

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an international language which has been used as a worldwide language all around the world. Indonesia, as a developing country, has realized the importance of English since a long time ago. Therefore, English has been taught in Indonesia as a foreign language starting from primary school up to university.

In learning a foreign language, people have to master the four language skills: listening, speaking, reading and writing. There are some components that have to be mastered as well as those language skills, such as vocabulary and grammar.

Among the four language skills, writing is the most difficult skill to be learned. In writing, people deal with many components such as vocabulary, grammar and punctuation. Among the four language skills, writing is the most difficult skill to be learned, as it requires both writers' linguistic and communicative competences (Ershadi P, Sumbayak, Syarfi ,2012). Writing is not a spontaneous skill or acquired easily, in fact, it is viewed as 'probably the most difficult thing to do in language' (Nunan, 1999:271).

Reading is one of the many ways to help students write. Teachers can use reading to trigger students' interest to write. Reading is also an important skill for students and through reading students can learn many things. Perfetti (1985) says that the ability to read is the criteria in the beginning of school, and it can lead to

later academic success (as cited in Collins, 2011). Chall (1967) states that reading can result in significantly better word recognition, spelling, vocabulary, and comprehension.

Writing and reading are closely related and, some would say, inseparable. Better writers tend to be better readers, and better readers produce better writing. Reading instruction is most effective when intertwined with writing instruction and vice versa. Some researchers found that reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. At the same time, writing practice helps students build their reading skill; especially for the young learners who are working to develop phonemic awareness and phonic skills.

Interested in finding out the relationship between reading and writing, the writer conducts a research entitled “The Correlation Between Students’ Reading Comprehension Achievement and Writing Achievement in Senior High School Level.”

1.2 Statement of the Problem

Based on the background of the study above, the research questions are formulated as follows:

1. Is there any positive correlation between students’ reading comprehension achievement and their writing achievement?
2. Which components of writing correlate with reading the most?

1.3 Objectives of the Study

From the mentioned research problems, the first objective of this study is to find out the correlation between students' reading comprehension achievement and their writing achievement. The second objective is to find out which components of writing correlate with reading the most.

1.4 Theoretical Framework

The theoretical framework used in this study is based from the statement stated by Langer and Flihan (2000). They state that there is a correlation between good readers and good writers. Better writers tend to read more than poorer writers do and better readers tend to produce more syntactically mature writing better than poorer readers do.

1.5 Hypotheses

This study is a correlational study and to answer the problem of this study, the writer has provided tentative answers. Therefore, the hypotheses are formulated as follows:

1. Null hypothesis:

There is no positive correlation between students' reading comprehension achievement and their writing achievement in senior high school level.

2. Working hypothesis:

There is a positive correlation between students' reading comprehension and their writing achievement in senior high school level.

1.6 Assumptions

This study is based on the following assumptions:

1. All of the students know some kinds of texts along with their generic structure and their purpose.
2. The teachers who teach the subject are considered qualified because they have been teaching English for years.

1.7 Scope and Limitation of the Study

It is necessary to limit the scope of the study. The subjects of this study are limited only to senior high school students, specifically the grade 12 students.

This study examines the correlation between reading comprehension achievement and writing achievement; therefore, the writer analyzes the students' scores only in reading comprehension and writing to determine the correlation between those two.

1.8 Significance of the Study

The result of the study is expected to give information to teachers about the correlation between their students' reading comprehension and writing achievement. Teachers can encourage their students to read more so that students will get more knowledge which can improve their writing mastery, and vice versa. Teachers should know that writing has to be taught simultaneously with reading and vice versa since reading is useful for students in learning writing.

1.9 Definition of Key-terms

There are some terms in this study that should be defined to avoid confusion.

Those terms are:

1. **Correlation.** A set of statistical procedures for testing the strength of association between sets of scores (Nunan:1992). The increase of one variable which is accompanied by the increase of the other variable is called positive correlation. Negative correlation happens when an increase in one variable is accompanied by a decrease in the other.

In this study, reading comprehension achievement and writing achievement are statistically correlated.

2. **Reading Comprehension.** The understanding of readers to construct meaning by interacting with text through the combination of prior knowledge and previous experience as well as information in the text and the stance the reader takes in relationship to the text (Pardo:2004).
3. **Writing.** The representation of language using certain symbols or sign (Daniels: 1996). Writing is the ability to produce connected texts that communicates idea.
4. **Achievement.** The students' proficiency in certain skills such as listening, speaking, reading, writing, vocabulary, grammar, and pronunciation (Tinambunan: 1988). In this study, reading and writing are represented as reading scores and writing scores.

1.10 Organization of the Study

This study consists of five chapters. Chapter 1 presents the introduction. In this chapter, the writer states the background of the study, problem statement, objective of the study, theoretical framework, hypotheses, assumptions, scope and limitation of the study, definition of key-terms, and organization of the study. Chapter 2 consists of literature review and previous study. Chapter 3 describes the methodology of this study, which includes research design, population and sample, instruments, data analysis technique, and procedure of data collection. Chapter 4 presents data analysis and interpretation of the findings. Finally, Chapter 5 contains the conclusion and suggestions.