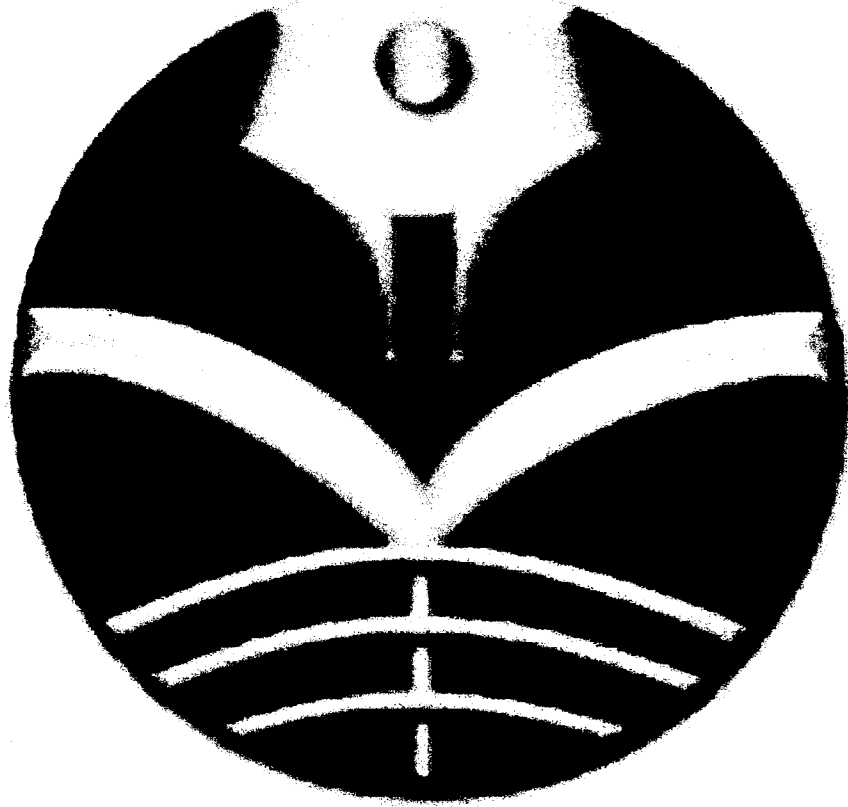


Recite: In the name of thy Lord, who created...



(Qur'an, 96:1)

# CHAPTER ONE

## INTRODUCTION

This chapter debriefs background of the study, formulation of the problem, the scope of the study, the aim of the study, significance of the study, hypothesis, theoretical research (consists of research method, population and sample, data collection, and data analysis), and clarification of the key terms.

### 1.1 Background

Reading is considered an important aspect for students because it helps develop their knowledge. In this case, Powers (2004) states that “one of the ways to expand our knowledge is by reading.” This makes sense, as through reading we explore words, idioms, phrases, sentences, ideas of the topic, etc., known as “syntactic knowledge”, and find knowledge and information we need (Buck 2001, p.2).

However, reading may also be considered an unpleasant thing to do to many people, or even for most people, especially in Indonesia. To this point, a survey done several years ago, reported by Powers (2004), revealed that Indonesia has the lowest level of reading enthusiasm compared to other countries in Asia, since many Indonesians prefer not to make reading as their hobbies in accordance with their personality development process, although they understand how important and beneficial reading is.

According to Krashen (1993), and Day and Bramford (1993) cited in Brown (2001, p. 301), reading may help students in language learning; reading ability, linguistic competence, vocabulary, spelling and writing. Steve (1994) argued accordingly that reading improves second language learning, while Kennedy (1994) stated that reading generates ideas in a process of writing.

Reading, according to Buck (2001, p. 3) may also help students in listening activity, since they use whatever information that are available, or whatever information seem relevant to help them interpret what the speaker is saying. Listening comprehension, Buck adds, is the result of an interaction between a number of information resources, which include the acoustic input, different types of linguistic knowledge, details of the context, and general world knowledge, and so forth.

