

CHAPTER I

INTRODUCTION

I.1 Background of the Study

One day the writer's brother and his friends who were studying in the sixth year of elementary school asked her to check their English homework. The homework was about answering some questions from the text given and then summarizing it by using their own words. Before checking their homework, the writer asked them to read the text and list the words they did not understand. While they read and listed the words in the text, the writer checked their scores in doing other tasks in their English exercise books, especially their scores in doing reading tasks. The writer found out that most of them could get good results in doing their English reading tasks at school, but they took several minutes to read a passage and do the reading task. They translated each passage word-by-word, then did the task. Based on the fact faced by the students of elementary school, the writer has an idea to give them some reading tests which have different patterns from the usual reading tasks given by their English teacher.

English is the first foreign language for the students in elementary school in Indonesia. Most of them get English for the first time. In Indonesia, English as a foreign language has started to be learned and taught in elementary school for about five years. Most schools introduced English in 1994 since

students enter the fourth year of elementary school. But some schools started to give the lesson since the students enter the first year of elementary school.

According to *Departemen Pendidikan dan Kebudayaan* (Department of Education and Culture) of Indonesia, the English lesson as a local content in elementary school includes the skills of reading, listening, speaking, and writing in English in simple pattern (2). Furthermore, in the teaching of English in some elementary schools reading is the one mostly learned by the students. In fact, reading in English for the students who can already read their own language is a very different kind of learning task. They will face some problems in doing the reading tasks. This is because they will find many new words that they have never known before. The writer guesses that the problems in reading will come up when they face some reading tests which have different patterns from the reading tasks given by their English teacher. Therefore, in this study, the writer gives some reading tests which are used to measure the performance in reading English, then makes the correlation between the competence in doing English reading tasks at school and the performance in reading English.

I.2 Statement of The Problem

From the background of the study stated above, the statement of the problem is as follows:

- Is there any correlation between the competence of elementary school students in doing English reading tasks at school and their performance in reading English ?

Hypotheses:

- Ho: There is no correlation between the competence of elementary school students in doing English reading tasks at school and their performance in reading English.
- Hi: There is a correlation between the competence of elementary school students in doing reading tasks at school and their performance in reading English.

I.3 Objective of The Study

Based on the statement of the problem above, the objective of this study is to find out the possible correlation between the competence of elementary school students in doing reading tasks at school and their performance in reading English

I.4 Significance of The Study

The writer expects that the result of this study will give a meaningful contribution to those who are interested in studying TEFL (Teaching English as a Foreign Language), especially on the teaching of reading English. It is also expected to give some input to the English teachers and students of elementary school. To the teacher, the result of this study is hoped to make the teacher become more aware of their class especially when they teach and give reading tasks to the students. Later, the English teacher can improve their way in teaching and giving reading tasks so that their students can also achieve good scores in

doing reading tasks. To the students, the models for testing their reading performance in English will give them a chance to test their comprehension, vocabulary knowledge, and rate of reading in a different way. Also, the students can find out their level of competency in doing reading tasks by doing the English reading performance tests given by the writer.

1.5 Scope and Limitation

In this study, the writer only focuses on whether there is a possible correlation between the competence of elementary school students in doing reading tasks at school and their performance in reading English.

The limitation is that this study does not explore further the teaching reading strategies used by the English teacher and the reading strategies used by the students in doing English reading tasks at school.

1.6 Theoretical Framework

This study basically uses the theory proposed by some linguists and researchers of reading, especially reading in a foreign language, such as Frank Smith, J. Charles Alderson, and Eleanor Wall Thonis. Besides, the writer also uses other theories to support her study.

The theories used here come from some researchers and experts in reading and teaching reading in a foreign or second language. Therefore, there are some terms used in the theories which have the same meanings, such as the students, the pupils, the children, the non-native speakers, and the readers. The

writer assumes that all these terms lead to one simple term, that is the English learners. For the details, see Chapter 2 (Theoretical Approach).

