

COMPREHENSION AND ENGLISH READING

COMPREHENSION

(A Correlational Study at the Fifth Semester English Department Students
of Teachers Training and Education Faculty of University of Mataram in
Academic year 2014/2015)



An Article

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By

Prama Bentara

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Il. Majapahit No. 62 Mataram NTB 83125 Telp. (0370) 623873



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Jurnal skripsi dengan judul *Correlation Between Indonesian Reading Comprehension And English Reading Comprehension: A Correlational Study at the Fifth Semester English Department Students of Teachers Training and Education Faculty of University of Mataram in Academic Year 2014/2015* telah disetujui oleh dosen pembimbing sebagai salah satu persyaratan dalam menyelesaikan program Sarjana (S1) pendidikan bahasa inggris. Jurusan pendidikan bahasa dan seni.

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Pembimbing 1

Drs. Udin, M.Pd

NIP. 19641231 199303 1 016

CORRELATION BETWEEN INDONESIAN READING COMPREHENSION AND ENGLISH READING COMPREHENSION

A Correlational Study at the Fifth Semester English Department Students
of Teachers Training and Education Faculty of University of Mataram in
Academic Year 2014/2015)

Prama Bentara, Udin, Santi Farmasari

English Department
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MATARAM
E-mail: pramabentara@gmail.com

Abstract

This study is aimed at finding out students' Indonesian reading comprehension and English reading comprehension, and whether there is a correlation between Indonesian reading comprehension and English reading comprehension. The researcher took 20 students as the sample of the total population (N = 73) of the fifth semester English Department students of Teachers Training and Education Faculty, University of Mataram. The data in this study was gained through tests. The students were given three kinds of test; Indonesian Reading Comprehension, English Reading Comprehension, and English Proficiency test. The result of this research shows that there is no correlation between Indonesian Reading comprehension and English Reading Comprehension. This result was obtained from the computation of r value of variable x (Indonesian Reading comprehension) and variable y (English Reading Comprehension). The r_{xy} (0.234) is lower than r table both in the level of significance 95% (0.423) and 99% (0.527). However, the result of computation of variable z (English Proficiency) and variable y (English Reading Comprehension) shows strong correlation. The r_{zy} (0.644) is higher than r table both in the level of significance 95% (0.423) and 99% (0.527). It indicates that L2/ FL proficiency is much more important than L1 reading ability as a factor influencing L2 reading performance.

Key words: Correlation, Indonesian Reading comprehension, English Reading Comprehension, English Proficiency

Abstrak

Penelitian ini ditujukan untuk menemukan tingkat pemahaman membaca siswa dalam bahasa Indonesia dan tingkat pemahaman membaca siswa dalam bahasa Inggris, serta apakah terdapat sebuah hubungan antara pemahaman membaca dalam bahasa Indonesia dengan pemahaman membaca dalam bahasa Inggris. Peneliti mengambil 20 siswa sebagai sampel dari total populasi siswa ($N = 73$) semester lima program studi bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Mataram. Data dalam penelitian ini diperoleh menggunakan beberapa tes. Para siswa diberikan tiga macam tes, tes pemahaman membaca bahasa Indonesia, tes pemahaman membaca bahasa Inggris, dan tes kecakapan bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwa tidak ada hubungan antara pemahaman membaca dalam bahasa Indonesia dengan pemahaman membaca dalam bahasa Inggris. Hasil ini diperoleh melalui hasil penghitungan nilai r dari variabel x (Pemahaman Membaca Bahasa Indonesia) dengan variabel y (Pemahaman Membaca Bahasa Inggris). Nilai r_{xy} (0.234) lebih rendah pada ke dua level signifikan, baik level signifikan 95% (0.423) dan level signifikan 99% (0.527). Namun, hasil dari penghitungan dari variabel z (Kecakapan Bahasa Inggris) dengan variabel y (Pemahaman Membaca Bahasa Inggris) menunjukkan hubungan yang kuat. Nilai r_{zy} (0.644) lebih tinggi baik pada level signifikan 95% (0.423) dan level signifikan 99% (0.527). Hal ini mengindikasikan bahwa kecakapan dalam L2/FL jauh lebih penting dibandingkan dengan kemampuan membaca dalam L1 sebagai faktor yang mempengaruhi performa membaca dalam L2.