That student reading skill correlates to listening ability has been reported by Rohaeni (2005). She states that reading comprehension has a correlation with listening comprehension, as there is tendency that when reading score is higher, the listening score is also higher. It has been mentioned, that reading can improve reading ability and listening ability as well. Therefore, to investigate frequency of reading English materials is concentrated on this study.

English materials can be books, e-books, articles, newspapers, etc. and even English subtitle in the movies. To this point, Kikuchi (1995) found that students with English subtitles were likely motivated to improve their listening comprehension, as they are exposed to reading activity by reading the English subtitle which can improve students' listening comprehension.

Hence, through reading English materials more and more, learners are consciously and subconsciously exposed to words, phrases, idioms, sentences etc., and are enriched by information and knowledge, which can help them in listening to spoken-English they may find in their classroom and outside classroom activity. To this point, therefore, the writer attempts to investigate the frequency of reading English materials amongst the fifth semester students of English Department at Indonesia University of Education, and how it correlates to their listening achievement, as indicated by their listening score attained from their latest test (exit level test) held by the English department in the middle of September 2008.

## **1.2 Formulation of Problem**

The issue of the correlation between the frequency of reading English materials and listening achievement will be summarized in three main questions, including:

1. What is the students' frequency in reading English materials?
2. What is the students' listening achievement?
3. How is the relationship between the students' frequency of reading English materials and their listening achievement?

## **1.3 The Scope of the Study**

Relevant to the problems have been formulated above, the study was only limited to investigate the fifth semester students' frequency of reading English materials at the English Department of Indonesia University of Education correlated to their

listening achievement, as indicated by their listening score attained from their latest test (exit level test) held by the English department in the middle of September 2008, and to describe other required information needed to support this study.

#### **1.4 The Aims of the Study**

In general, the purpose of this study is to investigate the correlation between the students' frequency of reading English materials and their listening achievement.

However, the specific purposes of the study are:

1. To identify the students' frequency in reading English materials.
2. To identify the students' listening achievement.
3. To identify the relationship between the students' frequency of reading English materials and their listening achievement.

#### **1.5 Significance of the Study**

The writer expects this research can enrich the literature on research to do with the correlation between reading English material and listening achievement. The results of the study can also give valuable information to teachers of English on the teaching of reading and listening, and to students of English learning on the need for the reading to help them improve listening ability.

## **1.6 Hypothesis**

The previous studies show the positive influence of reading on listening and the positive correlation between both, this study, therefore, uses the alternative hypothesis, which is:

Ha: there is a correlation between the frequency of reading English materials and listening achievement amongst the fifth students of English Department at Indonesia University of Education.

## **1.7 Method**

### **1.7.1 Research Method**

The research used a quantitative approach, with descriptive and correlational methods. The approach and methods were considered appropriate because the research was conducted to describe and identify a possible correlation between the two variables; the frequency of reading and the listening achievement. This is in line with Hopkins (1998) who states that quantitative research is all about measuring the relationships between variables, while descriptive analysis, according to Arikunto (1992, p. 10), is meant to explain or describe present and past variables. Moreover, a correlational method is used to determine the degree of relationship between pairs of two or more variables (Hatch & Farhady, 1982, p. 192). In addition, Fraenkel and Wallen (1990) states that correlational research is aimed to investigate the possible relationship between two variables or more without trying to influence any of them.

### 1.7.2 Population and Sample

The population of this study is the fifth semester students of English Department at Indonesia University of Education, which are approximately 300 students, while the samples of this study are randomly chosen from the population, using cluster sampling. The cluster sampling was considered appropriate because the population of this study spreads out the classes in two programs. To this point, Hadi and Haryono (1998, p. 86), and Arikunto (2007, p.258) argue that cluster sampling is applied when a population spread out the area, such as over provinces, districts, sub-districts, institutions, organizations, programs, other units, etc. which in practice, one cluster or more is randomly chosen to be the samples. Two classes were then chosen to be the samples of this study, which exceeded 50 participants, as it is important to gain at least 50 participants in correlational study to establish the existence of a relationship (Fraenkel and Wallen, 1990, p. 81).

