliability using the Cronbach Alpha formula, where the formula is:

$$r = \frac{k}{k-1} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

In which:

K = number of item

S_i^2 = mean square of error

S_t^2 = total of variance

(Sugiyono, 2007)

However, in this study, a reliability test is carried out by using the Cronbach Alpha method with Statistical Product and Service Solution (SPSS) version 25. It is because Cronbach Alpha can test polychotomous answer scales, it means that the item test have two possibilities answer. The instrument is said to be reliable if the Cronbach Alpha value is more significant than 0.6 or $r \geq 0.6$. To find out the criteria for the instrument reliability test can be seen in the table below:

Table 3. 3

Criteria of Reliability Test

Interval	Criteria
0,810 – 1,000	Very High
0,610 – 0,800	High
0,410 – 0,600	High Enough
0,210 – 0,400	Low
0,010 – 0,200	Very Low

The results of the reliability test can be seen in the table below:

Table 3. 4

The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	13

Based on the results of the reliability test of the instrument that used for the speaking test, the score shows that the 13 items are reliable and have very high reliability with a reliability coefficient of 0.810 in the Cronbach Alpha score.

3.7. Data Analysis

After getting the data from the study, the researcher analyzed the data using the Product Moment correlation formula from Carl Pearson to find out the relationship. Where in this study, speaking ability is called variable X, and writing achievement is called variable Y. However, before the researcher knew the correlation between the two variables, the researcher conducted several tests, including linear and normality tests.

1. The linearity

Linearity test in this study aims to determine whether the two variables (independent and dependent variables) have a linear relationship or not. The linearity test in this study is carried out using Statistical Product and Service Solution (SPSS) version 25. Both variables can be said to be linear if the significance of linearity is less than 0.05.

2. Normality test

The normality test here aims to determine whether the data has been distributed normally or not. In this study, researcher conducts a normality test using Shapiro-Wilk because the number of samples used by researcher is less than 50 respondents. This normality test is

carried out using Statistical Product and Service Solution (SPSS) version 25. The data can be said to be normal if the value of the data significance is more than 5% or 0.05.

3. Correlation of two variables

As the formula is:

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

In which:

r_{xy} : Correlation coefficient between variable X and Y

X: Speaking ability score

Y: Writing achievement score

N: Number of respondent

(Hanief & Himawanto, 2017)

After that, to explain the indicator score of the "r" correlation, according to Pearson, usually the product-moment (r_{xy}) is interpreted as in the table below:

Table 3. 5

Table of "r" Value Pearson Correlation

Correlation coefficient "r"	Interpretation
	Very low correlation or there is no
0.00 – 0.19	correlation between x and y
0.20 – 0.39	Low correlation between x and y

	Moderate correlation between x and	
0.40 – 0.59	y	
0.60 – 0.79	Strong correlation between x and y	
	Very strong correlate between x and	
0.80 – 1.00	y	

After getting the correlation results between students' speaking ability and writing achievement in report text, the researcher finally found out the significance level of the two variables. However, before that, the researcher calculated the value of the degrees of freedom (df) first to determine the t table. The formula of a degree of freedom is:

$$df = n - 2$$

In which:

df: degree of freedom

n: participants

(Sugiyono, 2007)

After getting the value of degrees of freedom (df), then the researcher looks for the level of significance of the two variables. The correlation coefficient significance test was carried out using the t-test, the formula is:

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad \text{Or} \quad T_{count} = \frac{r\sqrt{df}}{\sqrt{1-r^2}}$$

In which:

Tcount: T value

df: degree of freedom

r: correlation value

(Sugiyono, 2007)

After getting the significance value of the two variables, the researcher found out how much the contribution of speaking ability (the independent variable) to the writing achievement (the dependent variable). It can be done by calculating the coefficient of determination. According to Sugiyono (2013), the coefficient of determination can be calculated by squaring the correlation coefficient with known results, then multiplying by 100%. Then, the final result expressed in the form of a percent. So it can be formulated as:

$$KP = r^2 \times 100\%$$

In Which:

KP: The value of the coefficient of determination

r: the value of the correlation coefficient

3.8. Hypothesis of the Study

According to Ary et al., (2009) the hypothesis arises from the researcher's expectation that a relationship exists between the variables in a study. Therefore, here the researcher presents two hypotheses, including:

1. Null Hypothesis (H₀)

There is no correlation between students' speaking ability and writing achievement in report text.

2. Alternative Hypothesis (H_1)

There is correlation between students' speaking ability and writing achievement in report text.

When the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, there is a positive relationship between students' speaking ability and achievement in the writing report text. On the other hand, if the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected, it indicates no relationship between students' speaking ability and students' achievement in the writing report text.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the results of the study, including findings, data analysis, and discussion. The findings in this study contain the results obtained from the study that has been done. The data analysis describes the findings of the linearity test, normality test, correlation analysis, coefficient of determination, and hypothesis testing. Meanwhile, the discussion contains explanations that follow the findings of this study.

4. 1. Finding

This section explains the findings on students' speaking ability and students' writing achievement more in-depth.

4.1.1. Students' Speaking Ability

The students' speaking ability test results are based on the speaking assessment rubric that has been provided. The scoring rubric can be seen in appendix 3. The results of the students' speaking ability test are shown in the table below:

Table 4. 1
Students' Speaking Score

No.	Students Initial Name	Speaking Score
1.	AP	82
2.	AT	77
3.	AK	75
4.	AZ	75
5.	AS	75
6.	AA	75

7.	AD	71
8.	AM	80
9.	AE	78
10.	CP	75
11.	DZ	78
12.	DM	82
13.	FN	80
14.	FK	82
15.	GP	80
16.	GN	80
17.	GA	80
18.	JR	80
19.	KA	78
20.	KG	78
21.	KN	85
22.	MS	82
23.	MH	75
24.	MA	80
25.	MR	73
26.	MZ	73
27.	NR	72
28.	RF	73
29.	SN	75
30.	SP	85
31.	SM	82
32.	SV	83

The data above shows that all students in class X-3 in SMA Brawijaya Smart School get good grades. It indicates that all

students in class X-3 have good speaking skills. On the other hand, the researcher also calculated descriptive statistics from the speaking test using SPSS version 25. The results of the descriptive statistics are presented in the table below:

Table 4. 2
Descriptive Statistic of Students' Speaking Ability

Descriptive Statistics							
	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
SPEAKIN G_SCORE	32	14	71	85	2499	78.09	3.830
Valid N (listwise)	32						

Based on the table above, it can be concluded that the average value of speaking ability obtained by students is 78.09. Then the highest score obtained by students is 85, while the lowest score is 71. In addition, the standard deviation of the students' speaking scores is 3,830. It indicates that the range between the scores obtained by students and the average score is low.

