THE CORRELATION BETWEEN STUDENTS' READING COMPREHENSION AND THEIR PARAPHRASING ABILITY IN NARRATIVE TEXT

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Article Info	Abstract
	Paraphrasing activity allows the students to interpret what they have understood from the text in reading activity. This study investigates the correlation of the students' reading comprehension and their paraphrasing ability in narrative text. There are two hypotheses in this research; null hypothesis (Ho) and the alternative hypothesis (Ha). The null hypothesis says "There is no correlation between students' reading comprehension and their paraphrasing ability in narrative text". Then, Ha says "There is a correlation between students' reading comprehension and their paraphrasing ability in narrative text". The population of this study is the eleventh graders of SMAN 1 Ambarawa in the academic year of 2016/2017. The students of XI MIPA 5 are taken as the samples. The design of this study is explanatory research design. The data are gained by administering two kinds of tests; reading comprehension and paraphrasing tests. Those tests are administered twice by using two different texts. There are three main processes in applying this method in the study; the use of the scatterplot, Pearson product moment coefficient, and correlation coefficient interpretation. Scatterplots displays that there is a positive linear relationship. Then, the data are calculated by using the Pearson product moment to know the degree of relationship among the variables. The results of the computation of correlation coefficient applied to the sample are 0.67 and 0.84. The consultation to the critical value of the r Product Moment with 95% confidence level and the number of the subjects 32 is 0.349. It means that the results obtained from the computation are higher than its critical value. Next, the results of the computation of correlation coefficient are consulted to the criteria of correlation coefficient interpretation. The interpretations of the relationship are substantial and high to very high. It can be concluded that there is a significant positive relationship between students' reading comprehension ability in narrative text (X) and their paraphrasing ability in narrative text (Y) on the eleventh graders of SMA Negeri 1 Ambarawa in the academic year of 2016/2017.

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INTRODUCTION

Language is important for people to carry out their daily activities. Without language, people cannot communicate with other people. It means that we cannot get any information we need, because the use of language is to express our communicative needs either in speech or writing.

English is one of international languages that is most frequently used. It is used in many fields of life like in business, politics, education, literature and so on. Because of its role in all over affairs, English is mostly learned in non-English-speaking countries, and one of them is Indonesia. In Indonesia, English is learned at school from elementary school to university. English is even being taught from kindergarten in many big cities. Harris (1969: 9) says that language exists in two forms, the spoken and the written. Two language activities are associated with both speech and writing: an encoding and a decoding process. Speaking and writing themselves are the encoding processes whereby we communicate our ideas, thoughts, or feelings through one or the other form of language: and listening and reading are the parallel decoding process by which we "understand" either a spoken or written message. In teaching and learning English process, both students and teacher can develop their four language skills. And the goal of teaching language is the mastery of the four language skills which include listening, speaking, reading and writing skills that correlate one and others.

One of the four language skills is writing skill. Writing is an output of reading skill. This skill is very important for us because science and knowledge always have transformation and by writing, we can also express our ideas. Here, writing draws the kinds of symbols to describe anything recognized by someone and it conveys the message from the writer through those symbols. Paraphrasing activity allows the students to interpret what they have understood from the text in reading activity. Paraphrasing is, quite simply, restating ideas in different words. In this process, a reader (or listener) can choose to paraphrase one statement, a group of statements, or entire passage (Kissner, 2006: 6).There are many factors that influence someone's difficulties in paraphrasing a story, such as the input of the ideas from the reading activity. There are many ways to avoid those things. One of them is by comprehending a story in reading activity as the input.

In senior high school nowadays, the students are expected to learn many kinds of text, such as narrative, descriptive, recount, report, procedure, explanation and so on. Therefore, in order to do this research, the writer chooses the narrative text. A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or the listener (Anderson and Anderson, 1997:6).

By conducting the research in knowing the correlation between students' reading comprehension and their paraphrasing ability, it will figure out how is the students' reading comprehension, how is the students' paraphrasing ability, and how is the correlation between students' reading comprehension and their paraphrasing ability in narrative text. It will also help the students to know what should they do in order to avoid their difficulty in paraphrasing a story of narrative text. Moreover, this study will also give the teacher a description about the correlation between students' reading comprehension and their paraphrasing ability in narrative text. Due to that point, the teacher will know what should be done in teaching and learning process, especially in reading comprehension and paraphrasing of narrative text, so the teacher can help the students not only in understanding and comprehending text, but also how to express and convey their ideas in writing text.

