



**THE CORRELATION BETWEEN READING INTEREST  
AND READING COMPREHENSION  
OF GRADE VIII STUDENTS OF SMP NEGERI 8 PADANGSIDIMPUAN**

**THESIS**

*Submitted to State Institute for Islamic Studies Padangsidempuan  
As a Partial Fulfillment of the Requirement for Degree Educational Scholar (S.Pd)  
in English Department*

**By:**

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

**2019**



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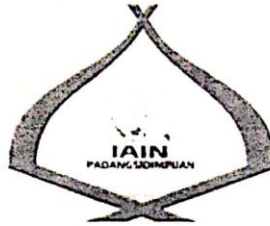
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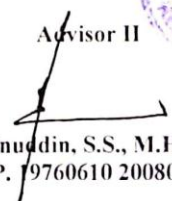
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**2019**

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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Risky Muhammad Nur**, entitled "*The Correlation Between Reading Interest and Reading Comprehension of Grade VIII Students SMP Negeri 8 Padangsidempuan*", we approved that the thesis has been acceptable to complete the requirement 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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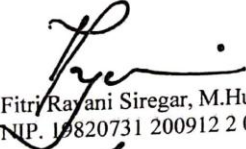
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## الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

In the name of Allah, the beneficent and the merciful

Praise is to Allah SWT the Lord of the word who has gave me healthy and time in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers. The final task of study in Institut Agama Islam Negeri Padangsidempuan is thesis. In English department, the researcher make a thesis about “The Correlation Between Reading Interest and Reading Comprehension at Grade VIII Students of SMP Negeri 8 Padangsidempuan.

This thesis can't be completed without a great deal of help from many people.

They are:

1. My first advisor Mrs. Eka Sustris Harida, M.Pd.
2. My second advisor Mr. Zainuddin, S.S. M. Hum.
3. The dean of Tarbiyah and Teacher Training Faculty, Mrs. Dr. Lelya Hilda, M.Si, and her staffs
4. The chief of English Department, Mrs. Fitri Rayani Siregar, M.Hum, and her staffs
5. The chief and staffs of IAIN Padangsidempuan library, for their cooperative and permission to use their books.

6. My beloved father Sualmin and mother Dahniar Jambak, my beloved sister Reuni Adelina, and all of my families who always give their support, motivation, moral advices, and material to finish my study.
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8. All the people who have helped me to finish my study that I can't mention one by one.

May Allah SWT facilitate their matter and their way.

Padangsidempuan, December, 26<sup>th</sup> 2019

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### **ABSTRACT**

This research was aimed to illustrate the correlation between reading interest and reading comprehension of students at grade VIII SMPN 8 Padangsidempuan in the academic year 2018-2019. It was a quantitative research with correlational study. The population of the study was all of the students at grade eight with 276 students. By using Slovin Method and simple random sampling technique, there were 23 students implicated as samples in this research. The data were obtained by using two instruments which were questionnaire for reading interest and test for reading comprehension.  $r_{xy}$  Product Moment Correlation Coefficient was used to analyze the data. From the result of the data analysis, it was found that there was a significant correlation between students' reading interest and students' reading comprehension with the  $r_{count}$  was (0.7168) higher than significance value  $r_{table}$  ( $0.7168 > 0.433$ ). In a nutshell, reading interest had a correlation to reading comprehension achievement of students at grade VIII SMPN 8 Padangsidempuan in the academic year 2018-2019.

***Keywords: Reading, Reading Interest, Reading Comprehension, Correlation***

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**Judul Skripsi** : The Correlation Between Students' Reading Interest and Students' Reading Comprehension at Grade VIII SMPN 8 Padangsidempuan

### **ABSTRAK**

Penelitian ini bertujuan untuk menggambarkan hubungan antara minat membaca dan capaian pemahaman membaca siswa tingkat VIII SMPN 8 Padangsidempuan pada tahun ajaran 2018 – 2019. Ini adalah penelitian kuantitatif dengan metode pendekatan korelasi. Populasi penelitian ini adalah seluruh siswa pada tingkat delapan sebanyak 276 siswa. Dengan menggunakan metode Slovin dan teknik pengambilan sampel acak yang sederhana, terdapat 23 siswa yang terlibat sebagai sampel dalam penelitian ini. Data didapatkan menggunakan dua alat penelitian yang mana angket untuk minat membaca dan tes untuk capaian pemahaman membaca.  $r_{xy}$  Product Moment Correlation Coefficient digunakan untuk menganalisis data. Dari hasil analisis, ditemukan adanya hubungan yang signifikan antara minat membaca dan capaian pemahaman membaca dengan  $r_{count}$  (0.7168) lebih tinggi dibanding  $r_{table}$  (0.7168 > 0.433). Singkatnya, minat membaca memiliki hubungan dengan capaian pemahaman membaca siswa tingkat VIII SMPN 8 Padangsidempuan pada tahun ajaran 2018 – 2019.

***Kata Kunci: Membaca, Minat Baca, Pemahaman Membaca, Hubungan***

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Reading is one of the importance skills in English. It is the skill that involves combination of some abilities, such as cognitive and linguistic abilities. It is a process of getting the information from written language. It is also a complex task that requires many parts of the brain because many fundamental cognitive processes are involved in reading. So, someone will get information, and then increasing his knowledge includes vocabulary, and improves his writing.

Reading activity exposes to the new things include gain experience from other people. By reading, someone can expose himself to the new things, new information, new ways to solve a problem, and new ways to achieve one thing include the knowledge and experience of someone. In understanding the text, the reader must concentrate his mind towards a particular matter. In this way, reading improves the reader's concentration power and focus. It will be useful for many peoples, like students.

Finally, Reading activity is the way to improve vocabulary. Skillful reading increases the vocabulary of the readers by introducing them with the new and unfamiliar words and phrases regularly. It can make the knowledge of reader can grow up.

Based on the explanations above, it can be concluded that reading is the important and essential thing in human's life. The reader especially students will get the information, new knowledge and vocabularies, and to improve their writing skill. Reading is able to help student in comprehending their lesson. They will be easier to finish their tasks after reading the material.

It becomes contrary for the students in SMP N 8 Padangsidempuan. The researcher's interview with English teacher of the school shows that there are many problems happen in that school.<sup>1</sup> The result of observation and private interview conclude that there are problems in learning process, student activity within it, and their low value in English.

The first, students especially in second grade are not able to comprehend their English text book well when they read. She added, they also can not read the text include their book with English language. Fluency is a difficult thing for them while reading English language. In the future, it can make their reading ability dilapidated.

The Second, they are lazy to learn English especially to read their text book. Researcher's observation finds that students are rarely to come to library even it is in rest time, but it is not happen to all the students in that school. Some students in grade eight still want to come to library for searching a task even rarely.

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<sup>1</sup> Sumiati Sitompul, "Private Interview with English Teacher SMP N 8 Padangsidempuan," (2017).

The last, students are lack of vocabulary in English. The teacher adds students often don't know the meaning of her words in English language. They are usually confused to respond her sentences. It makes the process of teaching and learning become boring. Finally, the students are not able to catch the lesson well.

Based on the explanation above, it can be concluded that reading is a very important activity for someone's life. It is not only for the students, but also for all of the people in the world. Because by reading, the readers will get the new information, knowledge, perception, vocabularies and comprehend to something.

The chosen of interest is because the students very important in reading activity. It is an internal factor that can affect reading comprehension. Student who has high interest in reading a text, commonly, he will often to read that text in several times. It will increase his comprehend about the text, because the memory about the text that he read will be add along with his reading activity. Finally, the explanations above make the researcher is interested to check out how far the interest influences reading comprehension in that school.

## **B. Identification of the Problem**

The researcher finds some students' problems at grade eight in reading comprehension, these are:

1. The students are difficult to understand and comprehend English text especially their text book.

2. The Students are lazy to read the book. Researcher's observation before finds that students do not come to library even in rest time.
3. The students are lack in vocabularies and new words in English.

### **C. Limitation of the Problem**

This research is concerned to find out the students' reading comprehension in English text and how is the correlation with their interest in reading.

### **D. Definition of Operational Variables**

This research is consisted of two variables. They are:

#### **1. Reading Comprehension**

Reading comprehension refers to reading for meaning and understanding the text. It involves process of getting information and connecting it to reader background knowledge. So, Students' reading comprehension is the students' ability to get the meaning, understand and comprehend the English text.

#### **2. Reading Interest**

Reading Interest is the stimulus or motivation from inside of someone to do reading activity. It is also means more attention to something that someone likes in getting new information from written thing. Interest is a personal thing which can affect by others. Interest is the one of the learner's

internal factors in reading. This factor cannot be ignored in teaching reading comprehension.

#### **E. Formulation of the Problem**

The formulations of the problem in this research are:

1. How is students' reading interest at grade VIII SMP N 8 Padangsidimpuan?
2. How is students' reading comprehension at grade VIII SMP N 8 Padangsidimpuan?
3. Is there any significant correlation between students' reading interest and students' reading comprehension at grade VIII SMP N 8 Padangsidimpuan?

#### **F. Purpose of the Research**

The purposes of this research are:

1. To describe students' reading interest at grade VIII SMP N 8 Padangsidimpuan.
2. To describe students' reading comprehension at grade VIII SMP N 8 Padangsidimpuan.
3. To examine whether there is or there is not significant correlation between students' reading interest and students' reading comprehension at grade VIII SMP N 8 Padangsidimpuan.

