
An Article

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RATIFICATION

An article entitled “The Correlation between TOEFL Reading and Reading Courses at Senior Students in English Department of Mataram University Academic Year 2015/2016” by Endang Rulyati(E1D012013) has been approved as partial fulfillment of the requirements for Bachelor Degree in English Department Faculty of Teacher Training and Education Mataram University by:

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Abstract

This research aims to identify the TOEFL reading comprehension section score of senior students, the correlation between TOEFL Reading and Reading Courses of senior students at English Department of Mataram University and the contribution of Reading courses at English Department to TOEFL Reading. The data are taken from the TOEFL test reading comprehension section results and academic report of reading courses of the senior students. The data is analyzed by using Pearson Product Moment formula and SPSS ver. 21 (Statistical Package for the Social Science). The result shows that the TOEFL Reading scores of senior students are from 320 to 520 with average score 450. Also, there is correlation between the reading courses’ scores and the TOEFL reading comprehension section’ score of senior students at English department of Mataram University in academic year 2015/2016, except for the Extensive Reading 2 course. The coefficient of correlation for the Reading 1 and the TOEFL Reading is 0.437, for the Reading 2 and the TOEFL reading is 0.366, for the Reading 3 and the TOEFL Reading is 0.480, for the Extensive Reading 1 and the TOEFL Reading is 0.515 and for the Extensive Reading 2 and the TOEFL Reading is below 0.00, it is -0.17. For the correlation between the overall reading courses and the TOEFL Reading comprehension section, the coefficient of correlation is 0.645. The reading courses at English Department contribute to TOEFL Reading, except, the Extensive Reading 2. The Reading 1 contributes 19.1%, the Reading 2 contributes 13.4%, the Reading 3 contributes 23.1%, the Extensive Reading 1 contributes 26.5% and the Extensive Reading 2 gives no contribution to TOEFL Reading. The overall reading courses contribute 41.6% to TOEFL Reading.

Keywords: TOEFL Reading, Reading Courses in English Department, Senior Students of English Department
KORELASI TOEFL SESI READING DENGAN MATA KULIAH READING PADA MAHASISWA SENIOR BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MATARAM TAHUN AKADEMIK 2015/2016

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Abstrak
Penelitian ini bertujuan untuk mengetahui nilai TOEFL sesi Reading dari mahasiswa senior, mengetahui korelasi TOEFL sesi Reading dengan matakuliah Reading dan kontribusi mata kuliah Reading pada TOEFL sesi Reading. Data diperoleh dari hasil tes TOEFL sesi Reading dan laporan akademik mahasiswa pada mata kuliah Reading. Analisis data menggunakan rumus Product Moment oleh Pearson dan aplikasi SPSS (Statistical Package for the Social Science) versi 21. Hasil analisis menunjukkan nilai TOEFL sesi Reading dari mahasiswa Bahasa Inggris adalah antara 320-520 dengan nilai rata-rata 450. Kemudian, hasil menunjukkan adanya korelasi antara nilai TOEFL sesi Reading dan mata kuliah Reading mahasiswa senior Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan tahun akademik 2015/2016, kecuali untuk mata kuliah Extensive Reading 2. Koefisien korelasi antara Reading 1 dan TOEFL sesi Reading adalah 0.437, antara Reading 2 dan TOEFL sesi Reading adalah 0.366, antara Reading 3 dan TOEFL Reading adalah 0.480, antara Extensive Reading 1 dan TOEFL sesi Reading adalah 0.515 dan antara Extensive Reading 2 dan TOEFL sesi Reading di bawah 0.00, yaitu -0.17. Untuk korelasi keseluruhan mata kuliah Reading dan TOEFL sesi Reading, korelasi koefisienyanya adalah 0.645. Mata kuliah Reading pada jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Mataram berkontribusi pada TOEFL sesi Reading, kecuali mata kuliah Extensive Reading 2. Reading 1 berkontribusi sebesar 19.1%, Reading 2 berkontribusi sebesar 13.4%, Reading 3 berkontribusi sebesar 23.1%, Extensive Reading 1 berkontribusi sebesar 13.4%, dan Extensive Reading 2 tidak memiliki kontribusi pada TOEFL sesi Reading. Keseluruhan mata kuliah Reading berkontribusi sebesar 41.6% pada TOEFL Reading.

Kata Kunci: TOEFL sesi Reading, Mata Kuliah Reading di jurusan Bahasa Inggris, Mahasiswa Senior jurusan Bahasa Inggris.
A. BACKGROUND OF STUDY

English has become a language which is most widely spoken and it becomes a language which has the fastest spreading in the world. This fact has been predicted by Graddol (1998), he stated that the language of English will continue to grow in popularity and influence without special study or strategy management. He, also, stated English in 21st-century impacts various aspects, such as global media, youth culture, internet communication, time and place, workplace, education, and training. In the educational field, the need of English has been varied. Some people eager to learn English for getting international scholarship, while others, just simply, need to pass final stage of school or university.

