

A CORRELATIONAL STUDY ON THE REFERENCES AND THE STUDENTS' READING COMPREHENSION

Cenderato

Universitas Kapuas Sintang, Jalan Oevang Oeray No.92 Sintang

Abstract: *This research is a study on the correlation between the students' ability in using reference words and the students' reading comprehension of the second semester of FISIP UnkaSintangin academic year 2017/2018. The method of this research was a correlational Study. The subject of the research was 32 students. The technique of data collecting was measurement and the tool of collecting data was a test in form of a multiple choice. From the computation, it can be concluded that the correlation between the students' score performance on test 1 and their performance on test 2 is significant. The correlation occurred at r (coefficient correlation) = 0, 51 and the value of t -test (4.14) higher than the value of t -table (2, 048). In other words, the correlation between the students' ability in using references and the students' reading comprehension of the second semester of FISIP Unka Sintang is significant.*

Keywords: reference, correlation, reading

Reading is one of skill that should be mastered by the students in learning English. The purpose of reading is to construct meaning. Reading is an activity which requires comprehension

of words, phrases or sentences in context. Reading can be defined as an interaction between the reader and the written language, which the reader attempts to reconstruct a message from the writer. He comprehends words as parts of sentences; sentences as parts of paragraph; and paragraph as parts of text. Comprehension is the nature of reading material. The result of comprehension is the reader can obtain the information after reading.

Still a few Students of Unka find unfamiliar words or phrases in sentences they read from a text or paragraph. When they do not know those words or phrases, they refer to the dictionary to get the meaning. This way, generally helps them to find the meaning of the words or phrases quickly; however, it does not always help them. They still find it difficult to understand certain words in sentences they read. Some of them try to guess the meaning.

The fact that not every word can be understood by looking up the meaning in the dictionary has made most students failed to understand the content of the text correctly and get confused about the ideas of the text. Muskingum (2005) convinced that "One of the reasons that make students failed in comprehending the reading text is that they failed to understand a word, a phrase, a sentence or relationship among sentences or failed to understand how information fits together."

In order to get information or ideas from they have read correctly and effectively they need skill or ability. One of the skills to comprehend reading text is mastering reference words. Mastery in reference words which include pronouns is important, since help the students to determine their understanding and to avoid ambiguity meaning in reading text.

The purposes of reading comprehension strategies related to the using references to comprehend reading text : to enhance understanding of the content information presented in a text; to improve understanding of the organization of information in a text; to improve attention and concentration while reading; to make reading a more active process; to increase personal involvement in the reading material; to promote critical thinking and evaluation of reading material (Muskingum,2005).

References are an essential strategy, the learners used to find the relationship of phrases in sentences or in context. Allen Payne (2006) states “Reference words can refer in three directions: upwards, downwards, and outwards. Upwards reference means leading or pointing to a previous portion of a text. It is the most direction of reference, this is also called anaphoric reference; downward reference means leading or pointing to what is infer to a subsequent portion of the text, this is called cataphoric reference; outward reference means out of the text that is to items that are not described explicitly in the text, this is called exophoric reference.

In this research, the writer focused on the reference words referring upward and downward reference. Both of them are generally found in reading text, but mostly find is upward reference. Hence, generally the students have been known or familiar about reference words. Moreover, the second semesters of students were taught pronouns. It was required material for the students in learning reference words especially upward and downward reference.

METHOD

In accordance with the problem, the appropriate one to be used in this research is correlational study. According to Best and

Kahn (2006:378) correlation is the relationship between two or more paired variables or two or more set of data. The degree of relationship is measured and represented by the coefficient of correlation. This coefficient may be identified by either the letter r, the Greek letter rho (p), or other symbols, depending on the data distributions and the way the coefficient has been calculated. It is chosen to obtain the data, and to describe the discussion of the finding data. In this research the variables being investigated that the relationship is to be known is the using of reference words (independent variable) and the students' reading comprehension (dependent variable).

The subject of this research was the second semester students of FISIP UnkaSintang in academic year 2017/2018, which consists of 32 students.

Technique used in this research is the measurement. The measurement technique is applied to collect the data by administering a test which is constructing for the purpose of this research. The tools of collecting data in this research are multiple choices.

To find the coefficient correlation between references and the comprehension is using the Formula Pearson Product Moment Correlation :

= correlation coefficient (between

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

r_{XY} = raw score of Y variable

The criteria used for the evaluation of the coefficient correlation are as

(Best and Kahn, 2006:382-385)

b. Testing the significance of the correlation between the students' score performance on test 1

Coefficient	Relationship
.00 to .20	Negligible
.21 to .40	Low
.41 to .60	Substantial
.80 to .100	High to very high

and their score performance on test 2.

To see whether or not the correlation between the students' ability in using reference words correlates significantly with the students' reading comprehension, the writer needs to compare the t-test (coefficient correlation) with the t-table. If the value of t-test higher than the value at t- table, the alternative hypothesis stating that "the students' ability in using reference words correlates significantly with the students' reading comprehension" is accepted.