#### **G. Significances of the Research**

The significances of the research are:

1. Teachers, to find out the better learning process way in the class.



2. Students, to increase students' achievement in English lesson.
3. Researchers, to do research in the same topic.

#### **H. Outline of the Thesis**

The systematic of this research were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter consists of introduction; background of the problems, identification of the problems, limitation of the problems, formulation of the problems, purposes of the research, significances of the research, and thesis outline. This research is expected to be useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists of theoretical descriptions; review of related findings, conceptual frame work, and hypotheses. In this research, researcher has hypotheses that the significant correlation between reading interest and reading comprehension of the grade VIII students SMP N 8 Padangsidempuan.

The third chapter consists of the research methodology; place and time of the research, research design, population and samples, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data.

The fourth chapter consists the result of research; description data, hypotheses of testing, discussion of result, and limitation of research. Finally, in the fifth chapter consists of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Reading Interest

###### a. Definition of Reading

Reading is a mental process. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. It is also an interactive process between the reader and writer. In addition, Expert stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>1</sup> Beatrice S and Linda also said that Reading is one of important way to improve general language skills in English.<sup>2</sup> By reading, someone can get information to write or listen.

Brown also said that reading is a process of negotiation of meaning.<sup>3</sup> In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of

---

<sup>1</sup> David Nunan, *Practical English Language Teaching*, ed. David Nunan, 1st ed. (New York: McGraw Hill, 2003). P. 68

<sup>2</sup> Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power* (USA: Addison Wesley Publishing Company, 1996). P. 1

<sup>3</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Fransisco State University: Longman, 2004). P. 189

the text that they read. So, reading can be said as a process of getting information from the text that able to improve general language skill.

The reader also can communicate with the writer by reading activity. Reading means for language acquisition, communication, and sharing information and ideas between them. It is a process of getting meaning of a printed words or verbal symbols in written text. Finally, the reader has to comprehend with combining her/his language skills and background knowledge of the world to grasp the meaning.

#### **b. Definition of Interest**

The term of interest is concern to stimulus or desire on someone self to certain object. Siegelman defined interest as any activity (action, thought, observation) to which one gives effortless and automatic attention.<sup>4</sup> It means that interest can involve short term changes in affective and cognitive processing, such as sudden changes in affect and increased automatically allocated attention. The most frequently found learning outcomes associated with situational interest.

Chiu in Dhivah also stated that interest is inherent and yet can be improved by external forces.<sup>5</sup> From definition above, interest is a personal

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<sup>4</sup> David Yun Dai and Robert J. Stenberg, *Motivation, Emotion, and Cognition* (New Jersey: Erlbaum Assosiates Inc, 2004). P. 99

<sup>5</sup> Ikhwana Dhivah, "Students' Interest in Academic Reading : An Investigation on Reading Journal Article," *Journal of Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University*, 2018. P. 10

characteristic or one of intrinsic motivation that pushes someone to attach activity without command. It also means that interest is the foundation of concentration on someone while in the situation that related to his needed.

### **c. Definition of Reading Interest**

Reading interest is an internal factor that can influence someone to do reading activity. Khairuddin Said in Ikhwan Dhivah, Reading interest is number of books read in a month and the number of times students read in a week, and he favorite genres and types of English reading materials.<sup>6</sup> Mc Kool also said that reading interest as readings done by students outside the school.<sup>7</sup> Interest in reading is elevated liver tendency to a certain reading materials.

So, Reading interest is a strong and deep concern accompanied by a feeling of pleasure towards the activity of reading. That is can encourage someone to read on their own volition. Reading interest also can be said the stimulus or want from someone to read what she or he like.

### **d. Indicator of Reading Interest**

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>8</sup> The students who have a strong interest in reading will read often. So, it makes students will have a wide knowledge.

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<sup>6</sup> Dhivah. P. 12

<sup>7</sup> Dhivah. P. 12

<sup>8</sup> Nunan, *Practical English Language Teaching*. P. 68

According to the result of research by Suphan and friends, reading interest can be tested from 3 aspects, they are:<sup>9</sup>

1) Frequency of Reading

Harlock stated that one of factor that affects reading interest is culture influences. The culture is a permanently habit, so with reading culture will affects the reading interest of someone directly or not.<sup>10</sup> It means that someone who has high interest in reading will seek for free to do reading activity in every chance. More frequent someone read many books means higher reading interest that he has. He will do reading activity in several times for one time.

2) Time

Bunata stated one of factor that creates reading interest is family. Further, he said that in the middle of busyness the parents better have time to reading activity for their children.<sup>11</sup> It means that someone who has high reading interest will always spend his free time to read something for long time. Longer he read the book or others written text can interpret higher reading interest that he has.

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<sup>9</sup> Suphan et al, "Minat Baca Siswa Kelas VIII SMP Santo Fransiskus Asisi Pontianak Pada Materi Fotosintesis," *Jurnal Untan* 5, No. 5 (2016): 11.

<sup>10</sup> Suphan. P. 11

<sup>11</sup> Suphan. P. 11



### 3) Quantity of Reading Source

Dalman stated that someone who has reading interest will try to read variety text. Its like hobby, not only obligation to read something, he will read many kinds of book because he like reading activity.<sup>12</sup> Many books that he or she red and comprehend about it, make him or her has a high reading interest.

From definitions above, reading interest can be see from someone's frequency of reading activity, how long the time he spend in reading activity, and how many written text that he read in various books.

#### e. Kinds of Reading Interest

Reading interest is depending on what someone like in environment and what is happening at that time. It is depending on someone's hobby, business, culture, and likes. Dhivah stated that students have various interests in reading English material. It depended on his interest in something and other external factor.<sup>13</sup> It means that students with strong intention in learning English will choose to read Grammar book and other books which have relation with English language.

Students with strong religion family will choose to read books or article about religion more than other reading materials. Someone with skill and interest in the music or sound will choose to read a music and sound

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<sup>12</sup> Suphan. P. 11

<sup>13</sup> Dhivah, "Students' Interest in Academic Reading : An Investigation on Reading Journal Article." P. 12

book too. Comic is a good book for someone who likes story and picture at the same time to describe it. So, kinds of reading interest are depended on kinds of book that she or he likes.

## 2. Reading Comprehension

### a. Definition Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>14</sup> In this case, a reader try to understanding the information base on text or what she or he has read. Beatrice S and Linda said that Reading is one of important way to improve general language skills in English.<sup>15</sup> So, reading can be said as a process of getting information from the text that able to improve general language skill.

Comprehension is part of life. Every waking minute, your brain is busy making sense of your world. It could be compared, in fact, to very complicated computer. Message is constantly coming in about what you see, hear, smell, touch or taste. Your brain receives the messages, interprets them, sorts them, and saves them. In reading, the readers learn how to make sense of what they read and remember it.<sup>16</sup>

Reading comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means

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<sup>14</sup> Nunan, *Practical English Language Teaching*. P. 68

<sup>15</sup> S. Mikulecky and Jeffries, *More Reading Power*. P. 1

<sup>16</sup> S. Mikulecky and Jeffries. P. 14

remembering what you have read. In other words, comprehending means thinking while you read.<sup>17</sup> According to Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and word knowledge, and fluency.<sup>18</sup>

Due to explanations above can be concluded that reading comprehension is reading a text by thinking while reading and connecting what the reader reads to their ideas or background knowledge in order to understand or comprehend the text. It also means that reading comprehension has a deeper meaning to elaborate. In other words, reading comprehension is the ability to find the stated or unstated writer's idea on the text.

#### **b. Types of Reading Comprehension**

The types of reading comprehension based on the reading performance in the classroom based on Brown theory, they are:<sup>19</sup> The first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. The second category includes intensive and extensive reading.

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<sup>17</sup> Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power, Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (USA: Longman, 2007). P. 74

<sup>18</sup> Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: Guilford Press, 2007). P. 2

<sup>19</sup> H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy 2nd Edition* (San Fransisco State University: Longman, 2001). P. 312

Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure.

Therefore, students have various ways of reading. Those two types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. So, the students can comprehend text that they read easily.

### c. Models of Reading Comprehension

Models of reading comprehension can be said as a reading process. The models of reading can be divided into three categories: bottom-up models, top-down models, and interactive models.<sup>20</sup>

1) *Bottom-up models* refer to the decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.<sup>21</sup>

It means that the reader start to read with smaller thing to the bigger one, like the letter, then word recognition, next sentence and paragraph, also grammatical structure and sound recognition.

2) *Top down models* begin with the reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down the smallest unit of the printed text.<sup>22</sup>

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<sup>20</sup> Nunan, *Practical English Language Teaching*. P. 70

<sup>21</sup> J.Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA: Addison Wesley Publishing Company, 1996). P. 94

This model is focus on interpreted the meaning in text that reader read. By the background knowledge and prediction to respond the point of the text.

- 3) *Interactive models* combine elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”.<sup>23</sup>

This model is the mixing of grammatical side and meaning side of reading. So, when the readers read, one of the third processes of reading above will be applied to get the point of their reading.

