



**THE CORRELATION BETWEEN LEARNING INTEREST
AND STUDENTS READING DESCRIPTIVE TEXT
MASTERY AT THE EIGHTH GRADE
STUDENTS OF MTs N SIPIROK**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement
for the Graduate Degree of Education (S.Pd)
in English Program*

Written By:

IIN ANGRAINI

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ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2019



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2019

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Term : Munaqosyah
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a.n. Iin Angraini

To:

Dean Tarbiyah and
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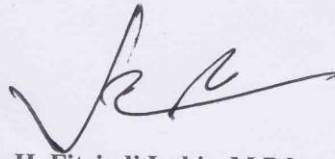
Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Iin Angraini**, entitled "*The Correlation Between Learning Interest and Students Reading Descriptive Text Mastery at the Eighth Grade Students of MTs N Sipirok*", we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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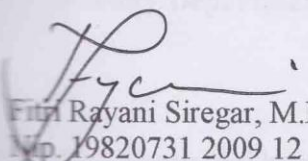
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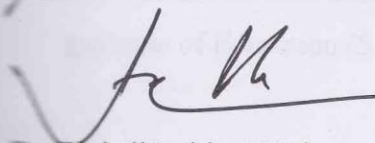
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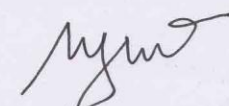

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**Thesis : THE CORRELATION BETWEEN LEARNING
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DESCRIPTIVE TEXT MASTERY AT THE EIGHTH
GRADE STUDENTS OF MTs N SIPIROK**

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ABSTRACT

This research discussed about the correlation between learning interest and student's reading descriptive text mastery . The problem of this research are the students were lack of interesting in reading, the students were low concentration while reading and the students were less active in participating in study descriptive text, they are fell bored to read the material and also difficult in knowing the meaning of text. In brief, students' reading comprehension achievement did not fulfill the expectation. In this research, the researcher to find out about how significant the correlatuion between learning interest and students reading descriptive text.

The population of this research were all the grade VIII MTs N Sipirok in 2018/2019 academic year. This school consisted in two classes which counted in total 52 students. The sampel of this research were 35 students taken by using random sampling. Futher the intrument of this research used for collecting the data was by using questionnaire for learning interest consisted of 25 and test for reading descriptive text consisted 50 questions for each variable.

Based on the result of this research, the researcher showed the calculation of product moment by getting correlation coefficients $r_{xy} = 0.878$. the significant correlation level was done by locking r_{table} (rt) on significant level 5% was 0.344 and on significant level 1% was 0.442. The hypothesis in this research was accepted because $r_{count} > r_{table}$. It means there was significant correlation between learning interest and students' reading descriptive text mastery. Next the result calculating was gotten the value of the significant t_{count} between learning interest and students' reading descriptive text mastery was 10.730, the result calculating of t_{count} was compared with t_{table} 2.738 it was accepted namely $t_{count} > t_{table}$. It meant there was a significant correlation between learning interest and students' reading descriptive text mastery at the eighth grade students of MTs N Sipirok.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon me in completing this thesis. Peace and blessing upon to the prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies (IAIN) as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, they are:

1. Mr. Fitriadi Lubis, M.Pd, as my first advisor and Mrs. Fitri Rayani Siregar, M.Hum., as my second advisor who have guided me to make a good thesis, who have been great advisor for me and gave me many ideas and criticisms in writing this thesis.
2. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Leader of IAIN Padangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum , the Leader of English Department.
5. All lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.
6. My beloved parents (Alm. Safriman Harahap and Nurhaidah Pane), my beloved sister (Nisma Sari, Sari Anna, Nurmala Yanti, Nurmanni Anggina), my beloved brother (Ahmad Adi Wijaya, and M.Yusuf, S.Pd), and all of my families who

always give their materials, prays, motivation, and moral encouragement to finish my study.

7. My beloved friends Riskonnudiah, Indah, Sri Agustina, Fitriarningsih, Icha, Maya, Riska and all of my friends can not say one by one, always give me patience and care to support me.
8. My beloved friends from TBI-4, Leader tbi-4, Secretary, treasurer of tbi-4, Dewi, Nurma, Kembar, Ase, Lanni, Tika, Awal, Letmaida, Syakban, Daud, Akmal, Mitha, Nurmitha, Winda, Suraida, Suhan, and so on, thanks for your help, patience and care to support me. And to all of my friends in TBI-1, TBI-2, AND TBI-3.
9. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Aamiin.

Padangsidimpuan, November 2019
Researcher

IIN ANGRAINI
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CHAPTER I

INTRODUCTION

A. The Background of The Problems

As a global language, English already used in all over the world as the first, second and foreign language. There are over 400 million native speakers of English, and over one billion more people speak English as second language. Now English is used in any country and many sectors of life such as business, medicine, journalist, travel and so on.

In Indonesia, English is a foreign language which begun to learnt since the Netherlands colonialist period. Now the government decided that English is one of the foreign language that should be taught at schools in Indonesia. That is why English become compulsory subject from junior high school up to university.

Listening, speaking, reading and writing are four important skills in learning English. Listening is related to speaking and reading related to writing. All of the above skills is the main point to learning English, but in this research the writer focus on reading skills. Reading is one of the important skills in English, Student can get information and the key can increase their knowledge and their experiences through reading. By having a good skill reading, the students are easier to get information from many sources from books, magazines, newspaper, and brochures. On the other hand, if the students have a good ability in reading, they will be successful in their study and they understand what text about.

In National Education Standard Reading is one of skill that where very important in language learning. Because reading can improve the students ability in gaining knowledge. It is the one of main points to master English well, besides speaking, writing and listening. The reading is done by someone get information from reading text, so she could comprehend about content of text: she must know what the meaning of reading. In teaching English, reading one of object which it could help the student in learning process.

Reading is a way to get the successful because with reading we can improve or develop mind, thinking, ability to be go ahead, rub fast, and also more active knowledge, Islamic history and the past time that given science to be good human and given the best life. Reading is very necessary for everybody in variety of purposes need.

Based on curriculum, the passing grade of English in Junior high school 7.5 for all subjects and skills includes reading skill.¹ So, it is one of the skills must be mastered by students in English. It is also important in comprehending a text for achieving and enlarge their knowledge in English.

Unfortunately, not all students are successful in english, especially in reading descriptive text. Many students are difficult in understanding the material and don't know the meaning of the text, the students are difficult in finding main idea from the text. Below the writers reveals the reason.

¹<http://rohissmpn14depok.wordpress.com/kurikulum>, on Thursday, 23 Mei 2019

Based on the interviewed with teachers and some students in MTs N Sipirok at the eighth grade, the most of students told that they were still weak in reading descriptive text. When the researcher asked about causing students' reading descriptive text becomes low, the students told to the researcher some problems. First, the students are lack of interest in reading, they are lack of concentration when they read.² It makes them can't find the idea of the text. Second, Students difficulties in knowing the meaning of the text.³ Most of them don't understand the text that they are reading, got stress and tired in reading descriptive text. Third, students are less active in participating in studying descriptive text.⁴ The students can't comprehend the text well. Finally most of students were failed in understanding the text

There are many factors that influence the successfulness of the learning achievement. The factors of Learning achievement: 1) Internal factors: physical, physiological: motivation, interest, and learning descipline, 2) External factors: physical: condition of place learning, supply and medium learn, lessons items, condition of environment learn.⁵

Interest is very important in human. Interest is one of the potential that exists in human beings that make a person capable of achieving excellence in the skill.

² Mrs. Melisa Putri Gultom, Private Interview, English Teacher at grade VIII MTs N Sipirok, On 12 Juli 2018, time: 16.10 P.M

³ Lulu Malona Siregar, One of the students in MTs N Sipirok *Personal Interview*, On 12 Juli 2018, time: 12.10 P.M

⁴ Hasan Basri, Private Interview, One of the student in MTs N Sipirok *Personal Interview*, on 12 Juli 2018, time: 12.20 P.M

⁵ Muhibbin Syah, *Fsikologi Belajar*, (Jakarta: Raja Grafindo Persada, 2003), p. 144

When the skill of a person is gathered with in interest, he will get a maximum result. But, if it wasn't optimal he won't get the maximum result.

The role of interest is very important in education and in the course of learning because there is not school without learning process so that the interest of the students is the key to achieved the vision and mission of the school. A students who interest of his skill will try herder to persue his skill than the students who doesn't interest in it.

Learning is a process of adaptation of behavior that goes progressively. It said in theory "Descriptive Behaviorism" (Operant Based Conditioning) by BF. Skinner in this MuhibbinSyah's book.⁶ Based on the explanation above, the researcher conclude learning is a change in behavior can be observed in controlled conditions good.

Every student has different interests with each other towards learning English. Students' interests come from an interesting psychological state and then arise through certain environmental stimuli. Students' interest in learning English especially for reading influences the willingness to follow the learning so that students are encouraged to be better.

Based on the statements above, the researcher is interested to conduct a correlation research which entitle **"The Correlation Between Learning Interest and Students' Reading Descriptive Text Mastery at the Eighth Grade Students of MTs N Sipirok."**

⁶Muhiddin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya 1995), p. 88

B. The Identification of Problem

Based on the background of the problem above, there are some problems in students reading at grade VIII MTs N Sapirok. The problem are many students are lack interest in reading text. They are difficult in knowing the meaning of the text, most of them don't understand the text that they are read and the last the students are less active in participating in studying descriptive text.

C. The Limitation of the Problems

As mentioned above, there were two factors of features affecting reading, namely external and internal factors. External factor were factors that come from outside the self, including, namely, environmental, intellectual and physiological. Internal factors influence the motivation, interest, and tendency to always read.

The problem of this research can be a very large discussion. Based on above identification, the researcher limits the discussion into one factor only that is students interest at grade VIII of MTs N Sapirok. Interest is like to something and sense of attachment to something or activity, without command. Researcher choose this research because interest have a big influence on students achievement, especially in reading and it can help students to learn and understand the material easily and make learning become fun.

D. The Formulation of the Problem

In conducting the research, researcher describes the formulation of the problems as follows:

1. How is the students learning interest at the eighth grade students of MTs N Sipirok?
2. How is the students reading descriptive text mastery at the eighth grade students of MTs N Sipirok?
3. Is there any significant correlation between learning interest and students' reading descriptive text mastery at the eighth grade students of MTs N Sipirok?

E. The Purpose of the Research

Based on above formulation of the problems, the researcher determined that the purposes of the research can be stated as follows:

1. To describe the students learning interest at the eighth grade students of MTs N Sipirok?
2. To describe the students reading descriptive text mastery at the eighth grade students of MTs N Sipirok?
3. To examine the significant correlation between learning interest and students' reading descriptive text mastery at the eighth grade students of MTs N Sipirok?

F. The Significances of the Research

The significances of the research are:

1. The result of this research is expected to be useful for the English teachers in MTs N Sipirok as their information or their source in teaching reading descriptive text. This research is also expected to be able to become motivation for the teachers to always make an interesting in teaching reading descriptive text.

2. The result of this research is expected to be useful for the headmaster as one domain measurement of teaching progress.
3. The result of this research is expected to be the information for the others to make the further research.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consisted of some sub chapters, and they are drawn as follow:

1. Chapter one consisted of introduction, they are: Background of the Problem, The Identification of Problem, Limitation of the Problem, Formulation of the Problem, Purpose of the Research, The significances of the research and Outline of thesis.
2. Chapter two consisted of Theoretical Description with some sub theory about Learning Interest, Reading achievement, Review of Related Finding, Paradigm of the Research, Conceptual Framework and Hypothesis.
3. Chapter three consisted of Metodology of the Research, Included in: Place and Time of the Research, Research Design, Population and Sample, Defenition of Variables, The Instrument of Collecting Data, Technique for Collecting Data, Procedures of the Research and Technique of Analysis Data.
4. Chapter four was the result of the research talking about the analysis of the data. It consist of description of data, hyphotesis testing, discussion and the threats of research.

5. Chapter five consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Descriptive Text

a. Definition of Reading

Reading originally is from root “read” +ing which become reading. It means to read. Reading is an activity that is done deliberately in order we can know what is wanted to know. By reading, people can conclude something that is intended. It’s also a complex process that involves not only understanding ideas, but also recognizing the relationship and structures ideas.

Reading is useful for other purpose to any exposure to English (provided students understand it more or less) is a good thing for language students. At they very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading the text is especially interesting and engaging, acquisition is likely to be even more succesful.¹ Further, Windowson stated in Hedge, “Reading can be seen as a kind of a dialogue between the reader and the text, or even between the reader and the outhor”.²

Otto says,

Reading is not just saying the words. Reading must always be a meaning getting process.³ Reading is the meaningful interpretation of written or printed verbal

¹Jeremy Harwer, *How to Teach English* (Addison Wesley Longman Limited, 1998), p. 68

²Tricia Hedge, *Teaching and Learning in the Language Classroom* (Hongkong: Oxford University Press, 2000), p. 188

³Wayne Otto, *How to Teach Reading*, (USA: Addison Wesley Publishing Company, 1979), p. 151 - 153

symbols. It can apply also to the interpretation of mathematical symbols, use connotation, codes, and other symbolic system. Reading is extension of oral communication and builds upon listening and speaking skills.⁴

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁵ Reading is the act of thinking one idea to another idea. Henry says “Reading is bringing meaning to and getting meaning from printed or written material”.⁶ Moreover, reading is cognitive process in combining physical and mental to get the information from a text.⁷ It means that reading activity has relation with our mind for thinking to get the meaning in written material.

From the explanation above can be concluded that reading is an activity of reader to get information from text or reading is a process of communication between the writer and the reader for understanding the writer goal.

b. Purpose of Reading

Reading comprehension is very important to have, because comprehension is the process of reader to understand the written language. The function are: 1. To understand the text more easier; 2. To image what the information in content; 3. To follow the construct of a passage; 4. To recognize a researcher purpose, attitude, tone and mood.⁸

From the explanation above, we know that reading comprehension is very important.

There are several the purpose of reading achievement. David Nunan state that book suggest that there are seven main purpose for reading: to obtain information for some purpose or because we are curious about some topic:

⁴A.J Harris, *How to Increase Reading Ability*, (New York: David McKay Company, 1969), p. 3.

⁵David Nunan, *Practical English Language Teaching, First Addition*, (New York: McGraw-Hill Companies, 2003), p. 68

⁶Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 8.

⁷Dp. Tampubolon, *Kemampuan Membaca, Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1987), p. 228.

⁸David Nunan, *Practical English Language*, p.68.

- 1) To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works)
- 2) To act in a play, play a game, do a puzzle
- 3) To keep in touch with friend by correspondence or to understand business letters
- 4) To know when or where something will take place or what is available.
- 5) To know what has happened (as reported in newspaper, magazine, reports, etc)
- 6) For enjoyment or excitement.⁹

As the point above, the purpose of reading comprehension is to make the reading easy and fast to find the information in the text that the reader can understand the purpose, attitude and mood of the researcher that what the comprehension.

c. Function of Reading

A reading specialist is someone who works with students at various levels to help them come to terms with the issues they have relating to reading. Some students simply don't like reading the books assigned to them, but others may have problems sounding out words in their heads or understanding words they never saw before. Before you consider becoming a specialist, make sure you know some of the duties and functions of these specialists, they are:¹⁰

1. Helping student read

Helping students read is the biggest function of a reading specialist. Specialists can essentially act like tutors and help students both in the classroom and outside of the classroom. Parents concerned about their children falling behind their peers and having trouble in their classes may hire a specialist to go over

⁹David Nunan, *Second Language Teaching and Learning* (New York: Heinle and Heinle, 1999), p. 251.

¹⁰**Online** <http://www.masters-in-teaching.com/lists/5-functions-of-a-reading-specialist/>, Accessed on Tuesday 12 March 2019

the child's homework every night and to help them with both reading and writing assignments. Some specialists may also work with kids at the same reading level in small groups.

2. Assessing students' skill levels

Teachers often have a hard time focusing on individual students because there are so many kids in their classrooms. If there are 20 or more kids vying for the teacher's attention, those who have reading problems can fall by the wayside.¹¹ Specialists offer individualized instruction and can assess the skills that a student has. He or she may ask the child to read a short passage from a book and then tell the instructor what happened in his or her own words. They can also ask kids to read aloud from books to identify what level they are at and what they need to do keep up with their peers.

3. Working with parents

A reading specialist may also work with the parents of the children he or she counsels or tutors. Parents sometimes have a hard time coming to grips with the idea that their children have reading problems. Specialists can help them understand that kids develop at different rates and that their children may need a little extra help to catch up. They can also suggest ways parents can help their kids at home, including reading books together at night or taking trips to the library to pick out books.

4. Assisting educators

Though you may spend more time working with students or talking with their parents, you'll also spend time working with teachers as a specialist. According

¹¹*Ibid.*,

to the *International Reading Association*, specialists will need to pass the information they have about students to teachers and help those teachers understand what they need to do about those kids. They may also work with other specialists and counselors to come up with new reading programs for individual children or small groups of kids. Some specialists even create programs that teachers can use with an entire classroom of kids to make everyone feel included.

5. Identifying learning disabilities

Identifying learning disabilities is another function of a reading specialist. Learning disabilities like dyslexia causes children to confuse letters and numbers, rearrange words in a sentence and makes it harder for them to concentrate on simple tasks like reading. As a specialist, you're responsible for looking at the signs of learning disabilities in struggling students and speaking with guidance counselors and other professionals to arrange for tests that will diagnose or verify that condition. Once you know why the child struggles, you can better teach him or her.

Specialists can help children of a younger age improve their reading skills, but some specialists may work with struggling students in high school and even adults. Some of the duties that a reading specialist may include identifying learning disabilities assessing the reading skills of students.

d. Factors of Reading

Reading is an activity to get information from the text. Naturally's programs develop and support the five (5) components of reading identified by the *National Reading Panel*.¹²

1. Phonemic Awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness.¹³

2. Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

3. Fluency

Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading

¹²National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development. (2000). Accessed on <https://www.readnaturally.com/research/5-components-of-reading> , 28th 2019.

