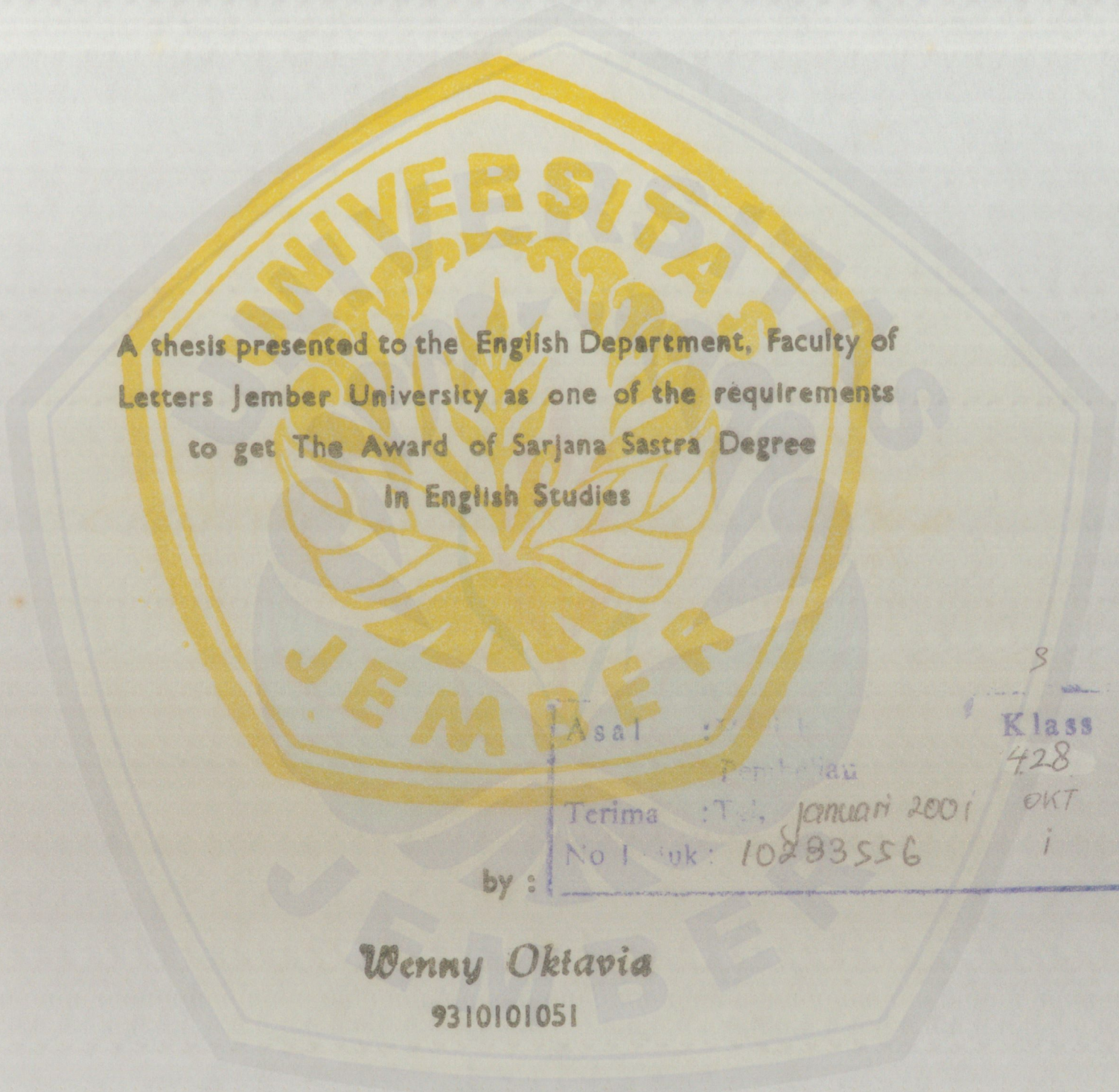


THE INFLUENCE OF INPUT COMPETENCE AND READING ABILITY ON STUDENT'S LEARNING ACHIEVEMENT



A thesis presented to the English Department, Faculty of Letters Jember University as one of the requirements to get The Award of Sarjana Sastra Degree In English Studies

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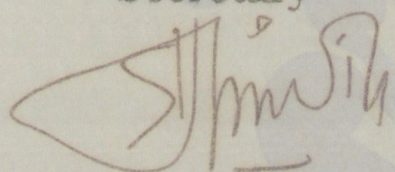
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APPROVAL SHEET

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Jember, January 2001

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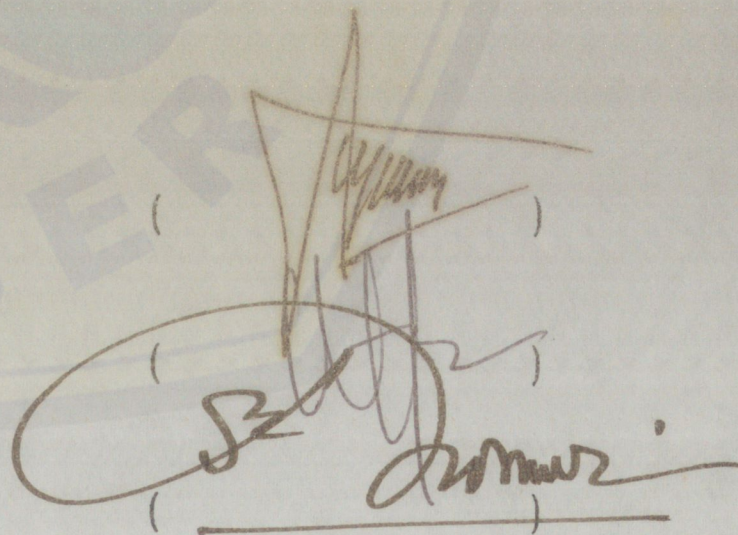
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This thesis dedicated to:

- My wonderful mother, Hj. Nurchaerani
- My late great father, Drs. H. Guswirman
- My beloved brothers: Deswin Nur, Ak., Rudy Harpani, SE and Yanurman Hidayat.

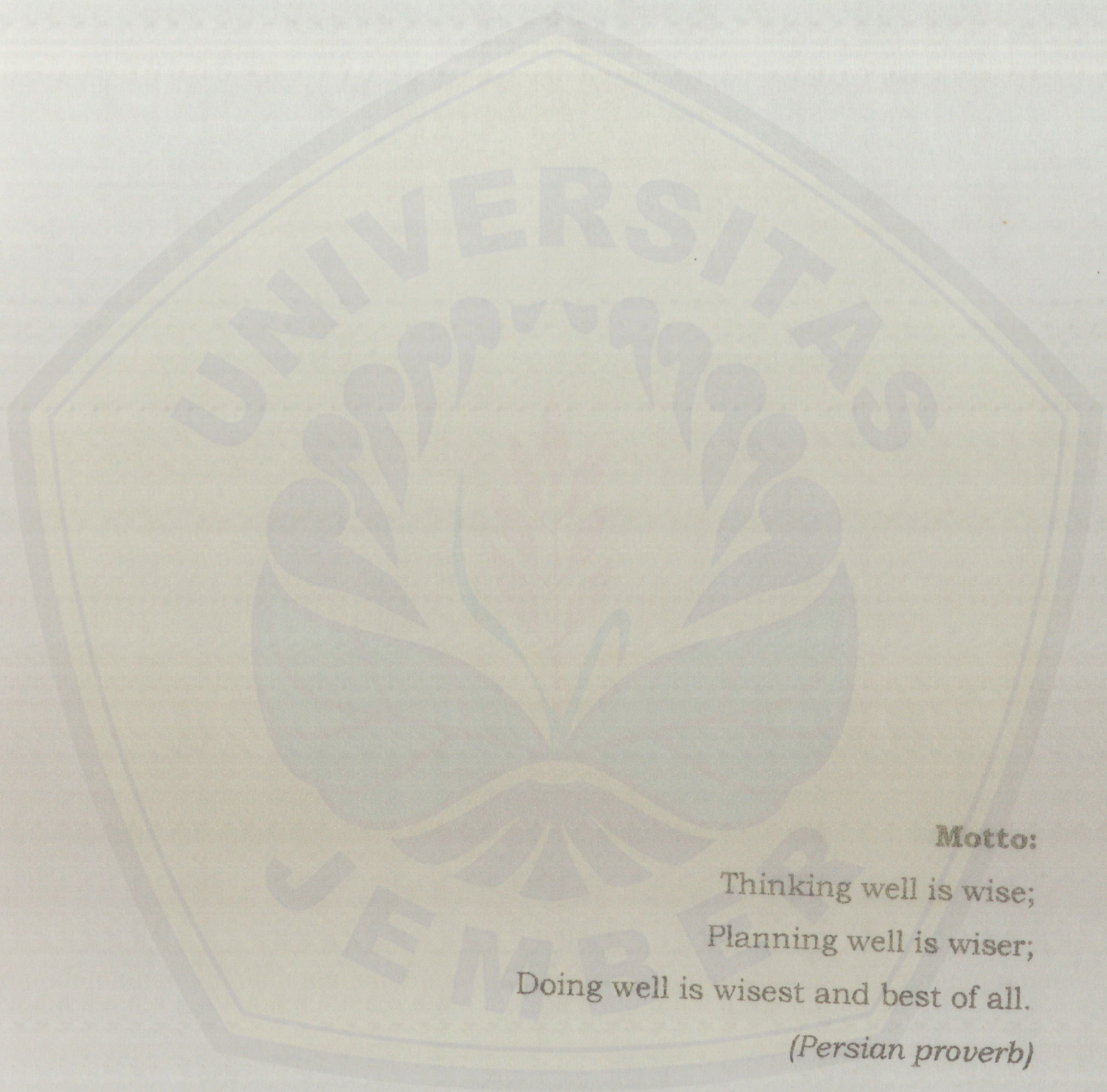


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CHAPTER I INTRODUCTION

1.1 The Background of the Study

English is an international language that is used by millions of people all over the world. It is a means of international communication in economy, politics, science, technology, etc. In the world of education nowadays English is still the most important language of those who want to achieve higher level of education. That makes English a very important language to learn. People pay attention to this matter and they try to be more advanced in English.

Once Harris (1969:11) said that there were two aspects involved in learning English language. The two aspects were skill and knowledge that lead to English performance and English competence. Language knowledge consists of Phonology, Word-form, and Semantics. At the first semester of English Department, the language competence is gained from Phonetics (the study of production of speech-sound), and also from Grammar and Structure (the study of word-form and sentence structure). Whereas the skills that lead to English performance are divided into four categories: 1) listening skill, 2) speaking skill, 3) reading skill, 4) writing skill. The four skills are surely given at English Department Faculty of Letters in the form of Listening Comprehension, Speaking, Reading Comprehension and Writing. The students follow those courses to get some achievements on their mastery of English language.

Actually, each of the four skills of language is tightly connected to one another. For example, listening can affect the speaking process. When the student can listen well and clearly to the right pronunciation of a word, then he can pronounce the word correctly and use it in the real situation. On the contrary, the student can never speak a word, if he does not know how to pronounce it. Therefore, they are very close together and cannot be separated. We should not distinguish them. If we want to be a good English learner, four of the skills should be mastered. It will be disadvantageous if we only have one of them. The result of our learning process will not be maximum. That is why many institutions of language teach the four skills integratedly, including the Faculty of Letters English Department of University of Jember.

