

# CORRELATION BETWEEN PHRASE READING ABILITY AND READING COMPREHENSION ACHIEVEMENT

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## ABSTRACT

**Suryanti, 2020** *Correlation Between Reading Phrase Ability and Reading Comprehension Achievement at English Students Department of STKIP PGRI Jombang*. Thesis, English Education Department, STKIP PGRI Jombang. Rukminingsih, S.S., M.Pd.

Phrase reading ability is background knowledge of students to support the students' reading has comprehension text with translate and interpreting text using phrase by phrase. Reading comprehension is a skill of reading but it's a complex task that is often described as the joint product of decoding and language comprehension (SVR; Gough, & Tunmer, 1986). Students read from phrase to phrase will help them with understanding the meaning of the next phrase and comprehend better because context and the meaning each sentence are clearer when they read the word in the phrase (Sutz, 2009, p. 119 in Le, Hung Vu, 2014, p.25). The main purpose of this study is to determine the correlation between phrase reading ability and reading comprehension achievement.

The researcher uses a correlational quantitative design that has a population of the 2016 year English Students' at STKIP PGRI Jombang, the number of samples 2016B class are getting 31 respondent that have chosen using conveniences sampling and they have given response to the questionnaires. The research instrument used the questionnaires and it's combined with students' scores of interpretative reading in the third grade. Data questionnaires were analyzed by Likert-type and scaled items, then analyze the result using the Spearman's Correlation scale.

The results showed that phrase reading ability has a significant relationship with student reading comprehension achievement. It can be seen that Spearman's Correlation value is 0.580. That is illustrated by the results of the hypothesis test which means the Hypothesis is rejected and the Alternative Hypothesis is accepted. This rejection of the Hypothesis is confirmed by the significance of 0,001 in the Sig (2-Tailed) table because the significance value is  $0,001 < \alpha = 0,001 < 0,05$  mean that the hypothesis proposed is correct. The conclusion of the research there is a moderate correlation between phrase reading ability and reading comprehension achievement to the English students' Department at class 2016 B STKIP PGRI Jombang.

**Keywords:** Phrase reading, reading comprehension, correlation

## ABSTRAK

**Suryanti, 2020** *Hubungan antara kemampuan membaca per-frasa dan pencapaian pemahaman membaca pada mahasiswa jurusan bahasa inggris dari STKIP PGRI Jombang.* Penelitian, Jurusan Pendidikan Bahasa Inggris, STKIP PGRI Jombang. Rukminingsih, S.S., M.Pd.

Kemampuan membaca per-frase merupakan pengetahuan yang melatarbelakangi siswa untuk mendukung membaca siswa yang memiliki teks pemahaman dengan menerjemahkan dan menginterpretasikan teks menggunakan frase demi frase. Pemahaman membaca adalah keterampilan membaca tetapi itu adalah tugas kompleks yang sering digambarkan sebagai produk gabungan dari decoding dan pemahaman bahasa (SVR; Gough, & Tunmer, 1986). Siswa membaca dari frasa ke frasa akan membantu mereka memahami arti frasa berikutnya dan memahami dengan lebih baik karena konteks dan arti setiap kalimat lebih jelas ketika mereka membaca kata dalam frasa tersebut (Sutz, 2009, hlm. 119 dalam Le, Hung Vu, 2014, hlm.25). Tujuan utama dari penelitian ini adalah untuk mengetahui hubungan antara kemampuan membaca per-frasa dan pencapaian pemahaman membaca.

Peneliti menggunakan desain kuantitatif korelasional yang memiliki populasi Siswa Bahasa Inggris tahun 2016 di STKIP PGRI Jombang, jumlah sampel kelas 2016B mendapatkan 31 siswa yang telah memilih menggunakan convenience sampling. Instrumen penelitian menggunakan kuesioner dan dikombinasikan dengan skor interpretasi siswa di semester tiga. Kuisisioner data dianalisis dengan tipe Likert dan item berskala, kemudian menganalisis hasilnya menggunakan skala Korelasi Spearman's.