4.1.2. Students' Writing Achievement

The students' writing achievement test results in the report text were calculated based on the assessment rubric adapted from Jacobs. The results of the student achievement test in writing report texts are as described in the table below:

Table 4. 3
Students' Achievement Score in Writing

No.	Students Initial Name	Writing Achievement Score
1.	AP	90
2.	AT	83
3.	AK	78
4.	AZ	81
5.	AS	78
6.	AA	82
7.	AD	78
8.	AM	82
9.	AE	83
10.	CP	81
11.	DZ	80
12.	DM	85
13.	FN	80
14.	FK	86
15.	GP	80
16.	GN	82
17.	GA	84
18.	JR	76
19.	KA	82
20.	KG	82
21.	KN	87
22.	MS	82
23.	MH	78
24.	MA	82
25.	MR	75
26.	MZ	78
27.	NR	77

28.	RF	78
29.	SN	80
30.	SP	84
31.	SM	90
32.	SV	85

From the above, it can be concluded that all students of class X-3 at SMA Brawijaya Smart School got good scores on the writing test. The researcher also calculated descriptive statistics from the achievement test in writing report text using SPSS version 25. The results of descriptive statistics are presented in the table below:

Table 4. 4
Descriptive Statistic of Students' Writing Achievement

Descriptive Statistics							
	N	Range	Mini mum	Maxi mum	Sum	Mean	Std. Deviation
WRITING_SCORE	32	15	75	90	2609	81.53	3.654
Valid N (listwise)	32						

Based on the table above, it can be concluded that the average value of student achievement in writing is 81.53. Then the highest score obtained by students is 90, while the lowest score is 75. In addition, the standard deviation of the students' writing scores is

3,654. It indicates that the range between the scores obtained by students and the average score is low.

4. 2. Data Analysis

This section will answer the question of the study, "is there a relationship between students' speaking ability and students' achievement in writing report text in the tenth grade of SMA Brawijaya Smart School Malang." However, before determining the relationship between students' speaking ability and students' writing achievement, the researcher has conducted several tests, as explained below:

4.2.1. Linearity Test

The linearity test of students' speaking skills and achievement in writing report texts in this study were calculated using SPSS version 25. The results of the linearity test analysis are presented in the table below:

Table 4. 5
Test of Linearity

ANOVA Table			Sum of	Mean			
			Squares	df	Square	F	Sig.
Writin g test * Speak ing test	Between Groups	(Combined)	295.233	9	32.804	6.078	.000
		Linearity	227.178	1	227.178	42.093	.000
		Deviation from Linearity	68.055	8	8.507	1.576	.189
	Within Groups		118.736	22	5.397		
	Total		413.969	31			

From the table data that has been described above, it can be concluded that the two data from speaking ability and writing achievement are distributed linearly. It is indicated by the deviation from linearity, which shows the number 0.189. These results have a higher value than the 0.05 significance level, which means the data is distributed linearly.

4.2.2. Normality Test

The normality test in this study was carried out using SPSS version 25. This normality test was used to determine whether the data obtained came from a population that was normally distributed or not. In looking for the normality test, the researcher used the Shapiro-Wilk. It was because there were less than fifty participants. The results of the normality test analysis are presented in the table below:

Table 4. 6

Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking test	.165	32	.026	.950	32	.148
Writing test	.136	32	.136	.957	32	.224
a. Lilliefors Significance Correction						

From the table data described above, it can be concluded that the two data from speaking ability and writing achievement are normally distributed. It is shown from the significance value of the

students' speaking ability is 0.148. At the same time, the significance value of students' achievement in writing is 0.224. Both results have a higher value than the significance level of 0.05 or 5%, which means that the data is normally distributed.

Then, after the researcher got the results of linearity and normality tests, the results were that the data were linearly and normally distributed. After that, the researcher analyzed the relationship between speaking ability and students' report text writing skills using Pearson's Product Moment Correlation.

4.2.3. Correlation Analysis

Pearson Product Moment Correlation Analysis was carried out using SPSS version 25. The results of the correlation analysis between students' speaking ability and students' achievement in writing report texts are presented in the table below:

Table 4. 7

Correlation between speaking ability and writing achievement

Correlations			
		Speaking test	Writing test
Speaking test	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	32	32
Writing test	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

The results of the correlation analysis above show that the Pearson Product Moment Correlation coefficient (r value) of speaking ability and student achievement in writing report text is 0.741. It shows a correlation between speaking ability and student achievement in the writing report text. The calculated r_{count} (0.741) is greater than the r_{table} (0.349). In addition, based on the table "r" value Pearson Correlation, this value shows a strong relationship between speaking ability and student achievement in writing report text. So, it can be concluded that with increasing students' speaking ability, students' achievement in writing report text will also increase.

4.2.4. Coefficient Determination

After the researcher knows the relationship between speaking ability and students' achievement in writing report text, the researcher then calculates the contribution of variable X (speaking ability) to variable Y (writing achievement). The results of these calculations are obtained from the formula:

$$KP = r^2 \times 100\%$$

$$KP = 0.741^2 \times 100\%$$

$$KP = 0.55 \times 100\%$$

$$KP = 55\%$$

From the calculation formula that has been done above, the contribution of variable X (speaking ability) to variable Y (writing

achievement) is 55%. It means that students' speaking skills significantly affect student achievement in the writing report text.

4.2.5. Testing of Hypothesis

Hypothesis testing in this study was carried out using the t-test.

