

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. In Indonesia, English is used as foreign language and it is very important and has many relationships with various aspects of life owned by human being. This is based on the Quran in the surah Ar-Ruum verse 22, Allah said:

وَمِنْ ءَايَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَاخْتَلَفَ ٱلسِّنَتِكُمْ ۚ وَٱلْوَنَكُمۡ ۚ إِنَّ فِى  
ذَٰلِكَ لَآيَاتٍ لِّلْعٰلَمِیۡنَ ﴿٢٢﴾

The verse explains that Allah creates language which is used by human to communicate with another. In this world, there are many languages and one of them is English language. English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some levels of education. For instance, in Indonesia, this language has been taught from junior high school level to university level of education.

In learning English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. These four skills are taught to the students based on their level and ability. Four skills of language should be taught to the students integratedly. Two of those skills was explained in this research that is reading comprehension and paragraph writing.

Reading is one of the most important skills. The reading process involves both acquisition of meanings which is intended by the writer and the reader's own contributions in the form of interpretation, evaluation and reflection on those meanings. The advantages of reading for students, such as: to help students to think in English, to enlarge student's English vocabulary, to improve students' writing, to be a good way to practice.

In the holly Quran surah Al-'Alaq 1-5, Allah said:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

That verses explain about an exclamation and signal about the urgency of reading. The word اقرأ means that “please read” was repeated in twice with definite purpose. The meaning of reading on the verses comprise of deep meaning. The word اقرأ is a command to the human to read and discover knowledge that exist in our surroundings.

Reading is a process in which the reader makes personal connections with a text to construct meaning. Meanwhile, comprehension is the ultimate goal of reading. Thus, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In this research, the writer was focused on reading comprehension. According to Klingner et al (2007,p.8), reading comprehension involves much more than readers' responses to text. Reading comprehension is a

multicomponent, highly complex process that involves many interactions among readers and what they bring to the text (previous knowledge, strategy used) as well as variables related to the text itself (interest in text, understanding of text types).

Another skill which is also important to be taught is the skill of writing. According to Mehrabi (2014,p.1), writing is a basis for communicating clear thinking. The development of writing skill is a complex and dynamic cognitive process because it requires more than the mastery of vocabulary and linguistic competence. The importance of writing also said by Murcia (2001,p.207), in which people can communicate a variety of message to a close or distance, known or unknown , and reader or readers.

The important of writing as the one way of communication which can be stored for a long time has been explained by Allah SWT as general in the Quran, Surah Al-Baqarah,verse:282.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَدَايَنْتُمْ بِدِينٍ إِلَى أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ  
وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ  
ٱللَّهُ فَلْيَكْتُبْ وَلْيَمْلِكِ ٱلَّذِى عَلَيْهِ ٱلْحَقُّ وَلْيَتَّقِ ٱللَّهُ رَبَّهُ وَلَا يَبْخَسَ مِنْهُ  
شَيْئًا ...



This verse clearly explain that people need to write for communication, even the word “writing” is repeated in many times. It means that writing really important in human life for keeping the human’s communication in long time.

Through writing, human's feeling, idea and expression will be saved as long as the written has saved.

Boardman and Frydenberg (2002,p.11) stated that writing was a continuous process of thinking and organizing, rethinking and reorganizing. This means that in writing process, the writer should think of the idea he or she wants to be written first, then realize the idea into sentences, and arrange those sentences into a good paragraph or text. These processes are done continuously till he or she succeeds in creating a meaningful paragraph or text.

The fact is that writing skill clearly gives many advantages to those possessing it also suggests that having good writing skill will be of benefit to people. In addition to being able to take part in today's information culture, the writers can express themselves well through writing; they can communicate their ideas, thought, feeling, and experiences and at the same time, let it known by others.

Walker (2016) explains about the relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other. Both disciplines are, of subject, vital to learning a new language and indeed communicating in it. But, the key thing which joins them together is that both are about the written word rather than the spoken one-which is the preserve of listening and speaking. Also, there are huge differences between the two disciplines which may make it hard for a good communicator to be a good writer and vice versa.

Therefore, reading is about interpreting what someone else has written in a language while writing is about creating the language himself for others to read. Without reading a writer would not know how and where to use words and the way sentences are formed. Without reading, a writer would be virtually powerless, even if he/she had the tools they needed -the letters and words- for he/she would not have the knowledge to put into practice.

In the previous research, the first was conducted by Ratnawati (2006) entitled "*The Correlation Between Vocabulary Mastery and Reading Comprehension: The Case of the Seventh Grade Students of SMPN 13 Semarang in the Academic Year 2005/2006*". This research found that the vocabulary and the reading comprehension achievement of the seventh grade students of SMP N 13 was fair. There was a significant correlation between the vocabulary mastery and reading comprehension with the  $r_{xy}$  observed value was 0,417. This research has a similarity that is about correlation for reading comprehension. But, the differences were the subject or sample and the variable one.

The second previous research related with this research was conducted by Triyana (2016) entitled "*Correlation Between Students' Reading Achievement and Learning Strategies on the Fourth Semester of STKIP PGRI Banjarmasin*". This research found that students' achievement in reading was very poor category with the mean score 41.94. There was no correlation between the students' reading achievement and learning strategies at fourth semester of STKIP Banjarmasin based on the result of "r" product moment was 0.023. The writer

found the similarities from this research as reading achievement and the subject level of the research.