The abilities in using English have to be proven if someone needs to get a better education or career. In measuring English competency there are several tests which are available. ETS (Educational Testing Service) stated that TOEFL is the most popular and most common test. In getting the score that people need, there are many institutions which offer TOEFL class. But, English Department in Teacher Training and Education Faculty students seem do not need to take those classes since all of the materials have been taught in their classes. Students are taught all of the English skills and elements, such as Listening, Speaking, Reading, Writing, and Vocabulary also Grammar, from the basic level to the advance level. Therefore, it is expected that students, who have graduated from the English Department and mastered the English skills and elements, get minimum TOEFL score 500. Score 500 means they are in Post Intermediate level or they are competent users.

However, the numbers of courses which are taken by students in the classes do not guarantee them to get the expected TOEFL score. The researcher had done an investigation by doing informal interview and found that some of them have not reached the minimum 500 score. In Sujana et al. (2005), it is stated that the TOEFL score of English Department students in that year was only 459 which means they were in Upper Intermediate level or they were simply independent user and for
B. REVIEW OF RELATED LITERATURE

Reading is an activity which is not simply just for recognizing each word in a text. Moreover, according to Healy (2002), reading is a complex process that requires a careful and systematic instructional approach. Along with other skills, Reading creates a unity like a tapestry and it consists of 6 foundational threads or elements; readiness/phonemic awareness, phonics and decoding, fluency, vocabulary and word recognition, higher-order thinking and last comprehension (Tankersley, 2003). Meanwhile, comprehension is a process in achieving what readers get from reading activity. It involves the interaction of a wide range of cognitive skills and processes and there are many occasions where difficulties arise that may lead to comprehension failure (Cain and Oakhill, 2007). Based on the definitions above, reading comprehension is the process of making meaning from text or passage. According to Kwiatkowska-White (2012), a successful reading comprehension is a coherent mental representation of a text’s meaning that is integrated with the reader’s prior knowledge. Furthermore, Tankersley (2003), in her book, *Threads of Reading: Strategies in Literacy Development*, stated that world of tomorrow requires not only skillful readers but also high-level thinkers and processors of knowledge. Therefore, comprehending a text or even a book well is needed in order to enrich the knowledge of readers.

In assessing reading comprehension there are various ways can be done, one of which is test. One example of tests that may be taken as reading comprehension assessment is TOEFL, Test of English as a Foreign Language. In reading section of TOEFL, test participant is expected to answer questions regarding to short texts given. Topic and style of the passages are commonly used in academic world. Sujanaet al. (2005) stated that types of reading questions in TOEFL include main
ideas, the organization of ideas, stated detail questions, unstated detail questions, pronoun referents, implied detail questions, transition questions, definition from structural clues, meaning from word parts, use context for vocabulary meaning, location of information, and determination of tone, purpose and course.

The aim of reading courses in the English Department of Mataram University is to develop the proficiency of students’ reading in English. Various kinds of text and the length of passages are selected according to students’ level of proficiency in order to reach the aim. More specific, the abilities which tend to be developed in the Reading Comprehension are understanding detail and main ideas, understanding relationship of language, context and organizations, understanding contextual meaning of words, understanding idiomatic expressions, understanding implicit and connotative meanings, theoretical structure of a passage, understanding referents, understanding tone and purpose of a text, understanding facts and opinion, drawing inferences, conclusion, prediction, and summarizing passages (Sujana et al., 2005). Therefore, the material which is included in these courses is various kinds of texts or passages, in various lengths. For the Extensive Reading, the purpose is to foster interest students in reading in order to develop their ability in mastering English. While in the Reading Comprehension the materials are mainly focused on short to long length of texts, in the Extensive Reading, students are expected to read, summarize and report serious scripts such as novel or scientific books.

A research had been conducted by Sujana et al. (2005) under title “AnalisisPermasalahanMahasiswa Senior Program StudiBahasaInggris FKIP UniversitasMataramDalamTesStandarInternasional TOEFL”/”Analysis of Mataram University English Department Senior Students’ Problem in DoingInternationallyStandardized Test, TOEFL”. The sample of this research was 48 senior students of English Department. Method that was used in the research was survey, since researchers did testing, documenting students’ study report, analyzing each item of TOEFL, interviewing and also gave questionnaire to respondents. In that
research, one of its research question was “Seberapa jauh keterkaitan anatara materi yang diajarkan pada mata kuliah keterampilan berbahasa Inggris dengan materi yang diujikan dalam tes bahasa Inggris standar internasional (TOEFL)?”/“how strong the correlation between TOEFL material and material on English skill courses?” and the result had shown that the correlation was strong with coefficient 0.737. More specifically, the correlation between reading courses’ score and TOEFL reading comprehension section was average with coefficient 0.517. This research also revealed the problems that students’ face in the every section of TOEFL and its suggestions to the English Department.

