The Correlation Between Reading Comprehension With Writing Paragraph For The Fifth Semester Students of English Departement of FKIP UKI Toraja

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ABSTRACT

The objective of this research is to know whether there is a correlation between the ability in reading comprehension with the ability in writing paragraph /paraphrase. This research used a descriptive method. The population of this research was the fifth semester students of English Department of UKI Toraja, academic year 2013/2014. The total population is 237 students which consists of five groups. Because the population is relative large, the writer employed stratified random sampling method. The instrument that used in collecting the data is the written test, it was used to know whether there is a correlation between reading comprehension with writing paragraph/paraphrase of the fifth semester students of English Department of FKIP UKI Toraja. The data collected through written test, then analyzed in percentage and then analyzed in work sheet with use product moment correlation analysis. Based on the data analysis, it is proven that there is a positive correlation between reading comprehension with writing paragraph/paraphrase of the fifth semester students of English Department of FKIP UKI Toraja. Where the "r" is +0,627.By observing the result of data analysis above, it can be concluded that there is a positive correlation between reading comprehension with writing paragraph/paraphrase. But the correlation is not perfectly yet because "r" less than +1.

Key Words: Correlation, Reading comprehension, Writing Paragraph, The fifth semester students

INTRODUCTION

English is taught in four language skills namely, listening, speaking, reading, and writing. Reading is one aspect of language that can support our writing skill especially in writing paragraph, or rewrite the information that we have read. The most important of English is how to use it for communication with the other people in the other countries especially for intellectual who need English to improve their knowledge.

As fact some information, science technology and other information are written in English form, so that we are as a leaner must be able to master the English as a basic to study.

We can get more information directly through oral and gestures, while written form we can keep/get information by reading it again and again. Reading is necessary to know many things. By the reading we will get some new information. It will increase our knowledge or our perception. Reading is one aspect of learning English. It means that reading is one activity to know not only about how to read/how to pronounce, but also to know the main idea of

the concept. We can say that she/he is the successful readers if she/he has an ability to retell/rewrite what she/he just read.

Barbara (1978:8) states that "A person who writes well is often a person who reads well. A person who can express ideas clearly in writing is often a person who reads widely and accurately. That mean if a person is able to read well of course he/she will be able to express or rewrite it in written form and vice versa. By the writing we can express our ideas, feelings or our thoughts in to written form that will be able to read again whenever we want, the other we can practice our ability in writing and study how to use the grammar that we have studied in making a good sentence.

Williams (1994:2) "Reading is a process whereby one looks at and understand what has been written. That means that reading is an activity to look at the text and understand what the information or ideas that has been written.

Christine Nuttall (1996:11)"Reading is an interactive process – as conversation is – because both reader and writer depend on one another. It means reading is an interactive process where there are two people each depend on one another. One as a writer and one as a reader. That mean writer and reader is not separated.

According to Jeremy,(1991:62) "Reading skills can be divided into six kinds namely: skim-ming, scanning, predictive, extracting detailed information, deducing meaning from context, recognizing and discourse pattern.

Skimming is a very fast type of reading to get important ideas from selection. Skimming is to read the purpose to get specific information exactly and quickly. Scanning. Scanning is the act of looking of information. Scanning is read the text quickly to answer the specific question. This

kind of technique enable people to look at specific information without reading all the material around it.

Predictive Is not a technique is faculty of predicting or guessing what is to come next, making use grammatical, logical and cultural clues. Extracting detailed infor-mation short passage and then the teacher gives direction to read it in a few time. Deducing meaning from context

Considering the purpose of reading we may have three purpose when we are reading namely: (1) reading for pleasure, (2) reading for knowledge, and (3) reading for spend the time. Reading for Pleasure aim at giving pleasure through an imagination experience and center upon human concerns such as love ambition, war, revenge, family life, etc. Its purpose is to enable and enrich the reader by deep his/her emotional life and sharpening his/her sensitivity so life's valves. Reading for Knowledge is the royal to knowledge, it is essential to the success in all academic subject. Modern life learn depends largely or one ability to interpret the page accurately and fully. By the reading proficiency, the reader will be able to get knowledge and they can understand what have been read it. Reading for Spend The Time means just reading without pay attention what ideas/information or knowledge in the text but just to relax or just to spend the time.

