

**The correlation between reading achievement and
writing achievement of the English Department
students**

A Thesis

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



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2009**

ACKNOWLEDGEMENTS

The writer would like to thank God for the guidance and blessing given to her, especially during the process of writing this study. Without God beside her, the report of this study would not be done properly.

The writer also wants to give her deepest gratitude and thanks to:

1. Prof. Dr. D. Wagiman Adisutrisno, MA., her advisor, for his guidance, comments, and suggestions during the process of carrying out this study and writing report on it.
2. The board of the examiners who have given valuable comment, suggestions, and guidance for the sake of the perfection of this study.
3. All of the lecturers who have taught her in the English Department of Widya Mandala Surabaya Catholic University for the past four years.
4. All of the students who became the subjects of this study.
5. Her friend, Nancy Prasetyo, who shares her time and knowledge to help the writer to analyze the data and her support, for the sake of the accomplishment of this study.
6. Her parents, her sisters, and her relatives whose names cannot be mentioned one by one, who have given her their biggest support and love. Sharing precious moments in life with this family has been really wonderful, valuable, and enjoyable.
7. Her friends at the English Department of the Widya Mandala Surabaya Catholic University, Patricia Aci Kurniasih, Vivi Marta Kristantiana, Lia Wahyuni, Marilyn Mochtar, Lulu, Christine Caroline, Maria Grace

Nathanael, and Linda, who have helped and supported her. Spending time together for this past four years with them would be the precious moment she has ever had in life.

The writer

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Abstract

Wiranata, Fianti.2009.The Correlation between Reading Achievement and Writing Achievement of the English Department Students of Widya Mandala Catholic University Surabaya

Advisor: Prof. Dr. D. Wagiman Adisutrisno, MA.

Key words: correlation, reading, writing, and achievement

Reading and writing are the two subjects taught separately at the English Department of Widya Mandala Surabaya Catholic University. Moreover, reading is assumed as receptive skill. On the contrary, writing is a productive skill which is an active thinking process. This reason leads the writer to conduct this study. The writer argues that reading and writing are important for the English Department students to be mastered. This study is conducted in order to find out whether there is a positive significant correlation between reading achievement and writing achievement of the English Department students.

To get the answer to the problem statement, the writer analyzed the data which are the students' reading achievement and writing achievement in order to find out whether reading correlate with writing or not and what the correlation is. Dubin, Eskey, and Grabe (1986, p.33) who said that "Reading and writing are mirror-image processes" strengthen the writer's assumption that both reading and writing are correlated as active thinking learning processes to communicate which make use of the knowledge in the brain. Mirror image can be meant as a reflection (Answers Corporation, (n.d.)). From the quotation above, it can be assumed that reading and writing are the process of reflection of the knowledge stored in the mind. In the process of reading, the knowledge that the readers have is needed for the readers to support them to interpreting and understanding the meaning of the text and then to broaden the previous knowledge. It is also important in writing; the knowledge stored in the brain is used to express the ideas in written form.

The method that is used in this study is correlation method. The writer compare the two variables which is reading achievement and writing achievement to view whether reading achievement is related to writing achievement. The results of this study show that there is a positive correlation between reading achievement and writing achievement of the English Department students and the correlation is significant. It is found that the correlation between reading achievement and the writing achievement is low with the value of 0,384 and the significance of the correlation is more than the table of the coefficient correlation which is 0,254.

The writer has some suggestions. First, she suggests reading and writing to be taught by the same lecturer at the English Department of Widya Mandala Surabaya Catholic University. Second, for further research the writer suggests to find out whether the students with reading disabilities can make any success in writing. The writer also suggests the other researcher to make a research about the correlation between reading achievement and speaking achievement.