

ABSTRACT

The thesis entitled “The Correlation between the Students’ Ability in Writing Procedure Text and Their Informative Speaking Achievement of the Seventh Grade Students at MTsN 1 Blitar” was written by Enggar Larasati, NIM 126203212136, English Education Department, Faculty of *Tarbiyah* and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Supervised by Anindita Badianti, M.Pd.

Keywords: Writing Ability, Procedure Text, Informative Speaking

Speaking skills are essential for students to express ideas clearly, but many junior high school students struggle with informative speaking due to anxiety and lack of practice. Writing procedure texts can support speaking because both require logical sequencing and clear structure. Procedure texts, which consist of goals, materials, and steps, help students organize ideas systematically. Previous studies showed a link between writing and speaking, but few focused on procedure texts in EFL junior high school contexts. Therefore, this study aims to examine the correlation between students’ ability in writing procedure texts and their informative speaking achievement.

This study employed a quantitative correlational design to analyze the relationship between writing and speaking skills. The population included all seventh-grade students of MTsN 1 Blitar in the 2024/2025 academic year, and 67 students were purposively selected as the sample. Data were collected using two instruments: a writing test on procedure texts and a speaking test on informative speech. The validity of the tests was confirmed through content and construct validity, and reliability was ensured using Cronbach’s Alpha, yielding satisfactory results above 0.78. The collected data were analyzed statistically using Spearman’s Rho correlation with SPSS 25.0 at a significance level of 0.05.

The results showed that students demonstrated high achievement in both writing and speaking tests. The average score for writing procedure texts was 19.07, while the speaking test had an average of 17.43, with most students in the “very high” and “excellent” categories. The statistical analysis revealed a correlation coefficient of 0.659, indicating a strong positive relationship between the two skills. The p-value of 0.000 confirmed that the correlation was statistically significant. Students who wrote better-structured procedure texts were more likely to deliver clearer and more fluent informative speeches.

The study confirms that writing and speaking skills are interconnected, especially in procedure contexts. Writing serves as a cognitive rehearsal that prepares students for organized and fluent speaking. Teachers should integrate writing and speaking tasks to enhance students’ overall communicative competence. Future research is suggested to explore other genres and educational levels for broader insight..

ABSTRAK

Skripsi yang berjudul “The Correlation between the Students’ Ability in Writing Procedure Text and Their Informative Speaking Achievement of the Seventh Grade Students at MTsN 1 Blitar” ditulis oleh Enggar Larasati, NIM 126203212136, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Dibimbing oleh Anindita Badianti, M.Pd.

Kata kunci: Kemampuan Menulis, Teks Prosedur, Berbicara Informatif.

Kemampuan berbicara sangat penting bagi siswa untuk menyampaikan ide secara jelas, namun banyak siswa SMP masih kesulitan dalam berbicara informatif karena rasa cemas dan kurangnya latihan. Menulis teks prosedur dapat mendukung kemampuan berbicara karena keduanya membutuhkan penataan ide secara logis dan struktur yang jelas. Teks prosedur yang terdiri dari tujuan, bahan, dan langkah-langkah membantu siswa mengorganisasi ide secara sistematis. Penelitian sebelumnya menunjukkan adanya hubungan antara menulis dan berbicara, tetapi sedikit yang berfokus pada teks prosedur dalam konteks EFL di SMP. Oleh karena itu, penelitian ini bertujuan untuk menganalisis korelasi antara kemampuan menulis teks prosedur dengan pencapaian berbicara informatif siswa.

Penelitian ini menggunakan desain kuantitatif korelasional untuk menganalisis hubungan antara keterampilan menulis dan berbicara. Populasi penelitian adalah seluruh siswa kelas VII MTsN 1 Blitar tahun ajaran 2024/2025, dengan sampel sebanyak 67 siswa yang dipilih secara purposive. Data dikumpulkan melalui dua instrumen, yaitu tes menulis teks prosedur dan tes berbicara informatif. Validitas instrumen dikonfirmasi melalui validitas isi dan konstruk, sedangkan reliabilitasnya diuji dengan Cronbach’s Alpha yang menghasilkan nilai di atas 0,78. Data yang terkumpul kemudian dianalisis menggunakan korelasi Spearman’s Rho melalui SPSS 25.0 dengan taraf signifikansi 0,05.

Hasil penelitian menunjukkan bahwa siswa memiliki pencapaian tinggi pada tes menulis maupun tes berbicara. Rata-rata nilai menulis teks prosedur adalah 19,07, sedangkan rata-rata tes berbicara adalah 17,43, dengan mayoritas siswa berada pada kategori “sangat tinggi” dan “sangat baik.” Analisis statistik menunjukkan koefisien korelasi sebesar 0,659 yang mengindikasikan hubungan positif yang kuat antara kedua keterampilan. Nilai signifikansi sebesar 0,000 membuktikan bahwa korelasi tersebut signifikan secara statistik. Siswa yang menulis teks prosedur lebih terstruktur cenderung mampu menyampaikan pidato informatif secara lebih jelas dan lancar.

Penelitian ini menegaskan bahwa keterampilan menulis dan berbicara saling berkaitan, khususnya dalam konteks teks prosedur. Menulis berfungsi sebagai latihan kognitif yang mempersiapkan siswa berbicara lebih teratur dan lancar. Guru disarankan mengintegrasikan tugas menulis dan berbicara untuk meningkatkan kompetensi komunikatif siswa. Penelitian selanjutnya disarankan mengeksplorasi genre lain dan jenjang pendidikan berbeda untuk wawasan yang lebih luas.