

CHAPTER IV

CONCLUSION

Everyday we always read something. Reading is a decoding process. It is a process of reconstructing the writer's intended meaning through recognizing the printed letters and words, and building up a meaning for a text from the smallest to the largest textual units. When we read a text, we try to understand it as a whole in order to reach the sense of what is written in the text. In another word, it can be said that we try to reach our comprehension during reading activity. However, it is not an easy work in understanding a text, particularly a second language reading. To reach comprehension in reading, a reader should get the main idea of the text. That is the reader who should interpret the text for getting the information sent by the writer. One of the ways to get good interpretation in reading is by understanding discourse constraints. It derives from the topic of the text and its development based on the language used in the text since each language has its own logical connectives and other elements of cohesion. Here, the concept of cohesion explains that the interpretation of parts of text depends on something else represented by particular features in the text to form the texture of the text. To recognize the cohesive relationship in the text, the reader must master several cohesive devices, that are verb form, parallelism, reference/co-reference, repetition, lexical chains, substitution, and conjunction. Furthermore, it will influence reading comprehension.

In this study, the result of quantitative analysis reveals that there is a correlation between mastering cohesive devices and reading comprehension of Diploma III Students of the English Department, first semester, in academic year 2003/2004. The type of correlation is a sufficient positive correlation (0.630). It means that the correlation between the mastering cohesive devices in a text and the reading comprehension is positive and rather strong. However, it is not a perfect correlation since a sufficient correlation describes that the independent variable/X (the mastering cohesive devices in a text) moderately influences the dependent variable/Y (reading comprehension). In addition, this result is also supported by its coefficient of determination, 39.69%, meaning that 39.69% of the Y (reading comprehension) is influenced by X (mastering cohesive devices in a text) and the remaining 60.31% is determined by other factors. The linear regression of this study is $\tilde{Y} = 58.731 + 0.4068X$. The equation of regression means that per unit increase in X (mastering cohesive devices in a text) will be followed by the increase of Y (reading comprehension), the increase is 0.4068 points. Based on the statistical computation, the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted.

Referring to the sufficient correlation that is positive and rather strong, we finally conclude that the reader's mastering on cohesive devices may influence his/her reading comprehension. However, it is not the dominant factor since it may not guarantee any better for the coherent interpretation of the text.

BIBLIOGRAPHY