The formula used to calculate the t-test is as follows.

$$T = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

r = the coefficient correlation

n = the number of students

RESEARCH FINDINGS AND DISCUSSION

Analysis on the data results the following finding.

1. The students' mean score on the test 1 and test 2

The formula used to calculate the mean score is as follows.

$$M = \frac{T}{N}$$

$$M_1 = \frac{T}{N} = \frac{2570}{32} = 80.3$$

$$M_2 = \frac{T}{N} = \frac{2278}{32} = 71,1$$

The calculation above results the students' mean score on test 1 (M_1) = 80.3 and the students' mean score on test 2 (M_2) = 71,1. Conforming to Harris' criteria on student's performance level, score at the range 80-100 is qualified good to excellent. Since the students achieve score 71,1 on average in test 2, conforming to Harris' criteria on student's performance level, score at the range 60-79 is qualified average to good.

2. The coefficient correlation between students' score performance on test 1 and their score performance on test 2.

The following formula of Pearson Product Moment Correlation is the formula used to calculate the coefficient correlation between the two tests.

= correlation coefficient
(between variables X and Y)

N = the number of students in sample

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

X = raw score of X variable
Y = raw score of Y variable

r_{XY}

The calculation above results the coefficient correlation (r) between the students' score performance on test 1 and their performance on test 2 = 0.51. Conforming to the criteria of the coefficient

$$r_{xy} = \frac{32 \times 183804 - (2570)(2278)}{\sqrt{[32 \times 208204 - (2570)^2][32 \times 1636921 - (2278)^2]}}$$

$$= \frac{5881728 - 5854460}{\sqrt{[6662528 - 6604900][5238144 - 5189284]}}$$

$$= \frac{27268}{53063,207}$$

$$= 0,51$$

relationship, coefficient correlation at the range .41 - .60 is qualified substantial. Thus, the coefficient correlation 0.51 which occurs between the students' score performance in test 1 and their score performance in test 2 is qualified substantial.

3. The result of testing the significance of the correlation between the students' score performance on test 1 and their score performance on test 2.

The formula used to calculate the t-test is as follows.

$$r = 0.51$$

$$n = 32$$

$$df = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} - 2 = 30 \quad 2.042 \quad (\alpha = 0.05)$$

$$t = \frac{0.51 \sqrt{32-2}}{\sqrt{1-(0.51)^2}}$$

$$t = 4,14$$

$$t = \frac{0.51 \sqrt{30}}{\sqrt{1-0.26}}$$

The calculation above results the value of $t_{test} = 4.14$. The degree of freedom (df) is 30. It is gained by subtracting the total sample by 2 (N - 2). The total sample of this research numbers 32

students. As it is subtracted by 2, the sample changes to (32 - 2 =) 30. According to the fixed values of t-table, the t-table of df = 30 with 5 % level of significance is 2.042.

t-test > t-table

4.14 > 2.042

Since the t-test higher than t-table, it is concluded that the students' ability in using reference words correlates significantly with the students' reading comprehension of the second semester of students. In other words, the alternative hypothesis stating that "the students' ability in using reference word correlates significantly with the students' reading comprehension of the second semester of FISIP UnkaSintang in academic year 2017/2018" is accepted.

DISCUSSION

From the data analysis, it is found that the students' ability in using reference words achieve score 80, 3. Conforming to Harris qualification on student's performance level, score at range 81-100 is qualified good to excellent, while the students' reading comprehension achieve score 71,7, it is qualified average to good. Then the coefficient correlation (r) is 0,51. This finding indicates that the correlation between the students' ability in using reference words and the students' reading comprehension of the second semester of FISIP Unka is substantial. The testing of significance of the correlation shows that the value of t-test (4,14) higher than the value of t-table (2,042). Hence, it is concluded that the alternative hypothesis stating that "the students' ability in using reference words correlates significantly with the students' reading comprehension of the second semester of FISIP Unka in academic year 2017/2018" is accepted.

According to statement above, the writer concludes that the using of reference words influences the students' reading comprehension, which to understand what the writer means or ideas, the students use clues from words, phrases or sentences coming before and after them. In other words, they are used to find the relationship of those in sentences or in context.

Furthermore, the students mean score in test 1 and test 2 show straight relationship with the obtained r-value. The student mean score in test 1 is 80, 3 which is qualified good to excellent, and the student mean score in test 2 is 71, 1 which is qualified average to good. So, both the correlation and mean score is strong. It is also noticed that from 50 items, 35 of them are categorized as upward reference, and 15 items are categorized as downward reference. There are 5 items of upward reference with 100 % students give correct answer that is number 11, 29, 33, 36, and 50. The numbers of those items similar with the item of downward reference with the students give correct answer 100 % that is number 3, 21, 28, 39, and 47.