#### **d. Principles in Teaching Reading Comprehension**

There are some principles strategies in reading comprehension stated by Douglas Brown as follows:

- 1) Identify your purpose in reading text.
- 2) Applying spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, idiom, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, chart, or semantic map for understanding and retaining information.
- 9) Distinguishing between literal and implied meaning.
- 10) Capitalize on discourse markers to process relationship.<sup>24</sup>

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<sup>22</sup> O'malley and Pierce. P. 95

<sup>23</sup> Nunan, *Practical English Language Teaching*. P. 72

<sup>24</sup> Brown, *Language Assessment Principle and Classroom Practices*. P. 188

From those principles, there are many aspects that have attention in reading activity to enhance comprehension in reading. It started before the reading activity is done, the reader have to identify the purpose to what he read something, using structure and grammar on it, using the methods of reading like skimming and scanning for specific information.

To make better reading comprehension in reading activity, readers also suggested to use some notes like outline, chart, or semantic map for understanding information, and also can distinguish literal and implied meaning in real world. That's all the principles that readers have to do in reading activity.

#### **e. Assessing Reading Comprehension**

Assessment is a tool measure how far the students ability and comprehension of the material.<sup>25</sup> Routman states that in order for reading assessment teachers should consider the following:

- 1) Be thoroughly familiar with developmental learning processes and curriculum.
- 2) Articulate a philosophy of assessment and evaluation.
- 3) Know about and have experience collecting, recording, interpreting and analyzing multiple sources of data.
- 4) Be flexible and willing to try out multiple assessment procedures.
- 5) Be committed to understanding and implementing an approach to evaluation that informs students and directs instruction.

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<sup>25</sup> O'malley and Pierce, *Authentic Assessment for English Language Learners*. P. 98

According to Brown, the assessment is divided into two types<sup>26</sup>. The first type is informal assessment. It is done by the teacher without designing the assessment first. The examples are “Good job”, “Great”, and “Well-done”. Moreover, this kind of assessment can be done by commenting on students’ paper, also correcting students’ pronunciations.

The second type is formal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students’ competence, like quizzes, assignments, and examinations. Formal assessment is not a testing, because it is designed by the teacher himself not by the administrative of government. Those are kinds of assessment that are usually done by teacher. In teaching reading comprehension, the teacher needs to assess his or her students’ competence in reading comprehension.

The researcher has some indicator in reading comprehension test, as follows:<sup>27</sup>

- a. Students are able to identify the main idea from the text.
- b. Students are able to identify the specific information from the text.
- c. Students are able to identify the detail information from the text.
- d. Students are able to get the meaning of the text (word or sentence).

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<sup>26</sup> Brown, *Language Assessment Principle and Classroom Practices*. P. 5

<sup>27</sup> “Silabus Bahasa Inggris Wajib SMP Kelas VIII, Kurikulum 2013,” 2013, <https://jagoanbahasainggris.com>.

So, in making the assessment of reading comprehension, the person who make the assessment must be familiar and expert in learning process and curriculum at that time, know more about philosophy of evaluation, have experience in analyzing multiple sources of data, and flexible to the procedure.

### **3. The Relationship Between Reading Interest and Reading Comprehension**

Reading skill has an important role in learning English as a foreign language. It is considered as an important skill needed for academic purposes. Reading comprehension enables the people to acquire new knowledge and information so they are able to achieve academic success. Hidi in Ruminah stated that interest has an important role in reader's text.<sup>28</sup> When someone is interested in the topic or the text, it will affect his or her mood and finally he or she will engage in the reading.

In the same book, Ebbers confirms that by having interest, it will be enable the readers to process the text, comprehend it deeply, and recall the information longer.<sup>29</sup> So, the people who are interested in reading will become absorbed in the reading activity and finally gain more comprehension.

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<sup>28</sup> Ruminah, Brotherhood English, and Course Palembang, "Undergraduate Students ' Reading Interest and Reading Comprehension Achievement in a State Islamic University," no. June (2018): 54–64. P. 55

<sup>29</sup> Ruminah, English, and Palembang. P. 55



## B. Review of Related Finding

This research is not the first research will be done, there are some research related to this research: First, Nur Adelila concluded that the factors which influence students' interest to continue study in SMA Nurul Ilmi Padangsidimpuan are push of parent, own self willing, boarding school program, construction of charater, and cheap cost. The calculation  $t_{\text{count}} > t_{\text{table}}$  is  $(2.20 > 1.17)$ . So, there are the factors that can influence students' interest.<sup>30</sup>

The second thesis is from Ahmad Syahril. He concluded that there is correlation between attitude and interest in English Achievement. Where is  $r_{\text{count}} > r_{\text{table}}$   $(0.654 > 0.444)$ . So, there are correlation attitude and interest in English achievement.<sup>31</sup>

The third, Fahrurrozi stated there is a positive and significant relationship between reading interest and vocabulary mastery to reading comprehension. Interest and vocabulary joined will enhanced the reading comprehension. With the  $r_{\text{count}} > r_{\text{table}}$   $(0.873 > 0.320)$ . So, the r count is higher than r count means hypothesis is accepted.<sup>32</sup>

The fourth is by Desti Amelisa Gultom. She found that there is a significant correlation between students' reading motivation and their reading

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<sup>30</sup> Nur Adelila, "The Effect of Factors Students' Interest to Continue Study in SMA Nurul Ilmi Padangsidimpuan" (Institut Agama Islam Negeri Padangsidimpuan, 2015).

<sup>31</sup> Ahmad Syahril, "The Correlation Between Attitude and Interest in English Achievement at IX MAN Siabu" (Institut Agama Islam Negeri Padangsidimpuan, 2015).

<sup>32</sup> Fahrurrozi, "Relationship Between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension Ability," *Advanced in Social Science, Educational and Humanities Research, 9th International Conference for Science Educational Teachers (ICSET)* 118 (2017), [www.atlantispress.com/proceedings/icset-17/258886557](http://www.atlantispress.com/proceedings/icset-17/258886557).

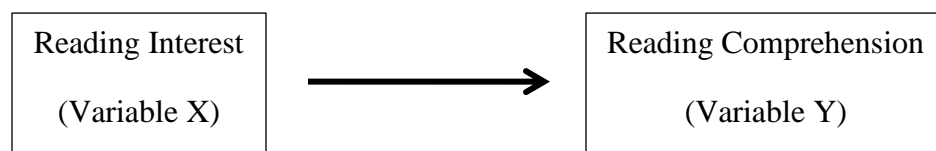
comprehension. She got the coefficient correlation level  $r_{\text{count}} > r_{\text{table}}$  ( $0.474 > 0.368$ ). So, there are correlation between motivation and comprehension in reading.<sup>33</sup>

The last, Eka Sustris Harida found that there is a very weak correlation between students' reading motivation and students' reading comprehension of English department in IAIN Padangsidimpuan. Where the  $t_{\text{count}}$  is 0.769 with taraf significant is 5%. It means that hypothesis was accepted.<sup>34</sup>

Due to five previous researches, the research has similarities in this research even there are some differences. They can be a good reference for this research. The researcher concludes that there is a correlation between variable X and variable Y. The researcher hopes this research can complete and contribute the previous findings.

### C. Conceptual framework

The researcher concludes that both of variables in this research are reading interest as independent variable (X) and reading comprehension as dependent variable (Y), the relation of these variables is on figure below:



<sup>33</sup> Desti Amelisa Gultom, "The Correlation Between Students' Reading Motivation and Students' Reading Comprehension of Grade X Students SMA S Nurul Ilmi Padangsidimpuan" (Institut Agama Islam Negeri Padangsidimpuan, 2018).

<sup>34</sup> Eka Sustris Harida, "An Evaluation on Students' Reading Motivation and Their Reading Comprehension of the English Department Students IAIN Padangsidimpuan," accessed June 20, 2019, <https://goo.gl/d66ejq>.

**D. Hypothesis**

The researcher formulates the hypothesis (Ha) that “there is a significant correlation between students’ reading interest on students’ reading comprehension at grade eight SMP Negeri 8 Padangsidempuan”.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Design of the Research**

The kind of this research was quantitative research with correlation method, where the data collected was going to be statistical analysis. It was usually obtained from questionnaires, test, checklist and other formal paper and pencil instrument.

#### **B. Place and Time of the Research**

The research was conducted at SMP N 8 Padangsidempuan. It is located at Jl. H.T. Rizal Nurdin KM. 8 Pijorkoling, Padangsidempuan Tenggara, Kota Padangsidempuan, and Sumatera Utara. The research was done from August until finish.

#### **C. Population and Sample of the Research**

##### **1. Population**

The population of this research is the whole of the students at grade VIII SMP N 8 Padangsidempuan. The researcher choosed the population of the research from grade eight SMP N 8 Padangsidempuan in 2019 academic years. It consists of ten classes with 276 students.

## 2. Sample

In this research, the researcher uses two step to choose the samples, the first is slovin method. Slovin formula used if the population is knew, the lower mistake limitation will make higher the accurateness of the sample.