The results of the t-test are obtained from the formula:

$$\begin{aligned}
 T_{count} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.741\sqrt{32-2}}{\sqrt{1-0.741^2}} \\
 &= \frac{0.741\sqrt{30}}{\sqrt{1-0.741^2}} \\
 &= \frac{0.741 \times 5.48}{0.671} \\
 &= \frac{4.060}{0.671} \\
 &= 6.050
 \end{aligned}$$

From the above calculations, the obtained t value (t_0) is 6.050. Then, the results obtained from the data value of t will be compared with the value of the t table. To find out the value of t_{table} , the formula used is as follows:

$$\begin{aligned}
 df &= n - 2 \\
 &= 32 - 2 \\
 &= 30
 \end{aligned}$$

After the degrees of freedom have been found, the value of the t_{table} with a significance level of 5% or 0.05 is 1.697.

When viewed in terms of statistical hypotheses, it is described by:

1. If $t_0 \leq t_t$, then H_0 is accepted. It means that there is no relationship between speaking ability and student achievement in the writing report text
2. If $t_0 > t_t$, then H_0 is rejected. It means that there is a relationship between students' speaking ability and achievement in the writing report text.

So, based on the two t values that have been obtained, with $t_0 = 6.050$ and $t_t = 1.697$, it can be concluded that the t_{count} is greater than the t_{table} ($6.050 > 1.697$). Therefore, it can be interpreted that H_0 is rejected. It means that there is a relationship between students' speaking ability and achievement in the writing report text.

4. 3. Discussion

In this section, a discussion is presented based on the results of the study obtained and based on the problem in this study, namely to find out whether there is a relationship between speaking ability and student achievement in the writing report text. In addition, the researcher also provides similarities from this study with several previous studies that the researcher used.

Based on this study's findings, there is a strong correlation between speaking ability and students' achievement in writing report texts in class

X-3 SMA Brawijaya Smart School Malang. It is also supported by previous study conducted by Akki and Larouz (2021) which says that there is a relationship between students' speaking ability and student achievement in writing. Therefore, increasing students' speaking skills will have an impact on student achievement in writing report texts will also increase.

In addition, based on descriptive data, the students' speaking ability is quite good, with an average of 78.09 with the lowest score of 71 and the highest score of 85. With a strong correlation and seen from the excellent speaking score of students, the researcher believes that several factors cause students in classes X-3 to have good skills in speaking. The first is the existence of a TOEFL training program for all students at SMA Brawijaya Smart School Malang. By getting used to TOEFL practice questions, students will get a lot of new vocabulary. With the large number of vocabulary that students have, it will be able to assist students in communicating both orally and in written form. It is because students usually use oral or written in sharing their opinions with those around them (Prasetyaningrum et al., 2022).

In addition, with TOEFL practice questions, students become accustomed to listening to foreign languages. According to Nan (2018), listening skill is the basis of speaking skill. Therefore, with students accustomed to working on TOEFL test questions, students will be fluent in speaking. Second, the strong correlation between these two skills is also

due to the fact that report text is a text that explains or describes things around the students, so that students can easily understand and apply speaking and writing skills. This is also in line with Prasasti (2018) said that report text is a text that contains information such as artificial, natural, and social based on the facts that are happening around us (as cited in Prasetyaningrum et al., 2022). However, not only that, many other factors affect students' speaking ability. Tuan and Mai (2015) explained that these factors could come from support in speaking, their level of confidence, basic knowledge possessed by students, students' habits in their environment, or other supporting factors.

Similarly, students' achievement in writing report texts based on descriptive data showed good results with an average of 81.53 with the lowest score of 75 and the highest score of 90. It shows that the score of students' writing achievement is slightly better than the score of students' ability in speaking. Based on the calculation of the correlation between the two variables, the correlation coefficient found is 0.741, which means that the relationship between speaking ability and writing achievement of report text is strong. In addition, the calculation of the coefficient of determination also shows that the contribution of speaking ability to writing achievement is 55%. It indicates that the achievement of writing report texts for class X-3 students in the 2021/2022 academic year is influenced by their speaking ability by 55%, while the other 45% is influenced by other factors, both internal and external to students. In

addition, the results of this study also revealed that the score or the values of students' speaking skills were good, and their writing skills also increased.

Then, by knowing the results of this study, this study may also have several implications for teachers, foreign language teachers, and further researchers to overcome the difficulties experienced by students in writing report texts by improving students' speaking skills. It is because if students have good speaking skills, it will be easier for them to express their ideas in written form. Besides that, students also have to be active and practice more in improving their speaking skills in order to be able to assist them in achieving report text writing and producing good writing. In the end, this study has been completed and succeeded in finding that there is a strong relationship in students' speaking ability and student achievement in writing report text in the tenth grade of SMA Brawijaya Smart School Malang in the 2021/2022 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from this study. Conclusions are obtained from the findings and discussions that have been discussed in this study. At the same time, the suggestions contain some recommendations given by researcher for English teachers, students, and further researchers.

5. 1. Conclusion

The purpose of this study is to determine whether or not there is a relationship between students' speaking ability and students' achievement in writing report text in the tenth grade of SMA Brawijaya Smart School Malang. Based on the findings and discussion in the previous chapter, it can be concluded that there is a strong relationship between students' speaking ability and student achievement in writing report texts in class X SMA Brawijaya Smart School Malang in the 2021/2022 academic year.

The correlation value between the two variables is 0.741 with a significance level of 0.01. In addition, based on the table "r" value of the Pearson Correlation, the correlation value shows a strong correlation between the two variables (speaking ability and writing achievement). In addition, the contribution of students' speaking ability to students' writing achievement of report text also shows a 55% result, which means that students' speaking ability influences 55% of students' achievement in the writing report text. Likewise, in the hypothesis test, the t_0 obtained is

6.050, while the t_{table} at the 0.05 significance level is 1.697. So, $6.050 > 1.697$, these results show that H_0 was rejected and H_1 is accepted. In other words, these results show a strong relationship between students' speaking ability and students' achievement in writing report texts in the tenth grade of SMA Brawijaya Smart School Malang in the 2021/2022 academic year.

5. 2. Suggestion

Based on the results of the study that researcher has concluded above, the researcher provide some suggestions as follows:

1. Teachers

Based on the findings of this study which show that there is a correlation between students' speaking ability and students' achievement in writing report texts, this study can help teachers improve and develop their teaching styles in speaking and writing skills. From this study, teachers are also advised to provide motivation and ask students to practice speaking English more often. In addition, by knowing the results of this study, the teacher can also determine the appropriate strategies to use in helping improve students' speaking skills. It is because students' speaking ability influences student achievement in writing.