Most students can correctly answer both upward and downward reference questions (a complete view on the top-down items order can be seen in appendix IX, X). This finding shows that the students are already skilled in using reference words in comprehending the reading text. The slumping which occurs between the scores on test 1 and the scores on test 2 is substantial. The mean score on test 1 is 80, 3 and mean score on test2 is 71, 1.

This finding indicates that the students are already skilled in using reference words to comprehend the reading text. In general, they mastery on pronouns are good. The teacher taught pronouns' material goodly. Therefore, the students can understand and distinguish each pronouns

(refers to) when read a text. Correlate with the using reference strategy in comprehending the reading text, the writer assumes that he students are not aware yet that mastery in pronouns can help them to understand the reading text correctly and effectively.

Based on the discussion, there are three directions of reference words; they are upwards reference, downward reference, and outward reference. However, in this research these are only two reference words (upward and downward reference) used, because both references mostly find in reading text specifically upward reference. Based on difficulty level of the references, the students are hoped to answer correctly, firstly, to items of downward reference, and secondly, to items of upward references.

The result of students' correct answer shows that several upward reference items have the same percentage with downward reference items. In others, downward reference has the lower percentage than upward reference. Such items order also happens for upward reference. In other words, such order items has similar percentage, while others do not.

Based on the result, the writer assumes, firstly, that finding of upward and downward reference in text are familiar to the students; the students may have known some words are refers to other word. Secondly, in general the students are already skilled in using reference words to comprehend reading text or they have been mastered in pronouns. Thirdly, several reference words which students fail to answer correctly indicate that these students are not understand yet of pronouns or words are refers to.

CONCLUSIONS

Based on the finding and the discussion in the previous chapter, the writer

concludes that the correlation between the students' score performance on test 1 and their performance on test 2 is significant. The correlation occurs at r (coefficient correlation) = 0, 51 and the value of t -test (4.14) higher than the value of t -table (2, 048). In other words the correlation between the students' ability in using reference words and the students' reading comprehension of the second semester of FISIP Unka is significant. Thus, this finding proves that the strategy of reference words can help the students to read and comprehend the reading text correctly and effectively. Next, the second semester students of FISIP Unka Sintang were already skilled enough in using reference words as strategy in comprehending text. This is based upon the finding on the students' mean score on test 1. The score shows that on average the students can achieve score 80,3. Harris, criteria on student's performance level indicates that score at the range 80-100 is qualified Good to excellent. Thus, since the students can achieve score 80, 3 on average, the writer concludes that their performance in using reference words as strategy in reading comprehension is good.

SUGGESTIONS

Based on the findings, the writer would like to offer some suggestions to be considered in comprehending reading. (1) The students should be able to recognize references, because these can help the students easily in mastering passages and gaining the information they need. This media can help the students not only in learning vocabulary but also in stimulating their interaction, thinkings or feelings so that it makes the students more interesting in teaching learning process. (2) The teacher in schools are suggested to teach

references as strategy to comprehend reading texts.

BIBLIOGRAPHY

- Allen Payne, John (2006). *Reference Words*. Available at :<http://www.rit.edu/~seawww/referencewords/refwo1intro.html>. (Accessed in July 15 2006).
- Allsop, Jake. 1989. *Making Sense of English Grammar*. Jakarta :BinarupaAksara.
- Anderson. 1985. *Definitions of Reading and Word Identification*. In *Muskingum. Center For Advancement of Learning*. Available at : <http://Muskingum.edu/cal/database/Reading Comp.htm>
- Best, W, John and Kahn V, James. 2006. *Research in Education: Tenth Edition*. USA. Pearson Education Inc.
- Evelyn, Davis. 1984. *Strategies for Reading*. London : Heinemann Educational Books Ltd.
- Gear, Jolene. 1993. *Cambridge Preparation for the TOEFL Test*. Cambridge : Cambridge University Press.
- Grellet, Francoise. 1986 .*Developing Reading Skills*. New York : Cambridge University Press.
- Gronlund, Norman E. 1982. *Constructing Achievement Test*. New Jersey : Prentice- Hall Inc.
- Harris, David P. 1969. *Testing English as a Second Language*. New York : McGraw- Hill Book Company.
- Hatch, Evelyn and Lazaraton, Anne. 1991. *The Research Manual Design and Statistics for Applied Linguistics*. New York : Newbury House Publishers.

Holder and Stroughton. 1982. *Intermediate Language Skills Reading*. Hongkong.

Isaac, Stephen and Michael B. William. 1971. *Handbook In Research And Evaluation And Evaluation for Education And The Behavioral Sciences*. California : EditsPublishers.

James, Peter. 2003. *Real English I*. Jakarta :Erlangga.

Muskingum. 2005. *Center for Advancementof Learning*. Available at : <http://Muskingum.edu/cal/database/Reading Comp.htm>. (Accessed in March 14 2005.)

Pyle, Michael. A. 2005. *TOEFL CBT 2005 Preparation Guide*. New Delhi : Wiley Dreamtech India (P) Ltd.

Vockell, Edward L and Asher, J william. 1995. *Educational Research*. New Jersey :Prentice Hall Inc.