The formula of slovin method is:

$$n = \frac{N}{1 + Ne^2}$$

With :

n : count of sample

N : count of population

e : tolerance of mistake limitation

So, the researcher uses that formula with tolerance of mistake limitation is 20% and accurateness of sample is 80%. Then get the result of sample is 22.92 become 23 sample. The second is random sampling method in taking the sample. It 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 takes the students for each class on 10 classes randomly. It can be seen from the table below:

**Table 1**  
**Population and Sample of the Research with Slovin Method**

<b>No.</b>	<b>Classes</b>	<b>Population</b>	<b>Samples</b>	<b>Percentage of Mistake Limitation</b>	<b>Percentage of Accurateness</b>
1.	VIII – 1	28	3	20%	80%
2.	VIII – 2	26	3		
3.	VIII – 3	28	3		
4.	VIII – 4	26	2		
5.	VIII – 5	28	2		
6.	VIII – 6	27	2		
7.	VIII – 7	28	2		
8.	VIII – 8	28	2		
9.	VIII – 9	28	2		
10.	VIII – 10	29	2		
<b>Total</b>		<b>276</b>	<b>23</b>		

#### **D. Instrument of Collecting Data of the Research**

instrument of a research is a tool of facility is used by the researcher in collecting data. To get the data in this research, the researcher uses two instruments. They are questionnaire and test.

## 1. Questionnaire

Questionnaire in this research is the question or statement about student's interest that given to the students to find out information about how far their interest in reading English. The type of questionnaire in this research is scale type. It is Likert scale which has point for each item. The criteria of positive statement is 5 = very often, 4 = often, 3 = sometimes, 2 = seldom, and 1 = never, and criteria of negative statement is 1 = very often, 2 = often, 3 = sometimes, 4 = seldom, and 5 = never. The items of questionnaire consist of two kinds, positive statements in number 1, 3, 5, 6, 7, 8, 9, 11, 13, 15, 16, 17, 18, 19, 21, 23, 24, 25, 26, and negative statements in number 2, 4, 10, 12, 14, 20, and 22.

The researcher uses expert validation to measure the validity of instrument for questionnaire. The expert who valid this questionnaire is Drs. H. Agus Salim Daulay, M.Ag as a psychological lecturer in Institut Agama Islam Negeri Padangsidempuan.

**Table 2**  
**Questionnaire Data of Reading Interest**

No.	Indicators	Answer Points					Number of Items	Items
		Positive Statement / Negative Statement						
		Very Often	Often	Sometimes	Seldom	Never		
Score	Score	Score	Score	Score	Score			
1.	Time						1, 2, 3, 4, 5, 6, 7	7
2.	Frequency of Reading	5 / 1	4 / 2	3 / 3	2 / 4	1 / 5	8, 9, 10, 11, 12, 13, 14, 15, 16, 17	10
3.	Quantity of Reading Source						18, 19, 20, 21, 22, 23, 24, 25, 26	9
<b>Total</b>								<b>26</b>

## 2. Test

The Researcher used multiple choice test to know students' reading comprehension in descriptive, narrative, and recount text. The researcher makes 29 questions to do the test validity in other sample of this research to know which categorized valid question. Each item had variety score and the



total of score for all question to be 100 score. The questions can we see in appendixes 2.

**Table 3**

**The Indicators of Reading Comprehension Test Before Valid**

<b>No.</b>	<b>Indicator</b>	<b>Number of Items</b>	<b>Items</b>
1.	Able to identify the main idea from the text	1, 6, 7, 11, 16, 23	6
2.	Able to identify the detail information of the text	12, 14, 15, 18, 20, 22, 27	7
3.	Able to identify the specific information of the text	2, 8, 13, 17, 19, 21, 26, 28	8
4.	Able to get the meaning of the text (word or sentence)	3, 4, 5, 9, 10, 24, 25, 29	8
<b>TOTAL</b>			<b>29</b>

The researcher give the test firstly to find the students' achievement in reading comprehension descriptive narrative, and recount text. The results of the test determine acceptance and rejection of the hypothesis.

**E. Validity and Reliability of the Instrument**

Validity and reliability are the important thing toward the research. On this research there are two instruments that had been identified the validity and reliability, as follow:

1. Validity

Validity is to see the correctness an instrument to do the function to measure. Validity is the extent to which a test measures what it claims to measure. In this Research, the validity of instrument utilized for questionnaire

and test. The validity of questionnaire in this research is from expert validation.

The researcher used the content and item validity to find out the validity of instrument for test. Item validity is a part of the test as a totally to measure the test by Items. The test consisted of 29 multiple choices test that will be validated in other sample. To get the validity of the each test will be refer to list  $r$  biserial with  $r$  in 5% significant level was 0.349. So, The test is categorized valid if the  $r_{\text{count}} > r_{\text{table}}$ .

To get the validity of test, the formula of  $r$  *Point biserial* can be used as follow:

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

**Where:**

$r_{\text{pbi}}$  : coefficient item validity

$M_p$  : mean score

$M_t$  : mean score of the total score

$SD_t$  : Standard Deviation of the total score

$p$  : Presentation of the right answer of the item tested validity

$q$  : Presentation of the wrong answer of the item tested validity.

From the result of the analysis for 29 questions of the test, there are 22 questions where categorized valid and 7 questions are categorized invalid. The Number of the questions which taken by researcher are 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25 and 28. The calculation of how to get it can be seen in the appendix 4. So, the researcher makes 22 items as the instrument of test. The valid questions of the test can we see in appendixes 4.

**Table 4**

**The Indicators of Reading Comprehension Test After Valid**

<b>No.</b>	<b>Indicator</b>	<b>Number of Items</b>	<b>Score</b>	<b>Items</b>	<b>Total</b>
1.	Able to identify the main idea from the text	1, 7, 11, 16	4	4	16
2.	Able to identify the detail information of the text	12, 14, 15, 18, 20, 22	4	6	24
3.	Able to identify the specific information of the text	2, 8, 13, 17, 19, 21, 28	5	7	35
4.	Able to get the meaning of the text (word or sentence)	3, 5, 9, 10, 25	5	5	25
<b>TOTAL</b>				<b>22</b>	<b>100</b>

2. Reliability

An instrument of the research must be reliable. The reliability of questionnaire is done by expert and for the test can we see in appendixes 5. The reliability of the test can be found by using K-R 20 formula. The formula is as follow:

$$R_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

**Where:**

$R_{11}$  : Reliability of the Instrument

$n$  : Total of Question

$S_{t^2}$  : Variants Total

$p$  : Proportion Subject who is right Answer (1)  
n

$q$  : Proportion Subject who is Wrong Answer (0)  
n

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if  $r_{\text{count}} > r_{\text{table}}$  by using formulation KR-20.

## **F. Techniques of the Data Analysis**

After the processed of data collection, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data is done by the researcher. In quantitative research the most suitable analysis is using the statistical process and with following steps.

1. Identified and corrected the answer the subject research from the test and questionnaire.
2. Identified mean, median and modus by using descriptive statistic to arrange and to categorize the score of variable X and Y. It is the second ways of presenting the data analysis. Then, the three formulas above had been explained below:

- a. Know the mean (average) score used the formula:

$$M(x) = \frac{\sum fx}{N}$$

- b. Know the median score used the formula:

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

- c. Know the modus of score used the formula:

$$M_o = \ell + \left( \frac{fa}{fa+fb} \right) x i \text{ or } M_o = U - \left( \frac{fb}{fa+fb} \right) x i$$

**Table 5**

**The Table Interpretation of Means Score**

<b>No.</b>	<b>Interval</b>	<b>Predicate</b>
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 as follow:

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

**Where:**

$X^2$  = Value of Chi-Square

$F_o$  = Observed Frequency

$F_e$  = Expected Frequency

To calculate the result of *Chi-Quadrate*, it was used 5% significant level. If result  $x^2_{\text{count}} < x^2_{\text{table}}$ , it can be concluded that data is distributed normal.

### 4. To Test Hypothesis

To know the correlation between variable X and Y is calculated by applying product moment formula. it refers to list r product moment with 5% significant level. The hypothesis is accepted If  $r_{\text{count}} > r_{\text{table}}$ . The formula of Product Moment explained below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2] [N \cdot \sum Y^2 - (\sum Y)^2]}}$$

**Where :**

$r_{xy}$  = Coefficient Correlation between variable X and Y

$\sum X$  = The scores of variable X

$\sum Y$  = The scores of variable Y

$\sum XY$  = Product X dan Y

N = Total of sample

## 5. To Examine the Significances Variable

To examine the significances variable X and Y is calculated by:

$$T = \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}}$$

**Where :**

T = Result of t-test

n = Total of sample

$r_{xy}$  = Coefficient correlation between X and Y

6. To Know the contribution of coefficient determination variables

To know the contribution of coefficient correlation between variables X and Y. It can be defining The Formula Determinant Correlation:

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

**Where :**

CD = Contribution of coefficient determination

r = Coefficient correlation

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

**Table 6**

**The Table Interpretation of XY**

<b>The Value</b>	<b>Degree</b>
Between 0.00-0.20	Very Low
Between 0.21-0.40	Low
Between 0.41-0.70	Enough
Between 0.71-0.80	High
Between 0.91-1.00	Very High



## CHAPTER IV

### THE RESULT OF RESEARCH

In this chapter, the researcher discuss the result of this research about the correlation between reading interest and reading comprehension at second grade in SMPN 8 Padangsidempuan. The formula of product moment to analysis the data of students' reading interest and students' reading comprehension. The research data described as follow:

#### A. Description of the Data

In this research, the variable (X) is reading interest and variable (Y) is reading comprehension. The result or score from both of them below.

##### 1. Reading Interest

The result score of students' reading interest (variable X) from highest score was 94 and the lowest score was 58. The researcher also calculated the mean score was 73, the median score is 72, and the modus is 72.7 (see in appendix 10). Mean score is the score which shows the general value that was achieved by students. Median is the middle score or score which divided a distribution of data into equal part and Modus is the score which has the most -frequency.

