CHAPTER 1
INTRODUCTION

To provide clear understanding in this chapter, the researcher discusses several topics such as; research background, research problem, research objective, scope and limitation, research significance and definition of key terms. Each section explains as below:

1.1 Research Background

Kusmaryati (2009) states that speaking can be interpreted as the ability to express idea and thought, or it can be said that speaking is the ability to report the situation by representing it in precise words. Besides, Tarigan (2009) reveals that speaking ability is a person's skill in a speech to express an idea or ability to deliver the information. Based on the statements above, it can be concluded that speaking is the activity to express idea, thought and information in the form of precise words.

Nunan (1999) explains that speaking is classified into two parts, namely a monologue and dialogue. A monologue focuses on delivering the information conveyed by one person such as speech. Meanwhile, dialogue is an activity of exchanging information by two or more people. The purposes of speaking are to convey message, persuade and give the information.

Al-Hafizh and Rumanda (2014) proposed that writing regarded to be a productive skill in which the writer creates a product of thought and information in written form. Furthermore, Nunan (1999) explains that writing is an attempt to
distribute idea or thought by way of organizing words into quantity then paragraph so that it can be understood by the readers. Based on the explanations above, it can be concluded that writing is an activity of expressing thought and idea in written form. Thought and idea acquired through the process of reading and listening.

There are some previous studies in correlational between speaking and writing. Baba, Takemoto and Yokoci (2013) investigated the research in “Relationship between second language speaking and writing skills and modality preference of university EFL students”. The study involves 26 students majoring in English Literature or Linguistics at a university in Japan where all the participants are female and 46.2% of them had studied abroad for more than two weeks, shows that they are better at writing rather than speaking because of they are uncomfortable with speaking English. In brief, students who have good ability in writing, they are uncomfortable in speaking English. In another research which has already done by Fathali and Sotoudehnama (2015) entitled “The Impact of Guided Writing Practice on the Speaking Proficiency and Attitude of EFL Elementary Learners”. The researchers conducted a study by involving 57 female language learners who learn in Kish English Language Institute in Iran (Tehran). They concluded that guided writing practice can be influential in enhancing students’ speaking ability.

The findings research above focus on the female as the subject in their research. Furthermore, in this research, the researcher tries to conduct a research in male and female students. Besides, the second finding research focuses on the study of method used to improve students’ speaking skill. In this case, the
researcher proved that guided writing practice can improve students speaking ability but, the researcher did not prove the correlational between both skills. In addition, researcher would like to do a study in this topic with different method used by the previous research. Thus, the researcher tries to investigate the correlation between students’ speaking ability and students’ writing ability in the collages students in order to know the implication for students’ achievement. Hence, students can find out the right strategies to improve their speaking and writing ability.

In line with the above information, the researcher tries to do the study on the present study on the relation between students’ speaking ability and students’ writing ability in the students of university level to fill the gap on the knowledge in teaching English Language. It is believed by searching the result of the present study there will be some potential supports for scholars.

1.2 Research problem

Based on the background of the study above, the researcher formulates one research question as follow:

Do students with higher speaking score achieve a better score in writing?

1.3 Research Objective

The researcher is expecting to answer the question above, thus the researcher’s states the purpose of the study as follow:

To find out whether students with higher speaking score, achieve higher score in writing.
1.4 Scope and limitation

Dealing with scope, this correlational study focuses on analyzes the relationship between two different variables. Meanwhile, the researcher limits her study on the seventh semester students at English Language Education Department of University of Muhammadiyah Malang because the students at the seventh semester, already enrolled in speaking and writing 1,2,3 and 4. In connection with it, the researcher can measure the ability of those skills by analyzing the progress on the course through their score. In this study, the researcher wants to know the relationship between the two productive skills in learning English.

1.5 Research Significance

Practically, the result of this study is expected to give contribution for the scholars. It is expected that the result will be useful as a first step to formulating further methods in the effort to develop English skills and as a matter of evaluation to improve or develop the English language skills. In addition, the results of this study as theoretically could be a reference material for other researcher who will conduct a similar study.

1.6 Hypotheses

In hypotheses there are two probabilities:

The first is Ho: r = 0 (having null correlation), this means that there is no correlation between students’ speaking ability and student’ writing ability.
The second is Ha: \( r \neq 0 \) (having correlation), this means that there is a correlation between students’ speaking ability and student’ writing ability.

The hypotheses of study are:

Ho: Students of English Language Education Department who provide higher score in speaking they will not show a better score in writing.

Ha: Students of English Language Education Department who provide high score in speaking will show a better score in writing.

1.7 Definition of key terms

The researcher provides the definition of key terms in order to clarify the purpose of the study to avoid misunderstanding. Those definitions of key terms discusses as follows:

1. Writing is the activity of conveying an idea by constructing words, clauses and sentences in written form in accordance with the rules of writing that has been determined (Hyland, 2003). In another words, writing is the activity where people convey their opinion, messages, information in the form of written text.

2. Speaking is a process of interaction intended to convey information, message, thought and idea involving the speaker and listener. Its form is depending on the context, situation, and the intended for speaking (Brown, 2001). Speaking also can be regarded as the communication because in speaking, people exchange information and messages.

3. Correlational research is one of 8 types of quantitative research in which this research is conducted by involving the relationship between several variables
by using various measures of statistical association (Postlethwaite, 2005). It is a study in which the researcher tries to know the relationship between one variable to another by using the association of statistic.

4. Students’ achievement is the ability to master the principles and main concepts, be able to master the strategic knowledge and have the ability to integrate knowledge (Niemi, 2011). Based on the statement above, students’ achievement is the standard which has to be reached by students.

This chapter has already highlighted some important information required in this research. The following chapter will discuss related literatures to explain the understanding of researcher and promote theoretical views of this study. In the chapter two, the researcher will discuss the definition of speaking, types of speaking, definition of writing, writing ability, and speaking proficiency.