2. Students

Based on the findings in this study that speaking skills influence writing skills, students are advised to speak English more often than before. Students who are able and successfully improve their speaking

skills in English, then later will also be able to improve their writing skills.

3. Further researchers

Based on the results of this study, it can be used for further researchers in conducting study on the correlation between speaking skills and writing skills but with a different focus on aspects or research designs. Further researchers can conduct this study with different texts, such as narrative, recount, and other texts. Further researchers can also conduct a study on junior high school students and other level students. Besides that, further researchers can also add factors that can improve students' speaking skills by conducting surveys or questionnaires. Because this study discusses the effect of speaking skills on writing, future researchers can also add components or factors of speaking skills that contribute the most to writing skills.

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APPENDICES

Appendix 1 Research Permission Letter

 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 731/Un.03.1/TL.00.1/03/2022
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian

24 Maret 2022

Kepada
 Yth. Kepala SMA Brawijaya Smart School Malang
 di
 Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Wan Aini Nur Aididatin
 NIM : 18180012
 Jurusan : Tadris Bahasa Inggris
 Semester - Tahun Akademik : Genap - 2021/2022
 Judul Skripsi : The Correlation Between Students' Speaking Ability and Students' Writing Achievements of Report Text at Tenth Graders in SMA Brawijaya Smart School Malang

Lama Penelitian : Maret 2022 sampai dengan Mei 2022 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Asisten Dekan Bidang Akademik

Muhammad Walid, MA
 NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 Instrument of English Speaking Test

RESEARCH INSTRUMENT

ENGLISH SPEAKING TEST

Hello. This is an oral test with an interview about the report text to determine your ability to speak English. Your speaking ability results will later be used to calculate the relationship between students' speaking ability and student achievement in writing and pay attention to the instructions carefully.

First, read and understand the report text 1 and 2 provided in Google Classroom for 10 minutes. After that, you can exit the Zoom Meeting and wait in the waiting room for your turn to speak. Then, you will be invited one by one to enter the Zoom Meeting and conduct interviews. The text of the report will be selected by the researcher and will be informed after being invited to the Zoom Meeting.

List of question for interviews: **(questions can be chosen randomly with one student four questions).**

1. What is the topic of the text?
2. What is the purpose of the text?
3. What is the main idea in the first paragraph?
4. What is the main idea in the second paragraph?
5. What does the first paragraph tell about?
6. What does the second paragraph tell about?
7. What does the last paragraph tell about?
8. What is the generic structure of first paragraph? Give your reason!
9. What is the generic structure of last paragraph? Give your reason!
10. Where you can get the general classification? Give your reason!
11. Where you can get the description? Give your reason!
12. Please find out the simple present tense in the text!
13. Please find out the general noun in the text!

Answer Key:

1. Text 1: The topic of the text is about computer
Text 2: The topic of the text is about laptop
2. The purpose of the text is to generally present information about something to the readers.
3. Text 1: Computers are machine that handle information automatically
Text 2: A laptop is a computer which is easy to carry around
4. Text 1: Computers work like calculators
Text 2: The first laptop was invented in 1979 by British Designer Bill Moggridge
5. Text 1: The benefits and uses of computers in everyday life
Text 2: The meaning and purpose of the creation of a laptop
6. Text 1: How to work and programs contained in a computer
Text 2: The development of laptops from the beginning was first discovered until now which is often used
7. Text 1: Computers not only handle information, but also provide numbers or mathematical formulas
Text 2: The advantages of a laptop
8. General classification, because this section only describes computers/laptops in general
9. Description, because this section explains in more detail the topics discussed
10. In the first paragraph, because this section only describes computers/laptops in general
11. In the last paragraph, because this section explains in more detail the topics discussed
12. Text 1: Computers are machine (the answer will vary)
Text 2: A laptop is a computer (the answer will vary)
13. Text 1: Computer
Text 2: Laptop

Appendix 3 Rubric Scoring Speaking

RUBRIC SCORING
ENGLISH SPEAKING TEST

Name:	Gender: M / F	Date:	Topic:
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Aspect	Point	Performance Description	Score
Grammar	1	Errors in Grammar are frequent, but speaker can be understood.	
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	
	3	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	
	5	Equivalent to that of an educated the teacher.	
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.	
	2	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.	
	3	Able to speak the language with sufficient vocabulary to participate effectively in	

		most formal and informal conversations on practical, social, and professional topics. Vocabulary is board enough that they rarely has to grope for a word.	
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	
	5	Speech on all levels is fully accepted by educated the teacher in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.	
Comprehension	1	Within the scope of their very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)	
	3	Comprehension is quite complete at normal rate of speech.	
	4	Can understand any conversation within the range of his experience.	
	5	Equivalent to that of an educated the teacher.	
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work,	

		family, and autobiographical information.	
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversations within the range of this experience with a high degree of fluency.	
	5	Has complete fluency in the language such that his speech is fully accepted by educated the teacher.	
Pronunciation	1	Errors in pronunciation are frequent but can be understood by the teacher.	
	2	Accent is intelligible though often quite faulty.	
	3	Errors never interface with understanding and rarely disturb the teacher. Accent may be obviously foreign.	
	4	Errors in pronunciation are quite rare.	
	5	Equivalent to and fully accepted by educated the teacher.	
Total Score			

Source: Brown, H. Douglas. Language Assessment: Principles and Classroom Practices. Pearson Education, 2018.

