

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation, the theoretical framework, the hypothesis, the definition of the key terms, the assumptions and the organization of the study.

1.1 Background of the Study

“Reading is a receptive skill, whereas writing is expressive in nature” (Heller, 1991, p. 4). Reading and writing are two language skills taught to the second language learners who learn English in Widya Mandala University. They are taught separately by the different lecturers. This point of view makes an assumption to the learners as if they are not correlated.

Tarigan (1986, p.1) argues that there are four language skills which the students must major; they are listening skill, speaking skill, reading skill, and writing skill. These four language skills are correlated one to another. This quotation indirectly explains that reading has a close relationship with writing. Strongly pointed out by Dubin, Eskey, and Grabe (1986, p. 33) who claim that “Reading and Writing abilities are highly correlated”. These two arguments convince the writer to conduct a study about reading and writing correlation.

At a glance, reading and writing are the two things that significantly separated. Reading is a receptive skill which emphasizes only on searching for and getting meanings from the written texts. Steinberg, Nagata, and Aline argue that “Reading is a form of communication the goal of which is the reception of information through written forms” (Steinberg, Nagata, and Aline, 2001, p.97), reading seems as a passive skill. When we read, we only receive the information from the writer. The role of the reader is the information receiver. Whereas, writing belongs to productive skill and emphasizes on how to use knowledge and personal experiences to give information to the readers and rearrange them in a good structure to make them understand the author’s feeling. It looks like that reading and writing are not correlated.

Even though they are different, basically they have the same thing. Reading and Writing are dealing with the ways of thinking and communicating the message or information as it is said that “Both reading and writing are ways of thinking and learning and of communicating that thinking and learning to others”(Hydn, Chase, and Gordon, 1992, p. 1). This argument is strengthened by the statement written by Tarigan (1986, p.7) that reading can be defined as a method that is used for communicating ideas provided in written symbols both to the readers themselves and to others. From the statement above, it can be said that after the reading action, the readers actively focus on how to respond to the information given by the writer.

Reading and writing are the ways of communicating the information or message through the written language. They are correlated.

To understand more about reading-writing correlation, the writer quoted a statement that “Reading and writing are mirror-image processes” (Dubin, Eskey, and Grabe, 1986, p.33). From the dictionary in www.answers.com, the writer found out the definition of mirror-image. It is “An image that has its parts arranged with a reversal of right and left, as it would appear if seen in a mirror. It is a likeness in which left and right are reversed. The synonym of mirror-image is reflection” (Answers Corporation, (n.d.)). Through this definition, it may be said that both reading and writing is a process of reflection the knowledge stored in the brain. This argument aims to find out whether English students’ reading achievement correlate with their writing achievement.

Reading many books results the readers which are the second language learners to be able to learn more about word structure and vocabulary in English. When the reader reads a certain reading material, he or she may find what the author says, how to make a sentence or phrase in the reading material that he or she did not know before, and how to express it in the second language. In writing, the mastery in word structures and the vocabulary is needed to construct the meaning in order to express it through the written form.

However, in their correlation in terms of communication and reflection, both the process of reading and writing need to use the background knowledge

and experiences of the readers or the writers themselves. They make use of the knowledge stored in the mind. In other words, to be able to read, we need knowledge, to be able to write, the knowledge is also important. The writer says it as a reflective action. This argument is also supported by Howards (1980, p. 35) that “Reading requires knowledge of the interrelated and interdependent skills in word recognition, meanings, and study skills”. In the book “Reading Diagnosis and Instruction an integrated approach”, the writer found the definition of study skills, “The study skills are used as tools by good readers to select the most important ideas in paragraphs, articles, and chapters” (Howards, 1980, p.286). After the reading action, the readers focus on how to response after reading the information given by the author.

In the process of reading, the background knowledge is important because it can be used to interpret the meaning of the text. Without having any knowledge about what we are reading, we can not comprehend the meaning of the reading material, as it is said that “Reading and life must not be separated” (Howards, 1980, p.35). For example, when we are reading about a book discussing about politics issues in 1945 in which there are many historical events we do not know or involved in, it will be difficult for us to understand about the idea in that book. It is the same in the process of writing; the background knowledge is used to organize the ideas to be written. The background knowledge is the already-existing knowledge stored in the mind. According to schema theory, reading comprehension is an interactive process

whereby the reader relates already-existing or background knowledge to the meanings in the text.

Supported by the statements stated above, the writer conducts the study to find out the correlation between reading achievement and writing achievement.

1.2 Problem Statement

The problem statement is formulated as follows:

1. Is there any correlation between reading achievement and writing achievement of the English Department Students?

1.3 Objective

The study is intended to find out whether there is a correlation between Reading Achievement and Writing achievement of the English Department Students.

The purpose of the study is to find out whether there is a correlation between reading achievement and writing achievement of the English Department students. The writer argues that the students' achievement of reading high, the students' achievement of writing is also high. Therefore, it can be said that by reading a lot, we can get knowledge in which the knowledge can be useful for writing.

1.4 The Significance of the Study

Reading and Writing are important skills that the English Department students especially at Widya Mandala Surabaya Catholic University should master. Reading and Writing are the two skills that students used the most for eight semesters in learning English. The writer stresses that reading has a close relationship with writing. The result of this study is expected to provide some evidences that reading can give some contribution in improving writing ability.

