CHAPTER I
INTRODUCTION

This chapter describes the structure related to the introduction. This chapter consists of background of the study, statement of problem, research hypothesis, the purpose of the study, scope and limitation, significance of the study, and the definition of key terms.

1.1 Background of the Study

Reading is an activity of recognizing the meaning of certain texts in order to get some information. It needs some understanding because it does not only have a good comprehending concerning the single word of vocabulary but also discover the meaning of text. According to Sinambela et al., (2015), “Reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols”. It means that reading is concerned mostly in recognizing the graphic and written symbols that represent language and the student responds when asked about the content of the text that they have read.

On the other hand, writing is an activity that is considered as the most difficult skill for all language users particularly in foreign language. According to Bell and Burnaby (1984 in Nunan 2001), “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously”. It means that the student must consider about content, grammar, vocabulary, punctuation and format letter. Consequently, the writer must consider in composing and combining some information in order
to get the cohesive and coherent paragraph and text as well as. Ultimately, the message which is informed will be easier to be caught by the reader.

In line with the previous thoughts, achievement has an important relation because it could be defined as the standardized measurement to check the skill and knowledge accomplishment based on a particular scale. The achievement’s result can be used to know how far the student’s knowledge in a certain field. This previous statement resembles Cunningham’s (2012:1) statement that achievement is characterized as a student’s performance in academic fields such as reading, language arts, math and many other subjects as measured by achievement tests.

Reading achievement is the result of reading activity which is done by people through some tests in order that understanding their ability. According to Hirsch (2006 in Alley 2011), reading a wide variety of text with wide range of topics will influence the student’s ability in order to achieve on standardized tests. Whereas, writing achievement is the students’ result of their study that given by lecturers includes of scoring of writing assignments, presence, daily activity in the class, etc.

English is a foreign language in Indonesia. Therefore, there are many difficulties in learning English. The evidence shows that there are several aspects distinguishing English from Indonesian or other languages. Those are the pattern, rules, pronunciation, etc. Based on English Department of University of Muhammadiyah Malang, reading subject is taught since in the first semester, meanwhile the writing subject will be taught in third semester. The students are taught about structure at the first and second semester which is aimed to make the students easier to write.
In line with the explanation above, the previous researcher stated that there was a correlation between listening ability and reading ability of fourth semester students of English Department at University of UMM (Alivi, 2011). Further, Yunita (2009) found that there were correlation between speaking and writing achievement. Based on her research result, it was found that there was a positive correlation between speaking and writing achievement in the fourth semester of English Department of UMM. According to Graves et al., (1998 in Waring 2007) believe that, “Reading and writing are natural companions, two activities that both build on and reinforce each other” (p.29). This means that both reading and writing have great connection each other.

This study, therefore, discusses English language skills namely, reading and writing achievement. It is conducted because the researcher believes that there is a relation between reading and writing activity. Through reading, the students will get new information and expand their knowledge. Moreover, new idea will be generated when reading activity occurs which can be helpful in starting writing activity as creatively as possible. The researcher is curious to understand whether there is significant correlation between students’ reading achievement at third semester and writing achievement at fourth semester students from the same class of English Department at University of Muhammadiyah Malang.

1.2 Statement of Problem

Based on the statements above, the problem of this study is:

Is there any correlation between students’ reading and writing achievement of English Department at University of Muhammadiyah Malang?
1.3 Research Hypothesis

There are two hypotheses which can be formulated:

1. Null Hypothesis (Ho): there is no correlation between students’ reading and writing achievement of English Department at University of Muhammadiyah Malang.

2. Alternative Hypothesis (Ha): there is significant correlation between students’ reading and writing achievement.

1.4 The Purpose of the Study

According to the statement of the problem above, the purpose of the study is to answer the research problem:

To investigate if there is any correlation between students’ reading and writing achievement of English Department at University of Muhammadiyah Malang

1.5 Scope and Limitation

1. The Scope:

The scope of this research is students’ achievement and its correlation, in reading and writing achievement of English Department at University of Muhammadiyah Malang in 2015-2016 academic years.

2. The Limitation

This research is limited on reading III and writing II achievement of English Department students at University of Muhammadiyah Malang, academic year 2015-2016. The students of 2015-2016 academic years are chosen because those students have learned about reading strategy and various texts in Reading III. Further, they also have attended Writing II class, where the students are taught about how to make a good paragraph. Because of that reasons, the researcher
investigates whether there is a positive correlation between reading and writing achievement or not.

1.6 Significance of the Study

The researcher will describe the significance of the study:

This research will benefit students in several ways. Firstly, balancing skill of easily comprehended a passage or a discourse. Secondly is improving the communication skill. Thirdly is enriching students’ insight which may be useful in preparing for other skills.

1.7 Definition of Key Terms

To avoid misunderstanding of the terms used in this research, it is necessary to define the key terms as follows:

1. Correlation research

Correlation research method is used to determine relationships and pattern of relationship among variables of the same subject. In addition, it is to associate with two systems where if the one system changes, it will change another system. (Ary, 2002:355)

2. Reading

Reading is an interactive process between reader and text in order to get new knowledge. Moreover, it is in line with Akbar’s statement who states that reading is a bridge in which the student is able to acquire the appropriate vocabulary and grammatical structure by way of reading and understanding how the words are well together in the content of the text. (Alyousef, 2006 and Akbar 2014)
3. Writing

Writing is defined as students’ skill to express thoughts using graphic symbol in written language that have to be arranged according to certain rules and connected together in certain ways which can be understood by the readers. Furthermore, Writing is an activity that can influence other skills of listening, speaking, and reading. Therefore, the writing skill will decrease the difficulties in the other skills encountered by the student. (Nation, 2009:112, in Rumanda, 2014)

4. Achievement

Achievement is defined as quantifiable behavior in a standardized sequence of tests through some activities such as performance in the class, homework, attendance list as well as. (Simpson and Weiner, 1989, in Yusuf, 2002)