THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR STRUCTURE COMPETENCE A CASE STUDY AT THE THIRD GRADE STUDENTS OF MAN PURWOASRI KEDIRI

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ABSTRACT

English as the foreign language is one of the subject which is taught at senior high school. It is realized by including the English in curriculum. The students are expected to master the four skills at the end of the study, namely listening, speaking, reading and writing. The language skills are supported by the language components, they are: structure and vocabulary. It means in learning English, there are four skills must be mastered and of those skills supported by English component. There are close relation between language skills and language components.

This research is conducted to know the correlation between students' reading comprehension and structure competence. To get the data, the researcher takes the third grade students of MAN Purwoasri Kediri as a population. While for the sample, the researcher use formula based proportion from Issac and Michael that consist of 68 students. To collect the data, the researcher uses test to measure the reading comprehension and structure competence. The researcher also observe the students when they do the test and during the process of teaching and learning.

The researcher uses product moment formula and SPSS methods to find out whether there is any correlation between students' reading comprehension and structure competence of the third grade students of MAN Purwoasri Kediri.

The result of the computation show that the reliability of the test is reliable, because r result higher than r table (R result = 0.4361 > R table = 0.1648) for reading comprehension and (R result = 0.8161 > R table = 0.1648) for structure. The validity of each item test is valid because the r result higher than r table. The correlation coefficient shows that the score ($\Gamma_{xy} = 0.682$). Because the value of sig is 0.000 higher than the value of the level significance of 0,05 or 5%, then null hypothesis (H_0) is rejected. It means that the alternative hypothesis (H_1) is accepted. H_1 stating that there is positive correlation between reading comprehension and structure.

Based on the result of the data analysis, it can be concluded that the increase or decrease of the students' reading comprehension will be followed by the increase or decrease of structure. In other word, the high score of reading comprehension tends to be followed by the high score of structure, and the vice versa.