In fact, in English Department, we do not only have the four courses of English skills. More than that, as it is mentioned before, we also have the knowledge of English language. For English becomes a subject studied, most of the books or references which are used by the student are written in English. For this particular reason, a good reading skill is needed.

We cannot separate reading comprehension from the process of learning. Clarke and Silberstein (1977:145) in Devine (1988:261) declare that "Our student's efficiency in using reading skills is directly dependent upon their overall language proficiency - their general language skill". A good reading comprehension is gained through learning and practice. The quality of learning process can

be influenced by factors outside the student (external) and factors on the part of the student (internal). Parent's educational level, economic background, dwelling conditions, etc. belong to the external factors. The internal factors include two kinds of factors: physiological and psychological ones. The physiological factors include the student's physical condition in general and the conditions of senses (Suryabrata, 1984: 255-256) whereas the psychological ones connect with the level of intelligence, learning competence and ways of studying, motivation, attitudes, etc. (Winkel, 1984: 43).

Learning competence will affect someone's ability in learning his second language, while his way of studying will have an influence on his learning achievement, and so will his reading ability. Then, how input/ learning competence and reading ability can affect student's learning achievement, is going to be discussed in this thesis entitled: *"The Influence of Input Competence and Reading Ability on Student's Learning Achievement"*.

1.2 The Problem to Discuss

Students with different background of competence will have different ability in learning language. For example, student who has been fond of English language since his senior high school and has already had good language competence and strong motivation, usually has more progress than one with lower competence background while he is studying at university.

Because college community is an educated community, one of the elements is the student. College student is a student who

always searches for science and technology (Sujaya, 1990:192). For that particular reason, a proper reading ability is a compulsory. Moreover, with a lot of references and books provided in English Department, student's reading ability may have a significant role on the success of studying at the university.

Based on the statements above, the problems to discuss are:

1. Does input competence have a positive significant correlation with the students' learning achievement?
2. Does reading ability have a positive significant correlation with the students' learning achievement?
3. Do both of them, input competence and reading ability together have a positive significant correlation with the students' learning achievement?

1.3 The Scope of the Study

In order to get a good result, the discussion will be limited. It will only discuss the influence of input competence and reading ability on student's learning achievement. The population of the research will be 1998 students of English Department Faculty of Letters the University of Jember. Here, input competence will be investigated through questionnaires. The students have had some basic knowledge of English language before entering English department. He might get this knowledge from his senior high school or other private English Courses. It will be represented by his English grade on his graduation certificate or 'STTB' (Surat Tanda Tamat Belajar). Whereas learning achievement will be seen from student's GPA (Grade Point Average). Next, student's reading

ability will be revealed through a reading test, presented in student's Reading Comprehension score. All the data will be analyzed and the conclusion of the influence of input competence and reading ability on student's learning achievement will be drawn.

1.4 The Organization of the Thesis

This thesis is divided into five chapters. They are introduction, theoretical review, method of research, results and discussion, and the last one is conclusion.

The first chapter, introduction, discusses the background of the study, the problem to discuss, the scope of the study, the structure of the thesis, the organization of the thesis, and the significance of the research.

The second chapter is theoretical review and hypothesis. This chapter talks about some theories that have relationship with what is discussed in the thesis. They may be definitions or opinions of some linguists, especially some theories about competence, reading and learning. Then, based on the theories, the hypothesis of the research is contributed.

The next chapter, the third chapter, is research methodology. It discusses the method that is used in this thesis, and consists of research method, hypothesis, the procedures of the research, the instrument of the research, data collection and the analysis of the data.

The following chapter, chapter four, is a chapter of results and discussions. This chapter discusses what is obtained from the

questionnaires, interviews, and reading tests. Then, the data will be analyzed according to the method that is used in this thesis.

Finally, all of the chapters will be concluded in chapter five. The conclusion is based on all discussions from chapter one to chapter four.

1.5 The Goal of the Research

The goal of the research according to Best is "Improving a process-testing theoretical concepts in actual problem situation (1981:22)". In this case, this research is conducted with the aims as follow:

1. to verify that input competence has a positive significant correlation with the students' learning achievement
2. to verify that reading ability has a positive significant correlation with the students' learning achievement
3. to verify that both of them, input competence and reading ability together have a positive significant correlation with the students' learning achievement.

1.6 The Significance of the Research

There are some students who entered faculty of letters without knowing whether they have interest and competence. They may not realize that doing something without good motivation will not yield maximal success. For this reason, the significance of this research is to make students realize how competence background and good motivation play significant role in mastering English language, specially to increase student's learning achievement. For

those who have already gained great input competence, by this research they can make sure that their input competence should not be wasted without a serious study to accomplish their goal of mastering English language.



CHAPTER II

THEORETICAL REVIEW

2.1 Input Competence

Competence is defined by Webster (1981:463) as the quality or state of being functionally adequate or of having sufficient knowledge, judgment, skill or strength. In other words, competence is capacity equal to requirement or adequate fitness or ability. The input competence of a student may refer to the initial capabilities relevant to what he is supposed to learn. Before entering a school, it can be examined by using entrance tests that vary in types and materials. Certain requirements, for example adequate score of the entrance tests, should be attained.

Chomsky (1965:4) defines competence as the speaker-hearer's knowledge of the language (cited in Radford (1996:3)), while performance is the actual use of language in concrete situation. Furthermore, it is explained by Henry Guntur Tarigan (1988:17), although there is confusion in terms of competence and performance, competence can be stated as the initial capability of someone in mastering a language. In this case, someone's prior knowledge and experience play significant role.

In the mean time, a student's prior knowledge of language can be seen from his background of study. It is supported by Harris and Smith (1972: 132) by saying "Every human being brings some background experience to a new task. That background assists him in acquiring new knowledge and skill". Before entering Faculty of Letters,

English Department, the student has already had prior knowledge of English at his junior and senior high school.

English is a foreign language that must be taught at all junior and senior high schools in Indonesia. It is a compulsory subject that must be given to all the students from their first year until the end of their senior high schools. The English teaching at senior high school is focused on the four language arts: reading, listening, speaking and writing.

The material of English given at senior high school is presented in the form of units. Each period of study (four months) consists of five units. Whereas each unit presents different topics of discussion. For example, there are some units present education, family life, health, sports, etc. as its' topics of discussion (Roesmini, et.al., 2000:11). Each topic of discussion is given in the form of the four language arts: reading, listening, speaking and writing with different sub topics. For example, if the topic of discussion is health, the subtopics will be physical fitness, meals, home remedy, etc. This method of English teaching is in accordance with the objective of English instruction stated in the Basic Outline of Teaching Program ('Garis-Garis Besar Program Pengajaran/ GBPP') of the curriculum of 1994, that is, students should gain skills in the four language uses: reading, listening, speaking and writing according to the topics of discussion given with the mastery of more or less 500 new vocabularies at the level of 3,000 vocabularies and with the proper grammar structure.

Furthermore, at senior high school, there are three departments of study, the exact department, the social department and the language department. English study can be found in the three departments. English teaching in social department is more often than one in exact department. It makes the students from social department usually have better language competence, compared to those from exact department. Furthermore, some schools that have language department will present many hours of English study compared to the other departments.

English teaching at senior high school or student's prior knowledge of English language called input competence, here, is represented by the English score which can be taken from the graduation certificate or STTB (Surat Tanda Tamat Belajar).

2.2 Reading Skill

Reading is considered as a thinking process through which meaning is obtained from printed symbols (Witty in Anderson, et. al., 1965:281). The activity is characterized by the translation of the symbols, or letters, into words and sentences that have meaning to individual. The ultimate goal of reading is to be able to understand written material, to evaluate it, and to use it for one's need. In order to read, one must follow a sequence of characters arranged in a particular spatial order. For example, English flows from left to right, Hebrew from right to left and Chinese from top to bottom. The reader must know the pattern and use it consistently. Ordinarily, the reader sees the symbols on a page, transmitting the image from the eyes to

the brain, but reading can also be accomplished by touch, as in the Braille system, a printing method that comprises raised or punched dots designed for blind people.

Reading is also one of the communicative skills. A writer communicates something to the reader through his writing. Then, the reader will obtain a message from it. That is how they communicate, without an oral response. It goes through a kind of process. That is why Harris and Smith (1972:8) declare "Reading is a process of communication between the writer and the reader. Hopefully, the reader receives from the communication all that the writer intended".

The definition of reading becomes more practical as mentioned by Tarigan (1994:7). He says that reading is a process done by a reader to search a message or something sent by the writer in the form of written material. In other words, reading is bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo, 1973:119 cited in Tarigan, 1994:8). In consequence, the reader will get information from the text he read. On the other hand, we know that texts tell about the world. That is why Gillet and Temple (1990:5) pronounce that reading ability is a measure of one's general knowledge. People who read more often become more knowledgeable, so they read with more satisfaction, and hence read more and more.

To get the message from the text is not easy since it needs special skill called Reading Comprehension Skill. Reading comprehension is the understanding of the written text. It means extracting the required information from it as efficiently as possible (Grellet, 1981:3). In other words, the reading comprehension can be judged as the process of deriving meaning from the reading material.

Further, Nurhadi (1988:57) divides reading comprehension skill into three levels. They are as follows:

1. Literal Comprehension (reading the lines), that is when the reader obtains the explicitly stated information.
2. Critical Reading (reading between the lines), that is when the reader discovers implicit meaning of the text through recognizing, understanding, analyzing, synthesizing and evaluating.
3. Creative Reading (reading beyond the lines), that is when the reader is creatively able to apply the knowledge gained from reading in his daily life.

In testing reading comprehension, some items are given as a reading question to measure students' reading abilities. They are as mentioned below (Wood, 1991:390).

1. Identify the main idea as it is stated in the passage
2. Identify the main idea as implied by the passage
3. Make other authorized inferences to understand the author's intended meaning
4. Understanding the meaning of a word in context
5. Analyze the organization of ideas in passage as well as the organization pattern
6. Identify and analyze the use of supporting details
7. Analyze the author's purpose, point of view, and underlying assumptions
8. Analyze the use of visual materials
9. Analyze level of generality among ideas

10. Distinguish fact from opinion
11. Analyze the author's reasoning and identify the conclusion
12. Analyze the functions of sentences in context
13. Recognize effective summaries or outlines
14. Follow instructions
15. Read at measure speed

Not all reading tests measure all these items. Some measure only three or four.

2.3 Theory of Learning

When we are faced by the question of what is learning, we may have so many answers. There are many activities that can be stated as learning, for example riding a bicycle, gaining new vocabulary, memorizing song, etc. That is why Perkins (1969:335) declares learning as a universal, lifelong activity wherein individuals modify their behaviour in coping with and adapting to their environment.

Furthermore, he approves to a common definition, frequently cited by psychologists and educators, that learning is a modification of behaviour as a result of experience and training. When we experience something, we learn something. In other words, it involves a process and a product. For example, students have learnt to speak English since they were at junior high school. They have been through the process of learning as the product can be seen as they have graduated.

The product of learning is recognized through a change in behaviour as a result of experience (Cronbach, 1954:47 cited in Suryabrata(1984:247)). In other words, the effective learning is

experience things by using man's five senses. To support this idea, Harold Spears (1955:94) cited in Suryabrata (1984:247), says "learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction".

Gage and Berliner (1984:252) also give a simple definition of learning. They say that learning may be defined as the process whereby an organism changes its behavior as a result of experience. It means that a student's result of experience may lead to his behaviour changes. It is changed through training procedures. At the faculty of letters, the English department, through some kinds of training and direction, students learn about English language and literature.

