

THE EFFECT OF PRIOR KNOWLEDGE OF ENGLISH AT ELEMENTARY SCHOOL ON THE READING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS.

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Abstrak

Penelitian menggunakan metode kuantitatif dan menggunakan desain ex post facto. Dalam pengumpulan data, peneliti memberikan kuesioner, peneliti memilah kuestoner kemudian peneliti membagikan tes membaca kepada siswa/i. Peneliti menggunakan regresi linear pada SPSS 16.0. hasil penelitian ini menunjukkan adanya efek atau pengaruh antara pengetahuan awal tentang bahasa inggris dan kemampuan membacanya. Berdasarkan tabel perhitungan, bahwa hasil signifikan adalah 0.021 yang mana kurang dari 0.05, yang berarti bahwa pengetahuan awal tentang bahasa inggris yang didapat dari sekolah dasar memiliki pengaruh pada kemampuan membaca siswa/i sekolah menengah pertama. Dengan demikian dapat disimpulkan bahwa siswa yang mendapatkan pengetahuan awal tentang bahasa inggris di sekolah dasar dapat membaca lebih baik daripada yang tidak mendapatkannya.

Kata kunci : Pengetahuan awal, pengetahuan tentang bahasa inggris, kemampuan membaca

ABSTRACT

This research is used quantitative method and the design used in this research was ex post facto. In collecting the data, the reseacher administer questionairre then share the reading test to the students. In analyzing the data, the reseacher used linear regression in SPSS 16.0.the result of this research shows that there is effect or influence between prior knowledge of english and reading ability. Based on the calculation linear reggression, the gain of sig is 0.021 which is less than 0.05 . it mean s that prior knowledge of english at elementary school influence the reading ability of junior high school students. It can be concluded that the students who get prior knowledge of english at elementary school are having better reading ability than those who do not.

Keywords : Prior knowledge, Prior knowledge of english, Reading ability.

INTRODUCTION

Reading for EFL students is very important, especially those who are at Junior High School. By reading, they can elaborate the content of the text into other English Language skills, such as listening, writing, and speaking. The progress of researcher for

each student is different due to the fact that they have prior knowledge of reading before studying at Junior High School.

Every students have different prior knowledge. Because they each have their own prior knowledge. The prior knowledge are information that children have developed through their experiences in their cultures and families (Moll, Amanti, Neff, and Gonzales, 1992). For the example, English is taught at Kindergarten and Elementary school, some students have had course, some students may have lived in another country, and they may have traveled little.

Based on the description above, this study focuses on the prior knowledge at Elementary School due to finding the result whether there is an effect of English got an Elementary School on the reading ability of Junior High School students.

METHOD

This research design is an ex post facto. It is *Non experimental* designs that are used to investigate causal relationships without the treatments. Hence, it examines the possible changes of an effect, phenomena, and behavior caused by one event. As consequences, this study is aimed at finding out whether prior knowledge of English influences the reading ability.

In this research, source of data are the students, the score's of the students, and the supporting score of the students. The source of data is the person and the process which is observed (arikunto, 2002: 107). The researcher use observation to get the data. The data in this research is result of Questionnaire and reading test. The test is about reading which includes students' understanding of reading. The technique used in collecting the data on the influence of prior knowledge of English on reading ability is a questionnaire and reading test.

This research used software of SPSS 16.0 to analyze the data. After getting the data from questionnaire and documentation, furthermore it is important to analyze the data to examine the hypothesis. This research used linear regression to investigate between the influence of questioning strategy and students' achievement in reading. Hence, linear regression is regression analysis which is used to learn the functional relationship between the variables (Susetyo, 2010:125). Therefore, linear regression is appropriate to be used to test the causal relationship between two variables. Basically, linear regression is different with linear correlation; linear correlation is used to test between the relationship of two variables and the degree of variable X and Y can be changed their position or it can be said it is a vice versa relationship. While the linear regression, the degree of the variables X and Y cannot be changed or it can be said it is a causal relationship (*Ibid*). Furthermore, this study used F-test to test the hypothesis. F-test is used to examine the influence of independent variable and dependent variable.