The score resume of variable (X) called reading interest has been gotten in the table below:

**Table 7****The Score Resume of Students' Reading Interest**

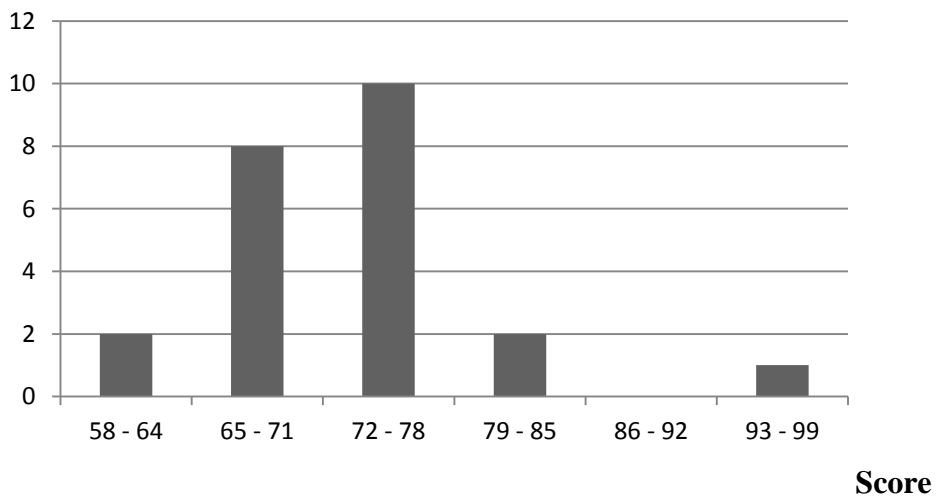
<b>No.</b>	<b>Statistic</b>	<b>Variable X</b>
<b>1.</b>	<b>Highest Score</b>	<b>94</b>
<b>2.</b>	<b>Lowest Score</b>	<b>58</b>
<b>3.</b>	<b>Range</b>	<b>36</b>
<b>4.</b>	<b>Interval</b>	<b>6</b>
<b>5.</b>	<b>Mean Score</b>	<b>73</b>
<b>6.</b>	<b>Median Score</b>	<b>72</b>
<b>7.</b>	<b>Modus Score</b>	<b>72.7</b>

Based on the table above, the mean score is 73. It means that students' reading interest is in good category. The revelation of data is done to group of variable score of reading interest which the total classes are 6 and interval is 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 8****The Frequency Distribution of Reading Interest**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentage</b>
58 – 64	61	2	<b>8.7%</b>
65 – 71	68	8	<b>34.8%</b>
72 – 78	75	10	<b>43.5%</b>
79 – 85	82	2	<b>8.7%</b>
86 – 92	89	0	<b>0%</b>
93 - 99	96	1	<b>4.3%</b>
<b>Total</b>		<b>23</b>	<b>100%</b>

To get the description of the data clearly and easily, the researcher presents the students' reading interest in histogram below:

**Frequency of Students**

Based on chart above, it was known that the variable revelation of students' reading interest presented that the respondent in interval 58 – 64 were 2 students (8.7%), interval 65 – 71 were 8 students (34.8%), interval 72 – 78 were 10 students (43.5%), interval 79 – 85 were 2 students (8.7%), interval 86 – 92 were 0 students, interval 93 – 99 were 1 students (4.3%).

## 2. Reading Comprehension

The result score of students' reading comprehension (variable Y) from highest score was 96 and the lowest score was 32. The researcher also calculated the mean score was 67, the median score was 71, and the modus was 78.64 (see in appendix 11). Mean score is the score which shows the general value that was achieved by students. Median is the middle score or score which divided a distribution of data into equal part and Modus is the score which has the most -frequency.

The score resume of variable (Y) called reading comprehension has been gotten in the table below:

**Table 9****The Score Resume of Students' Reading Comprehension**

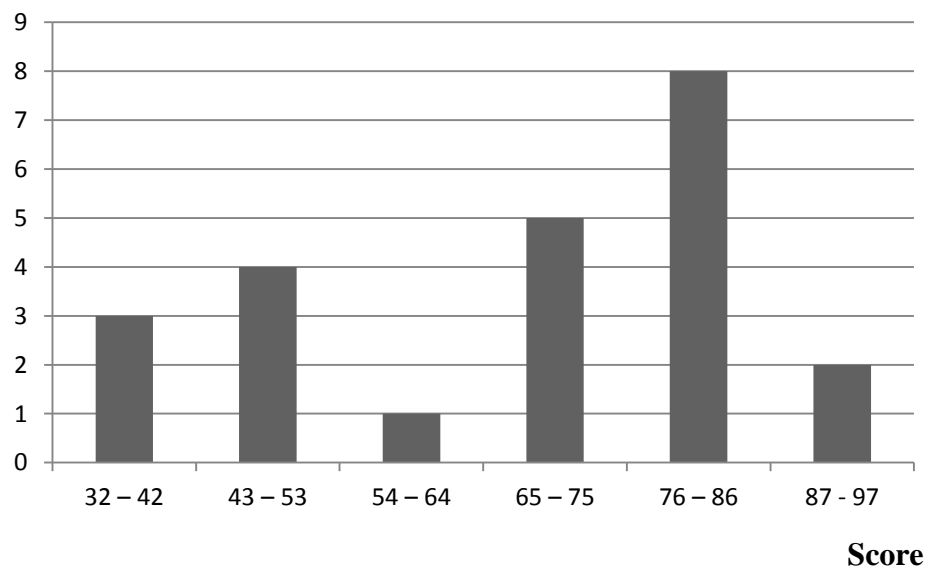
<b>No.</b>	<b>Statistic</b>	<b>Variable X</b>
<b>1.</b>	<b>Highest Score</b>	<b>96</b>
<b>2.</b>	<b>Lowest Score</b>	<b>32</b>
<b>3.</b>	<b>Range</b>	<b>64</b>
<b>4.</b>	<b>Interval</b>	<b>11</b>
<b>5.</b>	<b>Mean Score</b>	<b>67</b>
<b>6.</b>	<b>Median Score</b>	<b>71</b>
<b>7.</b>	<b>Modus Score</b>	<b>78.64</b>

Based on the table above, the mean score is 67. It means that students' reading comprehension is in enough category. The revelation of data is done to group of variable score of reading interest which the total classes are 6 and interval is 11. 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 Reading Comprehension**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentage</b>
32 – 42	37	3	13.1%
43 – 53	48	4	17.4%
54 – 64	59	1	4.3%
65 – 75	70	5	21.7%
76 – 86	81	8	34.8%
87 - 97	92	2	8.7%
<b>Total</b>		<b>23</b>	<b>100%</b>

To get the description of the data clearly and easily, the researcher presents the students' reading comprehension in histogram below:

**Frequency of Students**

Based on chart above, it was known that the variable revelation of students' reading comprehension presented that the respondent in interval 32 – 42 were 3 students (13.1%), interval 43 – 53 were 4 students (17.4%), interval 54 – 64 were 1 students (4.3%), interval 65 – 75 were 5 students (21.7%), interval 76 – 86 were 8 students (34.8%), interval 87 – 97 were 2 students (8.7%).

## B. Analysis of the Data

### 1. Normality Test

To analyze the data was normal or not, the researcher used Chi-Square formula. Normality test was as the requirement of test before go to the testing hypothesis. Based on the table below with  $n = 23$  and taraf significant 5%. It meant that data X and Y were distributed normal (appendix 12).

**Table 11**

#### Normality of Data X and Data Y

Class	Normality Test	
	$t_{\text{count}}$	$t_{\text{table}}$
Data X	1.195	11.070
Data Y	1.928	11.070

## 2. Hypothesis Test

The aim of hypothesis test was to determine the correlation between students' reading interest and students' reading comprehension of grade eight SMP Negeri 8 Padangsidempuan by using product moment formula. Firstly, the calculation of the scores obtained by respondents like below:

$$\begin{array}{ll} \sum X & = 1674 & \sum X^2 & = 123016 \\ \sum Y & = 1525 & \sum Y^2 & = 109227 \\ \sum XY & = 113342 & N & = 23 \end{array}$$

Next, calculated the value of correlation between variable X and Y explained below:

$$\begin{aligned} r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] [N\sum Y^2 - (\sum Y)^2]}} \\ &= \frac{23(113342) - (1674)(1525)}{\sqrt{[23 \cdot 123016 - (1674)^2] [23 \cdot 109227 - (1525)^2]}} \\ &= \frac{2606866 - 2555900}{\sqrt{[2829368 - 2802276] [2512221 - 2325625]}} \\ &= \frac{50966}{\sqrt{[27092] [186596]}} \\ &= \frac{50966}{\sqrt{5055258832}} \\ &= \frac{50966}{71100} \\ &= 0.7168 \end{aligned}$$



$H_a$  : There is a significant correlation between students' reading interest and students' reading comprehension of the grade eight students SMP N 8 Padangsidempuan.

