

**THE CORRELATION BETWEEN STUDENTS' READING
INTEREST AND READING COMPREHENSION
AT SMA PGRI WALENRANG**

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**FACULTY TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2020**

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INTEREST AND READING COMPREHENSION
AT SMA PGRI WALENRANG**

A THESIS

Submitted to the English Education Study Program
Faculty of Teacher Training and Education Cokroaminoto Palopo
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ABSTRACT

Rida. 2020. The Correlation between Students' Reading Interest and Reading Comprehension at SMA PGRI Walenrang (supervised by Sri Damayanti and Reski Yusrini Islamiah Yunus).

This research was found out the correlation between students' reading interest and reading comprehension. This research was conducted at the second grade of SMA PGRI Walenrang. The population of this research was all of the students in academic 2020/2021 which consist 59 students. The samples were 30 students by using purposive sampling. The researcher used two instruments in this research, they were questionnaires and reading test. The questionnaires were used to collect the data of reading interest and the test was used to conduct reading comprehension. The scores from both of instruments were calculated and analyzed by using statistical procedure of product moment correlation to find out the correlation between student reading interest and reading comprehension. The result of correlation analysis can be seen from the correlation coefficient value between variable Students' score of Reading Interest and Reading Comprehension is 0,251. It means that correlation coefficient is in range 0,200 – 0,399 so it can be concluded there is no correlation between Students' Reading Interest and Reading Comprehension. There is no correlation because the significance value (sig.) $0.181 > 0.05$, it means that H_0 is accepted.

Keyword: Reading interest, Comprehension, Correlation

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The researcher realizes that this thesis is still far from perfection. Therefore, all suggestion will be highly appreciated.

Palopo, February 2021

RIDA

CURRICULUM VITAE



Rida, was born in To'Karondang on 17th February 1997. She is the first child from five siblings. Her father's name is Pali and her mother's is Ester. She has one sister and three brothers. She was a student of SDN 489 Paranta and she graduated in 2010. Then, she continued her study to SMP Kristen Padang Sappa and she graduated in 2013. After that, she continued her study in SMA PGRI Walenrang and she graduated in 2016. At the same year, she continued her education in Palopo Cokroaminoto University by taking English Language Education Study Program.

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CHAPTER I INTRODUCTION

1.1 Background

English as second language is the one that must be mastered because almost all countries use English. English is very important in the world of education therefore English is very important for students to learn. With students learning English, students can know and master the language. English is an international language, people can not speak English well if they only mastered one skill. In English, there are 4 skills that we must mastered including speaking, listening, reading and writing. These four skills, we can speak English well and correctly. In this research, the researcher emphasizes only one of the four skills to be conducted which is reading.

Reading is one of skills in English. Reading is very important because through reading, we can get more knowledge and broad insight. In reading we can get more information for something that is written.

Based on the result of an interview with one of the English teacher at SMA PGRI Walenrang, that researcher found that there were still students who scored below when working on reading questions. They answered that although the result were still lacking, it was difficult for them to understand the contents the ideas presented to their thinking patterns. They only focus on a few questions in the text without understanding the text as a whole. Seeing this condition, this shows that one of factors for the lack of students in understanding the text is due to a lack of interest in reading

Based on that explanation above, the researchers interested in conducting the research entitle The Correlation between Students Reading Interest and Reading comprehension at SMA PGRI Walenrang.

1.2 Research Questions

The central questions in the research:

Is there any significance correlation between students' reading interest through reading comprehension?

1.3 Objective of the Research

To find out the correlation between students' reading interest and reading comprehension

1.4 Significance of the Research

1. For the teacher:

This researcher can use it to improve teaching strategy in class room and make students interest to study.

2. For the students:

It can motivate students to read and to know they ability in the reading.

3. For the researcher:

The researcher will be conducted this research and get new knowledge.

1.5 Scope of the Research

The scope of this research is to find out the correlation between students' reading interest and reading comprehension at second grade SMA PGRI Walenrang.

1.6 Operational Definition

1. Reading interest is the interest that a person has to carry out reading activities based on a desire that arises from inside him.
2. Reading comprehension is the ability in reading text and can understand the meaning of the text. The reading comprehension will be easy to be mastered if one person already has a lot of stock of words.

CHAPTER II

REVIEW OF RELATED LITERATUR

2.1 Some Pertinent Ideas

1. Reading

As stated by Patel and Jain (2008:114) Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain understanding of the foreign culture.

As stated by Donald (2015:23) Reading is very important because the quality of a nation can be seen from it is people reading interest. Fatmawati (2017:9) Reading is a formation that contains information from text with knowledge of readers to acquire an understanding of the information in the text. Reading is trying to get a communication and giving response to it, not only about decoding symbols.

a. Definition of reading interest

As stated by Khairuddin (2013:160) reading interest is important in enhancing students' success in school and out of it. Hence, students need to have high reading interest.

Based on Faranisa (2018:29) she explained that reading interest include aspect of pleasure, attention, willingness and consciousness that require people as expected to pursue opportunities and source read.

As stated by Khairuddin (2015:162) reading interest it and determines by the bunch of books read in a month and the more of times students read in a week and the favorite genres and types of English reading materials.

Based on explanation above, the researcher can conclude reading interest is central in English to improve students' reading and their find more information about what they read in the books.

b. Component of Reading Interest

There are a few segments of perusing interest as expressed by Schraw, G and Lehman, S in (individual organization, 2016):

- 1) Curiosity (give a dominance, a riddle and provocative inquiry or mastery)

- 2) Novelty (give something irregular, unique, new and including curio)
- 3) Prior information (create subject information. Variety the point of explicit learning material, expanding troublesome level and over the long time)
- 4) Explicitness and intelligibility (an answer for restricted foundation information)
- 5) Purpose (this sort of errand will “create” interest to help per users center consideration, where they may somehow feel afloat in an ocean of words)
- 6) Perspective (this type of reading task help focus attention and in interest on a certain in character)

c. Indicators In Reading interest

Many studies cited by Hidi & Baird and Krapp et al in Donald L Coan (2007:3), have shown that cognitive performance as measured by many different indicators improved with personal interest. Typical indicators of interest as follow:

1) Increased attention

Attention is the focus or activity of our souls towards observation, the accepting, and so on by ignoring the others. Students who are interested in English text will pay attention more to English. They will focuses on reading of the text that they think interest.