From the above explanation we can conclude that by the reading comprehension the readers will get the meaning or the idea from the text that have been read. To read a text with comprehension is the ultimate good and hopefully the end result of reading.

While Writing is an activity or process where a writer try to express new thoughts and their opinion in written form. It means that writing is a process where we can express what something in our mind in written form.

Karen (2007:1)states that "Writing is a skill that can be practiced and mastered. It means that writing is a skill that can learned

and mastered by whoever as long as they always study and keep practice.

Karen (2007:12) states that "there are three most common purposes for writing are to entertain, to inform, and to persuade. These three purposes are not always mutually exclusive. It is possible for a piece of writing to accomplish several purposes at the same time. For example, an article may be amusing but also educational and/or persuasive.

Writing Paragraph According to Ann Hogue (1996:3)"A paragraph is a group of related sentences about a single topic. That means a paragraph is a group of related sentences must contain relevant information about only one main idea. The main idea is function to control the content of the paragraph. It means that a paragraph consist only one topic sentence to control the supporting sentences. Paragraph can include many different kinds of information and serve different purposes. For example, some paragraphs describe people or places. Other paragraphs explain how to do or make something, narrate a series of events, compare or contrast two things, or describe causes and effects.

The parts of paragraph are: *topic sentence* is usually stated in the first sentence. *Supporting sentences* is the other sentences add details to the topic. and *Concluding sentence* which summarizes the ideas of paragraph. It is the last sentence of the paragraph. A good of paragraph should be existed the criteria as follows (1) Unity, cohesiveness and completeness.

Based on the previous background above, formulation of a question is "Is there any correlation between the ability in reading comprehension with the ability in writing paragraph of the fifth semester students of English Department of FKIP UKI Toraja?"

METHODOLOGY AND PROCEDURE

This research consist of two variables, they are independent variable and dependent variable. The independent variable is the ability in reading comprehension and dependent variable is the ability in writing paragraph of the fifth semester students of English Department of FKIP UKI Toraja.

This research used quantitative method. It aims to find out the correlation between the ability in reading comprehension and the ability in writing paragraph of the fifth semester students of English Department of FKIP UKI Toraja.

To measure the students' correct score obtained from reading comprehension the writer used the formula:

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test item}} \times 100$$

To measure the students' ability in writing paragraph/ paraphrase, the writer used the criteria as follows: (Heaton, J.B. 1991:146)

CONTENT	LEVEL	CRITERIA
	27-30	EXCELENT TO VERY GOOD: knowledge; substantive; through development of; relevant to the assigned topic.
	22-26	GOOD TO AVERAGE: effective but simple construction; minor problems in complex construction; several errors of agreement; tense; number; word, order/function, article, pronouns, preposition, but meaning seldom.
	17-21	FAIR TO POOR: limited knowledge of subject; little substance; inadequate development of topic.
	13-16	VERY POOR: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate
ORGANIZATION	18-20	EXCELENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	14-17	GOOD TO AVERAGE: somewhat choppy, loosely organized but incomplete sequencing.
	10-13	FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	7-9	VERY POOR: does not communicate, no organization, or not enough to evaluate.
VOCABULARY	18-20	EXCELENT TO VERY GOOD: sophisticated range, effective word, idiom, and usage, word form mastery, appropriate register.
	14-17	GOOD TO AVERGA: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.

	10-13	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning obscured or confused.
	7-9	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
LANGUAGE USE	22-25	EXCELENT TO VERY GOOD: effective complete constructions, few errors of agreement, tense, number, word, order/function, article, pronouns, prepositions.
	18-21	GOOD TO AVERAGE: effective but simple constructions, minor problem in complex constructions, several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition but meaning seldom obscured.
	11-17	FAIR TO POOR: major problem in simple/complex constructions, frequent errors of negative, agreement, tense, number, word, order/function, articles, pronouns, preposition, meaning confused or obscured.
	5-10	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANICS	5	EXCELENT TO VERY GOOD: demonstrative the mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing but meaning confused or obscured.

