

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language that is used by approximately 400 million people as their first language and 1.5 billion people as their second language (Wikipedia encyclopedia). That is why it is used widely as international language. Human being is being helped by English because there are so many languages in the world and people do not have much time to learn them one by one. By using English, people can communicate with other people from other countries.

In Indonesia, English is a subject for some schools, even from “Kindergarten”, and in higher education level English becomes more common to be taught. In universities, there are so many textbooks written in English and not translated to Indonesian. Because of the importance of learning English, some private schools in Surabaya are trying to make a bilingual educational system (students are taught using Indonesian and English).

There are four language skills in English, listening and reading as receptive skills and speaking and writing as productive skills. There are also two language components, vocabulary and grammar. All of them are taught in the English subject in Indonesia.

Walters (1983: 17) as quoted by Liandra (1998), states that “writing” is the last and perhaps the most difficult skill to learn. Even for native speakers, they need to learn more when they want to be a good writer, whereas they do not have

many difficulties in the language components, Vocabulary and Grammar like we do.

Neeld (1990: 2) claims that controlling the process of writing means unleashing new channels of energy, finding more complex ways of engaging ideas testing innovative structure for containing them, and learning how to bring concepts and proposals to the world in an appealing way. Like life, the process of writing breathes and moves; at the same time, it is also complicated and unpredictable. Since the main target is the reader, writers need to be innovative and develop their ideas in acceptable and understandable ways. These are the hardest obstacle that writers usually face.

Writing ability needs both lexical and grammatical aspects. Lexical aspect means the writer should not only acquire wide range of vocabulary (lexical aspect) but also a good knowledge of grammar (Grammatical aspect). According to Sujeni Brage (1983) as quoted by Liem (1996) problem in comprehending English text is not caused by new vocabulary only, but also the ability to detect the head word of a phrase, the main verb, and subject of sentences especially the long and complicated one will be the difficulties.

Interested in finding out how far the Students' structure achievement has relationship with their writing achievement. The writer decided to make a study on Structure I achievement and language use achievement in Writing I of the English Department students of Widya Mandala Catholic University Surabaya

1.2 Research Question

Based on the background of the study previously mentioned, the question of this study is: Is the students' achievement in Structure I positively correlated to their language use achievement in Writing I?

1.3 Objective of the Study

In line with the problem stated above, this study is intended to find out whether the students' achievement in Structure I is positively correlated to their language use achievement in Writing I of the 2006-2007 academic year of the English Department of Widya Mandala Catholic University Surabaya?

1.4 Significance of the Study

The data and information in this study are expected to reveal whether or not there is a positive correlation between the Structure I achievement and the language use achievement in Writing I of the students of Widya Mandala Catholic University Surabaya. If there is a positive correlation between them, the head of the English Department of Widya Mandala Catholic University Surabaya should consider Structure subject to be taken together with or as the pre-requisite of the Writing subject and synchronize the content of each subject so they can support each other in order to get the maximum achievement and if there is a negative correlation between them, the next researcher should look for the weaknesses of the grammar lesson given in the Structure class.

1.5 Scope and Limitation of the Study

This study is limited to the correlation between the Structure I achievement and the language use achievement in Writing. Variables such as: The students' attitude, motivation, intelligence and home environment are, therefore, beyond the scope of the study.

1.6 Theoretical Framework

There are some theories underlying this study, namely theories of grammar, theories of writing, theories of relationship between grammar and writing.

In the theories of grammar, Scoot (1967) points out that structure is a potential piece of language. Grammar is a tool in learning English. Writer needs grammar to make his composition acceptable by the reader.

In the theories of writing, Cooper (1984:v) claims that writing in another language is not only about translating words from one language to another, so in order to understand fully and to write well, one needs to recognize and use the acceptable ways of organizing his ideas in English.

In the theories of relationship between grammar and writing, Sutaria (1984) states that structure devices are just necessary to signal meaning as words. Structure is needed to improve someone's writing ability.

1.7 Assumptions

This study is based on the following assumptions:

- The students' scores on their Structure I test are reliable and valid representatives of their structure proficiency.
- The students' scores on their Writing I test are reliable and valid representatives of their writing proficiency.
- All Structure I and Writing I lecturers of the English Department of Widya Mandala Catholic University are qualified

1.8 Hypothesis

The null hypothesis:

There is no significant correlation between Structure I achievement and the language use achievement in Writing I of the 2006-2007 academic year students of the English Department of Widya Mandala Catholic University Surabaya.

The alternative hypothesis:

There is a significant correlation between Structure I achievement and the language use achievement in Writing I of the 2006-2007 academic year students of the English Department of Widya Mandala Catholic University.

1.9 Definition of the Key Term

To avoid misinterpretation and misunderstanding, the writer considers it necessary to provide the definitions of the following key terms,

- Correlation: According to David P. Harris (1969: 142), correlation is a statistical term which expresses the degree of relationship between two sets of scores or other variables. It ranges from value of +1.00, which means a perfect positive correlation; 0 which means no correlation; and down to -1.00, which means a perfect negative correlation. Positive correlation means that an increase in one variable is accompanied by an increase in another variable, while negative correlation means that an increase in one variable is accompanied by a decrease of the other variable. The degree of the relationship between the two variables is indicated by the size of the coefficient of correlation. In this study, the two variables are two sets of scores, Structure I score and the language use score of Writing I.
- Structure I: Structure I is one of a series of the Structure subjects taught in the English Department, Widya Mandiala Catholic University Surabaya. It has a goal to provide the students with the ability to know how to use the basic patterns of statements, questions, requests, and commands correctly. In order to achieve the goal, the structure I gives several course contents to support the students. The course contents are affirmative, negative affirmative questions, negative questions, wh-questions tag questions,

imperatives, nouns, verbs, adjectives, adverbs, prepositional phrases.

- Writing I: Writing I is one of a series of the Writing subjects taught in the English Department of Widya Mandala Catholic University Surabaya. In 2006/2007 curriculum Writing I teaches the students how to make Autobiography, Recount, and Narrative.
- Language use: Language use is one of the components in ESL profile used to score and analyze the students' grammar ability

1.11 Organization of the Study

This thesis consists of five chapters. Chapters I, presents introduction, background of the study, significance of the study, scope and limitation of the study, hypothesis, definition of the study and the organization of the Study. Chapter II highlights reviews of related literature. Chapter III discusses research methodology, divided into four parts. Those are research design, population and sample, procedures of data collection, material and instrument to get the data. Chapter IV consists of data analysis and interpretation of the findings, while the last chapter, Chapter V consists of two parts, conclusion and suggestion.