2) Greater concentration

Concentration is exclusive attention to one object: close mental application. You are able to focus all your attention on the matter at hand. Concentration can also refer to a bit that clustered together or to density or strength of a solution. Concentration rest on two line point:

- a) It's an actor will and ignore take place automatically
- b) It's also skill a thus has to taught

3) Pleasant feelings

A students has pleasant feeling of reading English text, they will always read the text happily. They is not required of every English text that they want such as they are pleasure of magazine, story or newspaper. By pleasure to English text, be interest of English text will arise, the result of English text understand will be better.

4) Willingness

Willingness is a motivational desire directed to the purpose of life controlled by thought. This motivational desire will produce a will and attention to concentrate on an object. The interest of the individual will appear.

2. Reading Comprehension

a. Definition of reading comprehension

As stated by Faliyanti (2015) reading comprehension is the level of passage or text understanding while reading. Reading comprehension requires motivation, mental framework for holding ideas, concentration and good study techniques. Good readers make use of many strategies as they try to comprehend what they are reading.

As stated by Musfiroh (2014:11) reading comprehension is a process in which involved in written word and understanding the meaning consist all aspects and bring the knowledge.

As stated by Nurafni (2019:6) reading comprehension is the ability to understand the contents of the text and also the process to find and to interpret.

Based on definition above, the researcher can conclude reading comprehension is process to understanding what the students read of the text to recover their knowledge.

b. The purpose of reading comprehension

There are some purposes of reading comprehension stated by Mulyono in (Nurafni, 2019:6) as follow:

- 1). Get to know the main idea of a text
- 2). Get to know important details.
- 3). Develop a visual imagination.
- 4). Predict result.
- 5). Follow instruction.
- 6). Get to know the organization written
- 7). Critical reading.

2.2 Previous Study

There are three researchers that has done the previous research about The Correlation between Students' Reading Interest and Reading Comprehension as follow:

1. Mayasari (2012), in this thesis entitled "The Correlation between vocabulary Mastery and Reading Comprehension of the eight year Students' of SMP Negeri 16 Palembang. The result of this data analysis was 70.75 % in doing vocabulary test. Reading comprehension test was 64,5%. The means that students' vocabulary is was good and students' reading comprehension was fain. The researcher can conclude there is positive correlation because the correlation coefficient is 0.99.
2. Marsela (2017), in the thesis entitled "The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Student of MAN 2 Palembang". In this research there is significance correlation between reading motivation and reading comprehension.
3. Adiarti (2018), in the thesis entitled "The Correlation between Students' Reading Interest and Students' Reading Comprehension ability at The First Semester of the Eleventh Grade of SMA YP Unila Bandar Lampung in Academic Year of 2018/2019. This study, the researcher create data coefficient correlation is 0,59 it means there is coefficient correlation.

Based on previous findings above the researcher explain this research have similarities with the previous study above. The similarity this research with research above is the main point talking about reading comprehension and used questionnaires and test to found out the data. The different this research with research above is this research focus to found out the correlation between reading interest and reading comprehension.

2.3 Hypothesis

The hypothesis of this research will be:

H₁ :

- 1) There is any significance correlation between students' reading interest and students' reading comprehension

Ho :

- 1) There is no significance correlation between students' reading interest and students reading comprehension

Hypothesis testing:

H₁:

- 1) If p-value is less than 0.05 ($p < 0.05$), Ho is rejected and H₁ is accepted. It means that there is significance correlation between students' reading interest and reading comprehension.

Ho:

- 1) If p-value is higher than 0.05 ($p > 0.05$), Ho rejected and H₁ is rejected. It means that there is no significance correlation between students' reading interest and reading comprehension.

2.4 Conceptual Framework

The correlation between students reading interest and reading comprehension at SMA PGRI Walenrang.

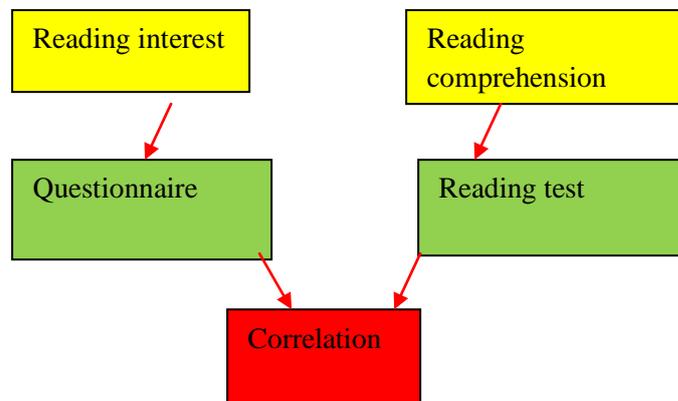


Figure 1. The conceptual reading interest and reading comprehension.

CHAPTER III RESEARCH METHOD

3.1 Research Design

In this research, the researcher used quantitative method. The researcher used questionnaire and test to know the correlation between students' reading interest and reading comprehension. The data analysis was analyzed by using product person moment (SPSS). Research design as follow:



Figure 2. The research design

Information:

X= independent variable (students' interest)

Y= dependent variable (students' reading comprehension)

To see the strength of the correlation, the value of the correlation coefficient is between -1.00 to + 1.00. Perfect positive correlation would result in + 1. Perfect negative correlation would result in -1.

1. Positive correlation: both variables improve or reduce at the same time. Correlation coefficient close to + 1.00 indicates a strong positive correlation.
2. Negative correlation: indicates that as the amount of one variable improves the others decrease. Correlation coefficient close to - 1.00 indicates a strong negative correlation

3.2 Time and Location

1. Time of the research

This research conducted on October until November 2020 at SMA PGRI Walenrang, especially at second grade SMA PGRI Walenrang.

2. Location of the research

This research conducted at SMA PGRI Walenrang located at Jl. Bulu, Kec. Walenrang Selatan.

3.3 Population and Sample

1. Population

Population of this research is the second grade students of SMA PGRI Walenrang in academic year 2019/2020. There are 2 classes of second grade. The total number of population is 59 students.

2. Sample

The research used purposive sampling. The research took one class and the total numbers of sample are 30 students.