I.7 Method of The Study

The method of this study is quantitative method. In order to get the more satisfying result about the correlation between the competence of elementary school students in doing English reading tasks at school and their performance in reading English, the writer analyzes the data by using statistical computation.

I.7.1 Definition of Key Terms

There are some important terms used to clarify the content and meanings:

1. **Reading Competence:** the capability of readers in doing reading activity. In this study, the reading competence observed is the competence in doing English reading tasks at school.
2. **Reading Performance:** the observable result of the competence in reading. In this study, the reading performance is assessed by three tests.

I.7.2 Population and Sampling

According to Anderson in *Encyclopedia of Educational Evaluation*, a population is a set (or collection) of all elements possessing one or more attributes of interest (Cited in Arikunto 102). The population of this study is the students of SD Muhammadiyah 6 in Surabaya. This study is a case study so the writer only

chose SD Muhammadiyah 6 as the population because of limited time and finance since this school was near the writer's residence. Furthermore, the students of SD Muhammadiyah 6 Surabaya have had a lot of academic and non-academic achievements for the past three years and it was considered as one of the best schools in South Surabaya. One of the latest achievements its students got in 2002 was being the third and the favourite winners of English Speech Contest of all the elementary schools in Surabaya and the surroundings.

Sample is the part of a population which represent the characteristics of the population (Arikunto 104). In this study, the writer chose sixth year students as the respondents because it was the high level of students in elementary school. The writer took all the sixth year students in this school because they were only 33 students. As Arikunto said that if the subjects are less than 100, it is better to take them all (107). The respondents were the sixth year of elementary school students, so their ages were between eleven to twelve years old. The respondents came from various social background of the family, but most of them came from middle social class. It could be seen from the background of their parents' level of education. Most of their parents were graduates of *SMU* (Senior High School) and work as civil servants and private employees. Furthermore, some of the respondents took an English course outside school hours.

In this study, the writer used Cluster Sampling method because the respondents taken were classified as cluster.

I.7.3 Techniques of Data Collection

In collecting the data, first, the writer chose the elementary school that would be taken as the population of the study. Then, the writer chose the sixth year students as the respondents. There were 33 students who would be taken as the respondents. After that, to find out the respondents' competence in doing reading tasks, the writer took their scores from English Final Test conducted at The Second Trimester of School Year 2001-2002. The writer took the results of English Final Test because the respondents observed have just done the test and the test mostly consisted of several reading passages. At last, the writer selected some materials which would be administered to the respondents as reading performance tests, then the writer gave the tests to the respondents. In this study, English reading performance was assessed by three tests. They were comprehension test, vocabulary test, and rate of reading test. The materials used in the reading performance tests were familiar and in accordance with the cultural background of the students. As Williams states in his research that a general principle underlying construction of the tests is that of relevance of the test to the culture and environment of those being tested (35). The next step was, the writer conducted the tests and examined the results of the tests.

In short, the steps in collecting the data were:

1. Choosing the population
2. Choosing the respondents
3. Measuring the competence in doing reading tests from the scores of English Final Tests at school

4. Selecting and administering the tests of reading performance
5. Conducting and examining the tests of reading performance

1.7.4 Techniques of Data Analysis

After collecting the data, the writer classified the data from the result of the reading performance and from the competence in reading tasks at school which was taken from the scores of English Final Test administered at The Second Trimester of School Year 2001-2002. Then, the writer used Pearson Product Moment Correlation in making the statistical computation. The next step was making the analysis for the outcome of the research. At last, the writer made a conclusion.

Briefly, the techniques of data analysis were:

1. Classifying the data
2. Making statistical computation (parametric statistic)
3. Making analysis
4. Making conclusion

1.8 Organization of The Paper

This paper is divided into four chapters. Chapter I tells about introduction. It consists of six subchapters, they are: background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, and method of the study. Chapter II tells about literature review and it consists of five subchapters. Chapter III tells about

presentation and quantitative analysis of the data. Chapter IV tells about conclusion and suggestion.

CHAPTER II LITERATURE REVIEW

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