The third previous research was conducted by Mursyidah (2015) entitled *“The Correlation Between Students’ Multiple Intellegences and Their Reading Comprehension Achievement at the Eleventh Grade Students of State Islamic Senior High School 1 Banjarbaru Academic Year 2014/2015”*. This research was supposed to know whether there is any significant correlation between students’ multiple intellegences and their reading comprehension achievement and to find out the type of intellegences. Based on the result, there was no significant correlation between students’ multiple intellegences and their reading comprehension achievement with sig.value was  $0.423 > 0.05$ . This research has a similarity that is about correlation for reading comprehension as independent variable but in writer’s research, reading comprehension as dependent variable.

Based on preliminary observation in the fourth semester, the writer found that reading and writing subject are taught in the previous semesters such as intensive reading I, intensive reading II, and intensive reading III. For writing, the students have studied about basic writing skill and paragraph writing. In English Department of UIN Antasari, the subjects taught are highrise and if one of the subjects was failed, the next subject could not taken. For example, the students failed of intensive reading I, they could not take intensive reading II and vice verca for writing subject. Therefore, the students should be succeed in every subjects so that they can take the next subjects.

In the fourth semester, the writer found out the data of some students' problem in reading and writing. In reading subject, the fourth semester students still have difficulties in finding the main idea. In writing subject, some of the students' still have difficulties in express their ideas, feelings, and their minds to others by using written language, they still have difficulties to find out the main idea and the best topic and they have difficulties to recognize the choice of structure.

Substantively, some of students do not able to write well and they have some difficulties in reading. The writer notice that the problems are some students' get low score in reading but get high score in writing and some students' get high score in reading but get low score in writing.

Based on the phenomena described, the writer was interested in conducting a research entitled "*The Correlation Between Students' Achievement In Reading Comprehension and Their Paragraph Writing Ability in the Fourth Semester at English Department of UIN Antasari in Academic Year 2016/2017*"

## **B. Statement of the Problem**

1. How is the students' achievement in reading comprehension in the fourth semester at English Department of UIN Antasari in academic year 2016/2017?
2. How is the students' ability in writing paragraph in the fourth semester at English Department of UIN Antasari in academic year 2016/2017?

3. Is there any significant correlation between students' achievement in reading comprehension and their paragraph writing ability in the fourth semester at English Department of UIN Antasari in academic year 2016/2017?

### **C. Objectives of Research**

1. To find out the students' achievement in reading comprehension in the fourth semester at English Department of UIN Antasari in academic year 2016/2017.
2. To find out the students' ability in writing paragraph in the fourth semester at English Department of UIN Antasari in academic year 2016/2017.
3. To analyze whether or not significant correlation between students' achievement in reading comprehension and their paragraph writing ability in the fourth semester at English Department of UIN Antasari in academic year 2016/2017.

### **D. Hypothesis**

The hypothesis of this research was prepared as a tentative answer for the research problem stated previously. In this case, the hypothesis can be formulated as:

1. Hypothesis Alternative (Ha) : There is a significant correlation between students' achievement in reading comprehension and their paragraph writing ability in the fourth semester at English Department of UIN



Antasari Banjarmasin.

2. Null Hypothesis ( $H_0$ ) : There is no significant correlation between students' achievement in reading comprehension and their paragraph writing ability in the fourth semester at English Departement of UIN Antasari Banjarmasin.

### **E. Assumption**

According to the explanation in the background of research and the previous research, the writer have an assumption for this research. The writer was assume that reading is a receptive skill which is very important to be mastered and writing is a productive skill which is very important to be mastered. Both reading and writing are important subject to be mastered and have relationship to each other. The better students' mastery in reading comprehension, the better their ability in paragraph writing.

### **F. Significances of Research**

#### **1. Theoretical Benefit**

The result of the research could be used by other researcher to conduct a research of the similar topic with the different perspective and references that used by reading and writing class.

#### **2. Practical Benefit**

The writer hopes that the result of this research give some contribution to the process of teaching English, especially for the English Department and

for the lecturer, and students in the reading and writing class.

a. The lecturer

This research can be guidance for the writing lecturer to enrich their material in assesses their students' reading comprehension and writing ability.

b. The Students

The result of this research expected able to show the students how their reading and writing ability, so that will motivate them to write more than they did before and encourage them to learn how to comprehend the reading well in their second language. In addition, by improving their writing ability, they will be able to increase their writing ability.

## **G. Definition of Key Terms**

To avoid misunderstanding towards the title of this research, the writer will describe the key terms as follows:

1. Reading Comprehension

Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities.

2. Paragraph Writing Ability

Ability is a skill, talent or capacity (Oxford Dictionary). Ability here means students' skill to write a paragraph. Writing ability is a skill or quality of someone to explore their ideas or concept to communicate it

with somebody else through signs or symbols in written paragraph form.

Paragraph is a group of sentences. Paragraph writing is the foundation of all essay writing. In this research, the writer only focusing on paragraph writing with a comparative text.