

CHAPTER I
INTRODUCTION

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1.1 Background of the Study

In mastering a language the students should learn the four language skills and the language components. The four language skills are reading, writing, listening, and speaking while the language components are vocabulary, grammar/structure, and pronunciation. Therefore, in learning English, the students are also learning the four language skills and the language components.

Reading, Writing, Listening, and Speaking are related to each other, for example: Speaking and Listening are also related one to another because one speaks in responding what he has listened to. Another example is Vocabulary and Reading because in order to read someone should have a great deal of vocabulary. In the written mode of language, Reading and Writing are related because one reads what is written by another or reads his own composition. Teachers observed that the students who like to read get better Writing achievement while the ones who don't like to read get less Writing achievement. Some students also experience that by reading they achieve better result in their Writing and for those who only waste a little time in reading get lower result.

The students of the English Department of Widya Mandala Catholic University in Surabaya get the subjects of reading, writing, listening, and speaking. Those skills are taught from the very beginning up to the end of their study. According to the curriculum, the students get Reading I and Writing I in semester 2, Reading II and Writing II in semester 3, Reading III and Writing III in semester 4, Reading IV and Writing IV in semester 5, and Reading V and Writing V in semester 6.

For some students, writing seems to be a burden, they have difficulties in expressing their ideas and thoughts on to a paper. While in Reading they always find

some difficulties in understanding a passage because of their lackness of vocabulary and also in comprehending the passage because they always try to translate it word by word but they should get the idea of the passage only. Some researchers find that there is a strong relationship between Reading and Writing in which the mastery of Reading influences the Writing mastery. They also come up with the idea that a person who reads a lot do not find any difficulties in expressing his ideas and thoughts in written form.

So far some students of the English Department have proved the relationship between Reading and Writing, they observed more or less 20 students and found that there is a correlation between the achievements in Reading and in Writing. The writer used more samples to explore deeper if there is a correlation between the achievements of Reading and in Writing of the English Department students of Widya Mandala Catholic University belonging to the school year of 1994-1995.

1.2 Statement of the Problem

Based on the reasons presented in the background of the study, the problem of this study is formulated as follows: *"What is the Correlation between the Achievement in Reading and in Writing of the English Department Students of Widya Mandala Catholic University of 1994-1995?"*

This problem includes some sub problems:

1. What is the correlation between the achievement in Reading I and Writing I?
2. What is the correlation between the achievement in Reading II and Writing II?
3. What is the correlation between the achievement in Reading III and Writing III?
4. What is the correlation between the achievement in Reading IV and Writing IV?
5. What is the correlation between the achievement in Reading V and Writing V?

1.3 Objectives of the Study

In line with the statement of the problem, the objectives of this study is to find the correlation between the achievement in Reading and in Writing of the English Department Students of Widya Mandala Catholic University belonging to the school year of 1994-1995. The subdivisions of the objective are to find: the correlation between the achievement in Reading I and Writing I, Reading II and Writing II, Reading III and Writing III, Reading IV and Writing IV, Reading V and Writing V of the English Department Students of Widya Mandala Catholic University belonging to the school year of 1994-1995.

1.4 Significance of the Study

The writer hopes that the results of this study will provide some additional information to the English teachers that the students' writing mastery can be improved by reading and the other way around.

1.5 Scope and Limitation of the Study

In carrying out the study to find the correlation between the achievements in Reading and in Writing, the writer decided to conduct the research only to the English Department Students of Widya Mandala Catholic University Surabaya. The limitation of this study is on the correlation between the achievements in Reading and in Writing only. Variables such as the materials for Reading and Writing, the students' attitude, intelligence, home environment, social economic, status, and motivation are beyond the scope of this study.

This research is conducted to know whether there is a positive significant correlation between the achievement in reading and in writing of the English

Department Students of Widya Mandala Catholic University belonging to the school year of 1994-1995.

1.6 Assumption of the Study

This study will be based on the following assumptions:

1. The students' achievement of Reading and Writing subjects are valid measures of their performance.
2. All Reading and Writing teachers of the English Department are considered qualified.
3. All Writing and Reading teachers of the English Department of Widya Mandala University judge the students' examination papers objectively.
4. The tests of Reading I-V and Writing I-V are valid and reliable.

1.7 Hypotheses

The hypotheses of this study are formulated as follow:

Major Hypotheses:

Ho : There is no positive significant correlation between the achievement in Reading and in Writing of the English Department Students of Widya Mandala Catholic University of 1994-1995.

Ha : There is a positive significant correlation between the achievement in Reading and in Writing of the English Department Students of Widya Mandala Catholic University of 1994-1995.