After obtaining the questionnaire and documentation, then the writer will analyze data of questionnaire score and students' reading achievement score into some steps, they are analyze the score of students' reading test and then input them in the SPSS 16.0. Input the score of students' reading achievement into SPSS 16.0. Examine linear regression to test the hypothesis at SPSS 16.

FINDINGS AND DISCUSSION

Findings

The researcher will discuss the research findings about prior knowledge of English at elementary school on reading ability. The first step, the researcher will discuss the description of students' questionnaires scores which is regarded as prior knowledge of English. Furthermore, the researcher will report the result of linear regression which examines the hypothesis of the study.

Data Description

The research data consists of prior knowledge of English as an independent variable and reading ability as a dependent variable. The data had been collected through questionnaire to know the students' prior knowledge of English and documentation about students' reading score which was obtained based on the reading test. The data description shows the minimum and maximum score of prior knowledge of English and reading test score. All of those data description will be discussed in the following discussion comprehensively.

Students' prior knowledge

To know the students' prior knowledge of English, the researcher distributed questionnaire to students of MTs Darul Huda as the object of the research. After collecting the data of students' prior knowledge of English, the researcher identified the questionnaire which one got the English and which one did not get English.

Students' Reading Achievement

Students' reading achievement is the final score of reading ability which is obtained based on the reading test score and reading comprehension score in the seventh grade of MTs Darul Huda. After collecting the data, the researcher calculated the score. The score of reading test can be seen in the table as follows:

Students Reading Achievement

Student	Reading Test
1	80
2	80
3	80
4	80
5	75
6	75
7	50
8	65
9	60
10	75
11	80
12	65
13	65
14	65
15	78
16	80
17	80
18	80

19	75
20	75
21	80
22	80

The table, which represent students' answer shows that the highest score of the reading test is 80 and the lowest score is 50. It can be concluded that there is significant difference between the highest and the lowest score of the students' answering with the range 30. Then the sum score of students' answering is 1623. All of the data descriptions above were calculated by using descriptive statistic SPSS 16.0.

Discussion

The Testing of Hypothesis

The testing of hypothesis is aimed to examine between two variables which is prior knowledge of English as an independent variable and reading ability as a dependent variable. Hence, the researcher analyzed the data between two variables by using linear regression in SPSS 16.0 to see whether the prior knowledge influences students' reading ability. Furthermore, based on the calculation of SPSS 16.00, the data gathered as follow:

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	399.032	1	399.032	6.325	.021 ^a
	Residual	1261.741	20	63.087		
	Total	1660.773	21			

a. Predictors: (Constant), Reading_ability

b. Dependent Variable: Prior_knowledge

Hypothesis:

Ha : there is an influence of prior knowledge of English on reading ability.

Ho : there is no influence of prior knowledge of English on reading ability.

Criteria of the test:

H₀ is accepted if probability (sig) > 0.05, H_a is accepted probability (sig.) < 0.05

Based on the table above, the gain of *sig* is 0.021 which is less than 0.05 (0.021 < 0.05). It can be concluded that H_a is accepted and H₀ is rejected. It means that prior knowledge of English at elementary school influence the reading ability.

Data Interpretation

Prior knowledge of English is a knowledge which concern in new knowledge which is beneficial for students to help them facing reading difficulty. In addition, it is also profitable for students to be an effective reader because the student has prior knowledge of English. Therefore, it is important to investigate the correlation between prior knowledge of English with reading ability.

There are some characteristics between two variables which is prior knowledge of English and reading ability. In addition, according to the criteria of hypothesis above, it indicates the results of probably (sig) or $0.021 < 0.05$. It can be concluded that prior knowledge of English influence reading ability of the students.

Conclusion

Based on the table above, the gain of *sig* is 0.021 which is less than 0.05 ($0.021 < 0.05$). It can be concluded that H_a is accepted and H_o is rejected. It means that prior knowledge of English at elementary school influence the reading ability.

In addition, there is influence or there is an effect between prior knowledge of English and reading ability of the students. It can be concluded that the research of the effect of prior knowledge of English at elementary school on reading ability of junior high school students has a significant influence or effect for the seventh grade of MTs Darul Huda. Therefore, prior knowledge of English is beneficial for students to gain their achievement reading.

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