Based on calculating above, the product moment has gotten correlation coefficients  $r_{xy} = 0.7168$  was higher than  $r_{table} = 0.433$  in taraf 5%. The hypothesis ( $H_a$ ) was accepted namely  $r_{count} > r_{table}$  ( $0.7168 > 0.433$ ). The result showed that there was a significant correlation between students' reading interest and students' reading comprehension of grade eight SMP N 8 Padangsidempuan in enough category. It has been written in the table of coefficient correlation interpretation below:

**Table 12**

**Categories Value Correlation Coefficient and Degree Correlation**

<b>The Value</b>	<b>Degree</b>
Between 0,00 – 0,20	Very low correlation
Between 0,21 – 0,40	Low correlation
Between 0,41 – 0,70	Significant correlation
Between 0,71 – 0,80	High correlation
Between 0,91 – 1,00	Very high correlation

### 3. Significances Variable Test

Testing the truth of significant correlation used the formulate  $t_{\text{count}}$ .

$$\begin{aligned}
 T_{\text{count}} &= \frac{r_{xy}\sqrt{n-1}}{\sqrt{1-(r_{xy})^2}} \\
 &= \frac{0,7168\sqrt{23-1}}{\sqrt{1-(0,7168)^2}} \\
 &= \frac{0,7168\sqrt{22}}{\sqrt{1-0,5139}} \\
 &= \frac{0,7168 (4,69)}{\sqrt{0,4861}} \\
 &= \frac{3,361}{0,697} \\
 &= 4,822
 \end{aligned}$$

Then, the researcher calculated  $t_{\text{count}}$  is 4.822, dk is  $(23 - 2) = 21$ , and taraf significant is 1% (2.831), So,  $t_{\text{count}} > t_{\text{table}}$  ( $4.822 > 2.831$ ). It meant that there was a significant correlation between two variables and the contribution of variable X to variable Y was “accepted”.

### 4. Contribution of Coefficient Correlation Determination Variables Test

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

$$\begin{aligned}
 \text{CD} &= r^2 \times 100\% \\
 &= (0.7168)^2 \times 100\% \\
 &= 0.5138 \times 100\% \\
 &= 51.38\%
 \end{aligned}$$

On calculating above, we found that the contribution of reading interest toward reading comprehension there was 51.38% and 48.62%

influenced by other variables. The result in the table of XY interpretation is “enough” category.

### **C. Discussion**

The researcher has proven that reading interest has correlation with reading comprehension in this case on students. At the result of this research, the mean score of students’ reading interest was good category and the mean score of students’ reading comprehension was enough category. It was assumed that not all students with good reading interest also have good reading comprehension. It also meant not all students with low in reading interest have low in reading comprehension.

In other words, many students have good reading motivation just for certain book such as reading novel, comic and other interesting book for them but they have low interest toward reading text especially in English language. So, there are others variable influence the students’ reading comprehension, such as reading motivation, reading habit, reading strategies, vocabulary mastery, and etc. It is depended on what factors that influences students to read, it can be come from inside and outside.

The researcher compared it with the result on research of related findings: The first, Fahrurrozi with the  $r_{\text{count}} > r_{\text{table}}$  ( $0.873 > 0.320$ ). So, the  $r_{\text{count}}$  is higher than  $r_{\text{table}}$  means hypothesis is accepted.<sup>1</sup> The second is by Desti Amelisa Gultom. She got the coefficient correlation level  $r_{\text{count}} > r_{\text{table}}$  ( $0.474 > 0.368$ ). So, there are correlation between motivation and comprehension in reading.<sup>2</sup> Based on these explanations, it was proved that this research get the same result with Fahrurrozi found in his research, where reading interest has a significant correlation to students' reading comprehension. So do with Desti, she found that student' reading motivation has a significant correlation to students' reading comprehension.

However, the correlation both of the variables was significant which proven by  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ . So, it is clearly reading interest have the significant correlation to reading comprehension. Interest is needed and really important in reading. The last, from hypothesis testing of the research, it is found that students' reading interest has the significant correlation to students' reading comprehension of the grade VIII students of SMP N 8 Padangsidempuan. This fact can be seen from  $r_{\text{count}} > r_{\text{table}}$  ( $0.7168 > 0.433$ ) and  $t_{\text{count}} > t_{\text{table}}$  ( $4.822 > 2.831$ ).

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<sup>1</sup> Fahrurrozi, "Relationship Between Students' Reading Interest and Vocabulary Mastery with Reading Comprehension Ability," *Advanced in Social Science, Educational and Humanities Research, 9th International Conference for Science Educational Teachers (ICSET)* 118 (2017), [www.atlantispress.com/proceedings/icset-17/258886557](http://www.atlantispress.com/proceedings/icset-17/258886557).

<sup>2</sup> Desti Amelisa Gultom, "The Correlation Between Students' Reading Motivation and Students' Reading Comprehension of Grade X Students SMA S Nurul Ilmi Padangsidempuan" (Institut Agama Islam Negeri Padangsidempuan, 2018).

#### **D. Limitation of the Research**

The researcher limited this research, as follows:

1. The researcher gave the questionnaire and test to sample and explained them about the instruction.
2. The researcher didn't know how serious and concentrate the students when they were answering the questionnaire and test.
3. The researcher didn't see the measuring honest aspects of the students in answering the questionnaire and test until possibility the students cheat or guess.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter is described a brief result of data about the correlation between students' reading interest and reading comprehension at grade VIII SMP N 8 Padangsidimpuan. Based on the result of the research that have been done, it could be concluded that the students' reading interest at grade VIII SMP N 8 Padangsidimpuan was good. The students' reading comprehension at grade VIII SMP N 8 Padangsidimpuan was enough. The hypothesis  $H_a$  was accepted from the score of correlation product moment  $r_{xy}$ , students' reading interest and reading comprehension at grade VIII SMP N 8 Padangsidimpuan was in high category with  $r_{xy}$  0.7168. The significant correlation level was done by  $r_{table}$  on significant level 5% was 0.433. So,  $r_{count}$  is higher than  $r_{table}$ ,  $r_{count} > r_{table}$  ( $0,7168 > 0,433$ ).

The finding in this research is in line with the finding of Asgari in 2011 on Romainah's journal, he found that integrating of interest with class material improved student's reading comprehension at Islamic Azad University in Hidaj.<sup>1</sup> But, it was contrary with Kirby in 2010. He could not find that reading interest

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<sup>1</sup> Romainah, Brotherhood English, and Course Palembang, "Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University," no. June (2018): 54–64. P. 61

correlate to the reading ability.<sup>2</sup> Based on finding above, researcher concluded that many factors that can influence someone reading comprehension. Reading interest was one factor which can influence someone reading comprehension. It made someone's comprehend in reading activity was not only depended on interest, but also others factor like environment and motivation.

## **B. Suggestion**

Based on conclusion above, the researcher suggested to:

1. The head master of SMP N 8 Padangsidempuan, to make this research is one of the alternative literature or source in developing the learning process in the school.
2. The teachers, to use this result of research as the consideration material to make a better way, media, or strategy in learning process in the future, and to give a positive stimulus to increase students' interest more in reading.
3. Other researchers can do further from this research to find out other correlations on reading interest and comprehension.

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<sup>2</sup> Romainah, English, and Palembang. P. 61

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## APPENDIX 1

### THE QUESTIONNAIRE OF READING INTEREST

Name :

Class :

Directions:

1. Write down your name ( Tulis nama kamu )
2. Give the mark ( ✓ ) in the column which represents you during reading experiences. ( Beri tanda ✓ di dalam kolom yang menggambarkan dirimu saat kegiatan membaca. )

No.	Statements ( Pernyataan )	Always ( Selalu )	Often ( Sering )	Sometimes ( Terkadang )	Seldom ( Jarang )	Never ( Tidak Pernah )
1.	I like to read book / text for one hour (Saya suka membaca buku / tulisan selama satu jam)					
2.	I like to read book / text for a short time (Saya suka membaca buku / tulisan untuk waktu yang singkat)					
3.	I like to read book / text in all of my free time (Saya suka membaca buku / tulisan di seluruh waktu luang saya)					
4.	I feel boring when reading for a long time (Saya merasa bosan ketika sedang membaca untuk waktu yang lama)					
5.	I often forget others job because of reading for long time (Saya sering lupa pekerjaan lain karena membaca untuk waktu yang lama)					
8.	I spent a day to read book / novel / newspaper (Saya menghabiskan sehari untuk membaca buku/novel/majalah)					

9.	I like to read book / text for long time (Saya suka membaca buku / tulisan untuk waktu yang lama)					
10.	I read book / text every day (Saya membaca buku / teks setiap hari)					
11.	I go to library for reading book / text even there is no task (Saya pergi ke perpustakaan untuk membaca buku / tulisan walau tidak ada tugas)					
12.	I am only read book when will exam (Saya hanya membaca buku ketika akan ujian)					
13.	I like reading than others hobbies (Saya suka membaca daripada hobi yang lain)					
14.	I feel bored of rereading a book / text that I have red (Saya merasa bosan untuk membaca kembali sebuah buku / tulisan yang sudah saya baca)					
15.	I visit library in my school every day to read a book (Saya mengunjungi perpustakaan di sekolah setiap hari untuk membaca buku)					
16.	I don't reread book that I like (Saya tidak membaca kembali buku yang saya suka)					
17.	I feel happy with reading activity (Saya merasa senang dengan kegiatan					

	membaca)					
18.	I will go to library to read book / text in rest time (Saya akan pergi ke perpustakaan untuk membaca buku / tulisan di waktu istirahat)					
19.	I like to read book / text even in holiday (Saya suka membaca buku / tulisan walau di hari libur)					
20.	I like to read some or many books in a week (Saya suka membaca beberapa atau banyak buku dalam seminggu)					
21.	I like to read text in all kind of written form, like book, magazine, newspaper, and etc. (Saya suka membaca teks di semua jenis tulisan, seperti buku, majalah, koran, dan lainnya)					
22.	I only read book / text that I like (Saya hanya membaca buku yang saya suka)					
23.	I have interest to read English book / text (Saya tertarik untuk membaca buku / tulisan berbahasa Inggris )					
24.	I only like to read book / text in Indonesian language (Saya hanya suka membaca buku / tulisan dalam bahasa Inggris)					