Kata Kunci: Hubungan, Pemahaman Membaca Bahasa Indonesia, Pemahaman Membaca Bahasa Inggris, Kecakapan Bahasa Inggris

A. INTRODUCTION

Language is a tool of communication which allows speakers in speaking language and writers in writing a language to express their ideas, opinions, and feeling to others. In interacting with others, we have to communicate and in doing so, we need a medium. It is through language that we are able to interact with others in the world.

In learning language, there are four language skills covered which language learners must learn. They are listening, reading, speaking, and writing. Madox (1963) in Ali (2010) argued that reading is the most important single skill in study for second language learners in academic context. Moreover, reading is the most eminent skill which plays a significant role in improving readers' language proficiency, especially in a foreign language setting.

Reading becomes very important because it deals with individual development and it has become the most important activity in schools. It is required in every level of study in every single subject in school such as geography, history, science, math, and others depending on the ability to read.

According to Meriam (2006), to read is to understand and grasp the full sense of (such mental formulation) either with or without vocal reproduction. Cambridge Advanced Learner's Dictionary stated that reading is the act of getting meaning from printed or written words. It is basic learning and one most important skill in everyday life. In short, reading is recognizing letters and a group of letters which has certain meaning which expresses an idea in written or printed form.

The most important feature to distinguish first language (L1) from second language (L2) learning is probably the fact that L2 learners usually have reached a

certain level of fluency before learning the L2 (Yang, 2007). Moreover, Alderson (1984) in Yang (2007) proposed his question: is second language reading difficulty the result of a reading issue or language issue? This question implies that if the challenge of second language reading is a *reading* problem, the lack of adequate reading skills in the L1 is the crucial cause of the reading problem in the L2. That is to say that if language learners have a sufficient number of reading skills in their L1, the problems encountered in L2 reading will be reduced. On the other hand, if L2 reading is a *language* problem, language specific knowledge, such as L2 linguistic knowledge on vocabulary and syntactic structure, would play an important role in improving L2 reading comprehension

It is meaningful for researchers or language teacher to explore the extent to which L1 reading ability may hinder or facilitate L2 reading competence, or whether L2 proficiency have to be attained before L1 reading ability can affect L2 reading comprehension. Thus, in this study the researcher intends to contribute more data to our understanding of the correlation between Indonesian reading comprehension and English reading comprehension.

a. Research Question

The research questions of this study are as follows:

1. What is students' level of Indonesian reading comprehension and English reading comprehension?
2. Is there any correlation between Indonesian reading comprehension and English reading comprehension?

b. Research Objective

In line with the statement of the problem, this study tries to investigate the issues as follow:

1. To figure out the students' level of Indonesian reading comprehension and English reading comprehension
2. To know whether or not there is a correlation between Indonesian reading comprehension and English reading comprehension.

c. **The Significance of Research**

This study is expected to give contribution to the students of English Department and other researchers. For the English Department students, it is very useful for them to know their real ability in reading in order to improve their reading quality in form of score and comprehension. Hopefully, the finding of this study can be used as a reference by other researcher to conduct the further study.

Reading

a. **Definition of Reading**

There are a various definitions of reading. Scientists define reading variously. Some of them define that reading is a process to establish a representation of meaning, which involved more than merely identifying the word on the page but what must be achieved is an understanding of the whole sequences of sentences. And the rest define that reading is process to get, to understand, and to catch the content of the reading by the reader. Reading is also a process to understand a written text which means extracting required information from it as efficiently as possible.