2.4 Instrument of the research

1. Questionnaire

In this research, the researcher used questionnaire to collect the data about reading interest. The questionnaire was adapted and modified from Setiawan (2018:84). The questionnaire consisted 20 items and formulated by fourth options Likert-scale.

2. Reading Test

The reading comprehension test used to gain the data about students' reading comprehension. The reading test was adapted from Daryanti (2015:95) and the test was objective test consisting of 20 items in the form of multiple-choice.

2.5 Procedure of Collecting Data

1. Questionnaire

The researcher used questionnaire to collect on their reading interest as follow:

- a) The researcher came to the school and asked permission to the head master school for conducted the research.
- b) The researcher met up with homeroom teacher, after that the research made whatsapp group.
- c) The researcher introduced self to the students.
- d) The researcher gave the students explanation about what they will do.
- e) The researcher gave the students a Google form link that contains questions about the questionnaire.

2. Reading Test

The researcher used test to collect the data on their reading comprehension as follow:

- a) The next meeting, the researcher gave the students a Google form link about reading test.
- b) The researcher gave students reading test and students answered 60 minutes.

- c) After the students answered the test, the researcher collected the students' sheets from Google form.
- d) The researcher analyzed the data by counting the students' score from reading test.
- e) The researcher concluded the data of questionnaire and reading test by the data obtained.

2.6 Technique of Analysis Data

In this research there are two variables: independent variable (students' reading interest) and dependent variables (students' reading comprehension). The data of the research was analyzed by using statistical analysis.

1. Questionnaire analysis

The students' reading interest assessed through the use of Likert scale. There are 20 questions in the questionnaire. The students' response on this 4-point Likert scale: Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1.

Table 1. Likert scale of students' reading interest score:

Answer	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagr	1

Source: Sugiyono (2010).

Then, to interpret the level of students' reading interest level, the score was evaluated based on the following score categories.

Table 2. level of interest.

Score	Level
85-100	Very high
75-84	High
60-74	Moderate
40-59	Low
0-39	Very low

Source: Gay in (Nurafni 2019)

2. Reading Test Analysis

a) Scoring students' answer by using the following formula

$$\text{Score} = \frac{\text{students correct answer} \times 100}{\text{Total number of items}}$$

b). The score of students' reading comprehension score in the test classified to determine their level.

Table 3. Level of students' reading comprehension score.

Test score	Level
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Average
56-65	Fair
46-55	Poor
0-45	Very poor

Source: Sugiyono (2010)

3. Correlation analysis

To find out the correlation between students' reading interest (X) and reading comprehension (Y), the researcher analyzed the data by using SPSS to find out the correlation.

After knowing the correlation coefficient, the research checked the strength of the correlation. The classification as follow:

Table 4. Classification of level correlation

Correlation Value	Level of Correlation
0,00-0,199	Very low
0,20-0,39	Low
0,40-0,599	Moderate
0,60-0,799	High
0,80-01.000	Very high

Source: Siregar (in Nurafni 2019)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher discussed two discussions. The first discussion is about the findings of research in the field, the second is a discussion where the researcher expressed an opinion regarding the results of further findings.

4.1 Findings

1. The Result of Questionnaire

Table 5. Students' score of reading interest

No.	Students	Score	Level
1.		56	
2.	R1	66	Low
3.	R2	59	Moderate
4.	R3	57	Low
5.	R4	66	Low
6.	R5	66	Moderate
7.	R6	59	Low
8.	R7	59	Low
9.	R8	70	Moderate
10.	R9	65	Moderate
11.	R10	58	Low
12.	R11	55	Low
13.	R12	66	Moderate
14.	R13	70	Moderate
15.	R14	56	Low
16.	R15	60	Moderate
17.	R16	50	Low
18.	R17	46	Low
19.	R18	48	Low
20.	R19	56	Low
21.	R20	44	Low
22.	R21	46	Low
23.	R22	51	Low
24.	R23	53	Low
25.	R24	50	Low
26.	R25	61	Moderate
27.	R26	60	Moderate
28.	R27	60	Moderate
29.	R28	60	Moderate
30.	R29	56	Low
	R30	59	Low
Total		1722	
Mean score		57.40	

Table 5 shows about data related of students' reading interest. Reading interest consists of four indicators namely increased attention, greater concentration, pleasant feelings, willingness. The result of the questionnaire data shows that there are 11 students who scored above 60, which is categorized as moderate in reading interest. Meantime, from 30 samples there are students got score under 60 which is categorized low. Thus, the researcher concludes that students' reading interest is moderate. The mean score from the reading interest test is 57.40.

2. The Result of Reading Comprehension

Table 6. Students' score of Reading Comprehension

No.	Students	Score	Level
1.	R1	70	Average
2.	R2	55	Poor
3.	R3	50	Poor
4.	R4	50	Poor
5.	R5	50	Poor
6.	R6	30	Very poor
7.	R7	45	Poor
8.	R8	35	Very poor
9.	R9	60	Fair
10.	R10	25	Very poor
11.	R11	45	Poor
12.	R12	35	Very poor
13.	R13	55	Fair
14.	R14	15	Very poor
15.	R15	55	Fair
16.	R16	50	Poor
17.	R17	45	Very poor
18.	R18	55	Poor
19.	R19	25	Very poor
20.	R20	75	Average
21.	R21	60	Fair
22.	R22	50	Poor
23.	R23	55	Poor
24.	R24	55	Poor
25.	R25	45	Very poor
26.	R26	45	Very poor
27.	R27	50	Poor
28.	R28	45	Very poor
29.	R29	45	Very poor
30.	R30	55	Poor
Total		14.30	
Mean score		47.66	

Table 6 shows reading test data related to students' reading comprehension. Reading comprehension consists to 20 questions. The reading test consists of 20 questions using multiple choices. The result shows that there are 2 students get a score of 70, which categorized as average in reading comprehension. There are 3 students get score up to 55, which is categorized as fair in reading comprehension. Meanwhile, from 30 samples there are 13 students get score up to 50, which is categorized as poor in reading comprehension. The result of students gets score under 50, which is categorized as very poor in reading comprehension. Therefore, mean score from reading comprehension test is 47.66.