Hasil penelitian menunjukkan bahwa kemampuan membaca per-frasa memiliki hubungan yang signifikan dengan pencapaian pemahaman membaca siswa. Dapat dilihat bahwa nilai Korelasi Spearman,s adalah 0,580 and the sig. 2 tailed is 0.001. Itu diilustrasikan oleh hasil uji hipotesis yang berarti Hipotesis ditolak dan Hipotesis Alternatif diterima. Penolakan Hipotesis ini dikonfirmasi oleh signifikansi 0,001 dalam tabel Sig (2-Tailed) karena nilai signifikansi adalah  $0,001 < \alpha = 0,001 < 0,05$  berarti hipotesis yang diajukan adalah benar. Kesimpulan dari penelitian ini terdapat korelasi yang standart antara kemampuan membaca per-frasa dan pencapaian pemahaman membaca untuk mahasiswa jurusan bahasa inggris dari STKIP PGRI Jombang.

**Kata Kunci:** membaca per-frasa, pemahaman membaca, korelasikorelasi

### 1. Introduction

English competence is just not talking about how everyone understands the meaning of an individual word. The great competence in the English language is expected in the best strategy to hold all of the English skills (reading, speaking, listening and writing). But, this research focus on the relationship

between phrase reading ability and reading comprehension achievement. According to Nunan (1999), in the reading needs background knowledge for every reader can get information in the text about using language structure to identification and interpretation. Reading phrase by phrase is included in the background knowledge of the reader because it is helping students to comprehend text by phrase meaning not only single word meaning. Students read from phrase to phrase will help them with understanding the meaning of the next phrase and comprehend better because context and the meaning each sentence are clearer when they read the word in the phrase (Sutz, 2009, p. 119 in Le, Hung Vu, 2014, p.25).

Thus, students who always read a text using phrase by phrase they are getting a better level of reading comprehension achievement. Comprehension in the reading text is the ability to identifying the language written to build context meaning which is the goal of reading skill. There are some reasons why the teacher and learner difficult to comprehend in reading, those are limited vocabulary, fail of fluency, be short of familiarity with the subject matter, the most difficult level, deficient of reading strategy, recalling matter information (Westwood, 2008). The main point of the problems, it's just one problem, that is almost about the limited skill of reading every sentence suitable in the text content. According to Henk (1986, as cited in Nichols *et al.*, 2009), "phrase reading is an excellent strategy for promoting students' ability to read in a syntactically appropriate and meaningful unit sentence or phrase, to understand what they read, and increase automaticity in word recognition and enhanced comprehension" (p.7)

Based on the previous studies, the writer of this study conducts non-experimental research by correlation form. The writer adaptation from the previous study of Nomvete (2014), the title is Effects of Phrase-Reading Ability, Syntactic Awareness, and Reading Rate on Reading Comprehension of Adolescent Readers in an Alternative Setting, the research has a differentiate, which this research using two variables because the researcher aims to focus in

the correlation between phrase reading ability and reading comprehension achievement. It means, if the phrase reading ability is good, it will give an impact on reading comprehension achievement. Then, the result of the study can be used in the next learning process and another researcher to get references.

## **2. Research Method**

This study conducts quantitative research which is chosen non-experimental research by correlation form using two variables. Those variables will be determined by closed-ended questionnaires in the scale and Likert types items as the research's instrument. According to Creswell (2012:338) that correlational design is a research form to predict students' scores and explain relationships between variables. Which the study conducts at the English Department of STKIP PGRI Jombang on the eighth grade that combined by interpretative reading scores in third grade. The researcher has chosen the samples by using non-probability sampling in the convenience type. The samples have taken from all English students' classes of 2016B in the interpretative reading class but, the real total after collect data it's just getting 31 responses of respondents. It uses SPSS 22 statistics to analyze data and gets the result in Correlation analysis to measuring two variables (phrase reading ability as the X variable and reading comprehension achievement as the Y variable) correlate each other or those are not.