Reading, according to Walter (1979), is what the reader does to get the meaning he needs from textual sources. Furthermore, the definition of reading according Bond and Eva (1969) in Ali (2010) is a process of requiring an author's meaning of interpreting, evaluating, and affecting upon those meaning. Meanwhile, Longman Dictionary (2010) defined that reading is the processes by which the meaning of a written text is understood. In addition, Lado (1964) in Ali (2010) explained that reading in a

foreign language as grasping meaning in that language through its written representation.

According to the definitions of reading above, it can be said that in reading the reader is not only looking at words in the form of graphic symbols but also getting meaning from word to word or sentence to sentence in order to understand what s/he reads. In short, reading is recognizing letters and a group of letters which has certain meaning which expresses an idea in written or printed form.

b. **Aims of The Study**

People may read for different purposes. Those purposes help them to understand what they read. In reading for pleasure or enjoyment, for example, they likely read either quickly or slowly depending on the way they like more. But if they are reading for study or information such as news or science which are part of their assignment, they tend to read more slowly and carefully (Gans, 1963 in Ali, 2010).

Generally, the purpose of the reading for the learners is to understand the written language. It can be said that how the learners get the message which the researcher would say. So, it is very important for readers to have a purpose on reading, because it will help them to understand the written language and comprehend what they read.

Reading Comprehension

Reading comprehension can be defined as the level of understanding of a passage or text (Bouchard and Trabasso, 2003 in McConaughay, 2008). Moreover, Pardo (2004) in McConaughay (2008) argued that reading comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text,

and the stance the reader takes in correlation to the text.

To be a good reader it is critical to not only be able to identify the words, but to understand them as well. The ultimate goal of reading is to understand what has been read. Comprehension is the reason for reading. If readers can read the words, but do not understand what they are reading, they are not really reading.

Therefore, reading comprehension can be said as the result of reading activity itself. It is the constructing meaning which is acceptable and accurate by connecting what has been read to what the students already know and think about all the information until it is recognized. Meaning that when we finish reading a text or a passage and we have got the message or purpose which the researcher tries to convey, it is called reading comprehension.

L1 Interference to L2 or Foreign Language Learning

Many previous researches have tried to investigate the correlation between first language and second or foreign language. One of the important issues related to second or foreign language learning is whether or not learners' native language may have an impact on their acquisition of the next one. In the previous, researchers in second or foreign language acquisition have examined the influence of first language on second or foreign language and suggested that first language has a significant role in second or foreign language learning (Chuang, 2010). Academic development in the first language has been found to generate the positive effects on second language learning. Academic skills, literacy development, concept formation, subject knowledge, and strategy development learned in L1 transfer to L2.

To be specific to reading, Yamashita (2001) argued that the correlation between

L1 proficiency and L2 reading have certain linguistic elements such as orthographic, phonological, lexical, syntactic, and discursal knowledge that strongly affect the transfer of L1 reading ability to L2 reading ability. In line with Yamashita (2001), Cummins (1979) in Cui (n.d) proposed the threshold in bilingualism which holds that a bilingual child's linguistic competence mediates the effect of his or her cognitive development and bilingual learning. Dealing with the notion of second or foreign language reading ability, Alderson (1984) in Yang (2007) proposed his question: is second language reading difficulty the result of a reading issue or language issue? This question implies that if the challenge of second language reading is a *reading* problem, the lack of adequate reading skills in the L1 is the crucial cause of the reading problem in the L2. That is to say that if language learners have a sufficient number of reading skills in their L1, the problems encountered in L2 reading will be reduced. On the other hand, if L2 reading is a *language* problem, language specific knowledge, such as L2 linguistic knowledge on vocabulary and syntactic structure, would play an important role in improving L2 reading comprehension. Based on Alderson's statement, although L1 reading skills are not the only factor which affect the L2 reading difficulties, but also L2 proficiency such as language specific knowledge on vocabulary and syntactic structure. In general, the statements assume that L1 has interference to L2 foreign language learning, specifically L1 reading on L2 reading comprehension.