The significance of this study is contributed for the lecturers of the English Department students of Widya Mandala Surabaya Catholic University, for the the English Department students especially at Widya Mandala Surabaya Catholic University, and for the writer herself. This study under report is expected to motivate the lecturers in the English Department especially at Widya Mandala Surabaya Catholic University to encourage the students of the English Department to read a lot. Besides, this study is expected to motivate the lecturers to upgrade the teaching method in teaching reading and writing.

This study is also expected to make the English Department students realize that reading is important as the foundation to improve writing ability. Learning from the material books provided by the lecturers is not enough. The students can also read other books or articles from other sources to be able to improve their writing skill.

For the writer herself, this study makes her understand that reading and writing are correlated. The second language learners are able to enrich their vocabulary, they know how to organize words to be a good composition that can be understood when the people who understand English read it, and they can organize their flow of ideas well so that the people who read it can enjoy the reading. Besides, improving writing skill through reading a lot can help the second language learners especially the English Department students to live and survive. There are many authors both come from the English speaking countries and other countries succeed in their carriers which are related to written language. For instance, J.K. Rowling, the author of Harry Potter, and Andrea Hirata, the author of Laskar Pelangi who sold many copies of their novels. They are a few examples of the successful authors just because of their abilities. Because of this reason, the ability in reading and writing are important to be improved.

1.4 The Scope and Limitation

The subject of this study is the English Department Students of Widya Mandala University who took reading and writing courses. The discussion in this study is limited to the study of the correlation between Reading II achievement and Writing II achievement of the English Department Students of Widya Mandala University since the problem mentioned above.

In conducting this study, the writer takes sixty representatives who are the students of the English Department took Reading II and Writing II in 2007 as the sample of the study.

1.5 Theoretical Framework

This study is based on theories of reading and writing. According to Dubin, Eskey, and Grabe (1986, p. 33) believe that reading and writing are highly correlated. According to Dubin et al; reading and writing are mirror-image processes. Mirror image can be defined as a reflection (Answers Corporation, (n.d), accessed on April 11th, 2009) by means of reading and writing are the reflection of the knowledge stored in the mind. In the process of reading, the readers use the knowledge to interpret meaning or information from the text as Dubin, Eskey, and Grabe (1986, p. 27) defined reading as a process of interpreting or understanding the text. While writing is a process an individual undertakes to construct meaning using print (Heller, 2991, p.3). Therefore, in the process of writing; the writers use the knowledge to express the ideas which are conveyed to the readers.

Hydn, Chase, and Gordon (1992, p.1) imply that both reading and writing are ways of thinking and learning and of communicating that thinking and learning to others. They believe that in reading and writing, we are trying to communicate by using text. O'Brien Mackey

(<http://www.uknow.gse.harvard.edu/teaching/TC1-1.html>, accessed on March 1st, 2009) argues that in communicating ideas, we use the knowledge and experiences.

1.6 Hypothesis

On the basis of the theoretical framework above, the following alternative hypothesis is formulated:

1.6.1 The Alternative Hypothesis

There is a correlation between reading achievement and writing achievement of the English Department students.

To test the alternative hypothesis, the following null hypothesis is formulated:

1.6.2 The Null Hypothesis

There is no correlation between reading achievement and writing achievement of the English Department students.

1.7 The Assumption

This study will be based on the following assumptions:

1. The scores of the students in Reading II and Writing II test are considered valid because the scores are taken from their UTS and UAS scores.
2. The tests are considered valid because they are given by the qualified lecturers who have been teaching Reading and Writing for years and got

the experienced from their study both in qualified universities in Indonesia and abroad.

1.8 The Definition of the Key Terms

Based on the title of the study, there are four key terms that should be defined; they are correlation, reading, writing, and achievement.

1. Correlation

According to Celia C. Reaves (1992, p. 122), a correlation is a relation between two variables.

2. Reading

Steinberg, Nagata, and Aline (2001, p. 97) say that reading is a form of communication the goal of which is the reception of information through written forms.

Fraida Dubin, David E. Eskey, and William Grabe (1986, p. 27) explain that reading can be defined loosely as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory and subsequently use this information to construct a plausible interpretation of the written message. She also added that reading is a process of interpreting or understanding the text in terms of the questions that the reader formulates about the text.

3. Writing

Writing refers to the inscription of characters on a medium, thereby forming words, and larger units of language, known as texts. It also refers to the creation of meaning and the information thereby generated (<http://en.wikipedia.org/wiki/Writing>, accessed on April 15th, 2009).

The Collins and Gentner (1980) as quoted by Michael A. Forrester (1996, p.172) defines writing as the process of generating and editing text within a variety of constraints, which take three forms: structural, content, and purpose. From these two arguments, writing is the process of generating ideas or information and presenting them in the written forms to be shared to the readers.

4. Achievement

Hornby (1989, p. 10) defined an achievement as a thing done successfully especially with effort and skill.

1.9The Organization of the Thesis

The study discusses five chapters. The first chapter is the introduction which describes the background of the study, the problem statement, the objective of the study, the significance of the study, the scope and limitation,

the hypothesis, the definition of the key terms, the assumptions, and the organization of the study.

In chapter II, the review of the related literature is discussed. It describes the nature of reading, the nature of writing, and how reading can be related to writing.

Chapter III describes about the methodology of the study. It includes the research approach, the research design, the variables, the population, sample and sampling techniques, the instrument, the source of data, the data analysis plan, and the hypothesis testing.

The fourth chapter focuses on the data analysis, the hypothesis testing, and the interpretation of the findings. The result of the study can be found and analyzed in this chapter.

The last chapter, chapter V, contains the conclusion and the suggestions for further research.