METHODS

Research design used in this study was explanatory research design. It was used to find out the correlation between two variables; students' reading comprehension ability and students'

paraphrasing ability. The population was the entire of the eleventh grade students of SMA Negeri 1 Ambarawa in the academic year of 2016/2017. The total number of population was 360 students. From the population, I took class XI MIPA 5 with 32 students by using cluster random sampling. In collecting the data, I used two tests. There were reading comprehension test within ten multiple choice items and paraphrasing test in the form of responsive writing. Before the test was administered, the reading test was tried out and analyzed. It was conducted in order to know whether the test was valid and reliable or not. After the tryout, the results were analyzed to make sure whether the instruments of reading comprehension can be used or not. Then, I conducted the research to collect the data. The reading comprehension and paraphrasing tests were administered twice with two different narrative texts. The first text entitled "The Legend of Rawa Pening" and the other was "The story of Malin Kundang". I administered those tests in one meeting of two lessons in 90 minutes. In the first part of the lesson, the students had to read narrative text entitled "The Legend of Rawa Pening". After reading and comprehended the text, the students had to answer ten multiple choice questions which would measure their reading comprehension ability in narrative text. They had to do that test in ten minutes. After they had done with the reading comprehension test, they had to move to the paraphrasing test. Here, I gave them 25 minutes to retell the story that they had read before. They had to tell the story in their own words with at least 100 words. After conducting the test with the first narrative text, I continued the test in the second part of the lesson. I distributed the texts, the booklets, and the answer sheets to the students. In the first ten minutes, the students had to read the narrative text entitled "The story of Malin Kundang". After reading that text, they had to answer ten multiple choice items of reading comprehension questions. Then, they had to go to the next paraphrasing test. The students had to retell the story, at least in 100 words. After conducting the test, I would like to score the test and analyzed the correlation of students' reading comprehension ability and their paraphrasing ability in narrative text.

RESULTS AND DISCUSSIONS

The researcher had conducted the test. Then, I analyzed the data by using the statistical analysis and interpretation analysis to support the data clearly. Scatterplot was used in analyzing the data to describe the association between the two scores. These scatterplots displayed the sets of scores in reading comprehension ability and paraphrasing ability in narrative text for participants. Here were the scores of the participants which had been achieved and its displayed on the graph.
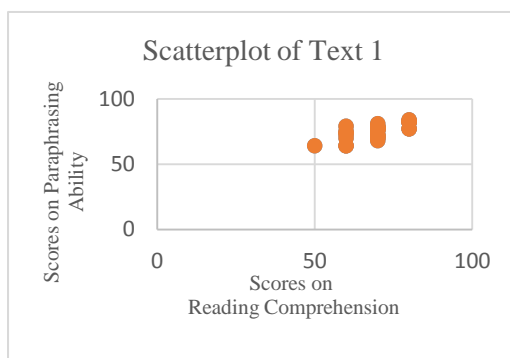

Figure 4.1 Scatterplot for Reading Comprehension and Paraphrasing Ability of the First Narrative Text (The Legend of Rawa Pening)

From the figure 4.1, the distribution of the scores of students reading comprehension and their paraphrasing ability showed that there was a positive linear relationship, in which low (or high)

scores on one variable related to low (or high) scores on the other variable. It meant the scores of students' reading comprehension ability was associated with the scores of paraphrasing ability.
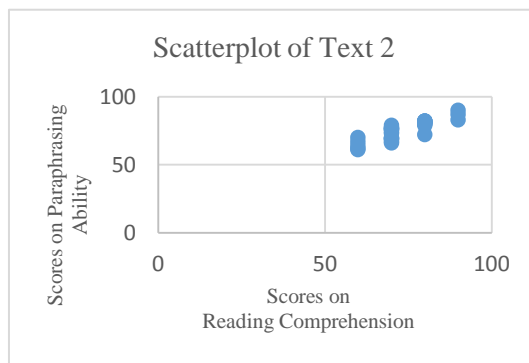

Figure 4.2 Scatterplot for Reading Comprehension and Paraphrasing Ability of the Second Narrative Text (The Story of Malin Kundang)

Figure 4.2 displayed how the scores of students reading comprehension and their paraphrasing ability distributed. According to the graph, I could conclude that there was a positive linear relationship. The low (or high) scores on one reading comprehension related to low (or high) scores on the paraphrasing ability.

Then, the data of students' reading comprehension and paraphrasing ability were calculated by using Pearson product moment to know the degree of relationship among those variables.

The formula of the Pearson Product-Moment is as follows:

$$r_{xy} = \frac{\sum(X - M_x)(Y - M_y)}{NS_xS_y}$$

(Brown, 2005:143)

in which:

r_{xy} : Pearson product-moment correlation coefficient

X : each student's score on Test X

M_x : mean on Test X

S_x : standard deviation on Test X

Y : each student's score on Test Y

M_y : mean on Test Y

S_y : standard deviation on Test Y

N : the number of the students who took the two tests

The calculation of the correlation coefficient of the first text *(The legend of Rawa Pening)* is presented below:

$$r_{xy} = \frac{912,50}{1347,98} = .67$$

The result of the first data shows that $r_{xy} = .67$. If $r_{xy} \geq 0.349$ there is a significant correlation. It can be concluded that from the first data, there is a significant relationship between students' reading comprehension and their paraphrasing ability in narrative text.