Finally, it can be concluded that there are three points that should stay together in effective learning. First, it must bring changes. Second, the changes will bring new ability or a good product. The last, those changes occur because of the process of effort and hard training or study.

2.4 Input Competence and Reading Ability as Factors Affecting the Learning Process

There are many factors affecting the learning process that cannot be mentioned one by one. In order to be systematic, Suryabrata (1984:249) divides them into two main factors. The first factor is from outside the student and the second factor is concerning the student himself.

The quality of the learning process and the output of the process can be influenced by factors outside the student (external) and factors inside the student (internal). Parents' educational level,

economic background, dwelling condition etc. belong to the external factors. The internal factors include two kinds of factors: physiological and psychological ones. The physiological factors include the student's physical condition in general and the condition of senses (Suryabrata, 1984:249-250) whereas the psychological ones are related to the level of intelligence, attention and interest, aptitude (capacity to learn) and the motivation (Slameto, 1995:55). Student's interest and motivation of studying English can be seen from his education background before entering college.

Because learning is a result of experience, a student can apply his experience of English studies at junior and senior high school to gain the success in college. In other words, the input competence which refers to the initial competence of the student as has been evaluated since he was at senior high school, can determine whether the learning process can be smoothly and successfully carried out and the output or the goal can be achieved.

On the other hand, Wood (1996:4) states that well-developed reading skill is one of the essential abilities a student should have to achieve success in college. A proper reading skill may predict one's knowledge and his success in studying at university. Furthermore, Sujaya in Tarigan (1990:192) adds that a college student is a student who searches science and technology. It is characterized by a scientific judgement that he has, his good intelligence, his well-developed reading skill and also his comprehension of language.

3. The success of a student in college can be seen from his GPA. The Grade Point Average (GPA) which indicates the level of student's achievement is the result of the learning process experienced by him.

Whereas achievement is a result of active learning process helped along by instruction and educational activity (Gage and Berliner, 1984:82). The formula of the GPA calculation is as exposed below.

$$\text{GPA} = \frac{\sum K.N}{\sum K}$$

where:

$\sum K.N$ = sum of credit and score multiplication

N = score

$\sum K$ = credit (Slameto, 1991:200)

2.5 The Hypothesis

The research or scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of relationship between two or more variables (Best, 1981:7). It means that hypothesis is the preliminary answer to the problem found. It should be tested through a scientific research. It may be verified, then we can accept it as a fact. On the contrary, when it cannot be verified, we shouldn't take it as a fact.

Based on the statement above, the affirmative or the alternative hypotheses of the research are:

1. There is a positive significant correlation between students' input competence and their learning achievement.
2. There is a positive significant correlation between students' reading ability and their learning achievement.
3. There is a positive significant multiple correlation between two independent variables, input competence and reading ability, and the learning achievement of the students.

Because the data is analyzed statistically, the hypothesis should be changed from alternative hypothesis into null hypothesis to avoid a subjective interpretation. Then, all of the three alternative hypotheses will be changed into the null hypotheses:

1. There is no correlation between students' input competence and their learning achievement.
2. There is no correlation between students' reading ability and their learning achievement.
3. There is also no multiple correlation between two independent variables: input competence and reading ability, and the learning achievement.

Clearly, the statistical hypotheses of this research are:

- | | | | |
|-----------|--------------|--------|-----------|
| 1. $H_a:$ | $r_1 \neq 0$ | $H_0:$ | $r_1 = 0$ |
| 2. $H_a:$ | $r_2 \neq 0$ | $H_0:$ | $r_2 = 0$ |
| 3. $H_a:$ | $r_3 \neq 0$ | $H_0:$ | $r_3 = 0$ |

where:

H_a = the alternative hypothesis

H_0 = the null hypothesis

r_1 = correlation coefficient of input competence and learning achievement

r_2 = correlation coefficient of reading ability and learning achievement

r_3 = multiple correlation coefficient of input competence, reading ability and learning achievement.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain about the method of research, population, sample, the approach to use, the instrument of the research, the data collection, and the analysis of the data.

3.1 Method of the Research

The method of research used in this thesis is descriptive method. It involves the description, recording, analysis, and interpretation of conditions that exist. It also involves some type of comparison or contrast and attempts to discover relationships between nonmanipulated variables (Best, 1981:25). The existing nonmanipulated variables in the present research are input competence, reading ability, and learning achievement of 1998 students of English Department Faculty of Letters the Jember University.

3.2 Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group (Best, 1981:8).

The population of the research is 1998 students of English Department Faculty of Letters the Jember University.

3.3 Sample

Best (1981:8) states "the primary purpose of research is discover principles that have universal application, but to study a whole population in order to arrive at generalizations would be impracticable, if not impossible". That is why we need sampling. Sampling is a kind of way to collect a part of population in somehow can still represent the generalization.

A sample is a small proportion of a population selected for observation and analysis. In other words, sample is taken from the population. It may be taken randomly, systematically or based on the area of the research.

The technique used in choosing the sample of the research is simple random sampling. Suryabrata (1995:83) confirms that the best technique to use in choosing sample is random sampling. Best also adds something about simple random sampling:

The individual observations or individuals are chosen in such a way that each has equal chance of being selected, and that each choice is independent of any other choice (Best, 1981:9).

Because sample is taken from population and the population of the research is the 1998 students of English Department, the sample of the research is 60 students of them.

3.4 The Approach to Use

A certain approach should be used in conducting a research in order to have a clear discussion and a good result. It is said that the appropriate approach would depend upon the nature of the

variables under consideration and the objectives of the researcher (Best, 1981:157).

For that reason, both quantitative and qualitative approaches are used in the research. Quantitative approach is used for analyzing quantitative data in form of numbers. Here, quantitative data is collected from the result of reading comprehension test, the data of students' GPA and their 'STTB' English scores.

On the other hand, qualitative data in form of word and opinion is used for supporting the quantitative data. The qualitative data is collected from the questionnaires.

3.5 The Instruments of the Research

Research instruments are some tools used when a research is conducted in a particular method (Arikunto, 1996:136). They are needed in order to get the data for the research. Two kinds of instruments are used in this research: a) questionnaire, and b) reading comprehension test.

3.5.1 Questionnaire

Questionnaire is a list of questions composed in written form to get information from the respondent, such as a report of his personality and things that he knows (Arikunto, 1996:139).

Best (1981:168) remarks that there are two kinds of questionnaires according to the way of response it. They are:

The Closed Form. Questionnaires that call for short, check responses are known as the restricted, or closed form, type. They

provide marking a yes or no, a short response, or checking an item from a list of suggested responses.

The Open Form. The open form or unrestricted type of questionnaire calls for a free response in the respondent's own words. The following example illustrates the open form item:

"Why did you choose the Faculty of Letters as your first option?"

Both of the forms above are used in this thesis. The questionnaires will consist of 16 questions in closed and open form to search their motivation and their English background of study. Their input competence will be regarded by that procedures, so does learning achievement. In order to make it clearly, the questionnaires will be written in Indonesian language.

3.5.2 Reading Comprehension Test

Test is a list of questions, tasks, practices or other tools that is used to measure performance, knowledge, intelligence, ability and talent of an individual or group (Arikunto, 1996:138).

The test used in this research is reading comprehension test. It consists of 25 questions with three different passages. The result of the reading comprehension test shows the ability of the 60 respondents in reading, especially in understanding word, understanding sentence, understanding paragraph, vocabulary, reading between the line and critical reading. It will be explained further by the following table.

Table 3.1 The Determination of Scoring Reading Comprehension Test

	Topic of Reading Comprehension	Items Total	Items Score	Total Score	Time Allocation
1.	Word Understanding	2	4	8	4 min.
2.	Sentence Understanding	5	4	20	8 min.
3.	Paragraph Understanding	5	4	20	8 min.
4.	Vocabulary	5	4	20	10 min.
5.	Reading between the Line	5	4	20	10 min.
6.	Critical Reading	3	4	12	5 min.
	TOTAL	25		100	45 min.

3.7 The Data Collection

The data of this research will be collected from questionnaire and the result of the reading comprehension test. The input competence and learning achievement data will be taken from questionnaires. The students' score of reading comprehension test become the students' reading ability data.

On the questionnaires students are asked to write down their GPA (Grade Point Average) of the four semesters of their studying at English Department and also their English score taken from the 'STTB' of their senior high school. It becomes the data of students learning achievement and input competence. Next, through a reading comprehension test, we can see their achievement in reading skill. Whereas questionnaires also can tell about their motivations, interests, and English background of study.

3.7 The Analysis of Data

The analysis of data is a very critical procedure in a scientific research. It should be done carefully. The researcher should determine the method of analyzing, whether it is statistical analysis or nonstatistical analysis (Suryabrata, 1995:85).

The data analysis of the present research is conducted statistically. Best states:

Statistics is a body of mathematical techniques or processes for gathering, organizing, analyzing, and interpreting numerical data. Since research yields such quantitative data, statistics is a basic tool of measurement, evaluation, and research (Best, 1981:219).

There are two type of statistical applications used in the research. They are descriptive statistical analysis and inferential statistical analysis.

3.7.1 Descriptive Statistical Analysis

Descriptive statistical analysis of the data describes one group and that group only. In involves descriptive analysis and provides valuable information about the nature of a particular group of individuals (Best, 1981:221).

In this scientific research, the descriptive statistical analysis is presented in form of the mean score (M). The mean of a distribution is commonly understood as the arithmetic average. It means that the mean of each data will be calculated to show the average. The mean score is calculated using the formula below.

$$M = \frac{\sum X}{N}$$

where:

M = mean

\sum = sum of

X = scores in a distribution

N = number of scores (Best,1981:225).

3.7.2 Inferential Statistical Analysis

Inferential statistical analysis always involves the process of sampling, and the selection of a small group that is assumed to be related to a larger group from which is drawn. The small group is known as the sample; the large group the population (Best,1981:285). Here, the inferential statistical analysis is presented in the form of simple correlation and multiple correlation.

1. The Simple Correlation

Correlation is the relationship between two or more sets of paired variables. The degree of the relationship is measured and described by the coefficient of the correlation (Best,1981:285).

The coefficient of correlation (r) is calculated using Pearson Product Moment formula.

$$r = \frac{N\sum X.Y - \sum X.\sum Y}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

where:

$\sum X$ = sum of the X scores

$\sum Y$ = sum of the Y scores

$\sum X^2$ = sum of the squared X scores

$\sum Y^2$ = sum of the squared Y scores

$\sum X.Y$ = sum of the products of paired X and Y scores

N = number of paired scores (Best, 1981:249).

Then, the test of the significance of the coefficient of correlation (r) is determined by the use of the formula:

$$t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

With N-2 degrees of freedom, a coefficient of correlation is judged as statistically significant when the t_r value equals or exceeds the t critical value of the t distribution table (Best, 1981:285).

2. The Multiple Correlation

Multiple correlation as a tool of the data analysis shows the relationship between one dependent variable, called the criterion variable, and two or more independent variables which have the predictor function called the predictor variables.

Cited in Soepeno (1994:43), Guilford and Fruchter (1978:371) adds something about multiple correlation:

The coefficient of multiple correlation indicates the strength of relationship between one variable and two or more others combined with optimal weights. The multiple correlation is related to the intercorrelations between independent variables as well as their correlation with the dependent variable.