## **3. Result and Discussion**

### **3.1. Data Display**

In this study, the data display explains the frequencies of each variable's data research. Researcher has taken a samples from all English students class of 2016B in the interpetative reading. The total of respondents form the class are 37 students, but the real totally after collect data it's just getting 31 responses of respondents. Both variables use questionnaire through the google form. So that the respondents fill a questionnaire, which is the questionnaire about phrase ability has significant correlation to the comprehension achievement at the

interpretative reading as the students' achievement data. The data questionnaire and interpretative reading as the variables is as follows:

### 3.1 Table of data display

No	Nama	Questionnaire	Achievement of Interpretative Reading
1	APP	52	45
2	MKS	59	55
3	NI	61	84
4	EI	61	75
5	PS	48	45
6	JAH	62	74
7	FR	54	65
8	PMA	63	81
9	MRA	60	91
10	WH	62	81
11	LLA	58	74
12	DAA	43	45
13	LK	42	41
14	RMY	62	85
15	MWNJ	57	47
16	AN	62	74
17	DA	59	76
18	RK	55	75
19	NFI	59	46
20	AG	63	73
21	APP	48	82
22	DCRSP	64	91
23	NA	49	45
24	RAP	62	75
25	IM	60	72
26	NAK	60	71
27	PD	63	74
28	PRN	61	53
29	FS	58	71
30	CS	56	57
31	DMS	63	66

### 3.2. Data Analysis

Data analysis describes the analysis technique used in the calculation of research data. In this study, the writer used SPSS software version 22. Before calculating the correlation between phrase reading ability and reading comprehension achievement, the writer first tried to analyze the normality and linearity test requirements. Normality testing is used to determine whether the assumption of data distribution is normal or not.

Linear testing is used to determine the relationship between one variable with another variable. After the analysis finish, the researcher calculated the correlations of the two variables in the SPSS version 22 statistical program.

### 3.2.1. Normality Test Assumption

The normality test of the data aims to find out whether the data is normal or not. Data normality testing is done using Kolmogorov-Smirnov, because the correspondents are more than 30 people, with the criteria if the probability value > significance level (alpha = 5%) then the data is declared normal. The results of normal testing data on phrase reading ability and reading comprehension achievement are as follows:

**4.2 table Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Phrase Reading Ability	,204	31	<b>,002</b>	,832	31	,000
Interpretative Reading Achievement	,207	31	<b>,002</b>	,904	31	,009

a. Lilliefors Significance Correction

Based on the table above, it can be seen in Sig. of **Kolmogorov-Smirnov<sup>a</sup>** that the data of phrase reading ability and reading comprehension achievement is 0,002 so, the data is not normal. It can be said that both variables have not a normal distribution and the researcher used spearman's correlation to test the correlation of each variable.

### 3.2.2. Linearity Test Assumption

The linearity test is used to test whether the two variables are linear or are not. The test on SPSS 22 uses a linearity test with a significance level of 0.05. If the deviation from Linearity is the sig. is more than 0.05, it means that both variables are linear. This study

is shown in the Deviation table of Linearity of 0.533 which is more than 0.05. So that the two variables of this study are linear.

#### 4.3 ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Interpretative Reading Achievement	4699,888	15	313,326	2,199	,069
Between Groups Linearity	2798,679	1	2798,679	19,640	,000
Deviation from Linearity	1901,209	14	135,801	,953	,533
Within Groups	2137,467	15	142,498		
Total	6837,355	30			

#### 3.2.3. Correlation Test

The first statistical test based on the results of the normality test assumption can be concluded that the assumption has not a normal distribution. Therefore, the researcher uses spearman's correlation to find out whether there is a correlation or not between phrase reading ability and reading comprehension achievement. The second statistical test based on linearity is proven that each variable is linear. Then the researcher took a statistical test based on the Correlation Coefficient. The researcher has taken 31 respondents to fill out a questionnaire. The results of the correlation analysis between phrase reading ability and reading comprehension achievement are as follows:

