

**THE CORRELATION BETWEEN THE ACHIEVEMENTS IN
READING AND IN WRITING OF THE ENGLISH DEPARTMENT
STUDENTS OF WIDYA MANDALA CATHOLIC
UNIVERSITY BELONGING TO THE SCHOOL
YEAR OF 1994 - 1995**

A THESIS

**In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching**



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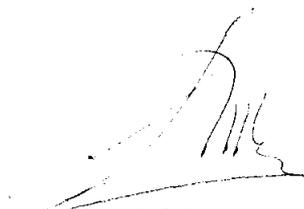
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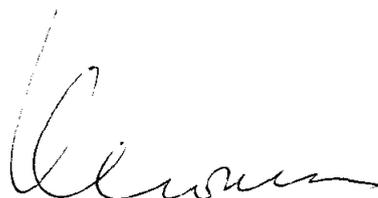
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This thesis has been examined by the Committee on Oral Examination with a grade of _____ on August 22, 1998.



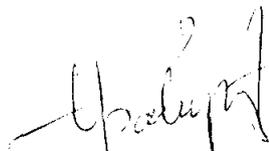
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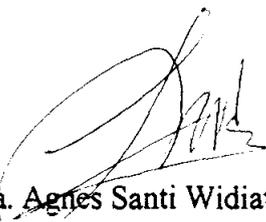
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Susanti, Ignatia Rini, 1998, **The Correlation between the Achievements in Reading and in Writing of the English Department Students of Widya Mandala Catholic University belonging to the School Year of 1994-1995.** Thesis. Program Studi Pendidikan Bahasa dan Seni. Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala Surabaya. Advisor: Dra. Agnes Santi Widiati, M.Pd.

ABSTRACT

There are four skills to be mastered in learning English for the students of the English Department of Widya Mandala Catholic University, they are reading, writing, listening, and speaking. Although these four skills are taught separately, they are connected to each other. One cannot just learn to write without reading and to speak without listening. Some researchers find that there is a strong relationship between Reading and Writing in which the mastery of Writing could be improved by reading a lot.

The facts above have encouraged the writer to conduct a descriptive study to find the correlation between the achievement in Reading and in Writing of the English Department students of Widya Mandala Catholic University.

The subjects of this study are eighty-two students of the English Department of Widya Mandala Catholic University who belong to the school year of 1994-1995. They are divided into six groups, from A to F. The writer took the subjects randomly of those who passed Reading I-Reading V and Writing I-Writing V continuously. Based on their mid-term and final-term scores, the writer calculated their final scores to find the linear regression lines. This will help her to predict the students' improvement. Next, she calculated the correlation coefficient to decide which hypothesis is rejected.

Based on the result, the writer concluded that the correlation between Reading and Writing is moderate, significant, and positive. It means that the increase of one variable is followed by the increase of the other variable. In this case, the increase of Writing scores is followed by Reading scores. It proved that there is a moderate relationship between the mastery of Writing and Reading.