¹³National Reading Panel, Teaching Children...

had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages.

4. Vocabulary

Hornby says that vocabulary is all words that a person knows or uses, the words that people use when they are telling about particular subject.¹⁴Vocabulary development is closely connected to comprehension. According to the National Reading Panel, students need to hear, read, understand, and use new vocabulary words in various contexts to build their comprehension levels. Repetition, aided by quizzes, glossaries, and crossword puzzle, is paramount to building vocabulary.

5. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

e. Reading Assessment

Assessment is a tool measure how far the students ability and comprehension of the material.¹⁵ Types of reading assessment are multiple choice, matching task, editing

¹⁴A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1506.

¹⁵J. Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States of America: Addison-Wesley Publishing Company, 1996), p. 98

tasks, picture-cued tasks, gap-filling tasks.¹⁶ Researcher used multiple choice test item is usually set out in such a way that the candidate is required to select the answer from a number of given options.¹⁷ Only one of which is correct, the marking process is totally objective because the marker is not permitted to the exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to the each item.

Table 1. Indicators of Reading Descriptive Text

No	Indicators of Reading Descriptive Text
1.	Identifying topic sentence
2.	Identifying main idea
3.	Identifying generic structure
4.	Identifying language features
5.	Identifying conclusion

f. Descriptive Text

1) Defenition of Descriptive Text

Descriptive text is a text containing three components, identifying, description by which a writer describes a person, or an animal, or a tree, or a house, or a camping as his topic. Descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.¹⁸ According to Sri Dwi Astuti said descriptive text is a text that describesthe characteristics of a particular thing, a place, or a person. A

¹⁶H. Douglas Brown, *Language Assessment...*, p. 194

¹⁷Cryll J. Weir, *Communicative Language Testing*, (New York: Prentice Hall, 1990), p. 43

¹⁸Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, ..., p. 89

descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where.¹⁹

Linda Gerot and Peter Wignell, states “Descriptive text is to describe a particular person, place or thing. Description text gives sense impression – the feel, sound, taste, smell, and look of things. Emotions may be described too – feelings such as happiness, fear, loneliness, gloom, and enjoy.²⁰ Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand an emotion. Meanwhile, Hornby says, “ Descriptive text is saying what somebody or something is like”.²¹

Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive, recounts and, due to the needs to classify or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature of narrative texts providing the means for developing characterizations, sense of place and key themes. Students describe when they are: talking or writing about the picture, writing about a character or place in a story, reporting on an animal.²²

A good description is a word picture; the reader can imagine the object, place, or a person in his or her mind. It tells the reader how something looks, feels, smells, tastes and sounds.²³ Based on the definition of descriptive text,

¹⁹Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Text* (Bekasi: Aldi Aksara Abadi Indonesia), p. 1.

²⁰George E. Wishon and Julia M. Burks, *Lets Write English, revised edition*, (New York: Litton Educational Publishing International, 1980), p. 128

²¹A.S Hornby, *Op. cIt.*, p. 357.

²²Peter Knapp Megan Watkins, *Genre, Text, Grammar ...*, p. 97-98

²³Alice Oshima and Ann Hogue, *Introduction to Academic Writing, third edition*, (Usa: CV. Lia Pearson Longman), p. 61

researcher concludes that descriptive text is about information on objects themselves, such as people, things, animals, landscapes and so forth.

The function of descriptive text is to describe a particular person, can be describe some quality of the character; place or thing, can be describe of spatial order signals.²⁴ It means, the function of descriptive text is to describe everything, so that reader can understand how the things, even though the reader never see or know the things.

2) The Generic Structure of Descriptive Text

Description is a text containing two components i.e., identification, and description by which a writer describes a person, or an animal, or a tree, or a house, or a camping as his topic. The identification is to identify the object or phenomenon to be described. The description describes parts, qualities, and characteristics of the parts of the object.²⁵ It means, the generic structure of the descriptive text are identification that there is in the first paragraph and descriptions that there are in the second paragraph until the last paragraph.

For Example;

My Pet	
Identification	I have a pet. It is a dog, and I call it Brow. Brow is a Chinese breed.
	It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brow doesn't like bones. Everyday it

²⁴Otong Setiawan Djuharie, *Genre dilengkapi 700 Soal Ujian Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 25

²⁵Otong Setiawan Djuharie, *Genre dilengkapi...*, p. 26

Description	eats soft food like steamed rice, fish or bread. When I am at school, Brow play with my cat. They get along well, and never fight maybe because Brow does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brow really a sweet and friendly animal.
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Dominant grammatical aspects of descriptive text are:

1. Focus on specific participants
2. Use of relating verbs
3. Use of descriptive adjectives
4. Use of simple present tense.²⁶

The language features of descriptive text above is not general habits, this not the rule that must be followed by the writer.

3) Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vocations, childhood homes, and people with encounter. We can use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them.

4) The Material of Reading Descriptive Text

There are many materials in teaching reading comprehension. One of them is genre text. So, the English learner can learn or understand of subject metter while reading a passage. There are some kind of genre text in reading comprehension. They are:Descriptive Text, Report Text, Narrative Text, Recount Text, Spoof Text, Exposition Text, Anecdote Text, Discussion Text,

²⁶Otong Setiawan Djuharie, Genre dilengkapi...

Explanation Text²⁷

Based on the kinds of the genre text above, it is relevant with English lesson syllabus of Indonesia curriculum that places four activities within it. The book used in MTs N Sipirok is Advanced Learning English 1. This book consists of many reading comprehension buildings, such as genre text, they are Narrative text, Recount text and Description text. So, in this research the researcher just focus in one of genre text and that appropriate with material of student's English book in first semester at grade VIII of MTs N Sipirok. That is Descriptive text. There are examples of material reading descriptive text in MTs N Sipirok.

1) Example of Descriptive Text

Read descriptive text entitled Taman Mini Indonesia Indah and learn the rhetorical steps of a descriptive text. Then, answer the following questions.

Title	Taman Mini Indonesia Indah
Identification	Have you visited Taman Mini Indonesia Indah? It is an extensive culture-based park, the prime showcase of Indonesia's rich culture and natural diversity located in East Jakarta.
Descriptions	Taman Mini is about 25 kilometers from Central Jakarta or some five kilometers from the Halim Perdana Kusuma airport reachable via the Jakarta toll road. It is reachable by public transportation or taxi. Rent a car for a more comfortable journey.
Descriptions	The core of the Park is 26 exclusive replicas of traditional houses of chieftains found throughout the Indonesian archipelago from Aceh to Kalimantan, Sulawesi, Java and Papua. These are pavilions displaying the history, arts and crafts and traditions of each of the provinces. Built for education and family fun, Taman Mini has large areas for family recreation, a number of flora and fauna parks, various museums, performing theaters, and Imax theatre and accommodation facilities.

²⁷Otong Setiawan Djuharie, *Genre, Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: CV. Yrama Widya, 2007), p. 26.

Closing	<p>Futhermore, there is a large lake whit island in the shapes of the original Indonesian archipelago. From the sky lift that passes over the lake visitors can see clearly the entire map of Indonesia in the lake.</p> <p>For visitors who have little time to explore the Indonesian islands, Taman Mini is a good introduction to what this country has to offer in diversty and culture. During weekends and holidays, Taman Mini is an ideal theme park for families to become more acquainted with other religion cultures.</p>
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Adapted from: <http://indonesia.travel/en/destination/397/taman-mini-indonesia-indah>

- What text type is it?
 - Narrative text
 - Recount text
 - Descriptive text
 - Procedure text
- What is the generic structure of the text?
 - Identification–Descriptions–Closing
 - Introduction – Identification – Klimaks – Closing
 - Identification – Problems – Resolution – Closing
 - Orientation – Complication – Resolution–Re-Orientation
- What is the purpose of the text?
 - The most beatiful of Taman Mini Indonesia
 - Beatiful Taman Mini Indonesia Indah
 - To describe of Taman Mini Indonesia Indah
 - To know Taman Mini Indonesia Indah
- What tense is mostly used in the text?
 - Simple Present Tense
 - Past Tense
 - Continous Tense
 - Perfect Tense
- What is the meaning of “Extensive” from the story above?
 - Istimewa
 - Mahal
 - Berharga
 - Utama

2. Learning Interest

a. Defenition of Learning Interest

Learning Interest come from two words, is learningand interest. Learning is an inseparable part of human life, because learning does not only involve mastering a new

academic ability or problem, but also involves issues of emotional development, social interaction, and personality development for someone. For more details, here are some expert opinions about learning.

“Learning is where the behavior process (in broad terms) is generated or changed through practice or training and the basic process of the development of human life. By learning, humans make individual qualitative changes so that their behavior develops”.²⁸

Learning is a process that is a process and is a fundamental element in the implementation of each type and level of education. Learning is merely collecting or memorizing the facts presented in the form of information / subject matter. Learning is a business process carried out by a person to obtain a change in new behavior as a whole from his own experience in interaction with his environment.²⁹

From the above description, it can be understood that learning is the basic process and development of human life through a business process carried out by a person to obtain a change of behavior towards a better direction that is obtained through experience and training that is editive, because learning takes place actively by using various forms of change to achieve a goal.

Interest is a desire that arises from the heart of someone who is more dominant in liking certain things than other things so that it is more prominent that someone likes to do that. If, someone likes a more useful thing such as learning, it will affect their intelligence because good interests will affect a person's behavior.

Interest means a tendency and high enthusiasm or the greatest desire for something. According to Robert, interest is not a popular term in psychology because of

²⁸Wasty Seomanto, *Psikologi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2003), p. 104

²⁹Syaiful Basri Djamarah, *Psikologi Belajar*, (Jakarta: PT. Rineka Cipta, 2011), p. 13

its dependence on other internal factors, concentration of attention, curiosity, motivation and needs.

But regardless of popular problems or not, interests such as those understood and used by people so far can affect the quality of student learning outcomes in a particular field of study. For example, a student who has a great interest in English will focus more on other students than others. Then, because the concentration of intensive attention to the material is what enables the student to study harder, and finally achieve the desired achievement.³⁰

Interest is the tendency in an individual to be attracted to something or like an object.³¹ In this case the student will appear to have an interest if he does the activity repeatedly and does not feel bored with what he does.

From some of the meanings above, so interest is curiosity, learning, admiring or having something. In addition, interest is part of the realm of affection, ranging from awareness to choice of values. Gerungan mentions interest is directing feelings and interpreting for something (there is an element of selection).

Based on the explanation above it can be concluded that learning interest is feeling more like or feeling interested in something or activity carried out by someone to get a change in behavior towards a better direction that is obtained through experience, training that is additive to achieve a goal.

The learning interest can be interpreted as the desire or attraction of a person towards learning material to obtain better knowledge that can change his personality towards a better direction, and a higher degree and dignity. The interest in learning is the

³⁰Muhibbin Syah, *Psikologi Belajar*, (Jakarta: PT Grafindo Persada, 2003), p. 151.

³¹<http://www.imiah-tesis.com/2009/04/pengaruh-perhatian-orang-tua-dan-minat.html>, On Accessed 2019 Mart 25 10:39 a.m.

tendency and attention in learning. In another sense the interest in learning is the tendency of attention and pleasure in activities, which includes the body and soul to lead to complete human development, which concerns creativity, feeling, intention, cognitive, affective, and psychomotor.

With learning interest that is good at perfect mastery of a subject, it requires an outpouring of detailed attention. Interests that have been based on the field of study, may very well maintain the mind of the student, so that he can master the lesson. Conceptually, interest can be said to play an important role in determining the direction, patterns and dimensions of one's thinking in all their activities, including learning, because it can be affirmed that students' interest in learning is a very important factor in supporting the achievement of the teaching and learning process, which will ultimately influence on student learning outcomes.³²

b. Purpose of Learning Interest

Interest has great benefits for learning activities because with one's interest will do their best for their interests. For example a student is interested in the field of English, then the student will try to find out more about English.

Learning interest can also increase student learning motivation. This is according to the following Slameto:

Developing an interest in something is basically helping students see how the relationship between the material is expected to be learned by themselves as individuals. This process means showing students how certain knowledge or skills affect themselves, serving their goals, destroying their needs. When students realize that learning is a tool to achieve several goals that are considered important, and if students see that the results of their learning experience will bring progress to themselves, most likely they will be motivated to learn them.³³

³²Ahmad Susanto, *Teori Belajar dan Pembelajaran di Sekolah Dasar*, (Jakarta: Kencana Prenadamedia Group, 2014), p. 68

³³Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 1995) p.180.

The benefits of learning interest as a source of learning motivation were also put forward by Elizabeth B. Hurlock, namely “interest becomes a source of strong motivation for learning”.³⁴ The existence of interest in learning encourages students to be more active and strive to carry out learning activities. This will certainly affect student achievement.

The existence of interest in learning will increase students' excitement in learning, as explained below:

Interest in adding excitement to every activity someone engages in. If children are interested in an activity, their experience will be much more enjoyable than if they are bored. After all if the child does not get the excitement of an activity, they will only try as needed. As a result their achievements are much lower than their abilities.³⁵

Based on the description above it can be understood that the benefits of learning interest are encouraging students to be more active in learning, a source of motivation and increase the joy of student learning.

c. Function of Learning Interest

The aspect that needs to be considered so that students are actively involved in the learning process is by gaining interest, because according to William Armstrong quoted by the Liang Gie in his book *Efficient Learning Method II*, “emphasizing that there are ten ways to gain learning interest”, namely:

- 1) Students should try to determine what they want to do and where to go.
- 2) Set a reason for the work done and thus clean it from the boring elements of work.
- 3) Students should try to determine what their purpose in life is to be.

³⁴Elizabeth B. Hurlock, *Perkembangan Anak, Jilid 2*, Alih Bahasa, Med. Meitasari Tjandrasa (Bandung: Erlangga, 1995), p. 114.

³⁵*Ibid.*, p.116

- 4) Do something real effort to capture the teacher's beliefs about self and devotion to the lesson concerned.
- 5) Students should build a positive attitude that is seeking good interests rather than bad avoidance reasons.
- 6) Students should apply their authenticity and intelligence in the subjects as they do in their hobbies.
- 7) Be honest with yourself. Students' interest will increase in direct balance with the amount of learning that they wholeheartedly do.
- 8) Practice policies of interest in the classroom, which are seen and acted as if they really intended.
- 9) Students should use their instincts to gather information. This not only fosters interest but also concentration.
- 10) Don't be afraid to use the curiosity of the civilization of education as a result of the work of people who dare to give authority to their curiosity.³⁶ From the tenth aspect above, it is clear that the interest is needed to

facilitate students in learning process.

Then according to N. Frandsan, who was quoted by Sumadi Suryabrata, the driving force for students to learn is:

- 1) There is curiosity and want to investigate the wider world
- 2) There is a creative nature that exists in humans and the desire to always move forward
- 3) There is a desire to get sympathy from parents, teachers and friends
- 4) There is a desire to correct past failures with new efforts, both cooperative and competent
- 5) There is a desire to get a sense of security when mastering subjects
- 6) There is teaching or punishment as the end of the lesson.³⁷ From the above

explanation there are some driving force for students interest in learning.

Learning interest is a psychology that accompanies students in class and accompanies students while studying. Therefore interest has a strong driving function in achieving achievement, and can also add excitement to everyone he engages.

d. Factors of Learning Interest

Crow and Crow quoted by Abdur Rahman Shaleh and Muhbin Abdul Wahab said that there are three factors that influence interest, namely:

³⁶The Liang Gie, *Cara Belajar yang Efisien II*, (Yogyakarta: Liberty, 1995), p. 133

³⁷Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta: Raja Grafindo Persada, 1998), p. 17

- 1) Encouragement from within an individual, for example the urge to eat will arouse interest to work for income, then the urge for curiosity will arouse interest to read, study and study, etc., can also arouse interest in carrying out an activity .
- 2) Social motives, for example the interest to learn to demand knowledge arises because they want to get a high position.
- 3) Emotional factors, interests have a close relationship with emotions. If someone gets success on the activity will cause feeling so pleasure and it can strengthen interest in the activity. Conversely failure will eliminate interest in it.³⁸ From above explanation that

there are some factors can influence students interest in learning.

But in general that affects learning interest is classified into two factors, namely internal factors and external factors.³⁹

- 1) Internal factors (factors that come from within students), namely:

- a) Physiological aspects

Aspects that describe the general physical condition are adequate about the level of fitness of the organs of the body that can affect the enthusiasm and desire of students in following the learning process.⁴⁰ For example, a weak body condition, dizziness, can reduce the spirit of the quality of the creativity (cognitive) so that the material studied is also less studied.

- b) Psychological aspects

This aspect describes the state of intelligence, motivation, talents or interests of someone about learning, all aspects of psychology are very influential in increasing a person's interest in learning and can affect the quantity and quality of learning.⁴¹

- 2) External factors (factors originating from outside the student)

In addition to internal factors students are also still influenced by external factors in fostering students' interest in learning. External factors are the

³⁸Abdurrahman Saleh dan Muhbin Abdul Wahab, *Op.Cit.*, p. 264

³⁹Zusnani, Ida, *Pendidikan Kepribadian Siswa SD-SMA*, (Jakarta Selatan:Tugu Publisher, 2013), p. 80-81

⁴⁰Muhibbin Syah, *Psikologi Belajar*, p. 145

⁴¹Muhibbin Syah, *Psikologi Belajar*, p. 81

presence of external forces and also from the heart.⁴²

The external factors are:

- a) Social environmental factors
A social environment that can affect three families, the community and the school. These three environments play a very large role and support each other.
- b) Family environment
Children who learn will receive influence from the family in the form of: the way parents educate, the relationship between family members, the atmosphere of the household and the economic situation of the family.⁴³

All of these factors greatly influence each other, students will be encouraged to learn, when they have an interest in learning. Therefore developing student learning interests is one technique in developing learning motivation. In order for the encouragement to remain with students in the process of students learning English, especially students' interest in reading needs to be created an interesting situation in students. Teachers are required to be able to generate students' interest in learning in English lessons, not just the teachers demanded but parents or families are also required to encourage students to always have an interest in learning so that they can increase the learning value of students in learning English especially in reading. With the increasing interest of students, the learning outcomes will also increase.