Hypotheses about the L1 and L2 Reading Correlation

There are widely known hypotheses concerning the correlation between L1 and L2 reading abilities: the linguistic interdependence hypothesis and the linguistic threshold hypothesis. The

language independence hypothesis (Cummins, 1981 in Yang, 2007) stated that students who have learned to perform academic task in one language have underlying cognitive skills which are transferable to other language. It can be said that the linguistic independence hypothesis (LIH) refers to transferring from L1 to L2; certain L1 knowledge can be positively transferred during the process of L2 acquisition. It assumes that there is a common underlying cognitive ability between L1 and L2, that is, two languages which overlap and share a common operating system and both languages are different but are supported by shared concepts and knowledge derived from learning, experience, cognitive and language abilities of learners. Thus, if a learner has a high L1 development, a similar level of competence can be achieved in L2 (Chuang, 2010).

However, the Linguistic Threshold Hypothesis proposed by Clarke (1979) argued that L2 learner must first gain a certain amount of control over L2, or in other words, cross a critical linguistic threshold, before applying their L1 reading skills to L2 reading. This “certain amount” is referred to as a “language ceiling”. Clark argued that below this level, it is unlikely for L1 reading strategies to be transferred to L2 reading. In other words, a certain level of L2 linguistic ability must first be achieved in order that L1 reading ability can affect L2 reading performance.

The linguistic interdependence hypothesis, in its simple form, proposes that L1 reading ability transfers to L2. It assumes that there is a common underlying cognitive ability between L1 and L2, and it implies that we do not need to learn reading in L2 if we have a certain level of L1 reading ability. According to this hypothesis, transfer happens automatically. The linguistic threshold hypothesis proposes, on the other

hand, that a threshold level of L2 language ability is necessary before L1 reading ability transfers to L2. This implies that L2 learners need to acquire some basic linguistic knowledge before they are able to read in L2. These two hypotheses have often been considered conflicting, and researchers have attempted to determine which of the two gives the better explanation of the correlation between L1 and L2 reading.

B. RESEARCH METHOD

The main purpose of this study is to know whether there is a correlation between Indonesian (L1) reading ability and English (L2) reading comprehension and also to get empirical data about the formulated problem. Thus, this research uses the correlative scheme to discover the correlation between Indonesian reading ability and English reading Comprehension. Indonesian reading and English reading are the variable under investigation. This research is categorized as correlational study. The correlational study itself, according to Longman Dictionary (2010), is research carried out to examine the nature of the correlation between two naturally occurring variables.

The population on this research was taken from the fifth semester students of English Department of University of Mataram in academic year 2014/2015. There are 73 fifth semester students divided into three classes. A class consists of 22 students, B class consists of 24 students, and C class consists of 27 students. From those classes the researcher took only the A class as the sample of this study. In this study the researcher took the A class because it was the only class which was cooperative and easier to set the schedule of taking the data. Actually, there were 22 students in the A class as the sample. Since there were 2 students could not make it, the sample became 20 students.

In collecting the data needed, the researcher used tests. In this research, the researcher made three kinds of test. The first one was English Proficiency Test which consists of English vocabulary and grammar knowledge. Forty multiple choice questions were selected from TOEFL test. The researcher selected the items of the test from MMM (Multi Media Metropolitan) TOEFL book, and took one particularly topic from it. Here, the researcher used English Proficiency Test as the comparator, not Indonesian; it was because of the fact that what will be investigated is the English reading comprehension and whether English (L2) language proficiency threshold (language competence ceiling) has to be attained before Indonesian (L1) reading ability begins to be transferred to English (L2) reading comprehension. There is no need to test Indonesian Proficiency because although many subjects' mother tongue is Bahasa Sasak, Indonesian is still the official language in Indonesia and also the dominant language used in school education, formal communication, and also daily communication; therefore, the researcher believed that Indonesian Proficiency of the participants is sufficient enough and therefore, not to be questioned.

Second, the researcher made two reading tests to measure students' Indonesian and English reading comprehension. Each test contains two expository reading passages. Twenty multiple choice questions, with four options are included in each test. Each correct response earns 5.0 points. In order to avoid the effects of extraneous variables, the topics, article genres, test questions, and time allocation are consistent for both Indonesian and English reading passages. The topics for both the Indonesian and English reading passages are related to corruption and history.

