

## ABSTRACT

*Afriani, Festya Saraswati Citra.* "The Correlation between The Competence of Elementary School Students in Doing English Reading Tasks at School and Their Performance in Reading English (A Case Study at SD Muhammadiyah 6 Surabaya)." A thesis submitted as partial fulfillment of the requirements for the sarjana degree of the English Department Faculty of Letters Airlangga University, 2003)

English is the first foreign language learned by the students of elementary school. One of the skills which have to be mastered in learning English is reading. According to the writer's observation, most of the students can get good results in doing English reading tasks at school. So, the writer has an idea to give them reading tests which have different patterns from the usual reading tasks given by the English teacher at school which is used to measure their performance in reading English. This thesis is intended to prove the assumption about the existence of correlation between the competence of elementary school students in doing English reading tasks at school and their performance in reading English. It also tries to discover factors which influence the students in their performance in reading English. Respondents are 33 sixth year students of SD Muhammadiyah 6 Surabaya. Data of the competence in doing English reading tasks at school are taken from English Final Test at the Second Quarterly, while data of the performance in reading English are collected from tests of comprehension, vocabulary knowledge, and rate of reading. The quantitative analysis uses Pearson Product-Moment Correlation to measure the correlation and simple regression. The research reveals a clue that there is a correlation between the variables above with  $r$  equals 0.632. The value of coefficient correlation, based on the table, is positive, sufficient, and a rather strong one. Based on the result of the computation, the writer is of the opinion that there are a dominant factor and some supporting factors influencing the students' performance in reading English. The dominant factor is the knowledge of the foreign language (English), while the supporting factors are reading resources, the competence of the teacher, language environment, and the internal conditions of the respondents. In general, all the dominant and supporting factors described above influence all the respondents, especially those who have high competence in doing English reading tasks at school but obtain low performance in reading English. According to the writer, the dominant and supporting factors described above cause the discrepancy of the respondents in obtaining better results in reading performance tests.

# CHAPTER I

## INTRODUCTION

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