C. RESEARCH DESIGN AND METHODOLOGY

In general, a correlation research is a quantitative method of research which has 2 or more quantitative variables from the same group of subjects. Quantitative research is numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect (Sukamolson, 2007). This research was held in Mataram Lingua Franca Institute, Mataram. Researcher took the data by conducting TOEFL test and collecting the students’ study report of Reading courses. The data was analyzed quantitatively by employing Product Moment correlation formula and using Statistical Package for the Social Sciences (SPSS) ver. 2. In this research, researcher only took 43 English Department morning classes’ senior students as sample.

For finding out the correlation between the senior students’ TOEFL test reading comprehension section and their reading courses score, the researcher took these following actions:

(a) Gathering the result of students’ Reading Comprehension TOEFL scores and then converting the scores to 100 point scale.
Collecting the students’ Reading courses’ final scores and in finding the correlation between TOEFL reading comprehension and overall Reading courses scores, researcher found the mean score of those 5 courses’ score. The score is in 0-100 scale.

\[ \text{Score} = \frac{\text{Student's score}}{\text{Maximum score}} \times 100 \]

Note: Maximum score = 67

(b) Collecting the students’ Reading courses’ final scores and in finding the correlation between TOEFL reading comprehension and overall Reading courses scores, researcher found the mean score of those 5 courses’ score. The score is in 0-100 scale.

\[ \text{Score} = \frac{R1 + R2 + R3 + ER1 + ER2}{5} \]

R1 = Score of Reading 1 Score
R2 = Score of Reading 2 Score
R3 = Score of Reading 3 Score
ER1 = Score of Extensive Reading 1 Score
ER2 = Score of Extensive Reading 2 Score

Finding the correlation by using Product Moment Correlation created by Karl Pearson (1895) with the formula as follows:

\[ r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(n \Sigma x^2 - (\Sigma x)^2)(n \Sigma y^2 - (\Sigma y)^2)}} \]

\( r_{xy} \) = Coefficient of correlation between x variable and y variable
n = Number of Respondents
x = Distribution of TOEFL reading score
y = Distribution of reading course score
\( \Sigma x \) = Sum of score in x distribution
\( \Sigma y \) = Sum of score in y distribution
\( \Sigma xy \) = Sum of multiplication of x and y
\( x^2 \) = Sum of x quadrate
\( y^2 \) = Sum of y quadrate

Finding the correlation and Reading courses’ contribution to TOEFL Reading comprehension section by using SPSS (Statistical Package for
the Social Sciences) ver. 21. Percentage of Reading courses’ contribution to TOEFL is obtained by multiplying the $r^2$ with 100.

(e) Interpreting the coefficient of correlation by using coefficient of correlation interpretation by Sugiyono (2007). The Interpretation might be seen as follow:

<table>
<thead>
<tr>
<th>$r_{xy}$</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00-0.199</td>
<td>The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables</td>
</tr>
<tr>
<td>0.20-0.399</td>
<td>There is weak correlation between X variable and Y variable</td>
</tr>
<tr>
<td>0.40-0.599</td>
<td>There is average correlation between X variable and Y Variable</td>
</tr>
<tr>
<td>0.60-0.799</td>
<td>There is strong correlation between X variable and Y Variable</td>
</tr>
<tr>
<td>0.80-1.00</td>
<td>There is very strong correlation between X variable and Y variable</td>
</tr>
</tbody>
</table>

(Sugiyono, 2007)

**D. FINDING AND DISCUSSION**

Based on the analysis, it shows that the average score of 43 English Department senior students in TOEFL reading comprehension section is 26 with 450 score or 66.2 score when it is converted into 100-point scale. The highest score is 520 or 77.6 when it is converted into 100-point scale, with 36 correct answers and the lowest score is 320 or 47.7 when it is converted into 100-point scale, with 13 correct answers.

The analysis by applying the calculation of Product Moment correlation formula and SPSS applications shows the correlation coefficient of TOEFL reading comprehension section and each of reading courses (rxy) fluctuate. Moreover,
they also contribute in different percentage to the TOEFL reading section ($r^2$). The differences could be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the Course</th>
<th>R$_{xy}$</th>
<th>$r^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading 1</td>
<td>0.437</td>
<td>19.1%</td>
</tr>
<tr>
<td>2</td>
<td>Reading 2</td>
<td>0.366</td>
<td>13.4%</td>
</tr>
<tr>
<td>3</td>
<td>Reading 3</td>
<td>0.480</td>
<td>23.1%</td>
</tr>
<tr>
<td>4</td>
<td>Extensive Reading 1</td>
<td>0.515</td>
<td>26.5%</td>
</tr>
<tr>
<td>5</td>
<td>Extensive Reading 2</td>
<td>-0.17</td>
<td>0%</td>
</tr>
</tbody>
</table>