### 1.7.3 Data Collection

#### 1.7.3.1 Instruments

In acquiring the data and informational knowledge, the writer employed document analysis on two kinds of instruments; questionnaire, and participants' listening score.

The questionnaire was used to gain data of the participants' frequency in reading English materials, which is further needed to investigate its connection with their listening achievement, besides to attain other required information. Moreover, to obtain other data that may support this study, which is the



participants' listening score was gained from their latest listening test (exit level test) held by the English department in the middle of September 2008.

#### 1.7.3.2 Process of Data Collection

The processes are as follows:

1. Administering questionnaires to the participants, to obtain their frequency of reading English materials and other required information.
2. Gathering participants' listening score from the English department of Indonesia University of Education.

#### 1.7.4 Data analysis

The data analysis conducted in this study, involved several statistical processes, such as:

1. Reviewing data and information from books, websites and other written resources.
2. Analyzing the participants' frequency of reading English materials and other required information from the questionnaire. Frequency of reading was measured in minutes achieved from the calculation of their reading rates in a week and the minutes they spend for each reading activity, divided by two. The required information were then presented and described to give additional information might be needed in describing and analyzing the main data of this study; the participants' frequency of reading English materials and their listening achievements.



3. Analyzing the participants' listening scores through comparing them to the frequency of reading for further analysis of their correlation.
4. Analyzing the correlation between the participants' frequency of reading English materials and their listening score, using the Pearson Product Moment Correlation and Coefficient, through statistical package for social science (SPSS), to examine the degree of correlation between both variables.

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum Xi^2 - (\sum Xi)^2)(n \sum Yi^2 - (\sum Yi)^2)}}$$

Figure 1.1 The Pearson Product Moment Formula

5. Interpreting the research findings. The writer would then interpret the correlation coefficient based on the reference proposed by Young (1982, p. 317, cited in Sulaiman, 2002, p. 112) to find out the position of the result of this study; whether or not the hypothesis is to be retained. Here is the reference:

- 1) 0.07 - 1.00 (positive or negative) shows that there is a high association degree.
- 2) 0.40 - <0.70 (positive or negative) shows that there is a substantial relationship.
- 3) 0.20 - <0.40 (positive or negative) shows that there is a low relationship.
- 4) <0.20 (positive or negative) means that the relationship may be ignored.

## **1.8 Clarification of the Key Terms**

In this study, there are some terms need to be clarified to avoid misinterpretation and unnecessary misunderstanding, these are:

1. Correlation refers to statistical method which can determine the degree of relationship between two variables (Coolidge, 2000, p. 110). In this study the two variables are reading frequency and listening achievement.
2. Frequency refers to the number of times that something happens during a period of time (Encarta, 2008). In this study reading frequency refers to how many minutes the fifth semester students read English materials in a week.
3. English materials are any texts written in English; books, e-books, articles, newspapers, magazines, movie subtitle, etc.
4. Achievement refers to students' scores achieved from their latest listening test (the exit level test) held by the English Department of Indonesia University of Education in the middle of September 2008.

## **1.9 Organization of the Paper**

### **Chapter One**

This chapter debriefs background of the study, formulation of the problem, the scope of the study, the aim of the study, significance of the study, hypothesis, theoretical research (consists of research method, population and sample, data collection, and data analysis), and clarification of the key terms.

## **Chapter Two**

This chapter elaborates theoretical overview, which consists of any theoretical overview that supports this study.

## **Chapter Three**

This chapter gives details on method will be applied on this study.

## **Chapter Four**

This chapter presents, analyzes and discusses the finding.

## **Chapter Five**

This chapter comes up with the conclusions of the presented- and analyzed-data, and with the suggestions for readers and further study.

This chapter has debriefed background of the study, formulation of the problem, the scope of the study, the aim of the study, significance of the study, hypothesis, theoretical research (consists of research method, population and sample, data collection, and data analysis), and clarification of the key terms.

In the next chapter, theoretical overview, which consists of reading and listening principles, and related studies, would be elaborated to support this study.