3.1 Data Analysis

After calculating the data of Students' reading interest (variable X) and students' reading comprehension (variable Y), the data analysis of this research was used to investigate the correlation between these two variables. Table 7 shows the result of correlation between students' reading interest and reading comprehension as follow:

Table 7. The result of data correlation

		Reading Interest	Reading Comprehension
Reading Interest	Pearson Correlation	1	-.251
	Sig. (2-tailed)		.181
	N	30	30
Reading Comprehension	Pearson Correlation	-.251	1
	Sig. (2-tailed)	.181	
	N	30	30

Based on the table 7 the researcher can concluded the result of significance value and interpretation of correlation test describe as follow:

1. Based on the result of the table above, it can be seen that correlation coefficient value between variables Students' score of Reading interest and Reading comprehension is 0,251. It means that correlation coefficient is in range 0,200-0,399 so it can be concluded there is no correlation between Students' Reading Interest and Students' Reading comprehension.

2. The significance value (sig.) $0.181 > 0.05$, it means that H_0 is accepted. The conclusion is there is no correlation between Students' Reading Interest and Reading Comprehension.

Table 8. Level of Correlation

Correlation Value	Level of Correlation
0,00-0,199	Very low
0,20-0,39	Low
0,40-0,599	Moderate
0,60-0,799	High
0,80-1.000	Very high

4.2 Discussion

1. The Correlation between Students' Reading Interest and Reading Comprehension.

Based on calculating and data analysis above, the researcher presents the students' data. The discussion intended to explain about correlation between students' reading interest and reading comprehension. In this research, researcher used two instruments to collect data. The instruments used included the questioner and reading test.

The first instrument used questioners to collect students' reading interest scores. Students reading interest collected by questionnaire and the result was students got moderate and low. Based on the data analysis is form the questionnaire, the researcher found that the students obtained scores and their reading interest was adapted from Hidi and Baird and Krapp et al in Donald L Coan (2007). The questionnaire which consist 20 items and categorized of indicators of reading interest there are 4 namely increased attention, greater concentration, pleasant feelings and willingness.

The first indicators is increased attention, the meaning is the concentration or activity of our souls towards observation, the understanding, and so on by ignoring the others. The statement are sited on items 1,2,3,4, the result of questionnaire shows the students strongly agree, 20 respondents choose agree, 1 respondent choose strongly agree. The number 2 shows, 20 respondents choose agree, 10 respondents choose disagree. Number 3 shows, 5 respondents choose

strongly agree, 16 respondents choose agree, 6 respondents choose disagree, and 3 respondents choose strongly disagree. Number 4 shows, 1 respondent choose strongly agree, 22 respondents choose agree, 5 respondents choose disagree and 2 respondents choose strongly disagree.

The second indicators is greater concentration, the meaning is can also refer to something that clustered together or to density or strength of a solution. The statements are sited on items 5,6,7,8 the result of questionnaire shows from 30 samples. Number 5 shows, 8 respondents choose strongly agree, 20 respondents choose agree, 2 respondents choose disagree. Number 6 shows, 3 respondents choose strongly agree, 14 respondents choose strongly agree, 13 respondents choose disagree. Number 7 shows, 14 respondents choose strongly agree, 15 respondents choose agree and 1 respondent choose disagree. Number 8 shows, 3 respondents choose strongly agree, 13 respondents choose agree, 11 respondents choose disagree, 3 respondents choose strongly disagree.

The third indicators are pleasant feeling of reading English text, so that they will always read the text happily. This data also supported by the statements of these number questionnaires 9,10,11,12 the result of the questionnaire shows that on number 9 shows, 8 students choose strongly agree, 15 respondents choose agree, 6 respondents choose disagree and 1 respondent choose strongly disagree. The statement number 10 shows, 4 respondents choose strongly agree, 16 respondents choose agree, 8 respondents choose disagree and 2 respondents choose strongly disagree. Questionnaire number 11 shows, 7 respondents choose strongly agree, 17 respondents choose agree and 6 respondents choose disagree. Statement number 12 shows, 6 respondents choose strongly agree, 21 respondents choose agree and 3 respondents choose disagree.

In this statements there are negative statements are sited on items 17,18,19,20. The result of questionnaire shows number 17 shows, 3 respondents choose strongly agree, 13 respondents choose disagree, 12 respondents choose agree and 2 respondent choose strongly disagree. Number 18 shows, 7 respondent choose strongly disagree, 15 respondents choose disagree, 6 respondents choose agree and 2 respondents choose strongly agree. Number 19 shows, 3 respondents choose strongly disagree, 10 respondents choose disagree,

12 respondents choose agree and 5 respondents choose strongly agree. Number 20 shows 12 respondents choose strongly disagree, 9 respondents choose disagree, 6 respondents choose agree and 3 respondents choose strongly disagree.

After calculating the data above the researcher found out the score of reading interest is 1772. The score found out based on 30 samples and the mean score from the data is 57,40.

After the researcher valuating the students' score, the researcher found that 2 level categories. The level categories of students' score are low and moderate. Based on the result of data analysis showed there are 20 students get low scores and 10 get moderate score. Thus, researcher can concluded that students' reading interest is low.

The second instrument was used test, the test consist 20 items was used to collect reading comprehension scores. The researcher was used 30 students as participant in this research in this research. The students' reading comprehension the result of data analysis showed that there are 2 students get a score of 70, which is categorized as average in reading comprehension. There are 3 students get score up to 55, which is categorized as fair in reading comprehension. Meanwhile, from 30 samples there are 13 students get score up to 50, which categorized as poor in reading comprehension. The students get score under 50, which is categorized as very poor in reading comprehension. Therefore, mean score from reading comprehension test is 47,66.

Based on analysis and calculating the data above, the researcher found the mean score reading interest as variable (X) was obtained from questionnaire is 57,40 and the mean score reading comprehension as variable (Y) was obtained from test is 47,66. The value data was obtained based on the result of students' worksheet.

Furthermore, the correlation between students reading interest and reading comprehension is calculated by using person product moment formula (Sugiyono, 2010).

Table 9. Level of correlation

Correlation value	Level of correlation
0,00-0,199	Very low
0,20-0,39	Low
0,40-0,599	Moderate
0,60-0,799	High
0,80-1.000	Very high

Based on the interpretation table above and calculating the data analysis of the research by using product person moment. The researcher found the value is 0,251 as low categories. The result of the table above, it can be seen that correlation coefficient value between variables students' score of reading interest and reading comprehension is 0,251. It means that correlation coefficient is in range 0,200-0,399 so it can be concluded that the correlation between students' reading interest and reading comprehension is low. The significance value (sig.) $0.181 > 0.05$, it means that H_0 is accepted. The conclusion is there is no correlation between students reading interest and reading comprehension.