24.	I will enjoy to read every reading English book / text given to me (Saya akan menikmati membaca di setiap bacaan / tulisan berbahasa Inggris yang diberikan pada saya)					
25.	I am not only read English book / text that I understand the meaning (Saya tidak hanya membaca buku / tulisan b.Inggris yang saya mengerti artinya)					
26.	I like to read all kind of useful book / text (Saya suka membaca semua jenis buku atau teks yang berguna)					

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## APPENDIX 2

### READING COMPREHENSION TEST BEFORE VALID

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Day/Date : \_\_\_\_\_

#### THE INSTRUCTION/PETUNJUK:

Read the text carefully and answer the question below. Each text followed by several question about it, The questions are 1-20 items, you choose the one best answer A, B, C, and D. to each question. Give mark (X) on the best answer (*Baca dan jawablah teks dibawah ini dengan hati-hati, Teks ini terdiri dari beberapa pertanyaan dan pertanyaan terdiri dari item 1-20, pilihlah salah satu jawaban yang paling benar (A, B, C, dan D) untuk setiap pertanyaan dengan memberikan tanda (X).*)

#### The following text is for questions 1- 5

Last week, my friends and I visited to Jogja. We visited many places.

The first, we went to Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in the beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

1. What is the main idea of the first paragraph from the text?
  - a. Last week, my friends and I visited to Jogja
  - b. Last week, We went to Parangtritis beach
  - c. We visited Gembira Loka Zoo
  - d. We could not visit Malioboro
2. What places that they visited in jogja?
  - a. Parangtritis beach, Gembira Loka Zoo and to a restaurant
  - b. Parangtritis beach, to a restaurant and to the market

- c. Singkarak island, a restaurant and Gembira Loka Zoo
  - d. Singkarak island, a restaurant and parangtritis beach
3. Based on the text above, we know that?
- a. My friends and I went to Bogor
  - b. The writer really enjoyed the trip
  - c. The writer visit one place in Jogja
  - d. The writer won't visit Jogja again
4. "We really enjoyed it" (paragraph 3, line 1) the underline word refers to?
- a. Their trip in Jogja
  - b. Their trip in the Zoo
  - c. The writer's trip in Malioboro
  - d. The writer's trip in Parangtritis
5. The following statements are not true based on the text, **except**?
- a. We didn't see a lot of people in Parangtritis Beach
  - b. Many kinds of animals in the zoo such as monkeys, tigers, crocodiles, snakes
  - c. They visit the restaurant for the second place
  - d. They visit to Malioboro for the third place

**The following text is for questions 6 - 10**

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. There, we stayed for lodging in some night. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, Jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many Monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went to back home bringing, so many amazing memories of Bali.



6. What is the purpose of the text?
- To describe the writer in Bali
  - To entertain the readers about the writer's experience when visiting bali
  - To tell the readers about the story trip to Tanjung benoa
  - To tell the writer's experience when visiting bali with their friends
7. What is the main idea of the second paragraph?
- First day, we visited Sanur Beach in the morning
  - Second day, we enjoyed the day on Tanjung Benoa beach
  - In bali, we visited three places included Sanur beach, Tanjung Benoa beach and Sangeh
  - We stayed for lodging in some night in Bali
8. Where did they visit Bali in last day?
- Sanur beach
  - Tanjung Benoa beach
  - Sangeh
  - Penyu island
9. "We stayed for three days" the underline word have same meaning with?
- Lived
  - Life
  - Leave
  - Abandoned
10. "It was great scenery" (paragraph 2, line 2) the underline word refers to?
- A beautiful scenery
  - The beautiful sunrise
  - The Sanur Beach
  - The vacation

**The following text is for questions 11- 15**

#### My Pet

I have a pet. It is a dog and I call it Dave. Dave is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dave does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dave plays with my rabbit. They get along well, and never fight maybe because Dave does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dave is really sweet and friendly animal.

11. The purpose of this text is.....
- To describe a particular animal
  - To share an amusing incident with others
  - To present two points of view about an issue
  - To inform the readers about the beauty of Dave
12. How does Dave look like?
- Big, fierce, and cute
  - Big, fluffy, and fierce
  - Small, fierce, and stink
  - Small, fluffy, and cute.
13. Whom Dave plays with when the writer goes to school?
- The writer's sister
  - The writer's mother
  - The writer's rabbit
  - The writer's other dog
14. What does Dave eat every morning?
- Fish and rice
  - Bread and milk
  - Bone and milk
  - Rice and bone
15. Who is Dave?
- An apes
  - A human
  - A dog
  - A group of pets

**The following text is for questions 16 - 19**

### Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world. Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

16. What is the main idea of the text?
  - a. To present two points of views about Paris
  - b. To explain Paris, the capital city of France
  - c. To describe Paris
  - d. To retell Paris, the capital of France
17. What are famous places in Paris?
  - a. Pisa Tower and The louvre museum
  - b. The cathedral of Notre Dame and Pisa Tower
  - c. The louvre museum, Eiffel Tower, and Pisa Tower
  - d. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
18. How many people live in Paris?
  - a. Eight million people
  - b. Seven million people
  - c. Six million people
  - d. Five million people
19. The first sentence of the third paragraph on the text above is?
  - a. Paris is the capital city of France
  - b. Paris is named after a group of people called the Parisii
  - c. There are other many other famous places in Paris
  - d. Paris is called as the city of light

**The following text is for questions 20 - 25**

#### The Smartest Animal

Once there was a farmer in Sumatera. Every morning and afternoon he plowed his field with the help of his buffalo. One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo.

“You are so big and strong, Why do you do everything the man tells you?” The buffalo said, “Oh, the man is very intelligent.” So the next day the tiger said to the man. “Can I see your

intelligence?” But the man answered, “It’s at home.” “Can You go and get it?” asked the tiger. “Yes,” said the man, “But I’m afraid you will kill my buffalo when I am gone”. He took his plow and hit the tiger with a stick. Then he said. “Now you know about my intelligence even if you haven’t seen it.”

20. Where did the story happen?
  - a. In the Zoo
  - b. In the Forest
  - c. In the Field
  - d. In the Park
21. When does the farmer plow his field?
  - a. In the morning and afternoon
  - b. In the morning and evening
  - c. Only in the afternoon
  - d. Only in the morning
22. How many characters are there in the story?
  - a. Three
  - b. Five
  - c. Four
  - d. Six
23. What is the main idea of the last paragraph?
  - a. Farmer and his buffalo working
  - b. Big animal listening to a small animal
  - c. The farmer show his intelligence
  - d. The tiger want to see farmer’s intelligence
24. “The tiger was surprised to see big animal listening to a small animal” (paragraph 2 line 2)  
The underlined word means?
  - a. Deny
  - b. Afraid
  - c. Obey
  - d. Weak
25. What can we learn from the story?
  - a. Never underestimate others
  - b. We have to plow the field everyday
  - c. A buffalo is more intelligent than a tiger
  - d. The size of body determines the power

**The following text is for questions 26 - 29**

### The Lion and the Bear

On a summer day, when the hot weather made the animal thirsty, a lion and a bear came at the same time to river to drink. They argued which one of them to drink first. Soon they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The lion said to the bear, “it’s better for us to be friends”.

26. Why did the eagles watch the lion and the bear?

- a. They wanted to drink together with them
- b. They wanted to separate those animals
- c. They wanted to know the winner of the fight
- d. They waited for the one who would die first

27. When they stopped for a moment, they saw some eagles.

What does the underlined word mean?

- a. a little time
- b. a stop
- c. a winner
- d. a surprise

28. What is the complication of the story?

- a. The lion and the bear were thirsty.
- b. The lion and the bear became friends
- c. The lion and the bear were fighting for determining the one drinking first
- d. The lion and the bear stopped fighting

29. They waited for the one who would die first.

What does the underlined word refer to?

- a. The animals
- b. The eagles
- c. The lion and the bear
- d. The eagles, the lion, and the bear

## APPENDIX 4

### READING COMPREHENSION TEST AFTER VALID

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Day/Date : \_\_\_\_\_

#### THE INSTRUCTION/PETUNJUK:

Read the text carefully and answer the question below. Each text followed by several question about it, The questions are 1-20 items, you choose the one best answer A, B, C, and D. to each question. Give mark (X) on the best answer (*Baca dan jawablah teks dibawah ini dengan hati-hati, Teks ini terdiri dari beberapa pertanyaan dan pertanyaan terdiri dari item 1-20, pilihlah salah satu jawaban yang paling benar (A, B, C, dan D) untuk setiap pertanyaan dengan memberikan tanda (X).*)

#### The following text is for questions 1- 4

Last week, my friends and I visited to Jogja. We visited many places.

