THE CORRELATION BETWEEN SPEAKING AND WRITING ACHIEVEMENT IN FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT

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English language is divided into four skills, they are speaking, writing, reading and listening. Each skill has correlation to each other so that one skill can influence others skills. Based on the theory, the researcher wants to analyze the correlation between speaking and writing achievement of fourth semester students of English Department. It is because both of skills are important, speaking is used in oral communication while writing is used in written form.

The researcher used correlational design in this research. The population taken was the fourth semester students of English Department 2007/2008 academic year. The sample in this research was selected by using cluster sampling technique. In this research, the researcher took one class, which was class H as the sample. The instruments used in this research were documentation and observation.

The result of this research showed that there is a positive correlation between speaking and writing achievement of the fourth semester students of English Department. It was because the result of computation of the correlation coefficient was known that r value was 0.594. Consulting r table on the level of significance 5%, it can be seen that r table is 0.345. From this value, it can be explained that r value (0.594) was higher than r table (0.345). If r value was higher than r table, it means that H0 was accepted.

Based on this research, the students did not have problem in speaking. Their speaking score were good because they could express their opinion clearly and able to use the language fluently and accurately, especially on expressing their opinion. However, the students have some problems in writing. The problems that mostly happened in every essay were about language and organization of composition. Usually, they did mistakes in language especially in grammar and in organization of composition. Therefore, the result of this research showed that speaking achievement of fourth semester students were better comparing to writing achievement.