So, the researcher concluded there is no correlation between students' reading interest and reading comprehension at SMA PGRI Walenrang.

2. Constraints Experienced in Doing Research

As we know, the world is currently hit by a corona virus. The spread of the corona virus is very fast, therefore face-to-face learning is eliminated but learning can still be done online. This pandemic is also very influential in my research process, where I can not meet face to face with students in conducting research. In this research, I do it online to collect data by creating a WhatsApp group.

In communicating with students via WhatsApp group experiencing several obstacles including network access is not flat because the student's residence is far from urban areas. In addition, students are also constrained by internet quota. So in this research, the researcher collected all data from students for approximately one month.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research, the researcher concluded there are two instruments were used in this research. The instrument were used in this research is questionnaire and reading test.

The scores from two both of instruments were calculated and analyzed by using statistical procedure of product moment correlation to find out the correlation between students reading interest and reading comprehension. The result of correlation analyzed it can be seen that correlation coefficient value between variables students' score of reading interest and reading comprehension is 0,251. The correlation coefficient is in range 0,200-0,399, so it can be concluded there is no correlation between students' reading interest and reading comprehension at SMA PGRI Walenrang. There is no correlation because the significance value (sig.) $0.181 > 0.05$, it means that H_0 is accepted.

5,2 Suggestion

1. For students:
 - a). Students should strive to increased reading curiosity in order to improve their getting in learn English.
 - b). in improving reading comprehension students must understand the materials well.
2. for further researcher:

For further researcher if interested in doing the same research, in collecting the data researcher can add interview instruments.

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APPENDIX

APPENDIX I

The Blue Print of Students' Reading Interest

No.	Indicators	Items		Total
		+	-	
1.	Increased attention	4		4
2.	Greater concentration	4		4
3.	Pleasant feelings	4	4	8
4.	Willingness	4		4
Total				20

Appendix 2 (Questionnaires of Students' Reading Interest)

Nama:

Kelas:

Bacalah dengan cermat setiap pernyataan yang ada dan pilihlah salah satu jawaban yang sesuai dengan keadaan diri anda dengan member tanda centang (✓):

Keterangan:

SS=Sangat Setuju, S=Setuju, TS=Tidak Setuju, STS=Sangat Tidak Setuju.

No.	Pertanyaan	SS	S	TS	STS
1.	Saya tak akan menyerah untuk memahami teks bahasa Inggris meski awalnya terasa sulit.				
2.	Membaca berbagai teks bahasa Inggris dapat meningkatkan kemampuan dan menerjemahkan teks				
3.	Saya suka mencari teks berbahasa Inggris dimanapun saya menjumpainya baik di perpustakaan, website, Koran maupun iklan berbahasa Inggris.				
4.	Saya tidak perlu disuruh untuk aktif membaca teks-teks berbahasa Inggris dimanapun saya berada				
5.	Saya akan lebih konsentrasi ketika membaca teks maupun buku berbahasa Inggris dengan topik yang menarik.				
6.	Saya berkonsentrasi saat membaca ragam teks bahasa Inggris.				
7.	Saya lebih berkonsentrasi membaca teks berbahasa Inggris apabila dibahas bersama guru dan teman lainnya.				
8.	Berkonsentrasi dalam membaca teks bahasa Inggris adalah hal yang mudah bagi saya.				
9.	Membaca teks bahasa Inggris itu menyenangkan dan menghibur misalnya saja teks cerita, berita, novel, ensiklopedia maupun lirik lagu berbahasa Inggris				
10.	Saya menyukai berbagai teks berbahasa Inggris misalnya teks deskriptif, naratif, descriptive, recount, hortatory ataupun bacaan lainnya dalam pelajaran reading text.				

11.	Saya senang membaca teks berbahasa Inggris atas dasar keinginan sendiri				
12.	Saya merasa tidak keberatan ketika guru memberi tugas membaca berbagai teks bahasa Inggris.				
13.	Saya berkeinginan menguasai bahasa Inggris dengan banyak membaca dan memahami teks berbahasa Inggris				
14.	Saya ingin menjadi orang yang lebih pandai berbahasa Inggris, maka usaha yang akan saya lakukan adalah giat membaca teks berbahasa Inggris				
15.	Dengan banyak membaca dan memahami teks berbahasa Inggris akan dapat meningkatkan kemampuan menerjemahkan teks maupun menjawab pertanyaan dari text				
16.	Keinginan membaca dan memahami terhadap semua jenis teks berbahasa Inggris itu timbul atas dasar keinginan sendiri				
17.	Saya kurang senang membaca ragam teks berbahasa Inggris yang saya temui baik di rumah maupun di sekolah				
18.	Saya menganggap ragam teks berbahasa Inggris itu sulit dipahami.				
19.	Saya tetap tidak menyukai teks bahasa Inggris meskipun topic bacannya menarik.				
20.	Saya merasa teks bahasa Inggris itu adalah sesuatu yang sulit dan rumit.				

Choose the best answer of the following questions by crossing A, B, C, or D on your Answer Sheet.

Text 1 (for number 1)

The bell was ringing. It was time for Adi's class to have Physics in the laboratory. They enjoy studying Physics in the laboratory. They have chances to use the apparatus like flash, pipettes, test tubes, etc and to make simple experiments.

Adi was in the same group as Rita. They also wore white clothes called a lab coat like the others. They prepared the apparatus very carefully since they were made of glass. The teacher was distributing the worksheet when suddenly she heard a little scream. It was from Adi. He was not careful that the test tube knocked on the table, broke a little and cut his finger. The teacher took care of him soon.

1. What happened to Adi's finger?
 - a. It was cut by the glass apparatus.
 - b. It broke an apparatus.
 - c. It was cut by a knife.
 - d. It knocked the apparatus.

Text 2 (for number 2)

Badminton is one of the popular sports in Indonesia. Many people like playing it very much. It can be played indoors and outdoors. However, most players play it indoors. Nowadays there are many badminton halls in our country.

Badminton is not a cheap sport. We need a net, rackets and shuttlecocks to play badminton. We can get them in a sport shop. We need to spend a lot of money in order to get good nets, rackets and shuttlecocks.