Then, the coefficient of the multiple correlation is calculated using the formula below.

$$r_m = \frac{\sqrt{r_1^2 + r_2^2 - 2 \cdot r_1 \cdot r_2 \cdot r_{12}}}{1 - r_{12}^2}$$

where:

r_m = the coefficient of the multiple correlation

r_1 = the coefficient of correlation between the predictor (X_1) and the criterion (Y)

r_2 = the coefficient of correlation between the predictor (X_2) and the criterion (Y)

r_{12} = the coefficient of correlation between the predictor (X_1) and the predictor (X_2)

(Soepeno, 1994:44)

Then, the test of the significance of coefficient of multiple correlation is determined by the F formula below.

$$F = \frac{(r_m)^2}{1 - (r_m)^2} \times \frac{N - k - 1}{k}$$

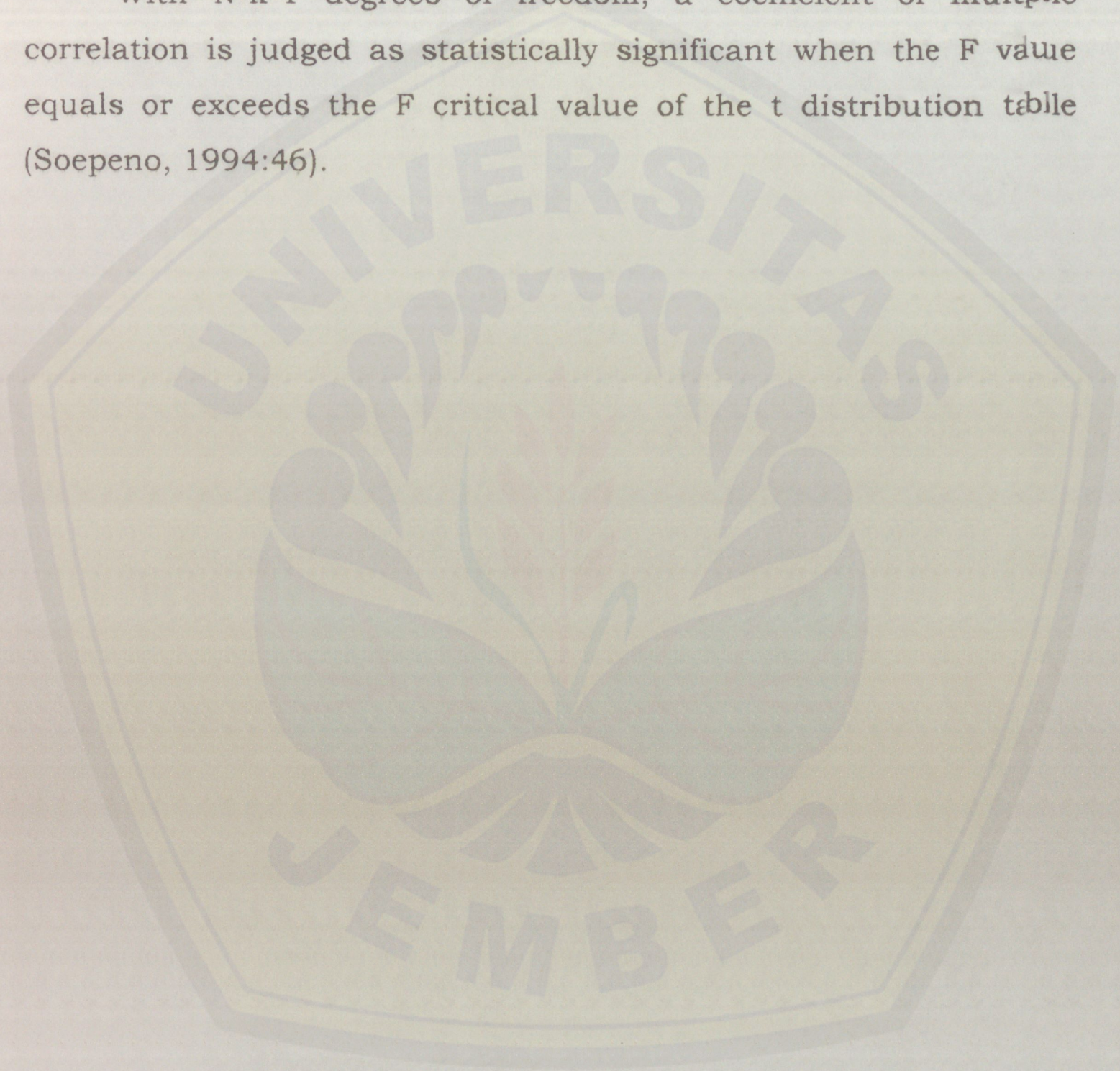
where :

r_m = the multiple correlation coefficient

N = number of cases

k = number of predictors

With $N-k-1$ degrees of freedom, a coefficient of multiple correlation is judged as statistically significant when the F value equals or exceeds the F critical value of the t distribution table (Soepeno, 1994:46).



CHAPTER IV

THE RESULT AND DISCUSSION

The data used in this research were taken from the questionnaires and reading tests conducted at English Department Faculty of Letter the Jember University on 10th October 2000. From the questionnaires, the data of input competence and GPA were derived. Whereas the reading test was provided to collect the reading comprehension data. The three data, input competence, reading comprehension score and GPA, become three important variables in this statistical research analysis.

The analysis of the reading test is performed to find out the ability of the respondents, 1998 students of English Department, in reading comprehension. The reading test is given to the students in the form of multiple choices. At the same time, the writer also distributes 60 questionnaires; each consist of 16 questions related to their input competence, educational background, motivation and interest in reading.

4.1 The Analysis of the Test

The test given to the 60 respondents is reading comprehension test. It consists of 25 questions with three different passages.

4.1.1 The Analysis of the Reading Comprehension Test

After the reading comprehension test has been assigned to the students, the answers are analyzed. The ability of each student in reading comprehension can be found based on his or her score of the test. The students' score in this test is between 32 and 92. Furthermore, the result of reading comprehension test is presented in the following table:

Table 4.2 The List of Students' Score in Reading Comprehension

Student Number	Reading Score
1	72
2	72
3	68
4	68
5	68
6	80
7	32
8	92
9	60
10	64
11	84
12	80
13	76
14	56
15	80
16	76
17	40
18	76
19	92

20	84
21	80
22	68
23	88
24	84
25	68
26	72
27	80
28	52
29	88
30	76
31	72
32	72
33	56
34	68
35	68
36	76
37	60
38	68
39	76
40	72
41	84
42	68
43	80
44	64
45	64
46	68
47	56
48	68
49	92
50	76
51	60
52	76
53	52
54	76
55	64
56	64
57	56



58	64
59	56
60	64
Σ	4216

4.1.2 The Classification of the Reading Comprehension Score

From the table above, the score of the ability of each student can be determined. The determination of his or her ability is done by giving qualification to the score. Then, the percentage of the frequency of the score is also included. The qualification is determined by the criteria as follows:

Table 4.3 The Classification of the Reading Comprehension Score

Score	Interpretation	Frequency	Percentage
86 - 100	Excellent	5	8.33 %
71 - 85	Good	25	41.67 %
56 - 70	Fair	26	43.33 %
41 - 55	Poor	2	3.33 %
0 - 40	Very Poor	2	3.33 %
	Total	60	100 %

Based on table 4.3, there are only 8.33 % of the sample students that have "excellent" classification with scores between 86 and 100 in reading comprehension test. The highest percentage of the scores is 43.33 %. In other words, most of the students have the "fair" classification. The "very poor" and "poor" classifications have the smallest percentage, 6.66 %.

4.2 The Analysis of the Data from the Questionnaires

The input competence and GPA data were derived from the questionnaires. The students who became the respondents were asked to fill the blank field of 'STTB' English score presented on the questionnaires and they were also asked to write down their Grade Point Average (GPA). Their identity were classified and they were told to complete the questionnaires fairly and sincerely according to their life experiences. The result of the questionnaires becomes the data of input competence and learning achievement. The data is as shown by the table below:

Table 4.4 The List of Students' STTB English Score and GPA

Student Number	'STTB' English Score	Students' GPA
1	8	2.98
2	7	2.67
3	7	2.70
4	7	2.54
5	8	1.95
6	7.5	3.14
7	9	2.14
8	8	3.49
9	6	2.74
10	5	3.06
11	9	3.03
12	8	3.45
13	7.5	2.97

14	6	2.50
15	6	2.90
16	7	2.60
17	7	2.30
18	7	3.18
19	8	3.40
20	7	3.00
21	7.5	2.90
22	7	2.82
23	7	3.45
24	8	3.23
25	7	3.20
26	9	3.00
27	9	3.29
28	6	2.04
29	8	2.70
30	7	2.74
31	8	2.70
32	8	2.70
33	7	2.48
34	7	2.73
35	7	2.70
36	8	2.90
37	6	2.27
38	7	2.80
39	8	2.70

40	8	2.70
41	7	3.04
42	9	2.90
43	6	2.80
44	7	2.11
45	7	3.17
46	8	2.30
47	5	2.20
48	7	2.82
49	7	3.53
50	7	2.60
51	8	2.75
52	7	3.00
53	7	2.49
54	8	2.70
55	7	2.60
56	7	2.81
57	8	2.40
58	7	2.50
59	6.5	2.30
60	7	2.60
Σ	437	166.41

4.2.1 The Classification of 'STTB' English Score

From the table above, the students initial capability or their prior knowledge of the English language, the input competence, can

be determined. The determination of their input competence is accomplished by giving qualification to the 'STTB' English score. Then, the percentage of the frequency of the score is also included. It is shown by the following table.

Table 4.5 The Classification of English Score on 'STTB'

English Score	Interpretation	Frequency	Percentage
8.6- 10	Excellent	5	8.33 %
7.1 - 8.5	Good	19	31.67 %
5.6 - 7	Fair	34	56.67 %
4.1 - 5.5	Poor	2	3.33 %
0 - 4	Very Poor	0	0 %
	Total	60	100 %

From table 4.5, we can classify that 8.33 % of students' STTB score of English language is 'excellent' with scores between 8.6 to 10. The highest percentage of the scores which represent the highest percentage of students' input competence is 56.67 %. In other words, most of the students have 'fair' classification. On the contrary, the 'poor' students have the smallest percentage. It is only 3.33 % of the whole students.

4.2.2 The Classification of GPA Data

GPA data are used to determine the students' learning achievement. The success of their learning can be represented by their Grade Point Average of the two years of their studying at Faculty of Letters the Jember University.

The data of the Grade Point Average are variety with different interpretations. Some of them are good, but poor students still exist. For the detail, we can see the following table.

Table 4.6 The Classification of the GPA Data

GPA	Interpretation	Frequency	Percentage
3.5 - 4	Excellent	1	1.67 %
3 - 3.49	Good	16	26.67 %
2.5 - 2.99	Fair	31	51.67 %
2 - 2.49	Poor	11	18.33 %
1 - 1.99	Very Poor	1	1.67 %
	Total	60	100 %

The students learning achievement is represented by the Grade Point Average. Only one student who has 'excellent' classification with the GPA between 3.5 and 4. Most of them have 'fair' classification, with the GPA between 2.5 and 2.99. On the other hand, still there is also one student who has 'very poor' classification. The percentage is only 1.67 % of 60 students who became respondents.

4.3 The Mean of the Data

The mean of the data shows the average of the data presented. It shows the ability of the students in general. Futhermore, in the scientific research, the mean is one of descriptive statistical analysis.

4.3.1 The Mean of the 'STTB' Score

The students' mean score of English language taken from 'STTB' is attained by this following formula:

$$\begin{aligned}\text{Mean} &= \frac{\sum X}{N} \\ &= \frac{437}{60} = 7.28\end{aligned}$$

The students' mean score of input competence attained from the 'STTB' score is 7.28. The classification is 'good'.