Interest can be classified into several types, including:

- a. Interest in the state of students in learning, including: attention, ideals, feeling happy, need, abilities, and learning time.
- b. Interest in the environment, including: relationships with friends, fostering relationships with teachers, building relationships with families, fostering relationships with people around, and others.
- c. Interest in learning materials and student learning equipment, including: completeness of notes, completeness of books owned or read, and other learning equipment.⁴⁴ From the above explanation, there are

⁴²M. Dalyono, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2005), p. 54

⁴³Slameto, *Belajar dan Faktor-faktor...*, p. 60

some classified and indicators of students interest.

There are several factors that can help to increase children's pleasure to learn, without forgetting the general principles that we have discussed that children learn something that occupies the first place of importance in the heart.

1) Focusing on attention and mind or concentration

In learning concentration means focusing attention and thoughts on a subject by conveying other things that are not related to the lesson. In order to concentrate, attention needs to be paid to the learning material being learned, this attention arises if there is interest.⁴⁵

2) Setting goals

Psychologists say that learning is an activity that directs goals. That means learning will be better if the child understands or knows first what will be learned. Conversely, if students do not know about what they will learn, then the first step that must be done is to determine the goals in the teaching and learning process.⁴⁶

3) Linking objectives with subject matter

Psychologists describe that children forget about some of what they learn. If that goal only wants to get school grades. This learning will be better if the child has an interest in the subject matter he has learned, not because he wants to achieve rewards that have no direct relation to what he has learned.⁴⁷

4) Motivator

To find out the students in learning can be made a board that can be filled by students themselves, for example essays, paintings and by giving good grades accompanied by

⁴⁴Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008), Edisi 2. P.119-143.

⁴⁵Ahmad Sabri, *Strategi Belajar Mengajar Microteaching*, (Jakarta: Quantum Teaching, 2005), p. 159.

⁴⁶Imanuddin Ismail, *Pengembangan Kemampuan Pola Anak-Anak*, (Jakarta: Bulan Bintang, 1980), p.40

⁴⁷Imanuddin Ismail, *Pengembangan Kemampuan...*,p. 40-41

gifts. And students who get bad grades say "more active learning" so that students do not feel he is the stupidest in the class.⁴⁸

5) Rewards progress with praise

We see that the child smiles happily when we say that he is a smart (master) student who achieves exciting progress in work.⁴⁹

6) Awaken the desire to learn

A teacher is guided must be able to arouse students' learning desires, where the generation of learning desires or tastes of learning can also be said to be interested in learning.

e. Improving Learning Interest

Effort is an effort (condition) to convey an intention. The effort or the method in question is the way that the teacher does in increasing his students' interest in learning for the smooth learning process.

Parents and teachers assume shared responsibility, namely being responsible for fostering children's interest both at home and at school so that this can further increase children's desire and enthusiasm for learning. The speed of the child increases at home and in the school where there is a desire to learn, so that he gets better results.

According to Syaiful Bahri Djamarah there are several ways that teachers can do to arouse their students' interest, namely:

1. Comparing the existence of a need in students so that they are willing to learn without coercion.
2. Linking the learning material given to the problems experienced by students so that students easily receive learning material.
3. Provide opportunities for students to get good learning outcomes by providing a creative and conducive learning environment.
4. Use various kinds and teaching techniques in the context of individual differences in students.⁵⁰ From the point above that there are several ways that teachers can do to arouse their students' interest.

The other ways that teachers do to attract students are:

⁴⁸Sri Esti Suryani Dwijandono, *Psikologi Pendidikan*, (Jakarta: PT. Grafindo Widia Sarana, 2006), p. 28.

⁴⁹Imanuddin Ismail, *Op.Cit.*, p. 41

⁵⁰Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 133

1. By using the interests of existing students, for example students take an interest in sports racing before teaching the acceleration of motion, teaching can attract the attention of students by telling a little about racing cars that have just lasted, then gradually directed to the subject matter .
2. Suggest that students also try to form new interests in students, which can be achieved by providing information to students about the relationship between the material of the previous lesson.
3. Linking lesson material with one sensational news that is already known to most students, for example students will take an interest in gravity if it is associated with the event of the first human landing on the moon.⁵¹

Attracting students' interest and attention in an effective and efficient teaching and learning process is the interest and attention of students in learning. Interest is a nature that is relatively attached to someone. This interest has a great effect on learning because with someone's interest will do something that interests him. Attention is more temporary and has to do with interest, the difference being that interest is sedentary while attention is transient. This interest in learning cannot be forced but can be stimulated because someone will not do it if it is not what they want.

A person who wants to teach must have a varied learning style, because the existence of learning variations can increase students' interest in learning such as variations in sound, gearing of limbs and variations in the displacement of the teacher's position in the class, because it has special value for students, especially variations in sound.

f. Characteristics of learning interest

Learning interest in each activity must have characteristics. Children's interests can arise from various sources including the development of instincts and desires, intellectual functions, the influence of the environment, experience, habits, education, and so on.

The teacher must know the characteristics of interest in students, the teacher can distinguish which students are interested in learning and which students are not interested in learning, while the characteristics of interest are:

- 1) Decisions are made by maintaining all personalities;
- 2) Irrational nature;

⁵¹Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: PT Rineka Cipta, 1995), p. 180

- 3) Applicable individually and in a situation;
- 4) Do something rising from the bottom of the heart;
- 5) Carry out something without any coercion;
- 6) Do things happily.⁵²

According to Slameto students who are interested in learning are as follows:

- 1) Having a fixed tendency to pay attention and remember something that is learned continuously.
- 2) There is a sense of love and pleasure in something that is of interest to him.
- 3) Obtain something of pride and satisfaction in the interest.
- 4) Prefer more interest in things than anything else.
- 5) manifested through participation in activities and activities.⁵³

Based on the above opinion it can be concluded that the characteristics of learning interest are having a fixed tendency to pay attention and remember something continuously, gain pride and satisfaction with the things that are of interest, participate in learning, and interest in learning is influenced by culture. Students' interest in learning will make students actively participate in learning and provide good achievements in learning.

B. The Review of Related Findings

This research is not the first work that has been done, there are some related findings towards this thesis as follow:

1. Ade Yanti did the research about “The Correlation Between Extrinsic Motivation and English Achievement at the Eighth Grade Students of SMP N 2 Padangsidimpuan”. Based on the result of this thesis, she concluded that there was a correlation between extrinsic motivation and english achievement at the eighth grade students of SMP 2 Padangsidimpuan. It is based on the data that showed r_{xy} was 0.357 while r_{table} was 0.200. It

⁵²Agus Sudjanto, *Psikologi Umum*, (Jakarta: Bumi Aksara, 1995), p. 88.

⁵³Slameto, *Belajar dan Faktor-faktor...*, p. 57

means that $r_{\text{count}} > r_{\text{table}}$ ($0.357 > 0.200$) which means the hypothesis was accepted.⁵⁴

2. Rosdiana Dalimuthe the concluding of her research, it was found that $r_{\text{count}} > r_{\text{table}}$. In Pearson Product moment formulated on the degree freedom 5% significant is 0.284. So, r_{count} higher than r_{table} or $0.724 > 0.284$, which means hypothesis was accepted. It was concluded that there was correlation of students' interest and students' achievement at grade VIII SMP Negeri 5 Padangsidimpuan.⁵⁵
3. Ferra Dwi Putri the results of this study indicate, that there is a positive and significant relationship between Learning Interests and Mathematics Learning Achievement of fourth grade students of Public Elementary Schools in the Mawar Metro Pusat group. This is evidenced by the correlation coefficient variable X with Y variable = 0.27 with $t_{\text{hitung}} = 2.11$. Correlation coefficient value (r) is relatively low with $t_{\text{count}} > t_{\text{table}}$ that is $2.11 > 2.02$ (with $\alpha = 0.05$), meaning that learning interest has a significant relationship with learning achievement. The coefficient of determination is 7.29%, this means that interest in learning has an effect of 7.29% on learning achievement.⁵⁶

So, this research is made by research to complete the research above. The three studies have in common with the research that will be conducted. The similarity is the type of research is quantitative form. Rina's research has similarities in the independent variables, namely learning achievement, previous research differences in the dependent variable. Rosdiani's research on the independent and dependent variables has in common with research that has been conducted by researchers. The difference of previous research with this research

⁵⁴ Ade Yanti, "*The Correlation Between Extrinsic Motivation and English Achievement at the Eighth Grade Students of SMP N 2 Padangsidimpuan*", Unpublished Thesis, (Padangsidimpuan: IAIN Padangsidimpuan, 2017).

⁵⁵ Rosdiana Dalimuthe, "*The Correlation of Students' Interest and Students' English Achievement at Grade VIII Smp Negeri Padangsidimpuan*", Unpublished Thesis, (Padangsidimpuan: Tarbiyah Department, IAIN 2015).

⁵⁶ Ferra Dwi Putri, "*Hubungan Minat Belajar terhadap Prestasi Belajar Matematika Siswa Kelas IV SD Negeri Se-Gugus Mawar MetroPusat*", published Thesis, (Bandar Lampung: Faculty of Education and Science of Lampung University, 2017). Retrieved in <http://digilib.unila.ac.id/28249> on Monday 8th 2018 at 11:13 a.m.

lies only in the individuals studied. While the third researcher, Ferra Dwi Putri, the independent and the terrain variables have similarities with this research, the difference lies in the type of research and the subjects in which Ferra Dwi Putri focuses on Mathematics and also lies in the individuals studied. So the researchers feel that these three studies can be a reference in this study.

So, based on the related findings above, the researcher conclude that, there is a correlation between learning interest and students reading descriptive text.

C. Framework of Thinking

Descriptive text is a text containing two components, identifcation and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. Descriptive is a written English text in which the writer describes an object. In this research the researcher dis cuss about an object.

Learning interest is a business process carried out by a person based on liking (the tendency of the heart) or the inner urge that grew from someone the student to improve the habit of learning without any ceorcion of others.

So, learning interest has an important role in-successfulness of students. That is learning interest have a great influence on reading. Students are interested to English will learn it earnestly a diligent study, felt glad to learn, like reading material, like collection books, like to write everything that will easily, memorizing lessons, interesting his interest. The motivation arise due to the needs, so also interest, interest is a motivation. And the most importantly of interest to learn in made students to be a master in studying is "if students' interest in learning is high in reading, it will have a very high influence on learning achievement so that they can achieve the expected results. The opposite is true if students 'interest in learning is low, it will

have an effect on students' reading achievements so that the results to be achieved are not as expected ",

Based on the explanation above it can be assumed that there is a correlation between learning interest and reading descriptive text mastery. Illustration of variable may be seen on figure below:

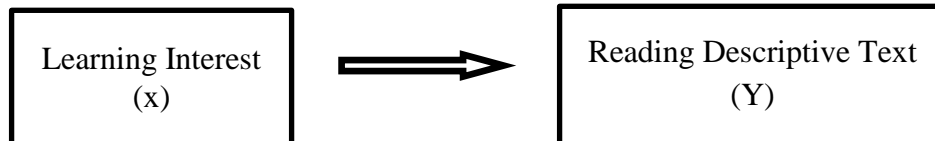


Figure 1. Simple paradigm
Information:

X = independent variable (student learning interest)
Y = dependent variable (reading achievement)
→ = Relationship / influence

D. Hypothesis

The hypothesis has purpose to answer a certain specific question. L. R. Gay country, "the hypothesis is tentative predictions of researchers from research findings".⁵⁷ This reveals the expectations of researchers regarding the relationship between variables in the research problem. So that, it can be concluded that hypothesis is a tentative answer or prediction for the result of research that we do.

Based on explanation above the researcher formulate the hypothesis as follow:

H_a: There is a significant correlation between Learning Interest and Students'

Reading Descriptive Text Mastery at the eighth grade students of MTs N Sipirok.

H_o: There is no a significant correlation between Learning Interest and Students'

Reading Descriptive Text Mastery at the eighth grade students of MTs N Sipirok.

⁵⁷L. R. Gray, *Educational Research*, (Amerika: Library of Congress Cataloging, 2000), p. 274

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research conducted at eight grade students of MTs N Sipirok in the academic year 2018/2019. It is located in Sialagundi, Streets Sipirok, Tapanuli Selatan, North Sumatera, it's about 13,73 km from the area's educational Tapanuli Selatan. Research had been carried out from July 2018 until Januari 2019.

B. Method of the Research

The researcher used correlation research. L.R Gay said that correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. A correlation was a quantitative measure of the degree of correspondence between two or more variables.¹

From the above quotation, the researcher concluded that the correlation quantitative is a kind of descriptive method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. The researcher want to know the correlation between learning interest and students reading descriptive text mastery at the eighth grade students of MTs N Sipirok.

¹ L.R Gay and Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall, 2000), p. 12

C. Population and Sample

1. Population

Population is an individual comparison sample. Population is the whole subject of the study, while the sample is part or representative of the population studied.² L.R Gay and Peter Airisian said that the population is a sample consisting of individuals, goods or even selected from large groups.³

From the explanation above the study population was taken from all eighth grade students of MTS N Sipirok in academic year 2018-2019. Based on the quotation above, population of the research consists of two class so that it can be seen the table follow:

Table 2. The Population of the Eight Grade Students of MTS N Sipirok

No.	Class	Total
1	VIII-1	27
2	VIII-2	25
Total		52

(Sources: Total of Students at VIII MTS N Sipirok T.A 2018-2019)

2. Sample

Sample is selected from a larger group which consists of the individuals, items or events and referred to as a population. According to Saifuddin Azwar, sample is a part of population.⁴ It means that sample is a part of the population that used as the respondent of a research.

²Sumadi Suryabrata, *Metodologi Penelitian...*, p. 121

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2013), p.121

⁴Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajaran, 2004), p. 79.

According to L.R Gay Peter Airaisan “for descriptive research, it is common to sample 10 to 20% of the population although this range will change with the size of the population.”⁵ He also stated “the minimum sample size depends on the type of the research involved. Some cite a sample size of 30 as a guideline for correlational, causal-comparative, and experiment research. Thus, for correlational studies at least 30 participants are needed to establish the existence or nonexistence of a relationship.”⁶ In this research, researcher use Slovin formula to take the sample:

$$n = \frac{N}{n + Ne^2}$$

n = sample size

N = population

e = significant error (5% and 10%)

based on above formula researcher use significant error 10% and the sample can be decided as follows:

$$n = \frac{52}{1 + 52 \cdot 0.1^2}$$

$$n = \frac{52}{1.52}$$

$$n = 34.21$$

$$n = 35$$

From the calculation above researcher use 40 students as sample and it has fulfill the criteria of sample in correlational research.

⁵L.G Ray Peter Airasian, Educational Research..., p. 134

⁶*Ibid.*,

In this research, researcher use simple random sampling in taking the sample. Random sampling is te process of selecting a sample in such a way that all individuals in define population have an equal and independent chance of being selected for the sample.⁷

So, the researcher's reason uses simple random sampling technique is because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Next, the researcher using a lottery technique to take the sample. All the members of population is written in a small paper based on members of each classroom. After the researcer select the members randomly from each class. The last researcher finds the sample 19 students from VIII-1, and 16 students from VIII-2.

Table 3. Sample in the Class

No	Class	Total Students
1	VIII-1	19
2	VIII-2	16
Total		35

D. Definition of Operational Variable

To avoid the sense of term contained in this research or in the title research, then it was clarification the defenition of the focusess as the key term in the title

⁷Saifuddin Azwar, Metode Penelitian ...,p. 123.

“The Correlation Between Learning Interest and Students Reading Descriptive Text Mastery at the Eighth Grade Students of MTs N Sipirok as in following:

1. Learning Interest (X)

Learning Interest is an attempt to change a person's behavior to what he wants or likes, in the process of learning English which is accompanied by feelings of pleasure, interest and attention to learning, so he shows a sense of enthusiasm and active in learning.

2. Reading Descriptive Text (Y)

Descriptive is a written English text in which the writer describes an object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

E. Instrument of Collecting Data

Instrument is very important to support every research. To get the data in this research, the research use the instruments like questionnaire and test. The instrument is a test for students reading descriptive text and questionnaire for learning interest.

a. Test

A test in simple terms is a method of measuring a person's ability, knowledge or performance in a given domain. Let's look at the component of this definition. A test it is first a method. It is an instrument a states of technique, procedure, or item that requires performance on the part of the test taker.⁸

⁸H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (America: Longman, 2004), p. 3.

Test is some of question or view and other tool used for measure skill, knowlwdge, and intelligence ability. Brown states “ a test is method of measuring a person’s ability or knowledge in a given domain.”⁹

Researcher used multiple choice test to know students reading descriptive text. The researcher took 50 questions for students. The researcher has some indicators in reading descriptive text based on the tests in the book uses in MTs N Sipirok in one semester as follow:

- a) students are able to identify topic sentence of the text
- b) students are able to identify mine idea of the text
- c) students are able in analyzing generic structure
- d) students are able to identify language features of the text
- e) students are able to identify the conclusion/ coda of the text.

The test had been given the question 2 score to get the students’ score in answering the questions. So, the maximum score of test was 100.

Researcher used a test to students by using multiple choice test item is usually set out in such a way that the candidate is required to selected the answer from a number of given options. Only one of which is correct, the marking process is totally obective bacause the marker is not pormitted to exercise judgment when

⁹H. Douglas Brown, *language assessment principles and, the researcher has some indicators in reading comprehensions test follow: Classroom Practices*, (United America: San Fransisco State University, 2004), p.384.

marking the candidate's answer, agreement has already been reached as to the correct answer to each item.¹⁰

Table 4. The Indicators Reading Descriptive Text

No	Indicators	Items	Number of items	Score	Total score
1.	Able to find the topic of the text	5	1, 11, 29, 34, 43	2	10
2.	Able to identify main idea of text	9	2, 12, 14, 17, 25, 30, 35, 44, 45	2	18
3.	Able to analyzing generic structure	10	3, 7, 8, 13, 15, 16, 31, 32, 46, 47	2	20
4.	Able to identify language features	22	4, 6, 9, 10, 18, 19, 20, 21, 22, 23, 24, 27, 33, 36, 37, 38, 39, 40, 41, 48, 50, 51, 52, 54	2	44
5	Able to identify conclusions from the text	4	5, 28, 42, 55	2	8
	TOTAL	50		16	100

b. Questionnaires

Questionnaire is a list of questions given to other people with the intention that those given the questionnaire are willing to respond according to the user's request. This questionnaire aims to find out whether interest can improve the learning interest of students in MTs N Sipirok.