Susi Susanti was the best woman badminton player that we ever had. She was one of the best woman players in the world. She spent much money for badminton in the past. But, then, she got facilities from the government and her sponsor.

2. What is the main idea of paragraph two?
 - a. Susi was the best woman badminton player.
 - b. There were some facilities for badminton players.
 - c. There are some ways to be a good badminton player.
 - d. We need to spend money to get the equipment for playing badminton

Text 3 (for number 3-5)

Son : Father, I have a sore throat. I cannot swallow the food.
Father : Have you taken medicine?
Son : Yes, but it doesn't get better,
Father : Now you should go to a doctor.
Son : No, I am afraid of a doctor.
Father : Why?
Son : I don't want to be injected.
Father : But you have to. Now, ask mother to take you to a doctor.

3. Why the boy can't swallow the food?
 - a. He has a sore throat.
 - b. His throat is bleeding.
 - c. He has a stomachache.
 - d. His throat is closed.
4. What does the father suggest his son to do?
 - a. To drink medicine..
 - b. To visit a doctor.
 - c. To swallow medicine
 - d. To stay at home.
5. Why do you think the son is afraid of a doctor?
 - a. Because he doesn't want to be injected.
 - b. Because of the frightening doctor.
 - c. Because he wants to get better.
 - d. Because an injection is dangerous.

Text 4 (for number 6)

The Manager
January 27, 2013
PT. GARUDA INDONESIA
Jl. Merdeka 84
Dear Sir,
I am one of the customers of your company. Through this letter, I would like to tell you something. This is about the services of your company. Last Monday, I flew to Medan on flight number GA116 on the schedule board, it is stated that the plane would depart at 7 a.m. but in fact, I had to wait for an hour before taking off. It has happened many times, because of that I was late to attend an important meeting at my office in Medan. You have to pay attention to my letter. Do your best for your customers. I am sure that you realize how important the customers are for your company. I do hope that you will consider this letter.

Your faithfully,
Albert

6. “. . . I would like to tell *you* something.” (paragraph 1)
“you” in the sentence refers to
- PT Garuda Indonesia
 - the customers
 - the manager of Garuda
 - Mr. Albert

Text 5 (for number 7)

Withdrawing cash with an ATM card

Steps:

1. Read the direction.
2. Put your card into the slot.
3. Punch in your PIN.
4. When the choices appear, select “withdrawal from checking”.
5. Enter the amount that you want to withdraw.
6. When your money appears, remove it.
7. When the machine asks if you are finished, press “YES”.
8. Take out the receipt.

7. “When your money appears, *remove* it.”
The word “remove” can be replaced by the word
- take away
 - put away
 - get
 - receive

Text 6 (for number 8-10)

Going to Movie

Jose and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn’t want to see a drama, thriller, or horror film. They wanted to forget studying for one night and fantasize a little.

So they bought two tickets for a movie called Lord of the Rings, The Fellowship of the Ring. They got in the theatre just on time before the movie started.

Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Jose and Robby could not see the screen. Jose tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Jose’s Father.

8. Jose and Robby went to a theatre and saw . . . film.
- an adventure
 - a drama
 - a horror
 - a thriller

9. What is the most important idea of the first paragraph?
- Jose purposely met his father in the theatre.
 - Jose and Robby were late to get in the movie.
 - Jose and Robby went to the theatre for relaxing.
 - They bought two tickets for the movie.
10. "They didn't want to see a drama, a thriller or a . . ." (paragraph 1)
The underlined word means a film that tells a story about . . . events.
- amused
 - scary
 - excellent
 - romantic

Text 7 (for number 11-14)

Animal Experimentation

Animals are widely used in laboratories. Mice, rabbits, dogs and monkeys are a few examples of animal. They are used by researchers and scientists for scientific and medical purposes. Scientists use the animals to investigate biological processes in humans and animals; to study the causes of diseases; to test drugs, vaccines, and surgical techniques; and to evaluate the safety of chemicals used in pesticides, cosmetics, and other products.

Many animals function like humans so that they can be good models to understand the human body. Some animals suffer from the same diseases as humans do. Animals also carry a number of genes that are identical to human genes. With those similarities, scientists are able to learn much about the human body by studying the animals.

11. What do researchers and scientists do in laboratories?
- Take care of animals.
 - Make drugs.
 - Give medical treatment.
 - Do experiment.
12. Scientists learn about the human body by studying
- human body itself
 - all kinds of animals
 - certain animals
 - all living things
13. Based on the text, why do the scientists use animals for their experiments?
- Animals are the most suitable objects.
 - Scientists don't want to use humans.
 - It's easier to use animals than human.
 - Animals have similarities to human.
14. "They are used for scientific and medical purposes." (paragraph 1)
"They" in the sentence refers to
- researchers
 - laboratories
 - animals
 - scientists

Text 8

For questions 15 to 17, choose the suitable word to complete the paragraph. It was a public holiday. We did not have anything to do, so Father suggested . . . (15) us to Safari Park in Cisarua. All of us got very . . . (16). Mother quickly prepared some drinks and snack for the trip. My mother and I . . . (17) got dressed 100 and brought a camera. Within one hour, we were all ready and settled ourselves in the car.

15. a. bringing
b. getting
c. telling
d. keeping
16. a. excited
b. annoyed
c. disappointed
d. upset
17. a. lazily
b. hurriedly
c. slowly
d. diligently

Text 9 (for number 18-21)

Scout Association of SMP 4 Wates

To: All Scout Members

We are going to go camping at Gunungkidul area, from 14-16 May 2014. The contribution is Rp 65,000.00. Members who would like to join the activity should register their names to Mrs. Surtini. Registration will be on 10th May 2014.

Naufal P.S
The Chief

18. To whom is the announcement above?
- a. Scout Association of SMP 4 Wates
b. The chief of the association
c. Mrs. Surtini
d. All scout members
19. When will the camping activity start?
- a. 10th May 2014
b. 14th May 2014
c. 15th May 2014
d. 16th May 2014
20. “. . . should register *their* names to Mrs. Surtini.” (line 4)
What does “their” refer to?
- a. The members of scout association
b. All the students
c. The committee of the event
d. The teacher and the students

Appendix 4 Questioner sheets (Google form)

Appendix 4 Questionnaire sheets (Google form).