Sub Hypotheses:

Ho₁: There is no positive significant correlation between the achievement in Reading I and in Writing I.

Ha₁: There is a positive significant correlation between the achievement in Reading I and in Writing I.

Ho₂: There is no positive significant correlation between the achievement in Reading II and in Writing II.

Ha₂: There is a positive significant correlation between the achievement in Reading II and in Writing II.

Ho₃: There is no positive significant correlation between the achievement in Reading III and in Writing III.

Ha₃: There is a positive significant correlation between the achievement in Reading III and in Writing III.

Ho₄: There is no positive significant correlation between the achievement in Reading IV and in Writing IV.

Ha₄: There is a positive significant correlation between the achievement in Reading IV and in Writing IV.

Ho₅: There is no positive significant correlation between the achievement in Reading V and in Writing V.

Ha₅: There is a positive significant correlation between the achievement in Reading V and in Writing V.

1.8 Definition of the Key Terms

In order to avoid misunderstanding, the following key terms used in this study

should be defined before we move to the next chapters.

a. Correlation

Correlation is a statistical tool to show a relationship of connection (Oxford Wordpower Dictionary, 1993).

David P. Harris defines correlation as a 'statistical' tool which expresses the degree of relationship between two sets of scores or other variables. It ranges from a value +1.00, meaning there is a positive correlation; and 0 which means there is no correlation between the two variables; down to -1.00 meaning there is a perfect negative correlation. The increase of one variable which is accompanied by the increase of the other variable is called positive correlation. While negative correlation means that an increase in one variable is accompanied by a decrease of the other. The degree of the relationship between the two variables is indicated by the size of the coefficient correlation (Harris, 1974: 142).

b. Achievement

Achievement means something that is done successfully especially through hard work or skill (Oxford Wordpower Dictionary, 1993).

According to R.C. Gardner, achievement in an L₂ is viewed in terms of knowledge about the components of the language such as vocabulary, grammar, pronunciation, or in terms of proficiency in the four basic skills, i.e. reading, listening, writing, and speaking (Gardner, 1985: 127).

“Achievement test as a formal test which has been designed to show mastery of particular syllabus (Heaton, 1975: xi).

In this study, reading and writing tests are used to measure the students' achievement in reading and in writing skill.

c. Reading

Reading is looking at words and understand them (Oxford Wordpower Dictionary, 1993). Reading is understanding the messages written or printed materials (Blake, 1989: 1).

Gibson says that reading is a conceptual process; a tool for learning and thinking that can take the place of first hand experience (Gibson, 1972: 390).

According to Robert Lado, reading in a foreign language is grasping the language patterns from their written presentation quickly without analysis of what symbols represent what sounds (Lado, 1962: 223).

d. Writing

Writing is to arrange words on the paper (Oxford Wordpower Dictionary, 1993).

Writing is the skill of arranging words to form sentences and paragraphs in larger units so that thought may be communicated to others (Brown, 1968: vii).

Writing is a creative act. The act of writing is creative because it requires us to interpret or make sense of something: an experience, a text, or an event. Writing is a discovery process, a process of finding what you are thinking and what you want to say in particular situation. Writing as a form of social dialogue, a way of talking to people (Gould, 1989). Writing as a series of sentences that are grammatical and logical (Wiriyaichitra, 1983).

e. The reading achievement is the average of the students' reading scores obtained by the English Department Students of Widya Mandala Catholic University

belonging to the school year of 1994-1995, that is the final result of the mid-semester and the end-semester tests.

- f. The writing achievement is the average of the students' writing scores obtained by the English Department Students of Widya Mandala Catholic University belonging to the school year of 1994-1995, that is the final result of the mid-semester and the end-semester tests.

1.9 Organization of the Study

The study which discusses the correlation between the achievement in reading and in writing consists of five chapters.

The first chapter that is introduction explains about background of the study, statement of the problem, objective of the study, hypothesis, significance of the study, scope and limitation of the study, assumption of the study, definition of the key terms, and organization of the study.

The second chapter is review of related literature and studies. This chapter is about theory of reading, importance of reading, teaching of reading in EFL, theory of writing, importance of writing, teaching of writing in EFL, and integrating reading and writing, and some related studies.

Chapter three is research methodology that contains research design, population and sample, research instrument, data, procedures of collecting data, and procedures of data analysis.

Chapter four is about data analysis, interpretation of the result of the analysis, findings, and the interpretation of the findings. And the last chapter, chapter five is summary, conclusion, and suggestions.