4.3.2 The Mean of the Reading Comprehension Score

The mean of students' reading comprehension score can be determined by the same formula above.

$$\text{Mean} = \frac{4216}{60} = 70.27$$

The mean of reading comprehension score which shows the mean of students' reading ability is 70.27. The classification is 'good'.

4.3.3 The Mean of the Students' GPA

The mean of students' GPA represents the mean of students' learning achievement, which is shown by the formula:

$$\text{Mean} = \frac{166.41}{60} = 2.77$$

The mean of students' GPA is 2.77 and the classification is 'good'.

4.4 The Quantitative Assessment of Correlation

There are three variables involved in this assessment of correlation, one dependent variable (the criterion) and two independent variables (the predictors). The dependent variable is the

students' learning achievement; whereas the independent variables are students' input competence and reading ability.

In order to make the analysis easier to conduct, the three variables are represented by three symbols below:

X_1 = the value of student's input competence which is derived from the 'STTB' score of English

X_2 = the value of student's reading ability which is derived from the reading test score

Y = the value of student's learning achievement which is derived from the GPA data.

The recapitulation of all the data presented in this research can be seen at the table below.

Table 4.7 The Data Recapitulation of the Three Variables

N	X_1	X_2	Y	$X_1 \cdot Y$	$X_2 \cdot Y$	$X_1 \cdot X_2$	X_1^2	X_2^2	Y^2
1	8	72	2,98	23,84	214,56	576	64	5184	8,8804
2	7	72	2,67	18,69	192,24	504	49	5184	7,1289
3	7	68	2,7	18,9	183,6	476	49	4624	7,29
4	7	68	2,54	17,78	172,72	476	49	4624	6,4516
5	8	68	1,95	15,6	132,6	544	64	4624	3,8025
6	7,5	80	3,14	23,55	251,2	600	56,25	6400	9,8596
7	9	32	2,14	19,26	68,48	288	81	1024	4,5796
8	8	92	3,49	27,92	321,08	736	64	8464	12,1801
9	6	60	2,74	16,44	164,4	360	36	3600	7,5076
10	5	64	3,06	15,3	195,84	320	25	4096	9,3636
11	9	84	3,03	27,27	254,52	756	81	7056	9,1809
12	8	80	3,45	27,6	276	640	64	6400	11,9025
13	7,5	76	2,97	22,275	225,72	570	56,25	5776	8,8209
14	6	56	2,5	15	140	336	36	3136	6,25
15	6	80	2,9	17,4	232	480	36	6400	8,41
16	7	76	2,6	18,2	197,6	532	49	5776	6,76
17	7	40	2,3	16,1	92	280	49	1600	5,29
18	7	76	3,18	22,26	241,68	532	49	5776	10,1124

19	8	92	3,4	27,2	312,8	736	64	8464	11,56
20	7	84	3	21	252	588	49	7056	9
21	7,5	80	2,9	21,75	232	600	56,25	6400	8,41
22	7	68	2,82	19,74	191,76	476	49	4624	7,9524
23	7	88	3,45	24,15	303,6	616	49	7744	11,9025
24	8	84	3,23	25,84	271,32	672	64	7056	10,4329
25	7	68	3,2	22,4	217,6	476	49	4624	10,24
26	9	72	3	27	216	648	81	5184	9
27	9	80	3,29	29,61	263,2	720	81	6400	10,8241
28	6	52	2,04	12,24	106,08	312	36	2704	4,1616
29	8	88	2,7	21,6	237,6	704	64	7744	7,29
30	7	76	2,74	19,18	208,24	532	49	5776	7,5076
31	8	72	2,7	21,6	194,4	576	64	5184	7,29
32	8	72	2,7	21,6	194,4	576	64	5184	7,29
33	7	56	2,48	17,36	138,88	392	49	3136	6,1504
34	7	68	2,73	19,11	185,64	476	49	4624	7,4529
35	7	68	2,7	18,9	183,6	476	49	4624	7,29
36	8	76	2,9	23,2	220,4	608	64	5776	8,41
37	6	60	2,27	13,62	136,2	360	36	3600	5,1529
38	7	68	2,8	19,6	190,4	476	49	4624	7,84
39	8	76	2,7	21,6	205,2	608	64	5776	7,29
40	8	72	2,7	21,6	194,4	576	64	5184	7,29
41	7	84	3,04	21,28	255,36	588	49	7056	9,2416
42	9	68	2,9	26,1	197,2	612	81	4624	8,41
43	6	80	2,8	16,8	224	480	36	6400	7,84
44	7	64	2,11	14,77	135,04	448	49	4096	4,4521
45	7	64	3,17	22,19	202,88	448	49	4096	10,0489
46	8	68	2,3	18,4	156,4	544	64	4624	5,29
47	5	56	2,2	11	123,2	280	25	3136	4,84
48	7	68	2,82	19,74	191,76	476	49	4624	7,9524
49	7	92	3,53	24,71	324,76	644	49	8464	12,4609
50	7	76	2,6	18,2	197,6	532	49	5776	6,76
51	8	60	2,75	22	165	480	64	3600	7,5625
52	7	76	3	21	228	532	49	5776	9
53	7	52	2,49	17,43	129,48	364	49	2704	6,2001
54	8	76	2,7	21,6	205,2	608	64	5776	7,29
55	7	64	2,6	18,2	166,4	448	49	4096	6,76
56	7	64	2,81	19,67	179,84	448	49	4096	7,8961
57	8	56	2,4	19,2	134,4	448	64	3136	5,76
58	7	64	2,5	17,5	160	448	49	4096	6,25
59	6,5	56	2,3	14,95	128,8	364	42,25	3136	5,29
60	7	64	2,6	18,2	166,4	448	49	4096	6,76
Σ	437	4216	166,41	1216,225	11883,68	30850	3229	304640	469,5725

4.4.1 The Correlation between Students' Input Competence and Their Learning Achievement

To identify the correlation between two or more variables, we have to determine the correlation coefficient first. If the coefficient is higher than zero, we have the positive correlation. On the contrary, we have negative correlation if the correlation coefficient is lower than zero.

Here, the correlation coefficient (r_1) of input competence and learning achievement is calculated using Pearson's Product Moment formula.

$$r_1 = \frac{N \sum X_1 \cdot Y - \sum X_1 \cdot \sum Y}{\sqrt{\{N \sum X_1^2 - (\sum X_1)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_1 = \frac{(60 \times 1216.225) - (437 \times 166.41)}{\sqrt{(60 \times 3229 - 437^2)(60 \times 469.5725 - 166.41^2)}}$$

$$r_1 = \frac{252.33}{\sqrt{1335793.525}} = \frac{252.33}{1155.76}$$

$$r_1 = 0.218$$

From the formula above we can conclude that there is a positive correlation between the students' input competence and their learning achievement, with $r_1 = +0.218$. To know whether the correlation is significant as the alternative hypothesis presented or not, we have to conduct t-test to test the hypothesis. First, we determine the value of t by the formula below.

Figure 4.1 The Correlation between the Input Competence and Their Learning Achievement

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} = \frac{0.218\sqrt{60-2}}{\sqrt{1-0.218^2}}$$

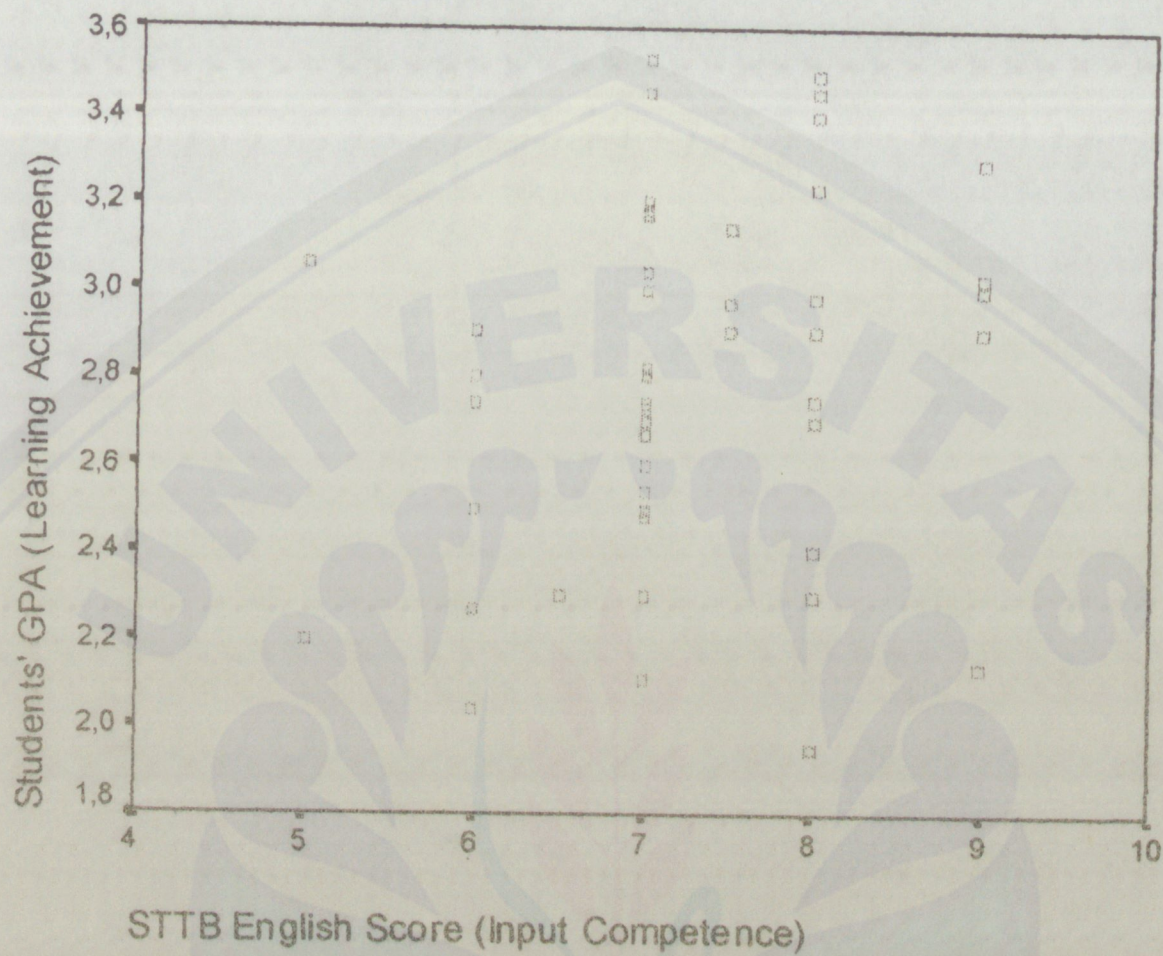
$$t = \frac{0.218 \times 7.616}{\sqrt{1-0.047524}} = \frac{1.660228}{0.976}$$

$$t = 1.702$$

Secondly, we should consult the t-table. If the t obtained equals or exceeds the critical value of t on t-table at least at level of significance (α) 0.05, the null hypothesis is rejected, the alternative hypothesis is accepted. The critical value of t on t-table with the degree of freedom $(N-k-1) = 58$ is 1.671, whereas t obtained = 1.702.

Furthermore, because t obtained > t critical value, the null hypothesis is rejected, the alternative hypothesis is accepted. Now we can prove that the input competence has a significant correlation with the students' learning achievement, as it is presented by the following scatter diagram.