Based on the table above, it might be seen the scores of Reading 1, the Reading 2, the Reading 3 and the Extensive Reading 1 have correlation to the score of TOEFL reading comprehension section and they, also, have contribution to TOEFL reading comprehension performance. Also, the correlation coefficients between the TOEFL Reading and the every Reading courses in English Department of University of Mataram are fluctuated. The coefficient of correlation between the Reading 1 and the TOEFL Reading is 0.437 with 19.1% of contribution to TOEFL Reading, but, from the Reading 1 to the Reading 2, the correlation with the TOEFL Reading becomes weaker; with coefficient from 0.437 to 0.366 with 13.4% of contribution to TOEFL Reading. From the Reading 2 to the Reading 3, the correlation with the TOEFL Reading becomes stronger; with coefficient from 0.366 to 0.480 with 23.1% of contribution to TOEFL Reading. From Reading 3 to Extensive Reading 1 the correlation with the TOEFL Reading score also becomes stronger; with coefficient from 0.480 to 0.515 with 26.5% of contribution to TOEFL Reading. But, from Extensive Reading 1 to Extensive Reading 2 the correlation with the TOEFL Reading becomes sharply weaker; with coefficient from 0.515 to -0.17 with 0% of contribution to TOEFL. Whereas, it is expected that the higher the level of the course is, the stronger the correlation between the course score and the TOEFL score will be. The fluctuation of coefficient of correlations between every reading courses score and TOEFL reading comprehension section score and also the reading courses
contribution to TOEFL reading comprehension section might be caused by some factors, such as, the material given does not match the syllabus which is aimed to pursue the goals of courses, lack of maximum performance in teaching and learning activities, the low response from students in the class or any other factors. But, as this research is aimed only to find the TOEFL reading comprehension section score and the correlation between the TOEFL reading and reading courses at senior students in English Department of Matraam University, further research is needed in order to find the causing factors of this correlation fluctuation phenomena.

Meanwhile, the correlation between senior students’ overall reading courses score and their TOEFL reading section performance is strong with total value 0.645. Based on the result above, it might be stated that the alternate hypothesis (Ha), which states there is significant correlation between TOEFL reading comprehension section and reading courses at senior students in English Department of Mataram University, is accepted and Null hypothesis (Ho) which states there is no significant correlation between TOEFL reading comprehension section and reading courses at senior students in English Department of Mataram University is rejected. Furthermore, the overall reading courses in English Department contributes 41.6% to the TOEFL reading comprehension performance while 58.4% was caused by other factors. This result is greater than the previous research’s result; Sujana et al. (2005) found out the correlation between the overall reading courses and the TOEFL reading comprehension section was 0.517 with 26.7% contribution.

E. CONCLUSION AND SUGGESTION

The TOEFL Reading scores of senior students are from 320 to 520 with average score 450. Also, there is correlation between the reading courses’ scores and the TOEFL reading comprehension section’ score of senior students at English department of Mataram University in academic year 2015/2016, except for the Extensive Reading 2 course. The coefficient of correlation for the Reading 1 and the TOEFL Reading is 0.437, for the Reading 2 and the TOEFL reading is 0.366, for the
Reading 3 and the TOEFL Reading is 0.480, for the Extensive Reading 1 and the TOEFL Reading is 0.515 and for the Extensive Reading 2 and the TOEFL Reading is below 0.00, it is -0.17. For the correlation between the overall reading courses and the TOEFL Reading comprehension section, the coefficient of correlation is 0.645. The reading courses at English Department contribute to TOEFL Reading, except, the Extensive Reading 2. The Reading 1 contributes 19.1%, the Reading 2 contributes 13.4%, the Reading 3 contributes 23.1%, the Extensive Reading 1 contributes 26.5% and the Extensive Reading 2 gives no contribution to TOEFL Reading. The overall reading courses contribute 41.6% to TOEFL Reading.

After finding out that the most of reading courses in English Department of Mataram University have enough or average correlation to TOEFL reading comprehension section, the students are suggested to study more seriously, pay more attention to lecturers’, be more involved in the learning activities in the classes in order to make the correlation of 2 variables stronger in the future. Also, it becomes a good reminder for the lecturers of English Department to develop their teaching and assessing reading activities in English Department in order to increase their students’ reading skill and to score more objectively, in the future, in order to show the ability of their students more specifically. In addition, all of the lecturers of English Department are suggested to have accordance background of knowledge related to the courses in English Department. For the next researchers, it is better to take concern in the reading classes also since the Reading courses classes at English Department have different lecturers which mean the techniques of teaching and assessing reading are different from one to another. In this research, researchers generalize them all.
REFERENCES