Appendix 4 The Blueprint of English Speaking Instrument

THE BLUEPRINT OF ENGLISH SPEAKING TEST INSTRUMENT

Number of Question	Basic Competence Indicator	Question Item Indicators	Question	Answer
1, 2, 10, 11	3.3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>report</i> lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam	Given a discourse text about report text, students are able to determine the topics discussed in the text	What is the topic of the text?	Text 1: The topic of the text is about computer Text 2: The topic of the text is a about laptop
		Given a discourse text about report text, students are able to determine the purpose of the text.	What is the purpose of the text?	The purpose of the text is to generally present information about something to the readers.
		Given a discourse text about report text, students are able to show the	Where you can get the general classification? Give your	In the first paragraph, because this section only describes computers/lapto

	mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya	structure of the text and explain the reason.	reason!	ps in general
			Where you can get the description? Give your reason!	In the last paragraph, because this section explains in more detail the topics discussed
3, 4, 5, 6, 7, 8, 9, 12, 13	4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>report</i> lisan dan tulis,	Given a discourse text about report text, students are able to determine the main idea of the text	What is the main idea in the first paragraph?	Text 1: Computers are machine that handle information automatically Text 2: A laptop is a computer which is easy to carry around
			What is the main idea in the second paragraph?	Text 1: Computers work like calculators Text 2: The first laptop was invented in 1979 by British Designer Bill Moggridge

	terkait teknolo gi yang tercaku p dalam mata pelajara n lain di Kelas X	Given a discourse text about report text, students are able to understand each paragraph of the text	What does the first paragraph tell about?	Text 1: The benefits and uses of computers in everyday life Text 2: The meaning and purpose of the creation of a laptop
			What does the second paragraph tell about?	Text 1: How to work and programs contained in a computer Text 2: The development of laptops from the beginning was first discovered until now which is often used
			What does the last paragraph tell about?	Text 1: Computers not only handle information, but also provide numbers or mathematical

				formulas Text 2: The advantages of a laptop
		Given a discourse text about report text, students are able to determine and explain the structure of the text	What is the generic structure of first paragraph? Give your reason!	General classification, because this section only describes computers/laptops in general
			What is the generic structure of last paragraph? Give your reason!	Description, because this section explains in more detail the topics discussed
		Given a discourse text about report text, students are able to show the simple present tense of the text	Please find out the simple present tense in the text!	Text 1: Computers <u>are</u> machine (the answer will vary) Text 2: A laptop <u>is</u> a computer (the answer will vary)
		Given a	Please find	Text 1:

		discourse text about report text, students are able to show general noun from the text	out the general noun in the text!	Computer Text 2: Laptop
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Appendix 5 Text of Speaking Test

Text 1

Computer

Computers are machine that handle information automatically. They can perform calculations and process data. Computers can work with numbers to solve the problems in a view seconds. Computers can remember a great deal information. That is why computers are widely used in places such as banks, offices and companies.

Computers work like calculators. But most calculators can do only one thing at a time. We tell them what to do by pressing various buttons. To do the same work, we can give a series of instructions to a computer. We call this a computer program. If we set up a program, the computer can provide other information, such as a list, numbers, letters, word, or even graphs or pictures. Once we provide a program, the computer can do all this work automatically without further help or instruction.

A computer stores and handles numbers. The numbers may be mathematical formulas or columns of figures. The numbers may also be codes that stand for letters of the alphabet, words, or instructions to the computer.

Text 2

Laptop

A laptop is a computer which is easy to carry around. Its user can fold the laptop along its hinge to carrying. The laptop was created mainly for this particular reason. Computer parts were scaled to smaller size to this could happen.

The first laptop was invented in 1979 by British Designer Bill Moggridge. In 1982, two computers designer from Microsoft, Kazuhiko Nishi and Bill Gates, started their discussion concerning a new portable computer. The main thing about the computer was a new LCD technology. A year later the company launched its TRS-80 Model 100, which was a computer that looked pretty much like the laptops we know today.

The development of laptops continued with various upgrades and additional functions added. Laptops have a lot of advantages like:

- People can carry them anywhere, whether office or home.
- They can be used in a smaller space than an ordinary personal computer.

At the same time portable computers have several negative points like:

- Price is higher.
- Computer thefts became easier.
- While used in the car they can cause car accidents.
- They break more easily than desktop computers.

Appendix 6 Instrument of English Writing Text

RESEARCH INSTRUMENT

ENGLISH WRITING TEST

Hello, you will face a test to write a text report with a predetermined topic on this occasion. Please read the instructions carefully. This test will measure your writing achievement. There will be no right or wrong answers in this test.

First, the researcher will randomly choose the text report topic for the students. Then, take a piece of paper and write. You can search for information on the internet and don't let anything be the same between each other. You can be as creative as possible to create a storyline. Write a maximum of two paragraphs. After you are sure of your writing, you can send your paper to Google Classroom in pdf/image form.

Topic of report text:

1. Air Conditioning
2. Vacuum Cleaner
3. Electricity Car

Name	:	
Gender	:	

(YOUR TITTLE HERE)

Appendix 7 Rubric Scoring Writing Test

RUBRIC SCORING

ENGLISH WRITING TEXT

Students:	Date:	Topic:
------------------	--------------	---------------

Aspect	Score	Level	Criteria
Content		24–30	Excellent to Very Good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
		16–23	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
		8–15	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic
		1–7	Very Poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization		16–20	Excellent to Very Good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive
		11–15	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
		6–10	Fair to Poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		1–5	Very Poor: does not communicate, no

			organization, or not enough to evaluate
Vocabulary		16-20	Excellent to Very Good: sophisticated range, effective word/idiom choice usage, word form mastery, appropriate register.
		11-15	Good to Average: adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured.
		6-10	Fair to Poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
		1-5	Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language Use		19-25	Excellent to Very Good: effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
		11-18	Good to Average: effective but simple constructions; minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
		6-10	Fair to Poor: major problem in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
		1-5	Very Poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics		4-5	Excellent to Very Good: demonstrates

			mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
		3	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		2	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor hand writing; meaning confused or obscured.
		1	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

Total Score:	Reader:	Comment:

Source: Jacobs, H.L., Zinkreaf, S.A., Wormuth,D.R., Hartfiel, V.F., & Hughey, J.H. (1981). *Testing ESL Composition: A Practical Approach*.