These three tests were given to the 20 participants in three different sessions. First,

a 40 minute session will be dedicated to measure students' English proficiency; knowledge of English grammar and vocabulary. The two separate 30 minute sessions were done to measure students' Indonesian reading ability and English reading comprehension.

In order to find out the correlation between Indonesia reading ability and English reading comprehension, the researcher used the correlation formula by Pearson Product Moment Correlation Formula.

The formula as follow:

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

N= the number of sample

X= the students' score in Indonesian reading

Y= the students' score in English reading

ΣX = the sum of Indonesian reading scores

ΣY = the sum of English reading scores

ΣX^2 = the sum of squares of Indonesian reading scores

ΣY^2 = the sum of squares of English reading scores

$(\Sigma X)^2$ = the squares of the sum of Indonesian reading score

$(\Sigma Y)^2$ = the squares of the sum of English reading scores

ΣXY = the sum multiplication of Indonesian reading and English reading scores

Then, the researcher interpreted whether there was any significant correlation based on the *r* value table as follow:

Table 1
The Interpretation of *r* value

<i>r</i> value	Interpretation
.80 – 1	Very Strong
.60 – 79	Strong
.40 – 59	Average
.20 – 39	Low
.0 – .19	Very Low

C. FINDING AND DISCUSSION

Description of the Data

As has been mentioned in the previous chapter, the researcher gave test in order to get the data needed. By taking the scores of 20 students by using two kinds of test and analyzed those scores in order to find out whether there is any correlation between students' Indonesian reading comprehension and English reading comprehension by using the Pearson *r* formula.

The first score was Indonesian reading comprehension consisting of 20 items and the second one was English reading comprehension also consisting of 20 items, the scoring is 5 for each correct answer and 0 for the wrong answer. The data of students' score of Indonesian reading comprehension and English reading comprehension can be seen as follow:

Table 2

The Result of Test of Indonesian Reading

NO	Subject	The Score of Indonesian Reading
1	AS	55

2	AK	75
3	FA	80
4	GHS	70
5	IR	55
6	J	70
7	LSJ	85
8	MQH	55
9	MR	75
10	NR	70
11	NIM	70
12	RZAF	60
13	NH	50
14	Q	50
15	RHB	75
16	SAW	80
17	TKW	55
18	VWD	70
19	YM	65
20	AS	65

Actually there are 22 students in the A class, since there were 2 students could not make it because of illness, the sample became 20 students. From the data above the researcher obtained the information that the lowest score in Indonesian Reading test is 55 and the highest is 85. The result of this Indonesian Reading test is used as variable X.

Table 3

The Result of Test of English Reading

NO	Subject	The Score of English Reading
1	AS	45
2	AK	75
3	FA	70
4	GHS	60
5	IR	80
6	J	60
7	LSJ	65
8	MQH	55
9	MR	50
10	NR	85
11	NIM	75
12	RZAF	80
13	NH	55
14	Q	65
15	RHB	70

16	SAW	90
17	TKW	80
18	VWD	85
19	YM	80
20	AS	65

From the data above we get the information that the lowest score of English Reading test is 45 and the highest is 90. The result of this English Reading test is used as variable Y which might be influenced by variable X.

Table 4

Students' Indonesian Reading Ability and English Reading Comprehension Table Assessment

Subject	X (Indonesian Reading)	Y (English Reading)	X ²	Y ²	XY
2	3	4	5	6	7
AS	55	45	3025	2025	2475
AK	75	75	5625	5625	5625
FA	80	70	6400	4900	5600
GH S	70	60	4900	3600	4200
IR	55	80	3025	6400	4400
J	70	60	4900	3600	4200
LSJ	85	65	7225	4225	5525
MQ H	55	55	3025	3025	3025
MR	75	50	5625	2500	3750
NR	70	85	4900	7225	5950
NI M	70	75	4900	5625	5250
RZ AF	60	80	3600	6400	4800
NH	50	55	2500	3025	2750
Q	50	65	2500	4225	3250
RH B	75	70	5625	4900	5250
SA W	80	90	6400	8100	7200
TK W	55	80	3025	6400	4400