The type of questionnaire that used in this research was scale, it is Likert scale, in which the scoring of them is divided into two based on the direction. The positive direction is called favorable, while the negative direction is called unfavorable. For to given each item is always, often, seldom, and never. As for scoring for each the answer is:

¹⁰Creill J. Weir, *Communicative Language Testing* (New York: Prentice Hall, 1990), p. 43.

Tabel 5. The Likert Scale Rating

No	Favorable	Score	Unfavorable	Score
1.	Always	4	Always	1
2.	Often	3	Often	2
3.	Seldom	2	Seldom	3
4.	Never	1	Never	4

(Sumber: Kasmadi dan Nia, 2014: 76)

Table 6. The Table Indicator of Learning Interest

Indicator	Sub Indicator	Component	Item
Internal factor	1. Interest of the condition of students in learning	1. Attention	1, 2, 3
		2. Felling happy	4, 5
		3. Concentration	6, 7
		4. Need	8, 9
External factor	1. Interest of the environment	1. Fostering relationship with friends	10, 11
		2. Fostering relationship with teachers	12, 13, 14
		3. Fostering relationship with families	15, 16
		4. Fostering relationship with people around	17, 18
	2. Interest of the learning material	5. Completeness of notes	19, 20 21, 22
		6. Completeness of record	
	3. Interest of the learning equipment	7. Completeness of book or read	23, 24, 25

F. Validity and Reliability of Instrument

Suharsimi Arikunto said validity is the chance which show the level of instrument about measurement something.¹¹ The researcher will get the data analysis with validity:

a. Validity of the Test

The validity of a test extent to which the test measures what was intended to measure validity is the chance which shows the level of instrument about measurement something.

Examination of validity done by comparing r_{count} with r_{table} of product moment to show how far the test can be testing to get the data. With criterion of $r_{\text{count}} > r_{\text{table}}$ test classified was valid.

It is to reading descriptive text that established by the test as the representative which was provided by the researcher. In this research, the researcher had used item validity to find out the validity of instrument. The test will be done 35 students on 14 January 2019. The school of students in MTs N Sipirok. Based on the 55 questions, the 50 questions was valid. It is 55 multiple choice test, the questionnaires were not valid 5 questions. To know what the items of instrument is valid, the researcher used Product Moment formula is compared with r_{xy} and r_{table} to know the items of instrument too. If $r_{xy} > r_{\text{table}}$ so the item is valid. But if $r_{xy} < r_{\text{table}}$ so the items not valid. In Pearson Product Moment formulated on the degree of freedom 5% significant is 0.344.

¹¹Suharsimi Arikunto, *Prosedur Penelitian...*, p.167

b. Questionnaires Reliabilities

An instrument of the research must be reliable. A reliable question is consistent and dependable.¹² To get the reliability of the question. The reliability of the instrument to show the real instrument to measure the questionnaire and test.

To know the content of questionnaire and test by using criteria validity. The item validity of test the research analyzed by *product moment formula*. And to examine the reliable of instruments the research was taken from dePorter, Reardon and Singer-Nourie in Quantum Teaching book. The Questionnaire consist of 25 items, there are have different item for each kind of learning interest.

To examine validity and reliable of instrument would done towards questionnaire for learning interest and reading descriptive text for test. the sample use to get the data of questionnaire and test validity from MTs N Sipirok.

G. The Techniques of Data Collection

Collecting data is this research is trough testing. Test multiple choice was be performed to get the data about the students' reading descriptive text and questionnaire learning interest to get the degree or not. The process explained as follows:

1. The researcher entered to the each of classroom for doing research.
2. The researcher introduce himself, explained her aim, and asked permission to the sample.
3. The researcher give the test and questionnaire to the students.

¹²H. Douglas Brown, *Language Assessment...*, p. 21.

4. The researcher give 60 minute for answering test and questionnaire.
5. The researcher controlled the class while students were answering the test and questionnaire.
6. The researcher collected all of the instrument.
7. The researcher brought it to home and analyzed the data.

H. Technique of Data Analysis

After collecting the data, the researcher would analyze the data, the technique of data analysis would be used by quantitative data. In quantitative research the most suitable analysis is using the statistical process. It means that the data were collected and analyzed by using formulation and with following steps:

1. Identify and total or corrected the answer the subject researcher from the test.
2. Use mean score to identify variable X and Y
 - a) To know the mean score used the formula:

$$M_x = M^1 + i \left(\frac{\sum FX^1}{N} \right)$$

Description:

M_x = Mean (Average)

$\sum fx$ = The sum of multiplication of each score with a frequency

N = Number of students¹³

- b) Know the median score used the formula:

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{fi} \right) \times i$$

¹³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p.80

Description:

ℓ = Lower limit of the real containing median score
 $fk b$ = Cumulative frequency lies below the median score containing
 fi = Original frequency (frequency of score containing median)
 i = Class interval¹⁴

c) Know the modus of score used the formula:

$$M_o = \ell + \left(\frac{fa}{fa+fb} \right) \times i$$

Description:

M_o = Mode
 ℓ = Lower limit of the interval containing the real – mode
 fa = Frequency located at the interval that contains the mode
 fb = Frequency located at below the interval containing mode
 i = Class interval¹⁵

Table 7. The Table Interpretation of Means Score

No	Interval	Predicate
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail

3. Identified the normality test

Normality test is used to know whether the data of research is normal or not.

To know the normality, the researcher use Chi-Square formula. The formula is asfollow:

¹⁴Sugiyono, Metode Penelitian Kuantitatif...,p.82

¹⁵*Ibid.* p.84

$$\chi^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)^2$$

Where:

χ^2 = Value of Chi-Square
 f_o = Observed Frequency
 f_h = Expected Frequency¹⁶

To calculate the result of Chi-Square, it was used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = 1$). If result $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, it can be concluded that data distributed normal.

3. To know the contribution of coefficient correlation between variable X and Y it can be definite the formula determinant correlation:

$$Kp = r^2 \times 100\%$$

Where:

Kp: determine correlation
 r : coefficient correlation¹⁷

5. To determine whether there is correlation between Learning Interest and Students

Reading Achievement, used the formula of correlation “r”

Product Moment as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N (\sum X^2) - (\sum X)^2\} \{N (\sum Y^2) - (\sum Y)^2\}}}$$

¹⁶Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 107.

¹⁷Riduan, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2010), p.56.

Description:

R_{xy} : Coefficient of correlation
 N : The number of sample
 $\sum X$: The sum of scores in X – distribution
 $\sum Y$: The sum of score in Y – distribution¹⁸

4. Then, testing the turth of significant variable X and Y, used the formula t_{count} or

t_{table} was calculated by:

$$T \text{ count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

T = result of t-test
 n = total of sample
 r = coefficient correlation between x and y¹⁹

The result should be appropriated with the interpretation to the index of product moment of correlation, the interpretation of the result can be seen in the following table:

Table 8.Criteria Score Interpretation

Percentage	Criteria
Between 0.00-0.20	Very low correlation
Between 0.20-0.40	Low correlation
Between 0.40-0.70	Fair correlation
Between 0.70-0.90	High correlation
Between 0.90-1.00	Very high correlation ²⁰

(Source: Anas Sudjono in book *Pengantar Statistik Pendidikan*)

¹⁸Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo, 2005), p. 193.

¹⁹Riduan, *Belajar Mudah Penelitian Untuk Gur, Karyawan dan Peneliti Pemula*, p. 98.

²⁰Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2009), p.206.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of testing, in order to evaluate the correlation between Learning Interest and Students' Reading Descriptive Text (at the eight grade of MTs N Sipirok). The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used the foemulation "r" Product Moment. Then the researcher described the data as follows:

A. Description of the Data

The data described by sequence of variables. Description of research of result started from variable (X) was Learning Interest, and variable (Y) was Reading Descriptive Text Mastery. In this part, the researcher showed the result of score of both of the variable.

1. Learning Interest

In this part, the researcher shows the result of the research that has been done to the dependent variable that is Learning Interest. In this research, the researcher present 25 items of questionnaires. For each number, the researcher gives 4 as maximal score for each statement.

After calculating the scores, it was found that the highest score was 95 and the lowest score was 55 (see Appendix 12: Variable X Learning Interest). To complete this research, it was needed for the researcher to calculate the mean score was 74.64 the median score was 79.4 the modus score was 79. Where mean was the score which represents the general value that was achieved by students.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into two equal and modus is a score which has the most frequency. So, the specification calculation was described in the table below:

Table 9.The Resume of Variable Score of Learning Interest

No	Statistic	Variable X
1.	High Score	95
2.	Low Score	55
3.	Range	40
4.	Number of Class	7
5.	Interval (i)	6
6.	Mean Score	74.64
7.	Median Score	79.4
8.	Modus Score	79

Based on the above table, it shows that mean is 74.64 it means that the students in Learning Interest was in good predicate. To know revelation of data was done to grouped the variable score of Learning Interest which the total classes 7 and interval 6.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

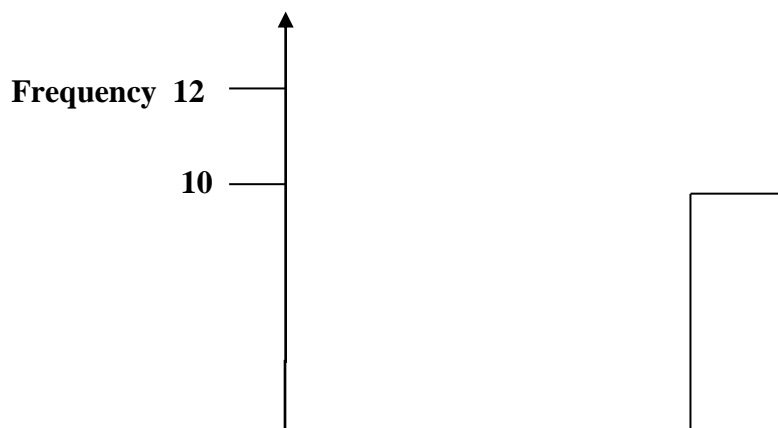
Table 10.The Frequency Distribution of Learning Interest

Interval	Mid Point	Frequency	Percentages
55 – 60	57.5	3	8.58%
61 – 66	63.5	4	11.42%

67 – 72	69.5	7	20%
73 – 78	75.5	10	28.57%
79 – 84	81.5	5	14.29%
85 – 90	87.5	4	11.42%
91 – 96	93.5	2	5.72%
Total		35	100%

Based on the table above, it was known that the variable revelation of Learning Interest shown that the respondent at interval 55 - 60 were 3 students (8.58%), interval 61 – 66 were 4 students (11.42%), interval 67 – 72 were 7 students (20%), interval 73 – 78 were 10 students (28.57%), interval 79 - 84 were 5 students (14.29%), interval 85 – 90 were 4 students (11.42%) and the last interval 91 – 96 were 2 students (5.72%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:



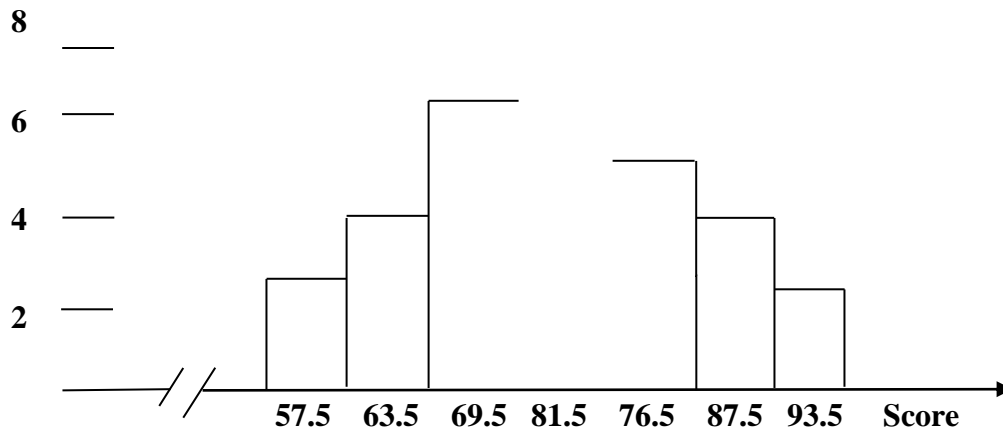


Figure 2: The Histogram data of Learning Interest at Grade VIII of MTs N Sipirok

By looking the above histogram, it can be said that the curve was normal. The degree of students' (respondents) in agreement of learning interest were the highest at the middle position.

2. Students Reading Descriptive Text

The resume score of variable students reading descriptive text mastery to the eight grade of MTs N Sipirok been gotten as table below:

Table 11. The Resume of the Variable Score of Reading Descriptive Text

No	Statistic	Variable Y
1.	High Score	94
2.	Low Score	36
3.	Range	58
4.	Number of Class	7
5.	Interval (i)	9
6.	Mean Score	68.55
7.	Median Score	67.81

8.	Modus Score	67
----	-------------	----

From the above table, it was known that the high score was 94, low score was 36, range was 58, interval (i) was 9, mean score was 68.55 median was 67.81 and modus was 67. Next, the calculation of how to get it can be seen in the Appendix 11.

Based on the above table, it shows that mean 68.55. it means that the students in Reading Descriptive Text was in enough predicate. To know revelation of data was done to grouped the variable score of Reading Descriptive Text which the total classes 7 and interval 9.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table 12.The Frequency Distribution of Reading Descriptive Text

Interval	Mid Point	Frequency	Percentages
36 – 44	40	3	8.58%
45 – 53	49	4	11.42%
54 – 62	58	6	17.14%
63 – 71	67	11	31.42%
72 – 80	76	6	17.14%
81 – 89	85	3	8.58%
90 – 98	94	2	5.72%
Total		35	100 %

Based on the table above, it was known that the variable revelation of Reading Comprehension shown that the respondent an interval 36 - 44 were 3 students (8.58%),

interval 45 – 53 were 4 students (11.42%), interval 54 – 62 were 6 students (17.14%), interval 63 – 71 were 11 students (31.42%), interval 72 – 80 were 6 students (17.14%), interval 81 – 89 were 3 students (8.58%) and the last interval 90 – 98 were 2 students (5.72%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

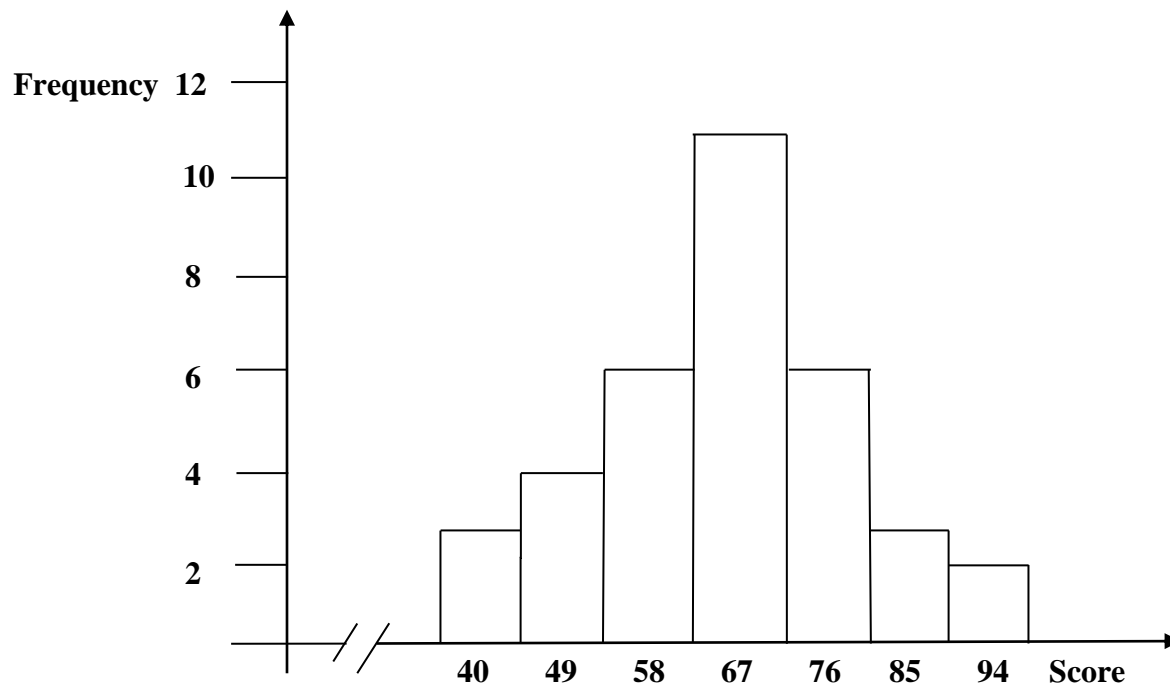


Figure 3: The histogram data of Reading Descriptive Text at Grade VIII of MTs N Sipirok

By looking the above histogram, it can be said that the curve was normal. The degree of students' (respondents) in agreement of reading descriptive text were the highest at the middle position.

B. The Hypothesis of Testing

Requirement

Table 13. Normality Data X and Y

Class	Normality test	
	r_{count}	r_{table}
Data X	2.6832	11.070
Data Y	4.2949	11.070

Based on the table above, the score of data X = 2.6831 < 11.070 with n = 35 and data Y = 3.8215 < 11.070 with n = 35, on significant level 5%. It meant that data X and Y were distributed normal (see in appendix 12).