Figure 4.1 The Scattergram of Students' Input Competence and Their Learning Achievement



4.4.2 The Correlation between Students' Reading Ability and Their Learning Achievement

The correlation coefficient (r_2) of students' reading ability and their learning achievement is determined by Pearson Product Moment formula.

$$r_2 = \frac{N \sum X_2 \cdot Y - \sum X_2 \cdot \sum Y}{\sqrt{\{N \sum X_2^2 - (\sum X_2)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_2 = \frac{(60 \times 11883.68) - (4216 \times 166.41)}{\sqrt{(60 \times 304640 - 4216^2)(60 \times 469.5725 - 166.41^2)}}$$

$$r_2 = \frac{11436.24}{\sqrt{242835789.8}} = \frac{11436.24}{15583.19}$$

$$r_2 = 0.734$$

Based on r_2 obtained above, we can affirm that there is a positive correlation between the students' reading ability and their learning achievement, with $r_2 = +0.734$. Then to know whether the correlation is significant or not, t-test is conducted to test the hypothesis.

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} = \frac{0.734\sqrt{60-2}}{\sqrt{1-0.734^2}}$$

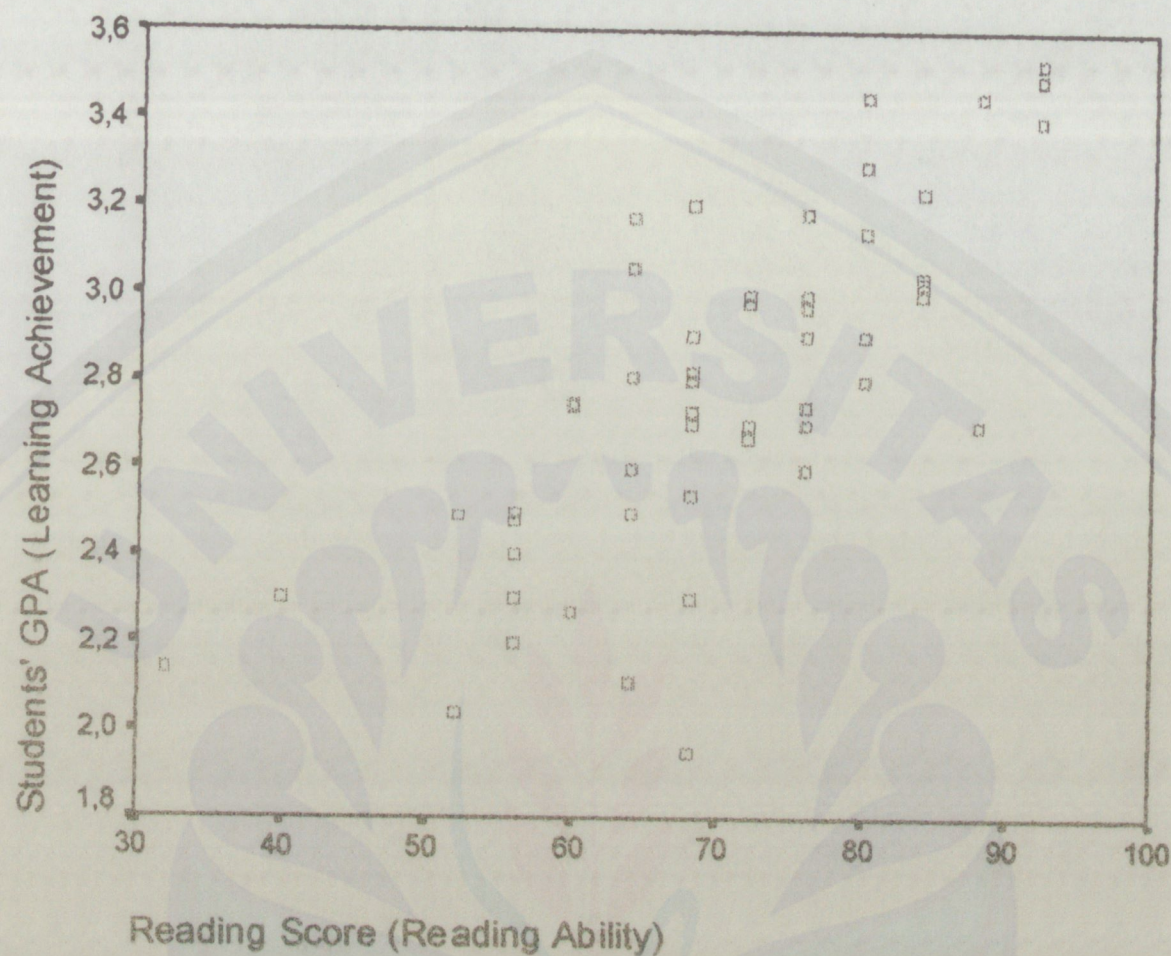
$$t = \frac{0.734 \times 7.616}{\sqrt{1-0.538756}} = \frac{5.590114}{0.679}$$

$$t = 8.233$$

The critical value of t presented by t-table with degree of freedom = 58, is 1.671. Obviously, t obtained is much higher than the critical value ($8.233 > 1.671$). For that reason, it is proved that the reading ability has significant correlation with the learning achievement. In other words, the null hypothesis is rejected while the alternative one is accepted.

The positive correlation between students' reading ability and their learning achievement is described in the following scatter diagram.

Figure 4.2 The Scattergram of Students' Reading Ability and Their Learning Achievement



4.4.3 The Multiple Correlation between Two Independent Variable: the Input Competence and Reading Ability, and Dependent Variable: Learning Achievement

To determine the multiple correlation coefficient, we use this formula below.

$$r_m = \frac{\sqrt{r_1^2 + r_2^2 - 2 \cdot r_1 \cdot r_2 \cdot r_{12}}}{1 - r_{12}^2}$$

where:

r_m = multiple correlation coefficient of X_1, X_2 and Y

r_1 = correlation coefficient of X_1 and Y

r_2 = correlation coefficient of X_2 and Y

r_{12} = correlation coefficient of X_1 and X_2

The value of the multiple correlation coefficient is also determined by the correlation coefficient between two independent variables: input competence and reading ability (r_{12}). For that particular reason, the value of r_{12} is searched.

$$r_{12} = \frac{N \sum X_1 \cdot X_2 - \sum X_1 \cdot \sum X_2}{\sqrt{\{N \sum X_1^2 - (\sum X_1)^2\} \{N \sum X_2^2 - (\sum X_2)^2\}}}$$

$$r_{12} = \frac{(60 \times 30850) - (437 \times 4216)}{\sqrt{(60 \times 3229 - 437^2)(60 \times 304640 - 4216^2)}}$$

$$r_{12} = 0.23$$

After the value of r_{12} is obtained, the multiple correlation coefficient (r_m) now can be determined.

$$r_m = \frac{\sqrt{r_1^2 + r_2^2 - 2 \cdot r_1 \cdot r_2 \cdot r_{12}}}{1 - r_{12}^2}$$

$$r_m = \frac{\sqrt{0.218^2 + 0.734^2 - 2 \times 0.218 \times 0.734 \times 0.23}}{1 - 0.23^2}$$

$$r_m = \frac{\sqrt{0.512665}}{0.9471} = \frac{0.716}{0.9471}$$

$$r_m = 0.756$$

Then, to test the significance of the coefficient of the multiple correlation (r_m), we use the F formula. The calculation of the F value is as written below.

$$F = \frac{(r_m)^2}{1 - (r_m)^2} \times \frac{N - k - 1}{k}$$

$$F = \frac{0.756^2}{1 - 0.756^2} \times \frac{60 - 2 - 1}{2}$$

$$F = \frac{0.571536}{0.428464} \times 28.5$$

$$F = 38.017$$

After the value of F is obtained, we consult it to the F-table. If the F obtained equals or exceeds the critical value of F at least at level of significance (α) 0.05, the null hypothesis is rejected, the alternative hypothesis is accepted. As mentioned above, the F obtained is 38.017, whereas the critical value of F is 4.98. Obviously the null hypothesis is proved to be rejected. On the other hand, the alternative is accepted. There is a significant positive multiple correlation between two independent variables (predictors): input competence and reading ability together and dependent variable (criterion): the learning achievement of the students.

4.5 The Report of the Questionnaires: The Students' Educational Background and Their Interest in Reading

The result of the questionnaires briefly can be shown by the following numbers respectively:

1. The English teaching at students' senior high school: the students' input competence can be represented by the department that they entered at the third year of their study at their senior high school. Most of them, 45 % of the students (27 students) came from 'IPA' department with 1-3 hours of English teaching per week. Then, 19

students (31.67 %) came from 'IPS' department with 3-5 hours of English teaching per week. Next, from the language department with 5-7 hours of English teaching per week, we have 13 students (21.67 %). Only one student came from 'SMK/ Agronomy' with 1-3 hours of English teaching per week.

2. When they were at their senior high school, they also entered some courses of English to support their English lesson at school. The percentage of their estimate frequency per week are:

- more than three times a week : 0 %
- twice or three times a week : 48.33 % (29 students)
- once a week : 10 % (6 students)
- never : 41.67 % (25 students)

3. When they took the national entrance test ('UMPTN'), most of them (26 students), or 43.33 % of them, took the University of Jember Faculty of Letters as their second option. Fifteen students (25 %) took it as third option, only 13 students (21.67 %) took the English department as their first option. The others (6 students or 10 % of them) entered the college through special process called 'PMDK'.

4. The students' motivation to enter the faculty of letters English department or why they chose English department as they field of study:

- their own aspiration (integrated motivation): 66.67 % (40 students)
- recommended by a friend : 20 % (12 students)
- low competition : 10 % (6 students)
- other unspecified answers : 3.33 % (2 students)

5. If in the future the students have already graduated from the Faculty of Letters, the English department, most of them (33 students) or 55 % of them, want to get jobs which do not have to be at the field of language as their discipline. On the other hand, there are 20 students (33.33 %) who want to get jobs at the field of language according to their discipline. Four students (6.67 %) have interest in the business world and want to establish their own company. The others (3 students) have no specified answers (5 %).
6. The estimate frequency of students' time spent for reading can be classified into:
- a. when they were at senior high school

- more than 5 hours a day	: 1.67 %	(1 student)
- 3 to 5 hours a day	: 15 %	(9 students)
- 1 to 3 hours a day	: 51.67 %	(31 students)
- less than one hour a day	: 31.67 %	(19 students)
 - b. during their college year

- more than 5 hours a day	: 5 %	(3 students)
- 3 to 5 hours a day	: 20 %	(12 students)
- 1 to 3 hours a day	: 50 %	(30 students)
- less than one hour a day	: 25 %	(15 students)
7. The estimate frequency of the students' spending leisure time to read English books:
- a. when they were at senior high school

- more than 3 hours a day	: 0 %	
- 1 to 3 hours a day	: 21.67 %	(13 students)
- less than one hour a day	: 63.33 %	(38 students)
- never	: 15 %	(9 students)

b. during their college year

- more than 3 hours a day : 3.33 % (2 students)
- 1 to 3 hours a day : 50 % (30 students)
- less than one hour a day : 45 % (27 students)
- never : 1.67 % (1 student)

8. The estimate frequency of the students' visit to the library per week can be grouped into:

a. when they were at senior high school

- more than 3 times a week : 25 % (15 students)
- 2 to 3 times a week : 41.67 % (25 students)
- once a week : 21.67 % (13 students)
- never : 11.67 % (7 students)

a. during their college year

- more than 3 times a week : 6.67 % (4 students)
- 2 to 3 times a week : 21.67 % (13 students)
- once a week : 43.33 % (26 students)
- never : 28.33 % (17students)

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

As has been discussed in previous chapter, the research is conducted to prove that there is a significant positive correlation between two independent variables (predictors): students' input competence and reading ability and one dependent variable (criterion): their learning achievement. In other words, the students' input competence together with their reading ability can influence the students' learning achievement. It is searched and analyzed using the inferential statistic function called the multiple correlation.