VW D	70	85	4900	7225	5950
YM	65	80	4225	6400	5200
AS	65	65	4225	4225	4225
ΣX =	1330	ΣY =	1390	ΣX ² =	90550
				ΣY ² =	99650
				ΣXY =	93025

According to the data above, it shows that the sum of students' Indonesian reading ability is 1330, and the sum of students' English reading comprehension is 1390. Whereas the sum of standard deviation of variable X is 90550, and the sum of standard deviation of variable Y is 99650. At last, the sum of multiplication of Indonesian reading ability (X) and English Reading Comprehension (Y) score is 93025.

After using table assessment, to obtain the students' mean score of Indonesian reading ability and English reading comprehension, the researcher determined the mean score by using this formula:

$$M = \frac{\sum X}{N} \quad \text{and} \quad M = \frac{\sum Y}{N}$$

M = the mean

ΣX = the sum of variable X scores (Indonesian reading ability)

ΣY = the sum of variable Y scores (English reading comprehension)

N = the total number of samples

1. Students' Indonesian Reading Ability

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1330}{20} \\
 &= 66.5
 \end{aligned}$$

After gaining the scores of both Indonesian reading and English reading, the researcher classified the scores into the rate percentage by using the equivalence scores of the quantitative scores into the qualitative data (Suhur, 2008 in Hawarina, 2008). Based on the calculation above, the students' mean score of Indonesian reading ability is 66.5. It can be classified as good.

Table 5

The Rate Percentage of Indonesian Reading Comprehension Score

Grade	Quantitative Score	Classification	Frequency	Percentage
A	81 – 100	Excellent	1	5 %
B	61 – 80	Good	12	60 %
C	41 – 60	Fair	7	35 %
D	21 – 40	Poor	0	0 %
E	0 – 20	Failed	0	0 %
Σ			20	100 %

The table above showed that there are 1 student (5 %) got A grade and classified as excellent, 12 students (60 %) got B grade and classified as good, 7 students (35 %) got C grade and classified as fair.

2. Students' English Reading Comprehension

$$M = \frac{\sum Y}{N} = \frac{1390}{20} = 69.5$$

The calculation above showed that the students' mean score of English reading comprehension is 69.5 which can be classified as good.

Table 6

The Rate Percentage of English Reading Comprehension Score

Grade	Quantitative Score	Classification	Frequency	Percentage
A	81 – 100	Excellent	3	15 %
B	61 – 80	Good	11	55 %
C	41 – 60	Fair	6	30 %
D	21 – 40	Poor	0	0 %
E	0 – 20	Failed	0	0 %
Σ			20	100 %

Based on the table above, it showed that there are 3 students (15 %) got A grade and classified as excellent, 11 students (55 %) got B grade and classified as good, 6 students (30 %) got C grade and classified as fair. The researcher calculated the mean score of students both in Indonesian reading and English reading in order to find out the level of students' Indonesian reading comprehension and English reading comprehension.

Analysis of the Data

As has been mentioned before, the data was gained from the fifth semester students' scores of English Department of University of Mataram academic year 2012/2013. Then the researcher analyzed those scores by using Pearson Product moment correlation formula, and the result is as follow:

$$\begin{aligned}
 N &= 20 \\
 \sum X &= 1330 \\
 \sum Y &= 1390 \\
 \sum X^2 &= 90550 \\
 \sum Y^2 &= 99650 \\
 (\sum X)^2 &= 1768900 \\
 (\sum Y)^2 &= 1932100 \\
 \sum XY &= 93025 \\
 r_{xy} &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{20(93025) - (1330)(1390)}{\sqrt{[20(90550) - (1330)^2][20(99650) - (1390)^2]}} \\
 &= \frac{1860500 - 1848700}{\sqrt{[1811000 - (1768900)][1993000 - (1932100)]}} \\
 &= \frac{11800}{\sqrt{[42100][60900]}} \\
 &= \frac{11800}{\sqrt{2563890000}} \\
 &= \frac{11800}{50364,86940} \\
 &= \mathbf{0.234290291}
 \end{aligned}$$

$r_{xy} = 0.234$

This is the result of the calculation of the data derived from variable X and Y. The researcher will explain in the detail on the data analysis to interpret the correlation between these two variables.