QUESTIONNAIRE

NAME: *
Muhammad Alif Bakri

CLASS: *
11

PASSWORD: *
sukses

QUESTIONNAIRE

1. Saya tak akan menyerah untuk memahami teks bahasa Inggris meski awalnya terasa sulit. *

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

2. Membaca berbagai teks bahasa Inggris dapat meningkatkan kemampuan dan menerjemahkan teks *

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

3. Saya suka mencari teks berbahasa Inggris dimanapun saya menjumpainya baik di perpus, website, Koran maupun iklan berbahasa Inggris. *

a. Sangat Setuju

b. Setuju

c. Tidak Setuju

d. Sangat Tidak Setuju

4. Saya tidak perlu disuruh untuk aktif membaca teks-teks berbahasa Inggris dimanapun saya berada *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

5. Saya akan lebih konsentrasi ketika membaca teks maupun buku berbahasa Inggris dengan topic yang menarik. *

3/8

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

6. Saya berkonsentrasi saat membaca ragam teks bahasa Inggris. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

7. Saya lebih berkonsentrasi membaca teks berbahasa Inggris apabila dibahas bersama guru dan teman lainnya. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

8. Berkonsentrasi dalam membaca teks bahasa Inggris adalah hal yang mudah bagi saya *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

9. Membaca teks bahasa Inggris itu menyenangkan dan menghibur misalnya saja teks cerita, berita, novel, ensiklopedia maupun lirik lagu berbahasa Inggris *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

10. Saya menyukai berbagai teks berbahasa Inggris misalnya teks deskriptif, naratif, descriptive, recount, hortatory ataupun bacaan lainnya dalam pelajaran reading text. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

11. Saya senang membaca teks berbahasa Inggris atas dasar keinginan sendiri *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

12. Saya merasa tidak keberatan ketika guru memberi tugas membaca berbagai teks bahasa Inggris. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

13. Saya berkeinginan menguasai bahasa Inggris dengan banyak membaca dan memahami teks berbahasa Inggris *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

14. Saya ingin menjadi orang yang lebih pandai berbahasa Inggris, maka usaha yang akan saya lakukan adalah giat membaca teks berbahasa Inggris *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

15. Dengan banyak membaca dan memahami teks berbahasa Inggris akan dapat meningkatkan kemampuan menerjemahkan teks maupun menjawab pertanyaan dari text *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

16. Keinginan membaca dan memahami terhadap semua jenis teks berbahasa Inggris itu timbul atas dasar keinginan sendiri *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

17. Saya kurang senang membaca ragam teks berbahasa Inggris yang saya temui baik di rumah maupun di sekolah *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

18. Saya menganggap ragam teks berbahasa Inggris itu sulit dipahami. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

19. Saya tetap tidak menyukai teks bahasa Inggris meskipun topic bacannya menarik. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

20. Saya merasa teks bahasa Inggris itu adalah sesuatu yang sulit dan rumit. *

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 5 Multiple Choices Sheets (Google form)

MULTIPLE CHOICES

NAME *

Muhammad Aif Bakti

CLASS *

XI IPA

PASSWORD *

samangat

MULTIPLE CHOICES

Text 1 (for number 1)

The bell was ringing. It was time for Adi's class to have Physics in the laboratory. They enjoy studying Physics in the laboratory. They have chances to use the apparatus like flash, pipettes, test tubes, etc and to make simple experiments.

Adi was in the same group as Rita. They also wore white clothes called a lab coat like the others. They prepared the apparatus very carefully since they were made of glass. The teacher was distributing the worksheet when suddenly she heard a little scream. It was from Adi. He was not careful that the test tube knocked on the table, broke a little and cut his finger. The teacher took care of him soon.

TEXT 1

1. What happened to Adi's finger? *

a. It was cut by the glass apparatus.

b. It broke an apparatus.

c. It was cut by a knife.

d. It knocked the apparatus.

Text 2 (for number 2)

Badminton is one of the popular sports in Indonesia. Many people like playing it very much. It can be played indoors and outdoors. However, most players play it indoors. Nowadays there are many badminton halls in our country.

Badminton is not a cheap sport. We need a net, rackets and shuttlecocks to play badminton. We can get them in a sport shop. We need to spend a lot of money in order to get good nets, rackets and shuttlecocks.

Susi Susanti was the best woman badminton player that we ever had. She was one of the best woman players in the world. She spent much money for badminton in the past. But, then, she got facilities from the government and her sponsor.

TEXT 2

2. What is the main idea of paragraph two? *

- a. Susi was the best woman badminton player.
- b. There were some facilities for badminton players.
- c. There are some ways to be a good badminton player.
- d. We need to spend money to get the equipment for playing badminton.

Text 3 (for number 3-5)

Son : Father, I have a sore throat. I cannot swallow the food.

Father : Have you taken medicine?

Son : Yes, but it doesn't get better.

Father : Now you should go to a doctor.

Son : No, I am afraid of a doctor.

Father : Why?

Son : I don't want to be injected.

Father : But you have to. Now, ask mother to take you to a doctor.

TEXT 3

3. Why can't the boy swallow the food? *

- a. He has a sore throat.
- b. His throat is bleeding.
- c. He has a stomachache.
- d. His throat is closed.

4. What does the father suggest his son to do? *

- a. To drink medicine.
- b. To visit a doctor.
- c. To swallow medicine.
- d. To stay at home.

5. Why do you think the son is afraid of a doctor? *

- a. Because he doesn't want to be injected.
- b. Because of the frightening doctor.
- c. Because he wants to get better.
- d. Because an injection is dangerous.

6.

The Manager
January 27, 2013
PT GARUDA INDONESIA
R. Merdika #4
Dear Sir,
I am one of the customers of your company. Through this letter, I would like to tell you something. This is about the services of your company.
Last Monday, I flew to Medan on flight number GAI 116 on the schedule board, it is stated that the plane would depart at 7 a.m. In fact, I had to wait for an hour before taking off. It has happened many times, because of that I was late to attend an important meeting at my office in Medan.
You have to pay attention to my letter. Do your best for your customer. I am sure that you make having input at the customers are for your company. I do hope that you will consider this letter.
Yours faithfully,
Albert

- TEXT 4

6. "... I would like to tell you something." (paragraph 1) "you" in the sentence refers to *

- a. PT Garuda Indonesia
- b. the customers
- c. the manager of Garuda
- d. Mr. Albert

Text 5 (for number 7)

Withdrawing cash with an ATM card

Steps:

1. Read the direction.
2. Put your card into the slot.
3. Punch in your PIN.
4. When the choices appear, select "withdrawal from checking".
5. Enter the amount that you want to withdraw.
6. When your money appears, remove it.
7. When the machine asks if you are finished, press "YES".
8. Take out the receipt.