#### 4.4 Table of Correlation

	Phrase Reading Ability	Interpretative Reading Achievement
Spearman's rho	1,000	,580**
Phrase Reading Ability		,001
Correlation Coefficient		
Sig. (2-tailed)		
N	31	31
Interpretative Reading Achievement	,580**	1,000
Correlation Coefficient		

	Sig. (2-tailed)	,001	.
	N	31	31

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table above informs that the Spearman's Correlation testing of lecturer performance and student motivation produces a Spearman's Correlation value of 0.580 and the significance value is 0,001. It can be seen that the significant value is 0,001 so that the value is less than  $<0.05$ . if the sig value  $<0.05$ , it can be concluded that there is a significant correlation between the two variables.

The testing criteria state that if probability  $<$  level of significance ( $\alpha = 0,05$ ), so it can be concluded that  $H_a$  is accepted while  $H_o$  or the null hypothesis is rejected. It can be stated that there is a significant correlation between phrase reading ability and reading comprehension achievement, the correlation coefficient between phrase reading ability and reading comprehension is 0.580 which shows that the correlation is in a moderate. This can be seen from the level of interpretation of the correlation below:

#### 4.5 Table Level Interpretation of correlation

$r_{xly}$	Interpretation
0.80 – 1.00	Very Strong Correlation
0.60 – 0.799	Strong Correlation
0.40 – 0.599	Moderate Correlation
0.20 – 0.399	Weak Correlation
0.00 – 0.199	Very Weak Correlation

Retrieved from Sugiono (2013:250)

This shows that the direction of the relationship is a moderate correlation and the variable X and variable Y are correlated.

### 3.3. Discussion

Based on the results of the correlational has calculated in the SPSS statistical program, the correlation is significant (sig.2 tailed = 0,001 or  $<0.05$ ). The researcher states that there is a significant is a correlation between phrase reading ability and reading comprehension achievement at

English students' department of STKIP PGRI Jombang. Besides, there is a value of 0.580 from the Correlation Coefficient table. It means that there is a moderate correlation between phrase reading ability and reading comprehension achievement.

The results of this study appropriate with previous studies which stated a sig. correlation between phrase reading ability and reading comprehension achievement at the English students' department of STKIP PGRI Jombang. This research was conducted by Nomvete (2014), researched with the title Effects of Phrase-Reading Ability, Syntactic Awareness, and Reading Rate on Reading Comprehension of Adolescent Readers in an Alternative Setting. The result of the research is phrase-reading ability mediates (i.e., provides the mechanism for) the relationship between syntactic awareness and reading comprehension. So, it can be concluded that there is a significant correlation between phrase reading ability and reading comprehension achievement.

#### **4. Conclusion and Suggestion**

##### **4.1. Conclusion**

This researcher investigates the relationship between phrase reading ability and reading comprehension achievement. This study uses correlational research to describe data from the phrase reading ability and reading comprehension achievement. The results of research and discussion that have been illustrated, refer to the RQ (Research Questions). Based on the findings and discussion in the previous chapter, it can be concluded that there is a significant relationship between the correlation between phrase reading ability and reading comprehension achievement at the English students' department of STKIP PGRI Jombang.

It can be seen from the results of correlation analysis between variables. The results show Sig. (2-tailed) 0,001, compared to the significance level (0.05). This shows that sig (2-tailed) is lower than the level of significance (0,001 <0.05). So, it can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. These findings reveal an

encouragement to the students to improve the phrase reading ability to the reading comprehension achievement.

#### 4.2. Suggestion

After an analysis has findings, the researcher gives some suggestions for students and researchers.

##### 1. Suggestion for the students

From the result are those variables correlates, the researcher can suggest that the students have improved their phrase ability to be able to comprehend the text so easily and current to the meaning by identifying each phrase correctly.

##### 2. Suggestion for further researchers

From the result are those variables correlates, the researcher can suggest that the research will use to the next reference new research that is can be defined more specifically.

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