The instruments used in this study as stated in chapter III are reading comprehension test and questionnaire. Based on the result of the reading comprehension tests presented in table 4.2, it is affirmed that the highest score of the students' reading test is 92 with excellent classification whereas the lowest score is 32 with very poor classification. Furthermore, through questionnaires, two important data are attained: the students' STTB English score and the students' GPA. As it is stated in table 4.4, the highest students' STTB English score is 9, the classification is 'excellent', while the lowest one is 5, the classification is 'poor'. Then for the students' GPA, the highest GPA is 3.53 with 'excellent' classification and the lowest GPA is 1.95, with 'very poor' classification.

The ability of the students in general can be noticed from the mean scores of the three variables. First, the students' mean of the STTB score on English which represents students' input competence

is 7.28, the classification is 'good'. Next, the students' mean of reading comprehension score, which represents students' reading ability is 70.27, the classification is also 'good'. Then, the students' mean of GPA that represents students' learning achievement is 2.77, the classification is 'good'. Finally, It is found that the mean of each variable has 'good' classification.

Based on the data analysis and the hypothesis testing, we conclude that there is a significant correlation between two independent variables: students' input competence and reading ability and one dependent variable: students' learning achievement. The correlation is positive significant correlation with multiple correlation coefficient (r_m) = +0.756 and the value of $F = 38.017$. To know whether the multiple correlation is significant or not, we consult it to the F-table. Then it occurs that the value of F obtained (38.017) is much higher than the value critical F-table (4.98). We can conclude now that there is a significant positive multiple correlation between students' input competence and reading ability together and their learning achievement.

In other words, the input competence and reading ability have influence on the students' learning achievement. It means that if a student has better input competence and reading ability, he tends to have better learning achievement as well. On the contrary, if his input competence and reading ability are poor, he tends to have poor learning achievement as well. Still, there are few exceptions because the multiple correlation coefficient is not perfectly +1 (100 %), it is just approximately +1 (+0.756).

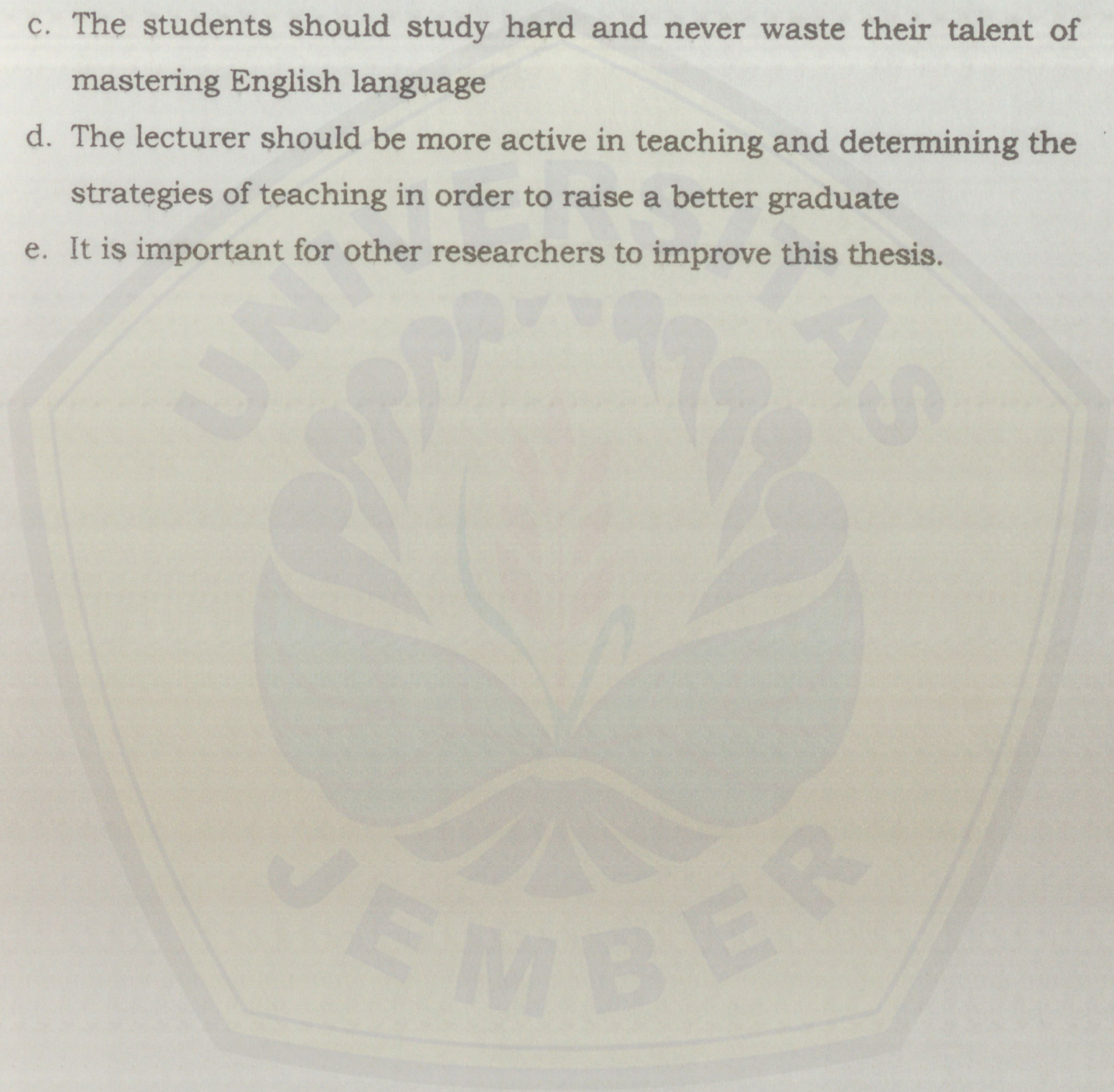
5.2 Suggestion

Due to the fact mentioned before, it can be acclaimed that the ability of the students are equal in general. It is supported by the mean scores of the three variables which all of them have 'good' classification. The results of the discussion provide a brief conclusion that there is a positive significant correlation between students' input competence and reading ability and their learning achievement. However, few exceptions exist, especially on the correlation between the input competence and the learning achievement. It is found that the correlation coefficient of them (r_1) is rather low (+0.218), although it is still significant.

Pointing out to this condition, some suggestions are offered:

- a. The students should realize and comprehend that they need strong will and motivation to achieve a big success in studying at university
- b. The students should read more frequently. By reading many texts, the students will have good reading comprehension and surely enlarge their knowledge
- c. The students should study hard and never waste their opportunities to become a university graduate
- d. The lecturer should be more active in determining the strategies of teaching in order to raise a better graduate
- e. It is important for other researchers to do some researches on education subject especially on student's learning achievement to find out other factors that influence the learning achievement.

- b. The students should read more. By reading many texts, the students will have good reading comprehension and surely enlarge their knowledge
- c. The students should study hard and never waste their talent of mastering English language
- d. The lecturer should be more active in teaching and determining the strategies of teaching in order to raise a better graduate
- e. It is important for other researchers to improve this thesis.



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APPENDIX I

QUESTIONNAIRE

Responden yang terhormat,

Questionnaire ini penulis susun guna menunjang riset penulis yang berjudul "The Influence of Input Competence and Reading Ability on Student's Learning Achievement".

Di sini, penulis akan melihat sejauh mana kompetensi dasar seorang mahasiswa, latar belakang pendidikan dan minatnya terhadap pembelajaran bahasa dapat memberi pengaruh positif terhadap keberhasilan studinya di fakultas Sastra. Tidak ketinggalan, penulis juga punya pemikiran bahwa mahasiswa yang punya kemampuan tinggi dalam membaca adalah mahasiswa yang lebih berhasil dalam perkuliahan.

Tentu responden yang terhormat ada yang sependapat, ada juga yang tidak. Untuk itu, kerjasama responden sangat penulis butuhkan, sehingga kita bisa sama-sama buktikan kebenaran hal tersebut.

Mohon responden yang terhormat mengisi questionnaire ini dengan jujur dan apa adanya karena kerahasiaannya benar-benar penulis jaga sepenuhnya.

Sebelum dan sesudahnya penulis ucapkan banyak terima kasih. Semoga kerja sama kita dapat berguna untuk riset-riset selanjutnya.

Wenny Oktavia.



Nilai B. Inggris di SMU (berdasarkan STTB)	
Nilai Reading I	
Nilai Reading II	
I P K terakhir	

Silahkan beri tanda silang (X) pada pilihan jawaban yang sesuai dengan Anda.

Anda dan Sekolah Menengah Anda

1. Di SMU, Anda berasal dari jurusan:
 - a) IPA
 - b) IPS
 - c) Bahasa
 - d) (khusus buat yang SMK)
2. Di jurusan Anda, dalam satu minggu pelajaran Bahasa Inggris diperoleh sebanyak:
 - a) > 7 jam
 - b) 5-7 jam
 - c) 3-5 jam
 - d) 1-3 jam
3. Ketika di SMU, berapa jam sehari rata-rata waktu yang Anda luangkan untuk membaca?
 - a) > 5 jam
 - b) 3-5 jam
 - c) 1-3 jam
 - d) < 1 jam
4. Rata-rata berapa jam sehari waktu yang Anda luangkan untuk membaca buku/bacaan-bacaan berbahasa Inggris?
 - a) > 3 jam
 - b) 1- 3 jam
 - c) < 1 jam
 - d) tidak ada
5. Ketika di SMU, pelajaran tambahan Bahasa Inggris (bisa diperoleh dari kursus-kursus/ les yang Anda jalani) seminggu rata-rata sebanyak:
 - a) > 3 kali
 - b) 2-3 kali
 - c) 1 kali
 - d) tidak ada
6. Frekuensi kunjungan Anda ke perpustakaan SMU rata-rata dalam seminggu:
 - a) > 3 kali
 - b) 2-3 kali
 - c) 1 kali
 - d) tidak ada

7. Ketika UMPTN, pilihan fakultas Sastra UNEJ merupakan pilihan Anda yang ke:

- a) I b) II c) III d) lewat jalur PMDK

8. Anda memilih fakultas Sastra UNEJ, karena:

- a) kemauan sendiri b) peminatnya sedikit
c) disarankan orang terdekat (orang tua/pacar/sahabat)
d)

Anda dan Perguruan Tinggi Anda

9. Setelah kuliah, berapa jam sehari rata-rata Anda luangkan untuk membaca?

- a) > 5 jam b) 3-5 jam c) 1-3 jam d) < 1 jam

10. Untuk buku-buku/ bacaan berbahasa Inggris, waktu yang Anda luangkan dalam sehari rata-rata:

- a) > 3 jam b) 1-3 jam c) < 1 jam d) tidak ada

11. Dalam seminggu, frekuensi kunjungan Anda ke perpustakaan kampus rata-rata sebanyak:

- a) > 3 kali b) 2-3 kali c) 1 kali d) tidak ada

12. Berapa kira-kira jumlah koleksi buku/ bacaan berbahasa Inggris yang Anda miliki?

- a) > 20 buku b) 10-20 buku c) < 10 buku d) tidak ada

13. Rata-rata berapa jam sehari Anda luangkan untuk belajar?

- a) >3 jam b) 1-3 jam c) <1 jam d) tidak ada

14. Frekuensi belajar kelompok Anda dengan teman-teman satu angkatan rata-rata per satu bulan adalah:

- a) > 5 kali b) 3-5 kali c) 1-2 kali d) tidak ada

15. Dalam satu semester perkuliahan, untuk 1 mata kuliah rata-rata Anda pernah bolos berapa kali?

- a) > 3 kali b) 2-3 kali c) 1 kali d) tidak ada.