TEXT 5

7. "When your money appears, remove it." The word "remove" can be replaced by the word ..

- a. take away
- b. put away
- c. get
- d. receive

Text 6 (for number 8-10)

Going to Movie

Jose and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn't want to see a drama, thriller, or horror film. They wanted to forget studying for one night and fantasize a little.

So they bought two tickets for a movie called Lord of the Rings, The Fellowship of the Ring. They got in the theatre just on 15 before the movie started.

Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Jose and Robby could not see the screen. Jose tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Jose's father.

TEXT 6

8. Jose and Robby went to a theatre and saw . . . film. *

- a. an adventure
- b. a drama
- c. a horror
- d. a thriller

9. What is the most important idea of the first paragraph? *

- a. Jose purposely met his father in the theatre.
- b. Jose and Robby were late to get in the movie.
- c. Jose and Robby went to the theatre for relaxing.
- d. They bought two tickets for the movie.

10. *They didn't want to see a drama, a thriller or a . . . * (paragraph 1) The underlined word means a film that tells a story about . . . events. *

- a. amused
- b. scary
- c. excellent
- d. romantic

Text 7 (for number 11-14)

Animal Experimentation

Animals are widely used in laboratories. Mice, rabbits, dogs and monkeys are a few examples of animal. They are used by researchers and scientists for scientific and medical purposes. Scientists use the animals to investigate biological processes in humans and animals; to study the causes of diseases; to test drugs, vaccines, and surgical techniques; and to evaluate the safety of chemicals used in pesticides, cosmetics, and other products.

Many animals function like humans so that they can be good models to understand the human body. Some animals suffer from the same diseases as humans do. Animals also carry a number of genes that are identical to human genes. With those similarities, scientists are able to learn much about the human body by studying the animals.

- TEXT 7

11. What do researchers and scientists do in laboratories? *

- a. Take care of animals.
- b. Make drugs.
- c. Give medical treatment.
- d. Do experiment.

12. Scientists learn about the human body by studying . . . *

- a. human body itself
- b. all kinds of animals
- c. certain animals
- d. all living things

13. Based on the text, why do the scientists use animals for their experiments? *

- a. Animals are the most suitable objects.
- b. Scientists don't want to use humans.
- c. It's easier to use animals than human.
- d. Animals have similarities to human.

14. "They are used for scientific and medical purposes." (paragraph 1) "They" in the sentence refers to . . . *

- a. researchers
- b. laboratories
- c. animals
- d. scientists

Text 8

For questions 15 to 17, choose the suitable word to complete the paragraph. It was a public holiday. We did not have anything to do, so Father suggested ... (15) us to Safari Park in Cisarua. All of us got very ... (16). Mother quickly prepared some drinks and snack for the trip. My mother and I ... (17) got dressed 100 and brought a camera. Within one hour, we were all ready and settled ourselves in the car.

TEXT 8

15. *

- a. bringing
- b. getting
- c. telling
- d. keeping

16. *

- a. excited
- b. annoyed
- c. disappointed
- d. upset

17. *

- a. lazily
- b. hurriedly
- c. slowly
- d. diligently

Text 9 (for number 18-20)

Scout Association of SMP 4 Waters

To: All Scout Members

We are going to go camping at Gunungkidul area, from 14-16 May 2014. The contribution is Rp 65,000.00. Members who would like to join the activity should register their names to Mrs. Surtini. Registration will be on 10th May 2014.

Naufal P.S.
The Chief

TEXT 9

18. To whom is the announcement above? *

- a. Scout Association of SMP 4 Waters
- b. The chief of the association
- c. Mrs. Surtini
- d. All scout members

19. When will the camping activity start? *

- a. 10th May 2014
- b. 14th May 2014
- c. 15th May 2014
- d. 16th May 2014

20. "... should register their names to Mrs. Surtini." (Line 4). What does "their" refer to? *

- a. The members of scout association
- b. All the students
- c. The committee of the event
- d. The teacher and the students

13/13

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Students' score of Reading Interest

No	Students	Score	Level
1	S1	56	Low
2	S2	66	Moderate
3	S3	59	Low
4	S4	57	Low
5	S5	66	Moderate
6	S6	59	Low
7	S7	59	Low
8	S8	70	Moderate
9	S9	65	Moderate
10	S10	58	Low
11	S11	55	Low
12	S12	66	Moderate
13	S13	70	Moderate
14	S14	56	Low
15	S15	60	Moderate
16	S16	50	Low
17	S17	46	Low
18	S18	48	Low
19	S19	56	Low
20	S20	44	Low
21	S21	46	Low
22	S22	51	Low
23	S23	53	Low
24	S24	50	Low
25	S25	61	Moderate
26	S26	60	Moderate
27	S27	60	Moderate
28	S28	60	Moderate
29	S29	56	Low
30	S30	59	Low
Total		1722	
Mean Score		57.40	

Students' score of Reading Comprehension

No	Students	Score	Level
1	S1	70	Average
2	S2	55	Poor
3	S3	50	Poor
4	S4	50	Poor
5	S5	50	Poor
6	S6	30	Very poor
7	S7	45	Poor
8	S8	35	Very poor
9	S9	60	Fair
10	S10	25	Very poor
11	S11	45	Very poor
12	S12	35	Very poor
13	S13	55	Poor
14	S14	15	Very poor
15	S15	55	Fair
16	S16	50	Poor
17	S17	45	Very poor
18	S18	55	Poor
19	S19	25	Very poor
20	S20	75	Average
21	S21	60	Fair
22	S22	50	Poor
23	S23	55	Poor
24	S24	55	Poor
25	S25	45	Very poor
26	S26	45	Very poor
27	S27	50	Poor
28	S28	45	Very poor
29	S29	45	Very poor
30	S30	55	Poor
Total	1430		
Mean Score	47.66		