Appendix 8 Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin-malang.ac.id

Nomor : B-1557/Un.03/FITK/PP.00.9/03/2022 28 Maret 2022
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Nur Fitria Anggrisia, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Wan Aini Nur A.
NIM : 18180012
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Correlation Between Students Speaking Ability
and Students Writing Achievement of Report Text at
Tenth Graders in SMA Brawijaya Smart School
Malang
Dosen Pembimbing : Maslihatul Bisriyah, M.TESOL

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan
Wakil Dekan Bid. Akademik

Muhammad Walid, M.A
NIP. 197308232000031002

Appendix 9 Validation Sheet Speaking

C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1.	The suitability of the question item indicators with the indicators of achievement of basic competencies				√	
2.	The suitability between question item indicators and item questions				√	
3.	Research instrument use good and correct language and punctuation				√	
4.	The questions that are made do not cause double interpretation or misunderstanding.			√		
5.	The research instrument is communicative and easy to understand				√	
6.	Research instruments can help researchers find out students' abilities in speaking skills				√	
7.	The answer key to the questions made is correct.				√	

Suggestion:

1. Change the pronoun for the speaking rubric.
2. Because this is EFL students, so the indicators / the assessor must be the teacher or the interviewer, not a native speaker.

D. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. ~~The instrument can be used without revision~~
2. The instrument can be used with slight revision
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument cannot be used~~

Malang, March 25, 2022

Validator



Nur Fitria Anggrisia, M.Pd

NIP. 19890901201802012156

Appendix 10 Validation Sheet Writing

INSTRUMENT VALIDATION SHEET ENGLISH WRITING TEST

“The Correlation between Students’ Speaking Ability and Students’ Writing Achievement of Report Text at Tenth Graders in SMA Brawijaya Smart School Malang”

Validator	:	Maslihatul Bisriyah, M. TESOL
NIP	:	19890928 201903 2 016
Expertise	:	English Writing
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date	:	April, 4 2022

A. INTRODUCTION

This validation sheet aims to determine the validity of the research instruments that have been prepared in this study. Any feedback from the validator (Mr./Ms.) is essential to improve the quality of the instruments in this study. The researcher would like to thank the validator (Mr./Ms.) very much for the willingness of the validator to fill out this validation sheet.

B. GUIDANCE

1. The assessment on this validation sheet is carried out by placing a check mark (√) in the available assessment column.
2. Please, Mr/Ms provide an objective assessment of this research instrument with the following assessment information:
 - 5: Very good
 - 4: Good
 - 3: Average
 - 2: Poor
 - 1: Very poor
3. Suggestions and comments from the validator (Mr/Ms) can be given in the suggestions and comments column provided.

C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1.	<p>The suitability of instrument indicators with indicators of achievement of basic competencies</p> <p>Basic Competence Indicators:</p> <p>4.3.2 Menyusun teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>Instrument Indicators:</p> <p>Given several themes about report text, students are able to write report text according to the theme</p>					√
2.	<p>The suitability between the instrument indicators and question</p> <p>Instrument Indicators:</p> <p>Given several themes about report text, students are able to write report text according to the theme</p> <p>Question:</p> <p>Write a maximum of 2 paragraphs of report text according to a predetermined theme!</p>					√
3.	Research instrument use good and correct language and punctuation					√
4.	The questions that are made do not cause double interpretation or misunderstanding.				√	
5.	The research instrument is communicative and easy to understand					√
6.	Research instruments can help researchers find out students' abilities in writing skills				√	

Suggestion:

Change the range of scoring levels to be more specific, and all score values are included in the rubric according to the predetermined value limit.

D. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. ~~The instrument can be used without revision~~
2. The instrument can be used with slight revision
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument cannot be used~~

Malang, March 25, 2022

Validator



Maslihatul Bisriyah, M. TESOL
NIP. 19890928 201903 2 016

S22	(2, 6, 11, 12)	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	82
S23	(1, 7, 8, 13)	4	4	3	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	3	4	75
S24	(2, 3, 10, 12)	4	4	5	3	4	4	4	3	3	4	4	4	4	3	4	4	4	5	5	5	80
S25	(1, 4, 9, 13)	4	4	4	4	3	4	4	3	3	3	4	4	3	3	3	4	4	4	4	4	73
S26	(2, 7, 11, 12)	4	4	3	4	4	4	4	4	3	3	4	4	3	3	3	4	4	3	4	4	73
S27	(1, 5, 10, 13)	4	4	3	4	4	4	4	2	3	3	4	4	3	3	3	4	4	4	4	4	72
S28	(2, 6, 8, 12)	4	4	3	4	4	4	4	3	3	3	4	4	3	3	4	4	4	3	4	4	73
S29	(1, 3, 9, 13)	4	4	4	4	4	4	4	3	3	4	4	4	3	3	4	4	4	3	4	4	75
S30	(2, 4, 8, 12)	4	4	5	4	4	4	4	5	5	4	4	4	5	4	4	4	4	5	4	4	85
S31	(1, 6, 11, 13)	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	82
S32	(1, 3, 9, 12)	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	83

Appendix 12 Result of Writing Test

Shareva x3

	Sixth meeting (writing test)
	Vacuum cleaner
	Vacuum cleaner is machine that can cleaning floor.
	The presence of a vacuum cleaner was invented by James
	Murray Spangler from America in 1907. Where the
	condition of the vacuum cleaner introduced by
	Murray is a form of vacuum cleaner that is used
	with electricity and is very small and light so it is
	easy to use. Vacuum cleaner is modern equipment and
	is used in various needs, for example in helping workers.
	Vacuum cleaner are consider faster and more efficient.
	Now there is a type of robotic vacuum cleaner whos
	way of working are almost 90% controlled by digital
	or remote control. as for other form of vacuum cleaner
	are, wet or dry type wet and dry, pneumatic vacuum
	cleaner, Backpack vacuum cleaner, hand held, Central
	built in vacuum cleaner and Constellation vacuum cleaner.

Name: Shavira Putri Dyandra.

Class: X-320

Vacuum Cleaner

A vacuum cleaner is a device that uses an air pump to create an empty space to suck dust and dirt, usually from the floor. The device, also known as a hoover, uses an air pump to create a partial vacuum that sucks small particles. The dirt that is sucked up by the vacuum cleaner is then collected in a dust bag to be disposed of later.

Vacuum cleaners, which are used in homes as well as in industry, exist in a variety of sizes and models, small battery-powered hand-held devices, wheeled canister models for home use. Most vacuum cleaners are supplied with attachments, such as tools, brushes and extension wands. These attachments allow the cleaner to reach otherwise inaccessible places or to be used for cleaning a variety of surfaces.