Considering the criteria of the result, the next step is to find out the result of the correlation formula by using r-table in the level of significance 95% or 0.05. In the table of significance of 95% with 20 respondents, the researcher found that the value is 0.423. By comparing the values of $r_{xy} = 0.234$ and $r_t = 0.423$, the researcher makes an assumption of the hypothesis that r_{xy} is lower than r_t . Thus, the researcher will test the hypothesis as follow:

If $r_o > r_t$ The alternative hypothesis (H_a) is accepted and Null Hypothesis is rejected. It means there is correlation between Indonesian Reading Ability and English Reading Comprehension.

If $r_o < r_t$ The alternative hypothesis (H_a) is rejected and Null Hypothesis is accepted. It means there is no correlation between Indonesian Reading Ability and English Reading Comprehension.

So, r_{xy} lower than r table ($0.234 < 0.423$), from that result, we can conclude that alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted.

The result from Pearson Product Moment formula showed that there is no correlation between students' Indonesian Reading Comprehension and English Reading Comprehension. There are two possible explanations that could be given to explain this result. First, it might be because of the validity of the instrument. Since this study is far from perfection and need more improvement, the instruments which are Indonesian and English reading test might not be valid which caused such result. Meanwhile, a more plausible explanation for the importance of L2 proficiency might be

the level of difficulty of L2 reading text in this current research. Alderson (1984) in Yang (2007) argued that in the reading of easy texts, one might expect first-language reading ability to be more important. As the linguistic or conceptual difficulty of text increases, the importance of foreign language proficiency increases and that of first language reading ability reduces.

Hence, the same statistical computation process was used to closely examine whether L2 or FL reading difficulty is the result of reading issue or language issue; moreover, to examine whether a certain level of L2 linguistic ability must first be achieved in order for L1 reading ability can affect L2 reading performance.

Table 7

Students' English Proficiency and English Reading Comprehension Table Assessment

Subject	Z (English Proficiency)	Y (English Reading)	Z ²	Y ²	ZY
2	3	4	5	6	7
AS	70	45	4900	2025	3150
AK	80	75	6400	5625	6000
FA	82.5	70	6806.25	4900	5775
GHS	75	60	5625	3600	4500
IR	87.5	80	7656.25	6400	7000
J	75	60	5625	3600	4500
LSJ	85	65	7225	4225	5525
MQH	67.5	55	4556.25	3025	3712.5
MR	70	50	4900	2500	3500

NR	80	85	6400	722 5	6800
NIM	82.5	75	6806. 25	562 5	6187. 5
RZA F	80	80	6400	640 0	6400
NH	70	55	4900	302 5	3850
Q	80	65	6400	422 5	5200
RHB	87.5	70	7656. 25	490 0	6125
SA W	75	90	5625	810 0	6750
TK W	90	80	8100	640 0	7200
VW D	80	85	6400	722 5	6800
YM	90	80	8100	640 0	7200
AS	72.5	65	5256. 25	422 5	4712. 5
$\Sigma X =$ 1580		$\Sigma Y =$ 1390	$\Sigma Z^2 =$ 1257 37.5	$\Sigma Y^2 =$ 996 50	$\Sigma ZY =$ 1108 87.5