	2			
		VERY POOR: no mastery convention, dominated by errors of errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.		

The Population of this research is the fifth semester students of English Department of FKIP UKI Toraja registered in academic year 2013/2014, it consists of 237 students and twenty students as sample..

The data obtained through this research was then analyzed by using the formula of correlation product moment as follows:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{n \sum X^2 - \left(\sum X\right)^2} \sqrt{n \sum Y^2 - \left(\sum Y\right)^2}}$$

r = coefficient correlation between variable X and variable Y

$n \sum XY - \sum X \sum Y$ = Amount of reduction of $n \sum XY$ and $\sum X \sum Y$

$n \sum X^2 - (\Sigma X)^2$ = kodrad of $\sum X$ the students' reading comprehension

$n \sum Y^2 - (\Sigma Y)^2$ = Kodrad of $\sum Y$ the students' Ability in writing paragraph

To determine whether the process hypothesis is accepted or refused, the writer used the criteria as follows:

1. If the result of "r" computation shows "+1" it means that the correlation is perfectly positive.
2. If the result of "r" computation shows "-1" it means that the correlation is perfectly negative.
3. If the result of "r" computation shows "0" it means that there is no correlation.

Criteria above shows that coefficient correlation or "r" always exist between -1 until +1.

The hypothesis of this research is "There is a positive correlation between the ability in reading comprehension with the ability in writing paragraph of the fifth semester students of English Department of FKIP UKI Toraja."

FINDING AND DISCUSSION

The computation of the correlation between variable X and Y, the writer distributes the students' score into work sheet table as in the following table.

Work Sheet Table

X	Y	X²	Y²	XY
50	75	2500	5625	3750
8o	98	6400	9604	7840
30	64	900	4096	1920
40	71	1600	5041	2840
70	93	4900	8649	6510
30	65	900	4225	1950
60	78	3600	6084	4680
40	79	1600	6241	3160
40	78	1600	6084	3120
60	87	3600	7569	5220
60	88	3600	7744	5280
90	93	8100	8649	8370
60	89	3600	7921	5340
50	76	2500	5776	3800
40	85	1600	7225	3400
20	53	400	2809	1060
50	47	2500	2209	2350
60	47	3600	2209	2820
70	78	4900	6084	5460
90	94	8100	8836	8460
∑X = 1090	∑Y = 1538	∑X² = 66500	∑Y² = 122680	∑XY = 87330

Then according to the above formulation, it is found that r = 0.627.

The proposed hypothesis in this research states " there is a positive correlation between the ability in reading comprehension with the ability in writing paragraph/paraphrase.

If the hypothesis correlated with the result of the data analysis it can be seen that the correlation is positive correlation but it is not perfectly yet, because it is less than + 1.

It means that the hypothesis proposed which state that: the hypothesis is "accepted". It means that there is a positive correlation between the ability in reading comprehension with the ability in writing paragraph of the fifth semester students of English Department of FKIP UKI Toraja.

Based on the result of the data analysis above, the writer would like to put the discussion of the correlation between the ability in reading comprehension with the ability in writing paragraph/paraphrase. It shown that the correlation between the ability in reading comprehension with the ability in writing paragraph/ paraphrase shows that there is a positive correlation between the ability in reading comprehension with the ability in writing paragraph of the fifth semester students of English Department of FKIP UKI Toraja. It shows also the correlation or "r" is 0.627.

CONCLUSION

Based on the result of the data analysis above the writer concluded that there is a positive correlation between the ability in reading comprehension with the ability in writing paragraph/paraphrase of the fifth semester students of English Department of FKIP UKI Toraja but it is not perfectly yet.

It is proven by the coefficient correlation or "r" is +0.627. 0.627

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