Hypothesis testing aims to determine the correlation between Learning Interest and Reading Descriptive Text to the VIII grade of MTs N Sipirok by using Product Moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below:

$$N = 35$$

$$\sum X = 2587$$

$$\sum Y = 2254$$

$$\sum X^2 = 194459$$

$$\sum Y^2 = 154400$$

$$\sum xy = 171412$$

By using the values above, calculated the value of correlation between variable X and Y.

$$\begin{aligned}
 r_{xy} &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}} \\
 &= \frac{35(171412) - (2587)(2254)}{\sqrt{\{35(194459) - (2587)^2\}\{35(154400) - (2254)^2\}}} \\
 &= \frac{5999420 - 5831098}{\sqrt{\{6806065 - 6692569\}\{5404000 - 5080516\}}} \\
 &= \frac{168322}{\sqrt{(113496)(323484)}} \\
 &= \frac{168322}{\sqrt{36714140064}} \\
 &= \frac{168322}{191609,3423192} \\
 &= 0.878
 \end{aligned}$$

H_a: There is a significant correlation between Learning Interest and students' Reading
Descriptive Text at the eighth grade students of MTs N Sipirok. So, based on the above

calculation between variable X and Y by r_{xy} , the researcher got 0.878 and $df = N-2$.¹⁴ $35-2 = 33$ at significant level 5% = 0.344 and significant 1% = 0.442. So, it found that $r_0 > r_t$, it can be seen from $r_0 = 0.878 > 0.442$ in significant level 1%, because $r_0 > r_t$ H_a accepted. So, the correlation of this research was positive correlation. It can be seen from calculation r_{xy} product moment was 0.878.

H_0 : There is no significant correlation between Learning Interest and students' Reading Descriptive Text at the eighth grade students of MTs N Sipirok. It means that H_0 is not accepted.

So, based on the above calculation between variable X and Y by r_{xy} , the researcher got 0.878. The calculating product moment by getting correlation coefficients $r_{xy} = 0.878$ was higher than $r_{table} = 0.344$ on 5% and 1% = 0.442. The result showed that there was a significant correlation between learning interest and reading descriptive text at the eighth grade students of MTs N Sipirok in Good category. It meant that H_a is accepted and H_0 is rejected. It had been written in the table of coefficient correlation interpretation.

Table 13: Categories Value Correlation and Strenght Correlation

No	Value or High r	Interpretation
1.	0.90 – 1.00	Very Good
2.	0.70 – 0.90	Good
3.	0.40 – 0.70	Enough
4.	0.20 – 0.70	Low
5.	0.00 – 0.20	Lowest

(Source: Sugiyono in book *Statistika Untuk Penelitian*)

⁸⁴Hartono, *Statistic Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar , 2004), p. 79

Testing the truth of significant correlation, used the formulate t_{count} or t_{test}

$$\begin{aligned}
 T_{\text{count}} &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.878 \sqrt{35-2}}{\sqrt{1-(0.878)^2}} \\
 &= \frac{0.878 \sqrt{33}}{\sqrt{1-0.770884}} \\
 &= \frac{0.878 (5.744)}{\sqrt{0.229116}} \\
 &= \frac{5.043232}{0.47} \\
 &= 10.730
 \end{aligned}$$

Based on the calculation above, the researcher found that $t_{\text{count}} = 10.730$ and $dk = N-2 = 35 - 2 = 33$, and at real $\alpha = 0.01$, the researcher found that $t_{\text{table}} = 2.738$ cause $t_{\text{count}} > t_{\text{table}}$, namely $t_{\text{count}} : 19.692$ and $t_{\text{table}} = 2.738$. It means that there was the significant correlation between two variables that it was categorized to be “valid” or could be said that the validity of the contribution of variable X to variable Y was “accepted”.

To look for the constribution of variable X to variable Y as follows:

KP = The score of determine coefficient

r = The score of the coefficients correlation

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= (0.878)^2 \times 100\% \\
 &= 0.770884 \times 100\% \\
 &= 77.09\%
 \end{aligned}$$

Based on the calculating above, the constributed variable X (Learning Interest) toward variable Y (Students Reading Descriptive Text) there was 77.09% and 32.01% influenced by other variables.

C. The Discussion of the Result

After did the research, the researcher discussed the result and compared it with result in research related findings:

First, the research done by Ade Yanti with the title “The Correlation Between Extrinsic Motivation and English Achievement at the Eighth Grade Students of SMP N 2 Padangsidempuan” She concluded that there was a correlation between extrinsic motivation and english achievement at the eighth grade students of SMP 2 Padangsidempuan. The result was $r_{\text{count}} > r_{\text{table}}$ ($0.357 > 0.200$) which means the hyphothesis was accepted. Second, the researcher done by Rosdiana Dalimuthe “The Correlation of Students’ Interest and Students’ English Achievement at Grade VIII SMP N 5 Padangsidempuan”. She concluded that correlation between students’ interest and students’ English achievement . The result was $0.980 > 0.284$. Third, the reseach done by Ferra Dwi Putri about “Hubungan Minat Belajar Terhadap Prestasi Belajar Matematika Siswa Kelas Iv Sd Negeri Se-Gugus Mawar Metro Pusat” This is evidenced by the correlation coefficient variable X with Y variable = 0.27 with $t_{\text{count}} = 2.11$. Correlation coefficient value (r) is relatively low with $t_{\text{count}} > t_{\text{table}}$ that is $2.11 > 2.02$ (with $\alpha = 0.05$), meaning that learning interest has a significant relationship with learning achievement.

In this research, researcher found that Learning interest of students was low. There are some assumptions of why it could be the first they are lazy to read textbooks, their lack of vocabulary makes them lazy to understand the lesson when the teacher explains the lesson in class, and lack of motivation from the family, classmates and also the lack of appreciation from the teacher when they were able to read the text with the correct intonation and pronunciation.

Based on the explanation above, it was proved that this research about learning interest and reading descriptive text was rather different with the other research, learning interest had

very good correlation with reading descriptive text mastery. In other words it was supported by this research and it was proved by testing hypothesis of the research, it is found that learning interest have the significant correlation to students' reading descriptive text at VIII grade of MTs N Sapirok. This fact can be seen from $r_{\text{count}} > r_{\text{table}}$ ($0.878 > 0.344$). So, it is clearly learning interest have the significant correlation to students' reading descriptive text mastery. Learning interest is needed and really important in reading.

D. Threats of the Research

The researcher gives students the test and explained them how to answer the test of Reading Descriptive Text (multiple choice test), and explained what are the questionnaire for Learning Interest, the researcher was in capable of measuring honest aspects of the students answering the test that given, until possibility the students cheat and guess. The researcher didn't know whether students' concentrated or not in answering the test and questionnaire, and time was limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research came to describe the data: The hypothesis H_a was accepted whereas H_o was rejected. It was gotten from the value of the correlation product moment r_{xy} between Learning Interest and Students Reading Descriptive Text Mastery at the eighth grade students of MTs N Sipirok and categories value correlation coefficient and high correlation that showed the correlation into very good category. The calculating of product moment by getting correlation coefficient $r_{xy} = 0.878$. The significant correlation level was done by looking r_{table} (r_t) on significant level 5% was 0.344 and on significant level 1% was 0.442. The hypothesis H_a in this research was accepted namely $r_{count} > r_{table}$ ($0.878 > 0.442$). It meant there was significant correlation between Learning Interest and Students Reading Descriptive Text Mastery in Good category.

B. Suggestion

Here the researcher give information as follows:

1. Headmaster of MTS N Sipirok was hope to support to all English Teachers to teach well and provide facilities involves with Learning English.
2. The teacher especially English Teachers in MTS N Sipirok, researcher suggest to make the students interest in Reading especially in Descriptive Text because read the book is very important to know any information and to make the students master in English.

3. The reseearcher hopes that the others researchers who want to conduct a researcher related to this research to find the others influence of Learning Interest. In other to motivate readers more creatics and consider whatever they read.

The Table Indicator of Learning Interest

Indicator	Sub Indicator	Component	Item
Internal factor	1. Interest of the condition of students in learning	1. Attention 2. Felling happy 3. Concentration 4. Need	1, 2, 3 4, 5 6, 7 8, 9
External factor	1. Interest of the environment	1. Fostering relationship with friends 2. Fostering relationship with teachers 3. Fostering relationship with families 4. Fostering relationship with people around	10, 11 12, 13, 14 15, 16 17, 18
	2. Interest of the learning material	5. Completeness of notes 6. Completeness of record	19, 20 21, 22
	3. Interest of the learning equipment	7. Completeness of book or read	23, 24, 25

APPENDIX 1

ANGKET TENTANG MINAT

a. Pengantar

1. Instrumen ini bertujuan untuk mendapatkan data dari siswa tentang minat belajar siswa.
2. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini
3. Jawaban anda akan dijaga kerahasiaannya

b. Petunjuk Pengisian

Di dalam kolom ini berisi tentang gambaran diri anda. Berikan jawaban menurut anda dengan menandai salah satu kolom SS, S, J, HP, dan TP dengan tanda (✓) jawablah dengan jujur menurut dirimu sendiri.

Keterangan:

SL : Selalu

S : Sering

KD : Kadang-kadang

TP : Tidak Pernah

No	Pernyataan	Keterangan			
		SL	S	KD	TP
1	Saya senang mendengarkan guru saat menjelaskan pelajaran bahasa Inggris di kelas				
2	Saya sangat senang ketika guru menyuruh membaca materi bahasa Inggris secara bergiliran				
3	Saya tidak suka menulis sambil mendengarkan guru menjelaskan pelajaran di kelas				
4	Saya tidak percaya diri ketika guru menyuruh saya menjawab soal dengan menggunakan bahasa Inggris				
5	Saya sangat senang ketika guru bahasa Inggris membuat metode diskusi saat belajar				
6	Saya lebih konsentrasi ketika belajar di tempat yang sunyi dan damai				

7	Konsentrasi saya akan terganggu saat belajar jika teman sebangku saya berbicara kepada saya				
8	Saya bersungguh-sungguh belajar bahasa Inggris karena saya ingin menjadi seorang guru bahasa Inggris				
9	Saya malas belajar bahasa Inggris karena saya tidak memerlukannya dalam kehidupan sehari-hari				
10	Saya selalu berdiskusi dengan teman sebangku mengenai pelajaran bahasa Inggris				
11	Saya tidak suka bertanya kepada teman sekelas saat mengalami kesulitan dalam memahami materi yang baru diajarkan				
12	Saya selalu aktif bertanya saat guru bahasa Inggris memberikan kesempatan untuk bertanya				
13	Saya suka pelajaran bahasa Inggris karena saya senang dengan gurunya				
14	Saya tidak suka bertanya pada guru saat saya mengalami kesulitan dalam pelajaran bahasa Inggris				
15	Saya suka bertanya kepada kakak/abang saya ketika mengalami kesulitan dalam memahami materi bahasa Inggris				
16	Saya akan marah ketika nilai bahasa Inggris saya di ejek oleh keluarga saya				
17	Saya sering dipuji oleh orang-orang disekitar saya karna saya sering berkomunikasi menggunakan bahasa Inggris				
18	Saya kecewa dengan teman-teman disekitar saya yang menyepelekan kemampuan berbahasa Inggris saya				
19	Saya selalu mencatat dengan cermat ketika guru menjelaskan materi bahasa Inggris				
20	Saya tidak suka mencatat materi saat pelajaran bahasa Inggris				
21	Saya suka meminta penjelasan materi tentang pelajaran bahasa Inggris ketika saya tidak bisa hadir				
22	Saya tidak peduli dengan pelajaran bahasa Inggris yang disiarkan di radio atau di				

	media lainnya				
23	Saya selalu membaca dan mengoleksi buku yang berhubungan dengan pelajaran bahasa Inggris				
24	Jika pergi ke perpustakaan, saya hanya mencari dan membaca buku yang tidak berhubungan dengan pelajaran bahasa Inggris				
25	Saya tidak suka membaca buku bahasa Inggris				

Validator

The Indicators Reading Descriptive Text

No	Indicators	Items	Number of items	Score	Total score
1.	Able to find the topic of the text	5	1, 11, 29, 34, 43	2	10
2.	Able to identify main idea of text	9	2, 12, 14, 17, 25, 30, 35, 44, 45	2	18
3.	Able to analyzing generic structure	10	3, 7, 8, 13, 15, 16, 31, 32, 46, 47	2	20
4.	Able to identify language features	27	4, 6, 9, 10, 18, 19, 20, 21, 22, 23, 24, 26, 27, 33, 36, 37, 38, 39, 40, 41, 48, 49, 50, 51, 52, 53, 54	2	54
5	Able to identify conclusions from the text	4	5, 28, 42, 55	2	8
	TOTAL	55		16	110

APPENDIX 2

Name : _____

Class : _____

Intruccion:

Read history texts carefully and answer the question below. Each one is followed by several questions about it. The questions are 1-50 items you choose the one best answer, A, B, C, D, to each question, Give mark (X) on the best your answer.

The following text is for question 1-7

Read descriptive text entitled Taman Mini Indonesia Indah and learns therheoterical steps of a descriptive text. Then, answer the following questions.

Title	Taman Mini Indonesia Indah
Identification	Have you visisted Taman Mini Indonesia Indah? It is an extensive culture-based park, the prime showcase of Indonesia's rich culture and natural diversity located in East Jakarta.
Descriptions	Taman Mini is about 25 kilometers from Central Jakarta or some five kilometers from the Halim Perdana Kusuma airport reachable via the Jakarta toll road. It is reachable by public transportations or taxi. Rent a car for a more comfortable journey.
Descriptions	The core of the Park is 26 exclusive replicas of traditional houses of chieftains found trthroughout the Indonesian archipelago from Aceh to Kalimantan, Sulawesi, Java and Papua. These are pavilions displaying the history, arts and crafts and traditions of each of the provinces. Built for education and familiy fun, Taman Mini has large areas for family recreation, a number of flora and fauna parks, various museums, performing theaters, and Imax theatre and accommondation facilities.
Descriptions	Futhermore, there is a large lake whit island in the shapes of the original Indonesian archipelago. From the sky lift that passes over the lake visitors can see clearly the entire map of Indonesia in the lake.
	For visitors who have little time to explore the Indonesian islands, Taman Mini is a good

Closing	introduction to what this country has to offer in diversity and culture. During weekends and holidays, Taman Mini is an ideal theme park for families to become more acquainted with other religion cultures.
---------	---

- What is the topic of the text?
 - Taman Mini Indonesia Indah
 - Culture-based park
 - Indonesia islands
 - My Country
- What is the main idea of the first paragraph?
 - A large lake whit island
 - The core of the Park is 26 exclusive replicas
 - Visited in Taman Mini Indonesia Indah
 - Extensive culture-based park
- What is the generic structure of the text?
 - Identification-Description-Closing
 - Introduction-Description-Closing
 - Introduction-Problems-Resolution
 - Identification-Problems-Resolution-Closing
- Have you Taman Mini Indonesia Indah?
 - Visite
 - Visited
 - Visiting
 - Visitation
- What is the purpose of the text?
 - The most beatiful of Taman Mini Indonesia
 - Beatiful Taman Mini Indonesia Indah
 - To describe of Taman Mini Indonesia Indah
 - To know Taman Mini Indonesia Indah
- What tense is mostly used in the text?
 - Simple Present Tense
 - Past Tense
 - Continous Tense
 - Perfect Tense
- Which the following sentence shows the identification?
 - Taman Mini Indonesia is about 25 kilograms from Central Jakarta
 - Taman Mini has large areas for family recreation
 - Have you visited Taman Mini Indonesia Indah?
 - The core of the park is 26 exclusive replicas of traditional houses of chieftains
- Which the following sentence shows the Description, except?
 - Have you visited Taman Mini Indonesia Indah?
 - Taman Mini has large areas for family recreation
 - Taman Mini Indonesia is about 25 kilograms from Central Jakarta

- d. The core of the park is 26 exclusive replicas of traditional houses of chieftains
9. Taman Mini areas for family recreation!
- | | |
|--------------|---------------|
| a. Had large | c. Have large |
| b. Has large | d. Is large |
10. The core of the park is 26 replicas of traditional houses!
- | | |
|---------------|----------------|
| a. Exclusive | c. Exclusively |
| b. Exlcusived | d. Exclusion |

The following text is for question 11-28

Grand Mega Hotel

There is a new hotel in my city. It is a four star hotel. It is located downtown. The hotel is not very big, but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffe shop and karaoke room.

The pictures of the rooms in the brochure is very nice. The rooms looks very comfortable. It they contain a big spring bed with big pillows, a nice sofa, awardrobe and a television a system with programmes from all over the world. The bathroom is very beautiful although is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortable.

The brochure says "Hospitality is our trademark". The staff of that hotel, from the receptionist, house keepers, and belboys are trained to be polite and to help guests in any way they can. The Grand Mega Hotel is very beautiful

11. What is the topic of the text?
- Grand Mega Hotel
 - My city
 - Interest place
 - My life and best friend
12. What is the main idea of the first paragraph?
- A new hotel in my city
 - The pictures of the room
 - The bathroom is very beautiful
 - The bathroom is very dirty
13. The first paragraph in descriptive text we used to..?
- | | |
|-------------------|-----------------|
| a. Description | c. Introduction |
| b. Identification | d. Closing |
14. The main idea in the second paragraph is?
- The hotel is not very big Sweetly
 - The hotel is not very Wide
 - The hotel is very big
 - The hotel is not very beautiful

15. Which the following sentence shows the description?
 - a. The brochure says "Hospitally is our trademark"
 - b. There is a new hotel in my city
 - c. The Grand Mega Hotel is very beautiful
 - d. The bathroom is very beatiful although is not very big

16. Which the following sentence shows the closing?
 - a. The brochure says "Hospitally is our trademark"
 - b. There is a new hotel in my city
 - c. The Grand Mega Hotel is very beautiful
 - d. The bathroom is very beatiful although is not very big

17. The main idea in the third paragraph is?
 - a. The pictures of the rooms
 - b. The pictures of the swimming pool
 - c. The pictures of the park
 - d. The pictures of the hotel

18. "The Hotel ... very big"

a. are not	c. has not
b. is not	d. have not

19. "The rooms ... very comfortable"

a. looks	c. are looking
b. is look	d. look

20. The bathroom is very beautiful although is not very...?

a. Bigger	c. Biggest
b. Biggen	d. Big

21. Where is the located Grand Mega Hotel?
 - a. It has located in Dowmtown
 - b. It is located in Dowmtown
 - c. It his located in Dowmtown
 - d. It is an located in Dowmtown

22. The pictures of the rooms in the brochure is very?

a. Nicely	c. Nicest
b. Nicety	d. Nice

23. The room looks very?

a. Comfortable	c. Comforting
b. Comfortably	d. Comforted

24. The Grand Mega Hotel is very...?

a. Beauty	c. Beautifully
b. Beautiful	d. Beautify

25. The main idea in the last paragraph is?
- It they contain a big spring bed with big pillows
 - There is a new hotel in my city
 - Hospital is our trademark
 - It has a bath-tub with hot and cold water
26. It looks a classic castle in Europe
- See
 - Like
 - Like as
 - Saw
27. "The Grand Mega Hotel ... very beautiful."
- Has
 - Are
 - Is
 - Was
28. The conclusion of the text is?
- The pictures of the rooms in the brochure are very nice
 - It has a bath-tub with hot and cold water
 - A new hotel in my city. It is a four star hotel
 - The Grand Mega Hotel is very beautiful

Question 29-40: This text below is for questions number 29 up 40. Choose the best answer based on the text.