16. Setelah lulus fakultas Sastra, Anda akan bekerja:

- a) sesuai dengan disiplin ilmu
- b) tidak harus sesuai dengan disiplin ilmu
- c) wiraswasta
- d)

READING COMPREHENSION TEST

Time: 45 minutes

Choose the best answers (A, B, C or D) based on the passages given!

I. Makassar Welcomes Home Soccer's Heroes

Thousands of people in the capital of the South Sulawesi jammed the roads on Thursday welcoming their heroes bringing home the Bank Mandiri national soccer league championship. "The Old Brothers" team turned the Hasanuddin international airport into a red sea of fanatical supporters.

Fans began arriving at 7:00 a.m. local time to welcome their team, which defeated Pupuk Kaltim of Bontang, East Kalimantan, 3-2 in Sunday's final. The team, coached by former national team coach Henk Wullems of the Netherlands and assistant Syamsuddin Umar, arrived at 9:45 a.m.

After the Garuda airplane touched down at the airport, thousands of people tried to approach the team members, specially top striker Kurniawan Dwi Yulianto. Luckily, tight security managed to save the players from being mauled. (*The Jakarta Post, Jul., 18, 2000*)

1. What happened in the capital of South Sulawesi on Thursday?

- a) Thousands of people brought home the Bank Mandiri national soccer league championship.
- b) Pupuk Kaltim of Bontang was defeated by the Old Brothers team.
- c) People of Makassar gave a marvelous welcoming for the Old Brothers team.
- d) There was a riot because of the welcoming party for the Old Brothers team.

2. What is the Old Brothers team?

- a) Pupuk Kaltim of Bontang team
- b) a soccer team from South Sulawesi
- c) Bank Mandiri team
- d) Netherlands team.

3. What is meant by the phrase 'red sea' in line five?
- a) thousands of people together wearing red cloth
 - b) injured fanatical supporters
 - c) the Hasanuddin international airport
 - d) the Old Brothers team
4. Who is the runner up of the Bank Mandiri national soccer league championship?
- a) PSM
 - b) Old Brothers team
 - c) Pupuk Kaltim of Bontang, East Kalimantan
 - d) Bima Sakti
5. How long did the fans have to wait at the airport?
- a) for one hour
 - b) for about three hours
 - c) just a second
 - d) for the whole morning
6. After the Garuda airplane touched down at the airport, thousands of people tried to approach the team members. The word 'touched down' has the same meaning as:
- a) departed
 - b) landed
 - c) took off
 - d) flied away
7. The word 'mauled' in line 14 means:
- a) humiliated
 - b) greeted
 - c) attacked
 - d) hurt
8. Which one is the false statement?
- a) Top striker Kurniawan Dwi Yulianto became star of the day on that Thursday.
 - b) The capital of the South Sulawesi province is Ujungpandang.
 - c) The coach of the Old Brothers team is from Netherlands.
 - d) There was no injured victim on that beautiful day.

II. Mark Twain (Samuel Langhorne Clemens)

No author in American literature is better known or more loved than Samuel Langhorne Clemens. Born in Missouri in 1835, he grew up on the banks of Mississippi River and later adopted the pen name of "Mark Twain" from the call of the boatmen on the Mississippi as they measured the depth of the river. The river environment inspired the two novels which brought him his greatest fame: *Tom Sawyer* and *Huckleberry Finn*. Another book, *Life on the Mississippi*, told of his adventures on the river boats of that period.

It was during the Civil War that Mark Twain's life as a writer started. At that time he was working as a newspaper man in Nevada and California. His short story, "The Celebrated Jumping Frog of Calaveras County," was an immediate success and his new career began.

In 1870, Mark Twain married Olivia Langdon. He had fallen in love with her picture even before he met her. According to his biographers, his wife had a great influence on Twain's later books.

Mark Twain was also a very successful lecturer. His travels around the country giving talks on a variety of subjects helped make him famous and increased the sale of his books.

Tom Sawyer and *Huckleberry Finn* are considered Twain's best works. They are marked by humor and satire and provide his readers with an excellent picture of his era. His last book was completed in 1909, one year before his death. He was then 74 years old. (adapted from English 900)

9. Where did Mark Twain grow up?
a) Missouri b) Mississippi c) Nevada d) California
10. His career as a writer began:
a) in 1870 b) in 1835 c) during the Civil War d) after his marriage
11. Which one is false about Mark Twain?
a) His wife had become his inspiration.
b) His job as a lecturer gave advantage on his career as an author.
c) The name 'Mark Twain' was not given by his parents.
d) He died at the age of 74.
12. These are some characteristics of Mark Twain's works, except:
a) humor and satire b) sentimental
c) adventures d) vivid descriptions
13. He grew up on the banks of the Mississippi River and later adopted the pen name of 'Mark Twain' from the call of the boatmen. The synonym of term 'pen name' is:
a) writer b) pseudonym c) author d) script
14. The main idea of the first paragraph is:
a) the famous author of American literature
b) the Mississippi River

- c) the life on Mississippi
- d) the origin of Samuel Langhorne Clemens

15. The river environment inspired the two novels. The word 'inspired' can be replaced by synonyms below, except:

- a) motivated
- b) encouraged
- c) imagined
- d) influenced

16. The river inspired the two novels which brought him his greatest fame: Tom Sawyer and Huckleberry Finn. The word 'fame' on the sentence refers to:

- a) Mark Twain
- b) Tom Sawyer
- c) the river
- d) Tom Sawyer and Huckleberry Finn

III. Modern Spas Add 'Balian' Healing Touch

Ten years ago, it would not have been possible for Balinese parents to let their daughter work in a spa, which was considered a sinful place with negative connotation. Today, spas are combination of relaxation and beauty, and even healing centres, where *balian* (Balinese healer) practice their skills. At present, more than 70 spas are operating in Bali with more than 1,000 people working in the spas, ranging from five star hotels to ones found along the small road Seminyak street.

With this fast growing number of spas operating in Bali, human sources have been challenged. Like other service industries, for the spa industry, skilled and service oriented staff is the major resource. The island's growing spa industry has attracted the Balinese people, the youth in particular, to work in this field in the hope they can gain higher salary, new knowledge, an opportunity to work overseas and experience.

Yet, many spas operating in Bali, such as Jamu Spa at the Alamkulkul resort and the Bali Hyatt Spa are facing difficulty hiring skilled and experienced workers. In fact, there are no difficulties in obtaining new staff and training them, apart from the language, which is not a major skill for the masseur and beautician. A number of spas hire international standard trainers to teach their staff the necessary knowledge of the spa industry. They also employ local trainers to give classes on traditional herbal and medicinal remedies. (*The Jakarta Post*, Oct., 14, 1999)

17. Why did ten years ago parents forbid their daughters to work in a spa?
- a) because they hadn't paid enough money
 - b) in order to be a faithful wife

- c) because it was considered a sinful place
- d) because they were not *balian*

18. Spa as a service industry do not provide:

- a) higher salary
- b) new knowledge
- c) experience
- d) opportunity to do dirty work

19. What is the major resource of spa industry?

- a) the youth
- b) international standard trainers
- c) skilled and service oriented staff
- d) the Balinese people

20. They also employ local trainers to give classes on traditional herbal and medicinal remedies. The word 'remedies' has the same meaning as:

- a) goods
- b) cure
- c) staff
- d) lesson

21. Which one is true statement about spa?

- a) It still has negative image to the society.
- b) Spas are only found at five stars hotels.
- c) It is a service industry which offers healing centre.
- d) They all hire western masseurs.

22. It was considered a sinful place. The word 'sinful' can be replaced by these words below, except:

- a) taboo
- b) forbidden
- c) dirty
- d) joyful

23. To develop a spa industry, a smart manager should:

- a) employ western doctors
- b) hire skilled and service oriented staff
- c) hire beautiful and sexy girls
- d) have a five stars hotel

24. The main idea of the first paragraph is:

- a) fast growing number of spas in Bali
- b) a sinful place
- c) *balian* (Balinese healers)
- d) people working in spas

25. In spas, local trainers are needed:

- a) to operate the spas
- b) to teach about spa industry
- c) to give classes about traditional herbals
- d) for manager position

APPENDIX II

The List of 1998 Students of English Department Faculty of Letters the University of Jember

No	N a m a	N I M
1	Agus Wijaya	98-1068
2	Sasotya K.P.	98-1028
3	Fo. Indarto	98-1040
4	Siti Mutmainah	98-1082
5	A.M. Hudan	98-1142
6	Devi Sandra	98-1082
7	Eko Hartoyo	98-1084
8	Vera Nur	98-1064
9	Yudistia	98-1025
10	Ferra A.	98-1100
11	Nurul H	98-1116
12	Dyah W.	98-1020
13	W. Gita	98-1060
14	Ary Nurchayati	98-1070
15	Dung A.	98-1102
16	Anton A.	98-1148
17	Agustina	98-1008
18	Nurani	98-1030
19	Nurul R.	98-1096
20	Eko Suprianto	98-1088
21	Ratna Dwi Astuti	98-1092
22	Anak A. Henry	98-1098
23	Herdina	98-1080
24	Nur Farida	98-1110
25	Juwita Kridha	98-1114
26	Ch. Nissak	98-1046
27	Noor Athiyah	98-1034
28	Sri Atik	98-1004
29	Gilig Pradhana	98-1062
30	Haris S.	98-1130
31	Hermanto	98-1054
32	Vitta Y.	98-1050

33	Arif Amiruddin	98-1128
34	Bambang W.	98-1074
35	Etty S.	98-1012
36	Ratih P.	98-1136
37	Budi S.	98-1118
38	Sugeng P.	98-1035
39	Siti Rodiah	98-1058
40	Wahyunita	98-1120
41	Andri P.	98-1024
42	Ellin H.	98-1009
43	Satria	98-1001
44	Novita H.	98-1047
45	Erasari	98-1037
46	Santi Peni	98-1081
47	Rohmi H.	98-1087
48	Astrid S.	98-1095
49	Etty W.A.	98-1083
50	Verina	98-1113
51	Erni W.A.	98-1083
52	Panda	98-1065
53	Suryadi	98-1013
54	Mustofa	98-1027
55	Yunus B.	98-1017
56	Djoko K.	98-1073
57	Rima Textiana	98-1039
58	Ira Khoirotun	98-1139
59	Handari	98-1067
60	Ary Winanto	98-1107
61	M. Kamal	98-1077
62	Meriam H.	98-1007
63	Jeeny I. A.	98-1061
64	Indah	98-1133
65	Nunung	98-1031
66	Atiek Y.	98-1059
67	Lilik Anita	98-1003
68	Danang P. S.	98-1103
69	Bernardus Anuk K.	98-1041
70	Ni. Ketut Ratna	98-1115

71	Misbachus S.	98-1041
72	Hadid H.	98-1010
73	Erni Sustiana	98-1005
74	Tammamatul H.	98-1075
75	Rani Asih A.	98-1045
76	Dwi Cahyono Adi	98-1056
77	Zainul Muffafin	98-1014
78	Ani Mindariyati	98-1093