Air Conditioning

Air conditioning is a system used to cool down the temperature in an inside space by removing the existing heat and moisture from the room. In principle, the work by taking ~~out~~ warm air into a system and disposing cold air, but there is much more to this process.

While the basic concept behind air conditioning has been around since the ancient Egyptian times, the very first modern air conditioning unit was invented back in 1902 by Willh Carrier in response to an air quality problem by a New York Publishing company. The invention not only controls the temperature, but also the humidity of a space, cooling the air by flowing it over cold coils, allowing them to control the moisture in the air. Shortly after, air conditioning was introduced to cars and also to improve home comfort. Over the years, the sales of air conditioning units increased dramatically as a result of consumer needs.

- Syekhaz Vargi

X3/52

Electricity car

An electric ~~car~~ car are all cars that are driven by one or more electric motors, using only the energy stored in the battery. Compared to internal combustion engine (ICE) vehicles, electric cars are quieter, have no exhaust emissions, and are lower overall emissions.

Electric Vehicles appeared during the 1890s. An electric vehicle record until about 1900. In the 20th century, its high cost, led to a worldwide decline in its use as a personal motor vehicle. At the beginning of the 21st century, interest in electric vehicles is increasing. Since 2010, electric cars sales reached 1 million units shipped globally in September 2016. 4.8 million electric cars were used at the end of 2020. Global ratio between annual sales of battery electric cars and hybrids rose from 56% in 2012 to 70% in 2019, and fell to 69% in 2020. As of August 2020, the fully electric Tesla Model 3 is the best-selling electric passenger car of all time in the world, with approximately 645,000 units.

Appendix 13 Score Result of Students Writing Test

Responden	Content	Organization	Vocabulary	Language Use	Mechanic	Skor Total
1	26	19	20	21	4	90
2	25	17	16	21	4	83
3	24	15	17	18	4	78
4	25	16	17	18	5	81
5	25	16	15	19	3	78
6	22	20	18	19	3	82
7	23	16	17	18	4	78
8	27	16	16	18	5	82
9	26	16	17	20	4	83
10	25	15	18	19	4	81
11	24	15	17	20	4	80
12	25	18	19	20	3	85
13	23	18	17	18	4	80
14	26	17	18	20	5	86
15	23	17	18	18	4	80
16	24	18	18	18	4	82
17	24	18	19	19	4	84
18	23	16	16	17	4	76
19	26	17	18	17	4	82
20	26	18	18	16	4	82
21	27	18	19	18	5	87

22	24	17	19	18	4	82
23	24	16	17	17	4	78
24	24	19	17	18	4	82
25	22	17	16	17	3	75
26	23	18	17	17	3	78
27	22	17	17	17	4	77
28	22	18	18	17	3	78
29	23	18	18	17	4	80
30	24	19	19	18	4	84
31	27	19	19	20	5	90
32	24	19	19	18	5	85

Appendix 14 Validity of Speaking Test

Correlations																
		ITEM_ 1	ITEM_ 2	ITEM_ 3	ITEM_ 4	ITEM_ 5	ITEM_ 6	ITEM_ 7	ITEM_ 8	ITEM_ 9	ITEM_ 10	ITEM_ 11	ITEM_ 12	ITEM_ 13	TOTAL	Ket
ITEM _1	Pearson Correlation	1	.246	.272	.459**	.319	.238	.323	.145	.279	.357*	.410*	.177	.368*	.615**	Valid
	Sig. (2- tailed)		.175	.132	.008	.076	.189	.072	.429	.122	.045	.020	.332	.038	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _2	Pearson Correlation	.246	1	.496**	.284	.229	.121	.284	.323	.450**	.041	.446*	.396*	.318	.646**	Valid
	Sig. (2- tailed)	.175		.004	.116	.207	.508	.116	.071	.010	.826	.010	.025	.076	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _3	Pearson Correlation	.272	.496**	1	.553**	.147	.307	.553**	.358*	.286	.284	.280	.438*	.239	.715**	Valid
	Sig. (2- tailed)	.132	.004		.001	.422	.088	.001	.044	.113	.115	.120	.012	.187	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _4	Pearson Correlation	.459**	.284	.553**	1	.241	.474**	.238	.058	.176	.143	.099	.197	.045	.542**	Valid
	Sig. (2- tailed)	.008	.116	.001		.184	.006	.189	.753	.334	.435	.589	.279	.807	.001	

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _5	Pearson Correlation	.319	.229	.147	.241	1	.352 ⁺	.014	.270	.195	.439 ⁺	.215	-.007	.280	.520 ^{**}	Valid
	Sig. (2- tailed)	.076	.207	.422	.184		.048	.939	.135	.284	.012	.237	.969	.120	.002	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _6	Pearson Correlation	.238	.121	.307	.474 ^{**}	.352 ⁺	1	.017	.086	.175	.440 ⁺	-.066	.287	-.048	.490 ^{**}	Valid
	Sig. (2- tailed)	.189	.508	.088	.006	.048		.926	.641	.338	.012	.719	.112	.793	.004	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _7	Pearson Correlation	.323	.284	.553 ^{**}	.238	.014	.017	1	.161	.289	.143	.439 ⁺	.197	.164	.510 ^{**}	Valid
	Sig. (2- tailed)	.072	.116	.001	.189	.939	.926		.379	.108	.435	.012	.279	.368	.003	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _8	Pearson Correlation	.145	.323	.358 ⁺	.058	.270	.086	.161	1	.272	.148	.052	.406 ⁺	.515 ^{**}	.536 ^{**}	Valid
	Sig. (2- tailed)	.429	.071	.044	.753	.135	.641	.379		.132	.419	.779	.021	.003	.002	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
ITEM _9	Pearson Correlation	.279	.450 ^{**}	.286	.176	.195	.175	.289	.272	1	.049	.359 ⁺	.333	.246	.573 ^{**}	Valid