Kuta Beach is a beautiful beach in a southern Bali. It's location is in Bandung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. It's long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also wee-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the penoramic sunset in this town. It is real the tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play football or just take a walk. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 yers ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. Therefor, Kuta Beach is one of interesting place in Indonesia.

29. What is the first paragraph about?
- Rock Cafe
 - Ngurah Rai
 - Indonesia
 - Kuta Beach

30. What is the main idea in the first paragraph?
- Kuta Beach is a beautiful beach in a southern Bali
 - Its long sandy beach is known internationally, with its varied accommodation
 - The locals usually set up the goal posts between Hard Rock Cafe
 - Its location is in Bandung Regency, 9 km from Denpasar.
31. Which the following sentence shows the identification....
- Kuta Beach is a beautiful beach in a southern Bali
 - Its long sandy beach is known internationally, with its varied accommodation
 - The locals usually set up the goal posts between Hard Rock Cafe
 - Its location is in Bandung Regency, 9 km from Denpasar.
32. Which the following sentence the description of the text is, except...
- In Kuta Beach we can sunbathe, swim, surf, play soccer beach, kite flying, play football or just take a walk
 - Kuta Beach have many restaurant and bars, and many renowned surfers
 - Its location is in Bandung Regency, 9 km from Denpasar
 - Kuta Beach is a beautiful beach in a southern Bali
33. "Kuta Beach location is ... Bandung Regency..."
- At
 - On
 - In
 - A
34. What is the second paragraph about?
- Kuta Beach is one of interesting places in Indonesia
 - Kuta Beach is familiar
 - Kuta Beach is famous
 - Kuta Beach is natural beauty
35. What is the main idea in the third paragraph?
- Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back
 - For persons who like playing soccer, do not forget to try the game with some locals
 - Therefor, Kuta Beach is one of interesting places in Indonesia
 - Its long sandy beach is known internationally, with its varied accommodation
36. According to the text, which statement is NOT TRUE in grammar!
- Kuta Beach is a beautiful beach in a southern Bali
 - Kuta Beach's one of interested places in Indonesia
 - Kuta Beach for 50 years ago is the village of fishmen
 - Kuta Beach is on the western side of the Island narrow isthmus

37. People who come to Bali will be very if they do not see the penoramic sunset in this town.”
- | | |
|-------------|--------------|
| a. Unlucky | c. Unlucking |
| b. Unlucked | d. Unmade |
38. “Kuta Beach is a ... beach in a Southern Bali.”
- | | |
|--------------|----------------|
| a. Beauty | c. Beautifully |
| b. Beautiful | d. Beautify |
39. Kuta Beach is a beautiful beach a southern Bali.
- | | |
|-------|--------|
| a. At | c. On |
| b. In | d. The |
40. “The Kuta Beach will make the tourists feel ... and hope to visit it back.”
- | | |
|---------------|------------------|
| a. Satisfied | c. Satisfy |
| b. Satisfying | d. Saatisfyingly |
41. From the story above that is not an adjective is?
- | | |
|--------------|----------------|
| a. Unlucky | c. Interesting |
| b. Beautiful | d. Satisfied |
42. The conclusion of the text is?
- | |
|---|
| a. People who come to Bali will be very unlucky if they do not see the penoramic sunset in this town. |
| b. Kuta Beach is natural beauty |
| c. Kuta Beach is a beautiful beach in a southerm Bali |
| d. Kuta Beach is one of interesting place in Indonesia |

Question 42-55: This text below is for questions number 43 up 55. Choose the best answer based on the text.

My Best Friend

My best friend Abdul and he is my classmate. We go to school together. Abdul comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Abdul has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

43. What is the topic of the text?
- | |
|-----------------------------|
| a. Abdul is the perfect boy |
|-----------------------------|

- b. My best friend
 - c. My classmate
 - d. My life and my best friend
44. What is the main idea of the first paragraph?
- a. My best friend Abdul and he is my classmate
 - b. Abdul comes from an educated family
 - c. My best friend Abdul
 - d. Abdul has a well-built body
45. The main idea in the second paragraph is?
- a. He is hard working
 - b. He is punctual, well-educated, and has good manners
 - c. He is Punctual
 - d. Abdul has a well-built body
46. "He is punctual, well-educated, and has good manners." This sentence used for?
- a. Introduction
 - b. Identification
 - c. Description
 - d. Closing
47. Below the sentence used to describe the objects on the story, except!
- a. My best friend Abdul and he is my classmate
 - b. He is punctual, well-educated, and has good manners
 - c. He is really hard working
 - d. He is gentle but fearless
48. Abdul is my best friend. He is
- a. Punctual
 - b. Punctually
 - c. Punctuate
 - d. Punctuated
49. "Abdul has a well-built body. He is ... but ..." ...
- a. Gently and fearless
 - b. Gentlemanly and fearlessly
 - c. Gentlemanly and fearlessness
 - d. Gentle and fearless
50. "My best friend Abdul and he classmate."
- a. Is my
 - b. Has my
 - c. Have my
 - d. Has me
51. "Abdul ... a well-built body."
- a. Is
 - b. Have
 - c. Has
 - d. Had
52. "I ... happy to have such a friend."
- a. Are
 - b. Am
 - c. Is
 - d. As
53. "He always ... his homework."
- a. Take
 - b. Do
 - c. Like
 - d. Does

54. "He also ... the guitar, and he makes his parents very proud of him."

- | | |
|-----------|----------|
| a. Plays | c. Takes |
| b. Drudgs | d. Sings |

55. The conclusion of the text is?

- a. My best friend very wonderful
- b. I am happy to have such a friend
- c. My best friend inspires me to work harder
- d. My best friend Abdul and he is my classmate

Validitator

Melisa Putri Gultom, S.Pd

APPENDIX 3

KEY ANSWER

1. A	11. A	21. A	31. A	41. C	51. C
2. C	12. A	22. D	32. D	42. D	52. B
3. B	13. B	23. A	33. C	43. B	53. D
4. B	14. D	24. B	34. A	44. A	54. A
5. C	15. D	25. A	35. A	45. B	55. B
6. A	16. C	26. A	36. B	46. C	
7. C	17. A	27. C	37. A	47. A	
8. A	18. B	28. B	38. B	48. A	
9. B	19. A	29. D	39. B	49. D	
10. A	20. D	30. A	40. A	50. A	

APPENDIX 4

QUESTIONNAIRE RESULT OF LEARNING INTEREST

No	Initial	Number of Questionnaire																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	A M S	3	2	4	3	2	3	4	2	3	3	3	2	3	1	2	3	2	3	3
2	A P S	2	1	3	3	1	1	3	1	4	1	1	1	2	1	1	1	1	3	1
3	A A	4	3	2	3	3	3	2	4	4	4	3	4	3	2	3	2	2	3	3
4	A T	3	3	3	2	1	4	4	2	2	1	3	3	1	2	2	1	2	2	3
5	A M	2	2	2	1	3	4	1	2	1	2	3	1	2	2	1	2	1	2	3
6	D	2	2	3	2	3	4	4	3	2	2	3	3	2	2	2	3	2	3	3
7	D P	4	4	4	3	2	3	4	1	3	4	3	3	4	4	3	2	3	2	4
8	D I S	3	1	4	2	2	3	3	4	1	2	2	4	4	2	4	2	2	3	3
9	D S	2	2	3	3	3	2	2	3	1	3	2	3	1	2	2	2	3	1	3
10	F F	4	3	2	2	3	3	4	2	3	1	4	4	4	3	3	1	4	2	4
11	F R	3	4	3	4	3	2	3	4	4	4	4	3	4	2	2	3	3	1	1
12	G S	4	4	4	2	3	3	3	4	2	2	3	4	3	2	4	2	4	4	4
13	H T	3	2	3	3	3	3	3	4	2	4	4	1	2	2	1	2	3	3	3
14	H B	3	3	3	4	3	2	2	3	4	4	2	2	3	4	2	2	2	3	2
15	H S	4	4	4	3	4	4	3	2	3	4	2	4	4	3	3	2	3	4	4
16	I M R	1	2	3	2	3	2	2	3	3	3	2	2	3	1	4	1	3	3	2
17	I S	3	2	3	3	3	3	2	3	4	3	2	3	3	2	1	3	2	1	2
18	I S	3	2	3	2	4	4	3	4	2	2	3	4	3	2	4	3	2	4	4
19	I M	4	3	3	2	3	3	3	3	2	4	3	2	3	2	1	2	3	3	3
20	L S	3	4	3	3	3	3	3	2	3	3	3	2	2	2	2	1	3	2	1
21	L M S	4	4	4	4	4	4	3	3	4	4	4	2	3	3	4	4	4	4	4
22	M S	4	3	4	2	3	3	3	3	4	3	2	4	3	2	4	3	2	4	3
23	M J	3	3	3	4	2	3	3	2	2	4	4	3	3	2	1	4	2	4	4
24	M A D	2	4	3	2	3	4	2	2	2	4	3	4	2	2	2	2	3	1	3
25	M R	4	4	3	2	4	3	3	3	3	4	2	3	4	3	4	3	3	2	3
26	M S	3	4	3	3	2	2	2	2	4	4	3	3	4	1	4	2	3	3	2
27	N R	4	4	3	3	4	3	3	4	4	4	2	4	4	3	3	3	2	4	3
28	N F al-A	4	3	4	3	2	3	4	4	2	3	3	4	3	2	4	2	3	3	4
29	R B	3	3	3	4	2	2	2	2	2	1	3	3	4	2	4	3	4	4	3
30	R A F	3	4	4	4	4	4	3	4	3	4	2	4	2	3	4	3	4	4	4
31	R A	3	4	4	3	2	3	2	4	3	4	3	4	3	2	4	2	4	2	3
32	S N	4	4	3	4	2	2	2	2	4	4	3	3	4	2	4	3	4	4	3
33	W S	4	3	4	4	2	4	4	3	3	3	2	1	2	2	1	2	3	4	3
34	W N A	4	4	4	3	3	3	4	4	4	2	2	4	3	4	3	4	4	4	3
35	Z A T	4	4	4	4	4	4	3	3	3	2	3	2	4	4	2	3	3	4	4

		3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	8	3	3	8
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Validity of Test

No	NUMBER OF ITEMS																			
	3 1	3 2	3 3	3 4	3 5	3 6	3 7	3 8	3 9	4 0	4 1	4 2	4 3	4 4	4 5	4 6	4 7	4 8	49	50
1	1	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1
2	1	0	1	0	1	0	0	1	1	1	0	1	0	0	0	0	1	1	1	0
3	1	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	0	0
4	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1
5	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1
6	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
7	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1
8	0	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1
9	0	0	0	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	0
10	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
11	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1
12	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1
13	1	0	0	1	0	0	0	1	1	1	0	1	0	1	1	1	0	0	1	0
14	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	1
15	1	0	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1
16	0	0	0	1	1	1	0	1	0	1	0	1	1	0	0	0	0	0	0	1
17	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0
18	1	0	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1
19	0	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1
20	1	0	0	1	1	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0
21	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1
22	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1
23	0	0	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1
24	1	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1
26	0	0	0	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1
27	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1
28	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1
29	1	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	1	0	1	0
30	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1
31	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0
32	1	0	1	0	0	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1
33	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1
34	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1
35	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1
N = 35	2 2	7	1 1	2 7	2 7	2 4	2 6	2 6	2 5	2 6	5	2 6	2 6	2 7	2 4	2 6	2 2	2 7	25	27
P	0. 7	0. 2	0. 3	0. 8	0. 8	0. 7	0. 7	0. 7	0. 7	0. 7	0. 2	0. 7	0. 7	0. 8	0. 7	0. 7	0. 7	0. 8	0.7	0.8

q	0. 3	0. 8	0. 7	0. 2	0. 2	0. 3	0. 3	0. 3	0. 3	0. 3	0. 8	0. 3	0. 3	0. 2	0. 3	0. 3	0. 3	0. 2	0.3	0.2
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Appendix 6

$$\text{Calculation of } r_{\text{pbi}} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

A. Calculation of Pre-test

1. Mean score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$
$$M_t = \frac{2254}{35} = 64,4$$

2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$
$$SD_t = \sqrt{\frac{154400}{35} - \left(\frac{2254}{35}\right)^2}$$
$$SD_t = \sqrt{4411.4 - 64.4^2}$$
$$SD_t = \sqrt{4411.4 - 4147.36}$$
$$SD_t = \sqrt{264.04} = 16.24$$

3. Mean Score (M_p)

Item 1

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n1}$$
$$M_{\text{pl}} = \frac{46+70+60+66+64+80+74+60+74+36+70+58+94+70+54+50+80+54+90+68+66+82+88}{23} =$$
$$M_{\text{pl}} = \frac{1554}{23} = 67.56$$

Item 2

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n2}$$
$$M_{\text{pl}} = \frac{64+70+60+76+64+53+74+60+74+70+58+94+70+54+78+80+70+78+80+70+90+68+56+82+88}{23} =$$
$$M_{\text{pl}} = \frac{1638}{23} = 71.21$$

Item 3

$$M_{\text{pl}} = \frac{\text{total score of students' score that true item answer}}{n3}$$
$$M_{\text{pl}} = \frac{64+46+70+50+76+52+80+64+60+74+36+70+46+94+66+70+54+78+50+80+70+90+68+56+82+88}{25} =$$
$$M_{\text{pl}} = \frac{1760}{25} = 70.4$$

Item 4

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{46+70+50+76+52+80+64+60+24+56+42+70+58+46+94+66+70+54+70+80+70+90+68+56+82+88}{25} =$$

$$M_{pl} = \frac{1810}{25} = 72.4$$

Item 5

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{70+60+76+64+52+80+74+60+74+42+70+58+94+66+70+54+78+80+70+90+68+56+82+88}{24} =$$

$$M_{pl} = \frac{1624}{24} = 67.66$$

Item 6

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{46+70+50+66+76+52+80+74+60+74+36+42+70+58+94+70+78+80+70+90+68+56+82+88}{24} =$$

$$M_{pl} = \frac{1630}{24} = 68$$

Item 7

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{22+20+21+19+15+12+18+10+22+16+22+21+17+14+22+17+20+17+19+4+21+12+21+18+88}{24} =$$

$$M_{pl} = \frac{1714}{24} = 71$$

Item 8

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{64+70+60+66+64+52+8+74+68+36+74+42+70+46+94+54+78+80+70+52+68+56+66+82+88}{25} =$$

$$M_{pl} = \frac{1576}{25} = 63.04$$

Item 9

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{46+70+60+76+64+80+74+64+36+36+74+36+42+70+46+94+66+54+78+80+70+54+90+66+82+88}{25} =$$

$$M_{pl} = \frac{1660}{25} = 66.4$$

Item 10

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{10}}$$

$$M_{pl} = \frac{64+46+50+66+76+64+74+64+60+36+74+42+70+46+94+66+78+50+80+50+90+68+56+66+82+88}{26} =$$

$$M_{pl} = \frac{1758}{26} = 67.61$$

Item 11

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$M_{pl} = \frac{22+20+15+10+22+19+22+21+22+17+19+21+12+18}{14}$$

$$M_{pl} = \frac{263}{14} = 18.78$$

Item 12

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{12}}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+16+19+22+17+14+22+17+20+17+19+5+21}{21}$$

$$M_{pl} = \frac{382}{21} = 18.19$$

Item 13

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{13}}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+15+10+22+16+19+22+21+17+22+17+20+17+19+21+5+21+18+19}{25} =$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 14

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{14}}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+12+18+15+22+19+22+21+17+14+22+17+19+12+21+19}{22} =$$

$$M_{pl} = \frac{395}{22} = 17.95$$

Item 15

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{22}}$$

$$M_{pl} = \frac{22+21+17+17+19+21+18}{7}$$

$$M_{pl} = \frac{135}{7} = 19.28$$

Item 16

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{16}}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+19+22+21+17+14+17+20+17+4+21+21+18+19}{22}$$

$$M_{pl} = \frac{403}{22} = 18.31$$

Item 17

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{17}}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+18+15+22+19+22+21+17+22+20+17+19+4+21+12+21+18+19}{24} =$$

$$M_{pl} = \frac{432}{24} = 18.00$$

Item 18

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{18}}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+22+17+20+17+19+21+12+21+18+19}{22}$$

$$M_{pl} = \frac{419}{22} = 19.045$$

Item 19

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{11}}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+10+22+16+21+14+22+17+20+17+12+18}{19}$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 20

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{20}}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+16+22+21+17+14+22+17+20+17+19+21+12+21+18+19}{23} =$$

$$M_{pl} = \frac{424}{23} = 18.43$$

Item 21

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{21}}$$

$$M_{pl} = \frac{20+21+7+22+19+21+17+22+17+19+4+21+5+12}{14}$$

$$M_{pl} = \frac{270}{14} = 19.28$$

Item 22

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{22}}$$

$$M_{pl} = \frac{22+21+17+17+19+21+18}{7}$$

$$M_{pl} = \frac{135}{7} = 19.28$$

Item 23

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{23}}$$

$$M_{pl} = \frac{22+20+19+21+15+18+15+10+22+19+22+17+22+17+19+21+21+18+19}{19}$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 24