Where:

$$\begin{aligned}
 N &= 20 \\
 \Sigma Z &= 1580 \\
 \Sigma Y &= 1390 \\
 \Sigma Z^2 &= 125737.5 \\
 \Sigma Y^2 &= 99650 \\
 (\Sigma Z)^2 &= 2496400 \\
 (\Sigma Y)^2 &= 1932100 \\
 \Sigma ZY &= 110887.5
 \end{aligned}$$

$$\begin{aligned}
 r_{zy} &= \frac{N(\Sigma ZY) - (\Sigma Z)(\Sigma Y)}{\sqrt{[N\Sigma Z^2 - (\Sigma Z)^2][N\Sigma Y^2 - (\Sigma Y)^2]}} \\
 &= \frac{20(110887.5) - (1580)(1390)}{\sqrt{[20(125737.5) - (1580)^2][20(99650) - (1390)^2]}} \\
 &= \frac{2217750 - 2196200}{\sqrt{[2514750 - (2496400)][1993000 - (1932100)]}} \\
 &= \frac{21550}{\sqrt{[18350][60900]}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{21550}{\sqrt{1117515000}} \\
 &= \frac{21550}{33429.25} \\
 &= \mathbf{0.644645033} \\
 r_{xy} &= \mathbf{0.644}
 \end{aligned}$$

According to the r value (see table 4.2.1), this result ($r_{zy} = 0.644$) is categorized as strong. Furthermore, the researcher found that this result ($r_{zy} = 0.644$) is higher both in the level of significance 95% and 99%. Based on the r table, in the level of significance of 0.05 (95%) and 0.01 (99%) with 20 respondents, the researcher found that the value is 0.423 and 0.527.

Regarding to the issue of whether second language reading difficulty is the result of a reading issue or language issue, the findings of this study showed that L1 reading ability is not a significant predictor of L2 reading performance, since correlation computation did not provide information on cause effect relationship including the effect of L1 background knowledge and since this study is far from perfection, further studies are required to confirm the phenomenon whereas, L2 proficiency is a significant and better predictor of L2 reading performance. Findings in this current study also supported the language threshold hypothesis (LTH), it seems that a certain level of L2 or FL knowledge need to be established by the second or foreign language learners before they can successfully draw on L1 reading ability to help with reading in the L2. It indicated that L2 or foreign language learners need to be equipped with good vocabulary and grammar knowledge to engage in higher-order thinking in L2 reading. Therefore, L2 proficiency is much more important than L1 reading ability as a factor influencing L2 reading performance.

Thus, there was no correlation between Indonesian reading comprehension and English reading comprehension; therefore,

L2 proficiency was much more important than L1 reading ability as a factor influencing L2 reading performance.

D. CONCLUSION AND SUGGESTION

Having conducted the research, the researcher came to his conclusions that:

1. Based on the result of the study, both the research questions have been answered. The computation of the mean score of the students' Indonesian reading ability is 65.5, which is categorized as Good. There were 1 student (5 %) got A grade and classified as excellent, 12 students (60 %) got B grade and classified as good, 7 students (35 %) got C grade and classified as fair. The mean score of the students' English reading comprehension is 69.5; this is also categorized as Good. There were 3 students (15 %) got A grade and classified as excellent, 11 students (55 %) got B grade and classified as good, 6 students (30 %) got C grade and classified as fair.
2. There is no correlation between Indonesian reading ability and English reading comprehension as it can be seen by the fact that the value of r_o (0.234) is lower than r table in the level of significance 95% (0.423).
3. A certain level of L2 linguistic ability must first be achieved in order that L1 reading ability can affect L2 reading performance and L2 or foreign language proficiency is much more important than L1 reading ability as a factor influencing L2 reading performance.

From the conclusions above, there are some suggestions which can be given:

1. Students should emphasize not only on the improvement of their score in English reading test, but also on the improvement of their score in Indonesian reading test.

2. The finding of this research can be used as the mirror in order to repair and improve their ability both in Indonesian and English reading.
3. Since correlation computation did not provide information on cause effect of the correlation and this study is far from perfect, further studies are required to confirm the phenomenon.
4. Further research of similar types should be done with greater population and better instruments in order to gain a wider generalization.

Note : This article was made based on the writer' thesis with the guidance from Drs Udin, M.Pd and Santi Farmasari S.Pd, M.Ed.Tesol.

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