Then, the correlation coefficient of the second data of the reading comprehension and paraphrasing ability test is also calculated. The result is presented below:

$$r_{xy} = \frac{1709,69}{2026,17} = .84$$

The calculation of the correlation coefficient from the other data showed that $r_{xy}=.84$. If $r_{xy} \geq$ 0.349 there is a significant correlation. It could be concluded that from the other data, there was a significant relationship between students' reading comprehension and their paraphrasing ability in narrative text.

After I had calculated the degree of relationship between students' reading comprehension and their paraphrasing ability in narrative text, I could interpret the level of relationship among those variables based on the following criteria:

Coefficient (r)	Relationship
.00 to 0.20	Negligible
.00 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to very high

(Best and Kahn, 1995: 308)

Since the result of the correlation coefficient of the first text (*The Legend of Rawa Pening*) was $r_{xy}=.67$, it could be interpreted that the correlation was in the level of substantial. Then, the result of the correlation coefficient of the second text (*The Story of Malin Kundang*) reached $r_{xy}=.84$, it could be interpreted that the correlation is in the level of high to very high.

Based on the research finding on students' reading comprehension ability in narrative text, I could say that the students' reading comprehension ability in narrative text was good. It could be seen from the computation in which the average of students' reading comprehension in narrative text reached 69,38 and 73,44. When they were consulted to the table of criteria of ability by Brown, the scores are categorized as "average" and "good".

The paraphrasing ability of the eleventh graders of SMA Negeri 1 Ambarawa could also be categorized as "good". It can be seen from the computation in which the students' scores in paraphrasing ability reached 75,13 and 75,09. When the scores are consulted to the table of criteria of ability suggested by Brown, the scores were categorized as "good".

In relation to the result of the correlation coefficient of the first text (*The Legend of Rawa Pening*) that it was $r_{xy}=.67$. When it was consulted to the criteria of the degree of relationship suggested by Best and Kahn, it could be interpreted that the correlation was in the level of substantial. Then, the result of the correlation coefficient of the second text (*The Story of Malin Kundang*) reached $r_{xy}=.84$, it could be interpreted that the correlation was in the level of high to very high. According to those results, it could be said that the relationship between students' reading comprehension and their paraphrasing ability in narrative text was significant.

CONCLUSIONS

The purpose of the research is to answer the research questions of how is the students' reading ability in narrative text, students' paraphrasing ability in narrative text, and how is the correlation between students' reading comprehension and their paraphrasing ability in narrative text.

To obtain the intended data, I arrange the two sets of test with two titles of narrative text. In each of the tests, there are reading comprehension test to measure the students' reading comprehension in narrative text and paraphrasing test to measure the students' paraphrasing ability in narrative text. After conducting the research, I come to some conclusions.

First, the reading comprehension ability in narrative text of the eleventh graders of SMA Negeri 1 Ambarawa is good. It can be seen from the computation in which the average of students' reading comprehension in narrative text reaches 69,38 and 73,44. When they are consulted to the

table of category level by Brown, the scores are categorized as "average" and "good". So, it can be concluded that the eleventh graders of SMA Negeri 1 Ambarawa have good reading comprehension ability in narrative text. They can comprehend and understand the message that the writer of the story wants to deliver to the reader.

Second, the paraphrasing ability of the eleventh graders of SMA Negeri 1 Ambarawa is also categorized as "good". It can be seen from the computation in which the students' scores in paraphrasing ability reach 75,13 and 75,09. When the scores are consulted to the table of category level of ability suggested by Brown, the scores are categorized as "good". In conclusion of students' paraphrasing ability in narrative text, the eleventh graders of SMA Negeri 1 Ambarawa have a good ability in understanding and retelling a story that they have read in a good composition.

Third, there is a significant positive relationship between students' reading comprehension and their paraphrasing ability in narrative text on eleventh graders of SMA Negeri 1 Ambarawa in the academic year of 2016/2017.

In dealing with the result, the computation of correlation coefficient between students' reading comprehension and their paraphrasing ability in narrative text applied to the sample are 0.67 and 0.84. Then, the consultation to the critical value of the r Product Moment with 95% confidence level and the number of the subjects 32 is 0.349. It means that the result obtained from the computation is higher than its critical value. When the results of the computation of correlation coefficient are consulted to the criteria of correlation coefficient interpretation suggested by Best and Kahn, the interpretations of the relationship are substantial and high to very high. It can be concluded that there is a significant positive relationship between students' reading comprehension ability in narrative text (X) and their paraphrasing ability in narrative text (Y) on the eleventh graders of SMA Negeri 1 Ambarawa in the academic year of 2016/2017.

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