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{24}}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+10+22+19+22+21+17+22+17+20+17+19+21+21+18+19}{23}$$

$$M_{pl} = \frac{433}{23} = 18.82$$

Item 25

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_{25}}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+17+14+22+17+20+17+19+21+12+21+18}{23}$$

$$M_{pl} = \frac{431}{23} = 18.73$$

Item 26

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n_1}$$

$$M_{pl} = \frac{22+20+21+19+7+21+12+15+10+22+16+19+22+17+14+22+20+19+21+21+18+19}{23}$$

$$M_{pl} = \frac{418}{23} = 18.17$$

Item 27

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{22+21+19+7+21+15+12+18+15+10+16+19+22+21+14+22+20+19+21+21+18+19}{22} =$$

$$M_{pl} = \frac{392}{22} = 17.81$$

Item 28

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl} = \frac{22+21+19+21+15+18+10+22+16+19+22+21+17+14+22+17+20+17+20+17+19+21+5+18+19}{24} =$$

$$M_{pl} = \frac{415}{24} = 17.29$$

Item 29

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{22+20+21+19+7+21+22+16+19+22+21+17+14+22+17+20+17+21+12+21+19}{21} =$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 30

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{22+20+19+12+18+15+22+16+19+22+17+14+22+20+19+21+12+21+18+19}{20} =$$

$$M_{pl} = \frac{368}{20} = 18.40$$

Item 31

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n6}$$

$$M_{pl} = \frac{21+21+15+22+16+22+21+17+22+20+17+21+19}{13} =$$

$$M_{pl} = \frac{254}{13} = 19.53$$

Item 32

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl} = \frac{22+20+21+19+15+12+18+10+22+16+22+21+17+14+22+17+20+17+19+4+21+12+21+18+19}{25} =$$

$$M_{pl} = \frac{448}{25} = 17.92$$

Item 33

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n8}$$

$$M_{pl} = \frac{22+20+21+19+7+21+12+18+22+16+19+22+21+22+20+17+21+5+21+18+19}{21}$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 34

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n9}$$

$$M_{pl} = \frac{22+20+21+21+15+18+15+10+16+19+22+21+17+14+22+17+20+17}{23}$$

$$M_{pl} = \frac{418}{23} = 18.17$$

Item 35

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n10}$$

$$M_{pl} = \frac{22+20+21+7+21+15+18+15+22+16+19+22+17+20+19+21+21+18+19}{19}$$

$$M_{pl} = \frac{389}{19} = 20.47$$

Item 36

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+20+15+10+22+19+22+21+22+17+19+21+12+18}{14}$$

$$M_{pl} = \frac{263}{14} = 18.78$$

Item 37

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n12}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+16+19+22+17+14+22+17+20+17+19+5+21}{21}$$

$$M_{pl} = \frac{382}{21} = 18.19$$

Item 38

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+15+10+22+16+19+22+21+17+22+17+20+17+19+21+5+21+18+19}{25}$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 39

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n14}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+12+18+15+22+19+22+21+17+14+22+17+19+12+21+19}{22}$$

$$M_{pl} = \frac{395}{22} = 17.95$$

Item 40

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n16}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+22+19+22+21+17+14+17+20+17+4+21+21+18+19}{22}$$

$$M_{pl} = \frac{403}{22} = 18.31$$

Item 41

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n17}$$

$$M_{pl} = \frac{22+20+21+19+7+21+15+18+15+22+19+22+21+17+22+20+17+19+4+21+12+21+18+19}{24} =$$

$$M_{pl} = \frac{432}{24} = 18.00$$

Item 42

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n18}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+22+17+20+17+19+21+12+21+18+19}{22}$$

$$M_{pl} = \frac{419}{22} = 19.045$$

Item 43

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n11}$$

$$M_{pl} = \frac{22+20+21+19+21+15+18+15+10+22+16+21+14+22+17+20+17+12+18}{19}$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 44

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n20}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+16+22+21+17+14+22+17+20+17+19+21+12+21+18+19}{23} =$$

$$M_{pl} = \frac{424}{23} = 18.43$$

Item 45

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n21}$$

$$M_{pl} = \frac{20+21+7+22+19+21+17+22+17+19+4+21+5+12}{14}$$

$$M_{pl} = \frac{270}{14} = 19.28$$

Item 46

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n13}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+15+10+22+16+19+22+21+17+22+17+20+17+19+21+5+21+18+19}{25} =$$

$$M_{pl} = \frac{451}{25} = 18.04$$

Item 47

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n23}$$

$$M_{pl} = \frac{22+20+19+21+15+18+15+10+22+19+22+17+22+17+19+21+21+18+19}{19} =$$

$$M_{pl} = \frac{357}{19} = 18.78$$

Item 48

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n24}$$

$$M_{pl} = \frac{22+20+21+19+21+15+12+18+10+22+19+22+21+17+22+17+20+17+19+21+21+18+19}{23} =$$

$$M_{pl} = \frac{433}{23} = 18.82$$

Item 49

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n25}$$

$$M_{pl} = \frac{22+20+21+19+21+12+18+22+16+19+22+21+17+14+22+17+20+17+19+21+12+21+18}{23} =$$

$$M_{pl} = \frac{431}{23} = 18.73$$

Item 50

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n1}$$

$$M_{pl} = \frac{22+20+21+19+7+21+12+15+10+22+16+19+22+17+14+22+20+19+21+21+18+19}{23} =$$

$$M_{pl} = \frac{418}{23} = 18.17$$

Item 51

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n2}$$

$$M_{pl} = \frac{22+21+19+7+21+15+12+18+15+10+16+19+22+21+14+22+20+19+21+21+18+19}{22} =$$

$$M_{pl} = \frac{392}{22} = 17.81$$

Item 52

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n3}$$

$$M_{pl}$$

=

$$M_{pl} = \frac{22+21+19+21+15+18+10+22+16+19+22+21+17+14+22+17+20+17+20+17+19+21+5+18+19}{24}$$

$$M_{pl} = \frac{415}{24} = 17.29$$

Item 53

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n4}$$

$$M_{pl} = \frac{22+20+21+19+7+21+22+16+19+22+21+17+14+22+17+20+17+21+12+21+19}{21}$$

$$M_{pl} = \frac{390}{21} = 18.57$$

Item 54

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n5}$$

$$M_{pl} = \frac{22+20+19+12+18+15+22+16+19+22+17+14+22+20+19+21+12+21+18+19}{20}$$

$$M_{pl} = \frac{368}{20} = 18.40$$

Item 55

$$M_{pl} = \frac{\text{total score of students' score that true item answer}}{n7}$$

$$M_{pl}$$

=

$$M_{pl} = \frac{22+20+21+19+15+12+18+10+22+16+22+21+17+14+22+17+20+17+19+4+21+12+21+18+19}{25}$$

$$M_{pl} = \frac{448}{25} = 17.92$$

4. Calculation of the formulation $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$

Item 1

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.262 \times 1.8 = 0.471$$

Item 2

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.342 \times 1.52 = 0.519$$

Item 3

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.53 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.67}{5.00} \sqrt{0.66}$$

$$r_{pbi} = 0.534 \times 0.812 = 0.433$$

Item 4

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.92 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.06}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.212 \times 2 = 0.424$$

Item 5

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.342 \times 1.52 = 0.519$$

Item 6

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.262 \times 1.52 = 0.398$$

Item 7

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.47 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.61}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.722 \times 1.22 = 0.880$$

Item 8

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.19 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.33}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.266 \times 2 = 0.532$$

Item 9

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.18}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.236 \times 2 = 0.472$$

Item 10

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.95 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.09}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.218 \times 1.52 = 0.331$$

Item 11

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.81 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.95}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.19 \times 1.5 = 0.288$$

Item 12

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.31 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.45}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.29 \times 1.52 = 0.440$$

Item 13

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.00 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.14}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.228 \times 2 = 0.456$$

Item 14

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.384 \times 1.22 = 0.468$$

Item 15

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.43-16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.57}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.314 \times 1.87 = 0.587$$

Item 16

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28-16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.42}{5.00} \sqrt{0.66}$$

$$r_{pbi} = 0.484 \times 0.812 = 0.393$$

Item 17

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28-16.86}{5.00} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{2.42}{5.00} \sqrt{0.25}$$

$$r_{pbi} = 0.484 \times 0.5 = 0.242$$

Item 18

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{1.92-16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.384 \times 1.22 = 0.468$$

Item 19

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.82-16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.96}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.392 \times 1.87 = 0.7333$$

Item 20

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.73 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.87}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.374 \times 1.87 = 0.699$$

Item 21

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.262 \times 1.8 = 0.471$$

Item 22

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.81 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.95}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.19 \times 1.5 = 0.288$$

Item 23

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.29 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.43}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.086 \times 2 = 0.172$$

Item 24

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$$r_{\text{pbi}} = 0.342 \times 1.52 = 0.519$$

Item 25

$$r_{\text{pbi}} = \frac{M_{\text{p}} - M_{\text{t}}}{SD_{\text{t}}} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{18.40 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{\text{pbi}} = \frac{1.54}{5.00} \sqrt{1.5}$$

$$r_{\text{pbi}} = 0.308 \times 1.22 = 0.375$$

Item 26

$$r_{\text{pbi}} = \frac{M_{\text{p}} - M_{\text{t}}}{SD_{\text{t}}} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{19.53 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{\text{pbi}} = \frac{2.67}{5.00} \sqrt{0.66}$$

$$r_{\text{pbi}} = 0.534 \times 0.812 = 0.433$$

Item 27

$$r_{\text{pbi}} = \frac{M_{\text{p}} - M_{\text{t}}}{SD_{\text{t}}} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{17.92 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{\text{pbi}} = \frac{1.06}{5.00} \sqrt{4}$$

$$r_{\text{pbi}} = 0.212 \times 2 = 0.424$$

Item 28

$$r_{\text{pbi}} = \frac{M_{\text{p}} - M_{\text{t}}}{SD_{\text{t}}} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{17.81 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{\text{pbi}} = \frac{0.95}{5.00} \sqrt{2.33}$$

$$r_{\text{pbi}} = 0.19 \times 1.5 = 0.28$$

Item 29

$$r_{\text{pbi}} = \frac{M_{\text{p}} - M_{\text{t}}}{SD_{\text{t}}} \sqrt{\frac{p}{q}}$$

$$r_{\text{pbi}} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.262 \times 1.52 = 0.398$$

Item 30

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.47 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.61}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.722 \times 1.22 = 0.880$$

Item 31

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{0.66}$$

$$r_{pbi} = 0.384 \times 0.81 = 0.311$$

Item 32

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.19 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.33}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.266 \times 2 = 0.532$$

Item 33

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.04 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.18}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.236 \times 2 = 0.472$$

Item 34

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.95 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.09}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.218 \times 1.52 = 0.331$$

Item 35

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.05 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{2.19}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.438 \times 1.22 = 0.534$$

Item 36

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.29 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.43}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.086 \times 2 = 0.172$$

Item 37

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.00 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.14}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.228 \times 2 = 0.456$$

Item 38

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.04 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{2.18}{5.00} 2.33$$

$$r_{pbi} = 0.436 \times 1.52 = 0.662$$

Item 39

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.78 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.384 \times 1.22 = 0.468$$

Item 40

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.43 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.57}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.314 \times 1.87 = 0.587$$

Item 41

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.42}{5.00} \sqrt{0.66}$$

$$r_{pbi} = 0.484 \times 0.812 = 0.393$$

Item 42

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.28 - 16.86}{5.00} \sqrt{\frac{0.2}{0.8}}$$

$$r_{pbi} = \frac{2.42}{5.00} \sqrt{0.25}$$

$$r_{pbi} = 0.484 \times 0.5 = 0.242$$

Item 43

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{1.92 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.92}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.384 \times 1.22 = 0.468$$

Item 44

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.82 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.96}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.392 \times 1.87 = 0.7333$$

Item 45

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.73 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.87}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.374 \times 1.87 = 0.699$$

Item 46

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.2}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{3.5}$$

$$r_{pbi} = 0.262 \times 1.8 = 0.471$$

Item 47

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.81 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{0.95}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.19 \times 1.5 = 0.288$$

Item 48

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.29 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{0.43}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.086 \times 2 = 0.172$$

Item 49

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.342 \times 1.52 = 0.519$$

Item 50

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.40 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{1.54}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.308 \times 1.22 = 0.375$$

Item 51

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{19.53 - 16.86}{5.00} \sqrt{\frac{0.4}{0.6}}$$

$$r_{pbi} = \frac{2.67}{5.00} \sqrt{0.66}$$

$$r_{pbi} = 0.534 \times 0.812 = 0.433$$

Item 52

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17.92 - 16.86}{5.00} \sqrt{\frac{0.8}{0.2}}$$

$$r_{pbi} = \frac{1.06}{5.00} \sqrt{4}$$

$$r_{pbi} = 0.212 \times 2 = 0.424$$

Item 53

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.57 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.71}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.342 \times 1.52 = 0.519$$

Item 54

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{18.17 - 16.86}{5.00} \sqrt{\frac{0.7}{0.3}}$$

$$r_{pbi} = \frac{1.31}{5.00} \sqrt{2.33}$$

$$r_{pbi} = 0.262 \times 1.52 = 0.398$$

Item 55

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{20.47 - 16.86}{5.00} \sqrt{\frac{0.6}{0.4}}$$

$$r_{pbi} = \frac{3.61}{5.00} \sqrt{1.5}$$

$$r_{pbi} = 0.722 \times 1.22 = 0.880$$

APPENDIX 7

Table of Test Validity

Number of Item	Mp	Mt	SDt	P	Q	$r_{pbi} = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \sum (Y_i - \bar{Y})^2}}$	on 5% significant	Interpretation
1	67.56	64.4	16.24	0.7	0.3	0.471	0.344	Valid
2	71.21	64.4	16.24	0.7	0.3	0.519	0.344	Valid
3	70.4	64.4	16.24	0.7	0.3	0.433	0.344	Valid
4	72.4	64.4	16.24	0.7	0.3	0.424	0.344	Valid
5	67.66	64.4	16.24	0.7	0.3	0.519	0.344	Valid
6	68	64.4	16.24	0.7	0.3	0.398	0.344	Valid
7	71	64.4	16.24	0.7	0.3	0.880	0.344	Valid
8	63.64	64.4	16.24	0.7	0.3	0.532	0.344	Valid
9	66.4	64.4	16.24	0.7	0.3	0.472	0.344	Valid
10	67.61	64.4	16.24	0.7	0.3	0.434	0.344	Valid
11	41.05	64.4	16.24	0.7	0.3	0.592	0.344	Valid
12	40.77	64.4	16.24	0.7	0.3	0.440	0.344	Valid
13	39.62	64.4	16.24	0.7	0.3	0.456	0.344	Valid
14	40.68	64.4	16.24	0.8	0.2	0.468	0.344	Valid
15	41.56	64.4	16.24	0.2	0.8	0.331	0.344	Invalid
16	41.43	64.4	16.24	0.7	0.3	0.393	0.344	Valid
17	41	64.4	16.24	0.7	0.3	0.468	0.344	Valid
18	37	64.4	16.24	0.2	0.8	0.242	0.344	Invalid
19	41	64.4	16.24	0.7	0.3	0.733	0.344	Valid
20	41.31	64.4	16.24	0.7	0.3	0.699	0.344	Valid
21	41.33	64.4	16.24	0.7	0.3	0.471	0.344	Valid
22	41.27	64.4	16.24	0.7	0.3	0.664	0.344	Valid

23	41.18	64.4	16.24	0.7	0.3	0.481	0.344	Valid
24	40.94	64.4	16.24	0.7	0.3	0.519	0.344	Valid
25	40.15	64.4	16.24	0.7	0.3	0.454	0.344	Valid
26	40.72	64.4	16.24	0.7	0.3	0.433	0.344	Valid
27	40.61	64.4	16.24	0.7	0.3	0.424	0.344	Valid
28	38.4	64.4	16.24	0.7	0.3	0.398	0.344	Valid
29	43.07	64.4	16.24	0.7	0.3	0.746	0.344	Valid
30	42.42	64.4	16.24	0.7	0.3	0.880	0.344	Valid
31	41.11	64.4	16.24	0.7	0.3	0.465	0.344	Valid
32	40.84	64.4	16.24	0.2	0.8	0.311	0.344	Invalid
33	37.57	64.4	16.24	0.3	0.7	0.172	0.344	Invalid
34	41	64.4	16.24	0.8	0.2	0.438	0.344	Valid
35	41.37	64.4	16.24	0.8	0.2	0.534	0.344	Valid
36	40.5	64.4	16.24	0.7	0.3	0.416	0.344	Valid

37	41.18	64.4	16.24	0.7	0.3	0.456	0.344	Valid
38	38.5	64.4	16.24	0.7	0.3	0.662	0.344	Valid
39	41.06	64.4	16.24	0.7	0.3	0.468	0.344	Valid
40	41.75	64.4	16.24	0.7	0.3	0.587	0.344	Valid
41	40.93	64.4	16.24	0.2	0.8	0.172	0.344	Invalid
42	41.53	64.4	16.24	0.7	0.3	0.393	0.344	Valid
43	41.57	64.4	16.24	0.7	0.3	0.468	0.344	Valid
44	42	64.4	16.24	0.8	0.2	0.733	0.344	Valid
45	42.33	64.4	16.24	0.7	0.3	0.699	0.344	Valid
46	35.8	64.4	16.24	0.7	0.3	0.471	0.344	Valid
47	41	64.4	16.24	0.7	0.3	0.437	0.344	Valid
48	41.21	64.4	16.24	0.8	0.2	0.644	0.344	Valid
49	42.62	64.4	16.24	0.7	0.3	0.519	0.344	Valid
50	41.88	64.4	16.24	0.8	0.2	0.375	0.344	Valid
51	41.12	64.4	16.24	0.7	0.3	0.433	0.344	Valid
52	41.05	64.4	16.24	0.7	0.3	0.424	0.344	Valid
53	43.5	64.4	16.24	0.7	0.3	0.519	0.344	Valid
54	41.53	64.4	16.24	0.7	0.3	0.398	0.344	Valid
55	42.5	64.4	16.24	0.7	0.3	0.880	0.344	Valid

From the table above, it can be seen that 5 items was invalid and 50 items was valid. So, the researcher took 50 items for Reaing Descriptive test.