Appendix 15 Reliability of Speaking Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM_1	53.19	13.770	.533	.792
ITEM_2	53.56	13.157	.546	.788
ITEM_3	53.56	13.093	.639	.781
ITEM_4	53.44	13.931	.444	.798
ITEM_5	53.81	13.835	.405	.801
ITEM_6	53.53	13.612	.339	.810
ITEM_7	53.44	14.060	.408	.800
ITEM_8	53.34	13.588	.411	.801
ITEM_9	53.34	13.588	.465	.796
ITEM_10	53.31	14.157	.381	.802
ITEM_11	53.44	13.738	.430	.799
ITEM_12	53.34	13.846	.464	.796
ITEM_13	53.19	14.028	.384	.802

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	13

Appendix 16 Result of Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Writing test * Speaking test	Between Groups	(Combined)	295.233	9	32.804	6.078	.000
		Linearity	227.178	1	227.178	42.093	.000
		Deviation from Linearity	68.055	8	8.507	1.576	.189
	Within Groups		118.736	22	5.397		
	Total		413.969	31			

Appendix 17 Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking test	.165	32	.026	.950	32	.148
Writing test	.136	32	.136	.957	32	.224
a. Lilliefors Significance Correction						

Appendix 18 Result of Correlation Test

Correlations			
		Speaking test	Writing test
Speaking test	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	32	32
Writing test	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Appendix 19 Letter of Research Completion



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS BRAWIJAYA
SMA BRAWIJAYA SMART SCHOOL
Jalan Cipayung 10, Malang 65145, Indonesia
Telp : +62341 584654
E-mail : smabss@ub.ac.id Website : www.smabss.ub.ac.id

SURAT KETERANGAN

Nomor : 250/SMA.BSS/TU/V/2022


Kepala SMA Brawijaya Smart School menerangkan bahwa,

nama : Wan Aini Nur Aididatin
NIM : 18180012
lembaga : Universitas Islam Negeri Maulana Malik Ibrahim Malang
fakultas : Tarbiyah dan Keguruan (FITK)
program studi : S1 Tadris Bahasa Inggris
judul : The Correlation Between Students' Speaking Ability and Students' Writing Achievements of Report Text at Tenth Graders in SMA Brawijaya Smart School Malang.

telah melaksanakan penelitian di SMA Brawijaya Smart School Malang sejak bulan Maret s.d. Mei 2022.

Surat keterangan ini kami buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

24 Mei 2022

Kepala SMA Brawijaya Smart School

Nandung Intertama, Dip. Ed, M. Pd

NIK. 419078108025

Appendix 20 Thesis Consultation Logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
**FAKULTAS ILMU TARBIYAH DAN
KEGURUAN**

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : tbi_uinmalang@vmail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS**

Nama : Wan Aini Nur Aididatin
NIM : 18180012
Judul : **The Correlation between Students' Speaking Ability and
Students' Writing Achievement of Report Text at Tenth
Graders in SMA Brawijaya Smart School Malang**

Dosen Pembimbing : Maslihatul Bisriyah, M. TESOL

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	02/12/2021	Thesis Title Submission and Consultation	
2.	04/01/2022	Thesis Title Approval	
3.	13/01/2022	Review Chapter I: Background of The Study	
4.	04/02/2022	Review Chapter II: Literature Review	
5.	14/02/2022	Review Chapter III: Methodology and Research Instrument	
6.	21/02/2022	Approval Chapter I, II, and III	
7.	28/03/22	Instrument of Research	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG

**FAKULTAS ILMU TARBIYAH DAN
KEGURUAN**

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<http://tarbiyah.uin-malang.ac.id> email : tbi_uinmalang@vmail.com

8.	10/05/22	Review Chapter IV: Finding and Discussion	
9.	25/05/22	Review Chapter V: Conclusion and Suggestion	
10.	29/05/22	Appendix	
11.	03/06/22	Approval Chapter I, II, III, IV, and V	

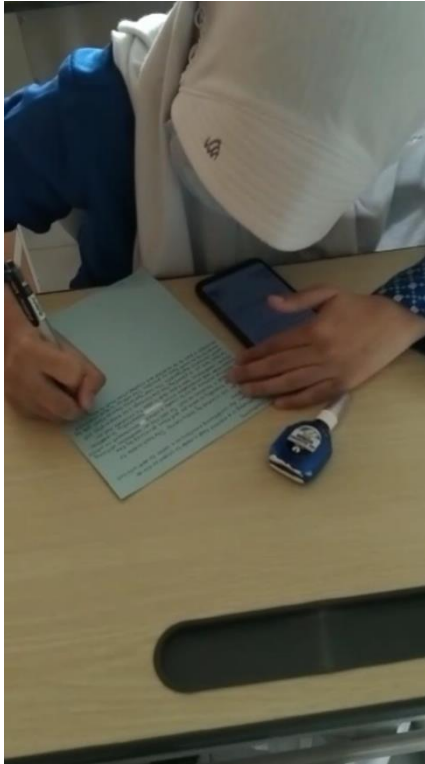
Menyetujui,
Dosen Pembimbing

Maslihatul Bisriyah, M. TESOL
NIP. 19890928 201903 2 016

Malang, June 03, 2022
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Appendix 21 Documentations



*Appendix 22 Curriculum Vitae***CURRICULUM VITAE**

Nama Lengkap	: Wan Aini Nur Aididatin	
Tempat, Tanggal Lahir	: Lamongan, 19 September 1999	
Jenis Kelamin	: Perempuan	
Agama	: Islam	
Fakultas, Jurusan	: FITK, Tadris Bahasa Inggris	
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang	
Alamat Rumah	: RT. 04/RW.01 Gedangan – Maduran - Lamongan	
No. HP/ Telepon	: 081331374473	
Alamat E-mail	: wanaini683@gmail.com	
Nama Wali	: Sumartono	

Educational Background

- | | |
|-------------------------------------|-----------------|
| 1. TK Al-Azhar Gedangan | 2003 – 2006 |
| 2. MI Muhammadiyah 10 Gedangan | 2006 – 2012 |
| 3. MTs Muhammadiyah 29 Gedangan | 2012 – 2015 |
| 4. MA Negeri 2 Lamongan | 2015 – 2018 |
| 5. UIN Maulana Malik Ibrahim Malang | 2018 – Sekarang |

Malang, June 02, 2022
Mahasiswa

Wan Aini Nur Aididatin
NIM. 18180012