CORRELATION BETWEEN READING ABILITY AND WRITING ABILITY ON FIFTH SEMESTER OF ENGLISH DEPARTMENT AT UNIVERSITY OF MUHAMMADIYAH MALANG

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Basically, English language has four skills, they are listening, speaking, reading, and writing. These four skills are very important points in language study and related to each other. One skill can influence other skills. The researcher is eager to analyze the correlation between reading ability and writing ability because reading can increase our knowledge and ideas, so it can help us to develop our writing.

The purpose of this research is to find the correlation between reading ability and writing ability on the fifth semester of English Department at University of Muhammadiyah Malang. This research used descriptive quantitative design. The population taken for this research was the fifth semester of English Department at University of Muhammadiyah Malang. The sample that was used in this research was selected using cluster sampling techniques. The researcher took one class (class A) as the sample of this research. The instruments used in this research were reading comprehension test and writing essay test.

The result of this research showed that there is no correlation between reading ability and writing ability. The students did not have problem in the reading test. Their reading comprehension was good, so they could answer the questions well and got the good score. But, they faced difficulty on the organization of composition when they were composing an essay. They were not fluently enough to convey their ideas. They only have limited supporting ideas that made their composition not good enough and made their writing score lower than reading score. In brief, the student who has good reading ability can not be assumed to have good writing ability too. It is because the students can comprehend the author’s ideas, thoughts, concept, and feelings in the printed page well, but they may not be able to convey their ideas into printed words fluently. They are somewhat fluent in expressing the ideas because they could not organize them well although they could maintain the main ideas. They also have only limited supporting ideas that made their ideas could not develop.