APPENDIX 8

THE RESULT OF STUDENT'S LEARNING INTEREST

NO	NAME	Students' Score
1	A M S	73
2	A P S	63
3	A A	80
4	A T	70
5	A M	65
6	D	75
7	D P	81
8	D I S	73
9	D S	67
10	F F	85
11	F R	80
12	G S	73
13	H T	70
14	H B	55
15	H S	81
16	I M R	55
17	I S	58
18	I S	76
19	I M	70
20	L S	61
21	L M S	95
22	M S	75
23	M J	78
24	M A D	67
25	M R	82
26	M S	63
27	N R	85
28	N F al-A	78
29	R B	69
30	R A F	93
31	R A	75
32	S N	70
33	W S	75
34	W N A	86
35	Z A T	85
Total		2587

APPENDIX 9

THE RESULT OF READING DESCRIPTIVE TEXT

NO	NAME	Students' Score
1	A M S	64
2	A P S	46
3	A A	70
4	A T	60
5	A M	50
6	D	66
7	D P	76
8	D I S	64
9	D S	52
10	F F	80
11	F R	74
12	G S	64
13	H T	60
14	H B	36
15	H S	74
16	I M R	36
17	I S	42
18	I S	70
19	I M	58
20	L S	46
21	L M S	94
22	M S	66
23	M J	70
24	M A D	54
25	M R	78
26	M S	50
27	N R	80
28	N F al-A	70
29	R B	54
30	R A F	90
31	R A	68
32	S N	56
33	W S	66
34	W N A	82
35	Z A	88
Total		2254

APPENDIX 10

Test Result of Variable X and Variable Y

NO	Initial of Students	X	Y
1	A M S	73	64
2	A P S	63	46
3	A A	80	70
4	A T	70	60
5	A M	65	50
6	D	75	66
7	D P	81	76
8	D I S	73	64
9	D S	67	52
10	F F	85	80
10	F R	80	74
11	G S	73	64
12	H T	70	60
13	H B	55	36
14	H S	81	74
15	I M R	55	36
16	I S	58	42
17	I S	76	70
18	I M	70	58
19	L S	61	46
20	L M S	95	94
21	M S	75	66
22	M J	78	70
23	M A D	67	54
24	M R	82	78
25	M S	63	50
26	N R	85	80
27	N F al-A	78	70
28	R B	69	54
29	R A F	93	90
30	R A	75	68
31	S N	70	56
32	W S	75	66
34	W N A	86	82
35	Z A	85	88
Total		$\sum X = 2587$	$\sum Y = 2254$

APPENDIX 11

The Correlation Between Learning Interest and Reading Descriptive Text

NO	Initial of Students	X	Y	X ²	Y ²	XY
1	A M S	73	64	5329	4096	4672
2	A P S	63	46	3969	2116	2898
3	A A	80	70	6400	4900	5600
4	A T	70	60	4900	3600	4200
5	A M	65	50	4225	2500	3250
6	D	75	66	5625	4356	4950
7	D P	81	76	6561	5776	6156
8	D I S	73	64	5329	4096	4672
9	D S	67	52	4489	2704	3484
10	F F	85	80	7225	6400	6800
11	F R	80	74	6400	5476	5920
12	G S	73	64	5329	4096	4672
13	H T	70	60	4900	3600	4200
14	H B	55	36	3095	1296	1980
15	H S	81	74	6561	3476	5994
16	I M R	55	36	3025	1296	1980
17	I S	58	42	3364	1764	2436
18	I S	76	70	5776	4900	5320
19	I M	70	58	4900	3364	4060
20	L S	61	46	3721	2116	2806
21	L M S	95	94	9025	8836	8930
22	M S	75	66	5625	4356	4950
23	M J	78	70	6084	4900	5460
24	M A D	67	54	4489	2916	3618
25	M R	82	78	6724	6084	6396
26	M S	63	50	3969	2500	3150
27	N R	85	80	7225	6400	6800
28	N F al-A	78	70	6084	4900	5460
29	R B	69	54	4761	2916	3726
30	R A F	93	90	8649	8100	8370
31	R A	75	68	5625	4624	5100
32	S N	70	56	4900	3136	3920
33	W S	75	66	5625	4356	4950
34	W N A	86	82	7396	6724	7052
35	Z A	85	88	7225	7744	7480
Total		$\sum X = 2587$	$\sum Y = 2254$	$\sum X^2 = 194459$	$\sum Y^2 = 154400$	$\sum XY = 171412$

The result was used to calculate the value of correlation between variable X and Y. This is the calculation of r_{xy} :

$$N = 35$$

$$\sum X = 2587$$

$$\sum Y = 2254$$

$$\sum X^2 = 194459$$

$$\sum Y^2 = 154400$$

$$\sum XY = 171412$$

$$\begin{aligned}
 r_{xy} : & \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}} \\
 = & \frac{35(171412) - (2587)(2254)}{\sqrt{35\{194459 - (2587)^2\} \{154400 - (2254)^2\}}} \\
 = & \frac{5999420 - 5831098}{\sqrt{\{6806065 - 6692569\} \{5404000 - 5080516\}}} \\
 = & \frac{168322}{\sqrt{(113496)(323484)}} \\
 = & \frac{168322}{\sqrt{36714140064}} \\
 = & \frac{168322}{191609,3423192} \\
 = & 0.878
 \end{aligned}$$

There the contribution of variable X to variable Y as drawn below:

KP : The score of determine coefficient

r : The score of the coefficients correlation

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= 0.878^2 \times 100\% \\
 &= 0.770884 \times 100\% \\
 &= 77.09\%
 \end{aligned}$$

Based on the calculated above it meant that was the contribution Learning Interest and students' Reading Achievement is 77.09%.

APPENDIX 12

Variable X (Students' Learning Interest)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score

55	55	58	61	63	63
65	67	67	69	70	70
70	70	73	73	73	75
75	75	75	76	78	78
80	80	81	81	82	85
85	86	89	93	95	

2. High Score = 95

3. Low Score = 55

4. Range = high score – low score $95 - 55 = 40$

5. The total classes (BK) $= 1 + 3.3 \log n$
 $= 1 + 3.3 \log 35$
 $= 1 + 3.3 (1.54)$
 $= 1 + 5.082$
 $= 6.082$
 $= 7$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{40}{7} = 5.71 = 8$$

7. Mean (X) = $\left(\frac{\sum FX}{F} \right)$

No	Interval Class	F	X	FX	Fkb	Fka	Percentages
1	55 – 60	3	57.5	172.5	N = 35	3	8.58%
2	61 – 66	4	63.5	254	32	7	11.42%
3	67 – 72	7	69.5	486.5	28	14	20%
4	73 – 78	10	75.5	755	21	24	28.57%
5	79 – 84	5	81.5	407.5	11	29	14.29%
6	85 – 90	4	87.5	350	6	33	11.42%
7	91 – 96	2	93.5	187	2	N = 35	5.72
Total		N = 35	-	$\sum FX = 2612.5$	-	-	100%

$$\begin{aligned}
 \text{Mean (X)} &= \left(\frac{\sum FX}{F} \right) \\
 &= \left(\frac{2612.5}{35} \right) \\
 &= 74.64
 \end{aligned}$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$\ell = 72.5 \qquad i = 6$$

$$F_i = 10 \qquad F_{kb} = 11$$

$$\frac{1}{2}n = 17.5$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \times i$$

$$Me = 75.5 + \left(\frac{17.5 - 11}{10} \right) \times 6$$

$$= 75.5 + \left(\frac{6.5}{10} \right) \times 6$$

$$= 75.5 + (3.9)$$

$$= 79.4$$

9. Modus

$$Mo = \ell + \left(\frac{fa}{fa+fb} \right) \times i$$

$$\ell = 75.5$$

$$F_b = 5$$

$$F_a = 7$$

$$i = 6$$

$$Mo = \ell + \left(\frac{fa}{fa+fb} \right) \times i$$

$$= 75.5 + \left(\frac{7}{7+5} \right) \times 6$$

$$= 75.5 + \left(\frac{7}{12} \right) \times 6$$

$$= 75.5 + 3.5$$

$$= 79$$

APPENDIX 13

Variable Y

(Students' Reading Descriptive Text)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score

36	36	42	46	46	50
52	54	54	56	58	60
60	64	64	64	66	66
66	68	70	70	70	70
74	74	76	78	80	80
82	86	88	90	94	

2. High Score = 94

3. Low Score = 36

4. Range = high score – low score $94 - 36 = 58$

5. The total classes (BK)

$$= 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 35$$

$$= 1 + 3.3 (1.54)$$

$$= 1 + 5.082$$

$$= 6.082$$

$$= 7$$

6. Interval (i)

$$I = \frac{R}{BK} = \frac{58}{7} = 8.28 = 9$$

7. Mean (X) = $\left(\frac{\sum FX}{F} \right)$

No	Interval Class	F	X	FX	Fkb	Fka	Percentages
1	36 – 44	3	40	120	N = 35	3	8.58%

2	45 – 53	4	49	196	32	7	11.42%
3	54 – 62	6	58	348	28	13	17.14%
4	63 – 71	11	67	836	22	24	31.42%
5	72 – 80	6	76	456	11	30	17.14%
6	81 – 89	3	85	255	5	33	8.58%
7	90 – 98	2	94	188	2	N = 35	5.72%
Total		N = 35	-	$\sum FX = 2399$	-	-	100%

$$\begin{aligned}\text{Mean (X)} &= \left(\frac{\sum FX}{F} \right) \\ &= \left(\frac{2399}{35} \right) \\ &= 68.55\end{aligned}$$

8. Median

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{fi} \right) \times i$$

$$\ell = 62.5 \qquad i = 9$$

$$Fi = 11 \qquad F_{kb} = 11$$

$$\frac{1}{2}n = 17.5$$

$$Me = \ell + \left(\frac{\frac{1}{2}n - f_{kb}}{fi} \right) \times i$$

$$Me = 62.5 + \left(\frac{17.5 - 11}{11} \right) \times 9$$

$$= 62.5 + \left(\frac{6.5}{11} \right) \times 9$$

$$= 62.5 + 5.31$$

$$= 67.81$$

9. Modus

$$Mo = \ell + \left(\frac{fa}{fa + fb} \right) \times i$$

$$\ell = 62.5 \qquad F_b = 6$$

$$F_a = 6 \qquad i = 9$$

$$\begin{aligned} M_o &= \ell + \left(\frac{fa}{fa+fb}\right) \times i \\ &= 62.5 + \left(\frac{6}{6+6}\right) \times 9 \\ &= 62.5 + \left(\frac{6}{12}\right) \times 9 \\ &= 62.5 + 4.5 \\ &= 67 \end{aligned}$$

APPENDIX 14

NORMALITY OF DATA X AND Y

a. Normality of Data X (Learning Interest)

Interval Class	fi	xi	Fixi	xi ²	fi xi ²
55 – 60	3	57.5	172.5	3306.25	9918.75
61 – 66	4	63.5	254	4032.25	16129
67 – 72	7	69.5	486.5	4830.25	33811.75
73 – 78	10	75.5	755	5700.25	57002.5
79 – 84	5	81.5	407.5	6642.25	33211.25
85 – 90	4	87.5	350	7657.25	30629
91 – 96	2	93.5	187	8742.25	17484.5
i = 6	Σ fi = 35		Σ fixi = 1978		Σ fixi² = 130720

$$\begin{aligned}
 SD_t &= \sqrt{\sum \frac{fixi^2}{n} - \left(\frac{\sum fixi}{n}\right)^2} \\
 &= \sqrt{\sum \frac{130720}{35} - \left(\frac{1978}{35}\right)^2} \\
 &= \sqrt{4085 - 3820.79} \\
 &= \sqrt{264.21} \\
 &= 16.25
 \end{aligned}$$

Table of Normality Data Questionnaire with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	F _h	F ₀	$\frac{(f_0 - f_h)^2}{f_h}$
91 – 96	96.5	2.13	0.4834	0.0657	2.1024	3	0.3832
85 – 90	90.5	1.39	0.4177	0.1535	4.9120	4	0.0016
79 – 84	84.5	0.72	0.2642	0.2482	7.9424	7	0.0004
73 – 78	78.5	0.04	0.0160	0.2517	8.0544	10	0.1380
67 – 72	72.5	-0.63	0.2357	0.1692	5.4144	5	0.0317
61 – 66	66.5	-1.31	0.4049	0.0612	1.9584	4	2.1283
55 – 60	60.5	-1.98	0.4761			2	
X²						2.6832	

Based on the table above, the researcher found that $X^2_{\text{count}} = 2.6832$ while $X^2_{\text{table}} = 11.070$ (0.05) and 15.086 (0.01). Because $X^2_{\text{count}} < X^2_{\text{table}}$ ($2.6832 < 11.070$) with degree of freedom (dk) = 6-1 = 5 and significant level $\alpha = 5\%$ (0.05) distribution of data X (Learning Intertest) is normal.

b. Normality of Data Y (Reading Descriptive Text)

Interval Class	fi	xi	Fixi	xi ²	fi xi ²
36 – 44	3	40	120	1600	4800
45 – 53	4	49	196	2401	9604
54 – 62	6	58	348	3364	20184
63 – 71	11	67	737	4489	49379
72 – 80	6	76	456	5776	34656
81 – 89	3	85	255	7225	21675
90 – 98	2	94	188	8836	17672
i = 9	Σ fi = 35		Σ fixi = 2054		Σ fixi² = 137038

$$\begin{aligned}
 SD_t &= \sqrt{\sum \frac{fixi^2}{n} - \left(\frac{\sum fixi}{n}\right)^2} \\
 &= \sqrt{\sum \frac{137038}{35} - \left(\frac{2054}{35}\right)^2} \\
 &= \sqrt{4282 - 4120.03} \\
 &= \sqrt{162} \\
 &= 12.73
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	F _h	F ₀	$\frac{(f_0 - f_h)^2}{f_h}$
90 – 98	94.5	2.37	0.4911	0.047	1.504	3	0.1230
81 – 89	84.5	1.59	0.4441	0.1531	4.8992	4	1.2023
72 – 80	74.5	0.81	0.2910	0.283	9.056	6	0.9102
63 – 71	64.5	0.02	0.0080	0.2814	9.0048	11	0.5741
54 – 62	54.5	-0.75	0.2734	0.1648	5.2736	6	0.4055
45 – 53	44.5	-1.54	0.4382	0.0519	1.6608	3	1.0798
36 – 44	34.5	-2.33	0.4901			2	
X²						4.2949	

Based on the table above, the researcher found that $X^2_{\text{count}} = 4.2949$ while $X^2_{\text{table}} = 11.070$ (0.05) and 15.086 (0.01). Because $X^2_{\text{count}} < X^2_{\text{table}}$ ($4.2949 < 11.070$) with degree of freedom (dk) = 6-1 = 5 and significant level $\alpha = 5\%$ (0.05) distribution of data Y (Reading Descriptive Text) is normal.

APPENDIX 15

NILAI-NILAI r PRODUCT MOMENT

N	TarafSignif		N	TarafSignif		N	TarafSignif	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			





CURRICULUM VITAE

A. Identity

Name : Iin Angraini
NIM : 14 203 00049
Place and Birthday : Hutatonga, 6 September 1995
Gender : Female
Religion : Islam
Address : Kelurahan Hutatonga, Kec. Angkola Muaratais

B. Parent

1. Father's name : Alm. Safriman Harahap
2. Mother's name : Nur Haidah Pane

C. Educational Background

1. Elementary School : SD. Negeri No. 1000090 Hutatonga
2. Junior High School : MTs Negeri 2 Padangsidimpuan
3. Senior High School : MAN 1 Padangsidimpuan
4. College : IAIN Padangsidimpuan



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Sifat : Biasa
Lampiran : -
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth Bapak/Ibu;

1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Iin Angraini

Nim : 14 203 00049

Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-4

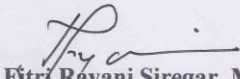
Judul Skripsi : **THE CORRELATION BETWEEN LEARNING INTEREST AND STUDENTS READING DESCRIPTIVE TEXT MASTERY AT VIII GRADE OF MTS N SIPIROK**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Penyesuaian Skripsi.

21 Desember 2018

Yth. Kepala MTs N Sipirok
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Lin Angraini
NIM : 1420300049
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Hutatonga Kec. Angkola Muaratais

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Eetween Learning Intrest and Students Reading Descriptive Text Mastery at VIII Grade of MTs N Sipirok"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan



Dr. Lelya Hilda, M.Si.

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Lampiran : -
Perihal : **Telah Melaksanakan Penelitian**

Kepada :
Yth. Bapak/Ibu Dosen Pembimbing IAIN PADANGSIDIMPUAN
di -
Tempat

Dengan Hormat,

Bersama dengan surat ini, kami mendo'akan semoga Bapak/Ibu selalu dalam keadaan sehat wal'afiat serta selalu dalam lindungan-Nya.

Nama : Iin Angraini
Nim : 1420300049
Program study : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Kel.Hutatonga Kec. Angkola Muaratais

Benar telah melaksanakan Penelitian di MTs Negeri Sipirok dengan judul skripsi (*The Correlation Between Learning Interest and Students Reading Descriptive Text Mastery at VIII Grade of MTs N Sipirok*)

Hari, Tanggal : Senin, 14 Januari 2019 s/d Selesai
Tempat : MTs Negeri Sipirok
Jumlah Siswa : 35 Siswa
Kelas : VIII

Demikian surat ini, agar digunakan seperlunya kami ucapkan terimakasih.



Kepala MTs Negeri Sipirok

DULAH RITONGA