The first, we went to Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in the beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

30. What is the main idea of the first paragraph from the text?
- e. Last week, my friends and I visited to Jogja
  - f. Last week, We went to Parangtritis beach
  - g. We visited Gembira Loka Zoo
  - h. We could not visit Malioboro
31. What places that they visited in jogja?
- e. Parangtritis beach, Gembira Loka Zoo and to a restaurant
  - f. Parangtritis beach, to a restaurant and to the market
  - g. Singkarak island, a restaurant and Gembira Loka Zoo
  - h. Singkarak island, a restaurant and parangtritis beach

32. Based on the text above, we know that?
- e. My friends and I went to Bogor
  - f. The writer really enjoyed the trip
  - g. The writer visit one place in Jogja
  - h. The writer won't visit Jogja again
33. The following statements are not true based on the text, **except**?
- e. We didn't see a lot of people in Parangtritis Beach
  - f. Many kinds of animals in the zoo such as monkeys, tigers, crocodiles, snakes
  - g. They visit the restaurant for the second place
  - h. They visit to Malioboro for the third place

**The following text is for questions 5 - 8**

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. There, we stayed for lodging in some night. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, Jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many Monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went to back home bringing, so many amazing memories of Bali.

34. What is the main idea of the second paragraph?
- e. First day, we visited Sanur Beach in the morning
  - f. Second day, we enjoyed the day on Tanjung Bena beach
  - g. In bali, we visited three places included Sanur beach, Tanjung Bena beach and Sangeh
  - h. We stayed for lodging in some night in Bali

35. Where did they visit Bali in last day?
- e. Sanur beach
  - f. Tanjung Bena beach
  - g. Sangeh
  - h. Penyu island
36. "We stayed for three days" the underline word have same meaning with?
- e. Lived
  - f. Life
  - g. Leave
  - h. Abandoned
37. "It was great scenery" (paragraph 2, line 2) the underline word refers to?
- e. A beautiful scenery
  - f. The beautiful sunrise
  - g. The Sanur Beach
  - h. The vacation

**The following text is for questions 9 - 13**

My Pet

I have a pet. It is a dog and I call it Dave. Dave is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dave does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dave plays with my rabbit. They get along well, and never fight maybe because Dave does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dave is really sweet and friendly animal.

38. The purpose of this text is.....
- e. To describe a particular animal
  - f. To share an amusing incident with others
  - g. To present two points of view about an issue
  - h. To inform the readers about the beauty of Dave
39. How does Dave look like?
- e. Big, fierce, and cute
  - f. Big, fluffy, and fierce
  - g. Small, fierce, and stink
  - h. Small, fluffy, and cute.



40. Whom Dave plays with when the writer goes to school?
- e. The writer's sister
  - f. The writer's mother
  - g. The writer's rabbit
  - h. The writer's other dog
41. What does Dave eat every morning?
- e. Fish and rice
  - f. Bread and milk
  - g. Bone and milk
  - h. Rice and bone
42. Who is Dave?
- e. An apes
  - f. A human
  - g. A dog
  - h. A group of pets

**The following text is for questions 14 - 17**

Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world. Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

43. What is the main idea of the text?
- e. To present two points of views about Paris
  - f. To explain Paris, the capital city of France
  - g. To describe Paris
  - h. To retell Paris, the capital of France

44. What are famous places in Paris?
- e. Pisa Tower and The louvre museum
  - f. The cathedral of Notre Dame and Pisa Tower
  - g. The louvre museum, Eiffel Tower, and Pisa Tower
  - h. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
45. How many people live in Paris?
- a. Eight million people
  - b. Seven million people
  - c. Six million people
  - d. Five million people
46. The first sentence of the third paragraph on the text above is?
- e. Paris is the capital city of France
  - f. Paris is named after a group of people called the Parisii
  - g. There are other many other famous places in Paris
  - h. Paris is called as the city of light

**The following text is for questions 18 - 21**

#### The Smartest Animal

Once there was a farmer in Sumatera. Every morning and afternoon he plowed his field with the help of his buffalo. One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man. After the man went home, the tiger spoke to the buffalo.

“You are so big and strong, Why do you do everything the man tells you?” The buffalo said, “Oh, the man is very intelligent.” So the next day the tiger said to the man. “Can I see your intelligence?” But the man answered, “It’s at home.” “Can You go and get it?” asked the tiger. “Yes,” said the man, “But I’m afraid you will kill my buffalo when I am gone”. He took his plow and hit the tiger with a stick. Then he said. “Now you know about my intelligence even if you haven’t seen it.”

47. Where did the story happen?
- e. In the Zoo
  - f. In the Forest
  - g. In the Field
  - h. In the Park

48. When does the farmer plow his field?

- e. In the morning and afternoon
  - f. In the morning and evening
  - g. Only in the afternoon
  - h. Only in the morning
49. How many characters are there in the story?
- e. Three
  - f. Five
  - g. Four
  - h. Six
50. What can we learn from the story?
- e. Never underestimate others
  - f. We have to plow the field everyday
  - g. A buffalo is more intelligent than a tiger
  - h. The size of body determines the power

**The following text is for questions 22**

#### The Lion and the Bear

On a summer day, when the hot weather made the animal thirsty, a lion and a bear came at the same time to river to drink. They argued which one of them to drink first. Soon they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The lion said to the bear, “it’s better for us to be friends”.

What is the complication of the story?

The lion and the bear were thirsty.

The lion and the bear became friends

The lion and the bear were fighting for determining the one drinking first

The lion and the bear stopped fighting

## APPENDIX 5

### TEST VALIDITY

No.	Respondent's name	Question Items																												X <sub>t</sub>	X <sub>t</sub> <sup>2</sup>		
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.			29.	
1.	ARINA	1	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	1	0	1	12	144	
2.	SUCI	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	19	361	
3.	MILA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	28	784		
4.	ANISA	1	0	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	1	1	0	1	16	256		
5.	AWALIYAH	1	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	15	225	
6.	MASDELIMA	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	20	400	
7.	TIAYSAH	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	22	484	
8.	NURHALIJA	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	0	0	0	1	1	0	17	289
9.	RODIYAH	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	19	361	
10.	AHDA	1	1	1	0	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	16	256	
11.	AULIA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27	729	
12.	RAISYA	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	24	576		
13.	MAYDINA	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	22	484	
14.	TASYA	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	20	400	
15.	RIKA	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	23	529		
16.	AIDA	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	22	484		
17.	ALIYA	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	1	11	121	
18.	ELSYAH	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	21	441		
19.	FEBRI	1	1	0	1	1	1	0	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	1	1	0	1	1	0	15	225		
20.	MIFTAHUL	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	20	400	
Right answer		17	17	14	15	14	8	9	13	9	11	13	17	17	15	15	16	12	16	10	14	17	16	9	12	9	12	17	13	12	<b>389</b>	<b>7949</b>	
Presentation Right Answer (p)		0,8 5	0,8 5	0,7	0,7 5	0,4	0,4 5	0,6 5	0,4 5	0,5 5	0,6 5	0,8 5	0,8 5	0,7 5	0,7 5	0,8	0,6	0,8	0,5	0,7	0,8 5	0,8	0,4 5	0,6	0,4 5	0,6	0,8 5	0,6 5	0,6	0,8 5	0,6 5	0,6	
Wrong Answer (q = 1-p)		0,1 5	0,1 5	0,3	0,2 5	0,3	0,6	0,5 5	0,3 5	0,5 5	0,4 5	0,3 5	0,1 5	0,1 5	0,2 5	0,2 5	0,2	0,4	0,2	0,5	0,3	0,1 5	0,2	0,5 5	0,4	0,5 5	0,4	0,1 5	0,3 5	0,4	0,1 5	0,4	
Mean Score (M <sub>p</sub> )		19, 94	19, 05	21, 73	19, 53	20, 42	20, 62	21, 33	21, 53	20, 22	20, 90	20, 69	20, 64	20, 20	21, 2	21, 26	20, 56	21, 66	20, 12	22, 8	20, 21	20, 64	19, 87	20, 22	19, 33	21, 11	18, 91	19, 35	20, 38	19, 75			
Mean Score of Total Score (M <sub>t</sub> )		19,45																															
Deviation Standard total (Sd <sub>t</sub> )		4,38																															
Validity (r <sub>pbi</sub> )		0,7 96	0,7 18	1,1 01	0,2 34	0,7 18	0,4 21	0,5 91	1,0 52	0,6 89	0,6 35	0,7 24	1,2 41	0,8 41	1,0 94	1,1 13	1,0 05	0,8 69	0,7 79	0,8 74	0,6 34	1,2 41	0,6 19	0,3 80	0,2	0,5 55	0,4 29	0,4 04	0,6 27	0,3 19			

22 Items are Valid based on product moment table with r in 5% and formula (20 - 2 = 18) significant level is 0,468

**APPENDIX 6**

**TEST RELIABILITY**

No.	Respondents	Question Items																												$\sum X$	$\sum X^2$	
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.			29.
1.	Ahda Ramadhani Hrp	1	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	1	1	0	1	12	144
2.	Alda Thauladani	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	19	361	
3.	Aliya Khalis Srg	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	28	784	
4.	Anisa Khoiriah Rtg	1	0	0	1	1	0	0	0	0	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	16	256	
5.	Arina Husna	1	1	0	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	15	225	
6.	Aulia Primaswara	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	20	400	
7.	Awaliyah Zahradina	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	22	484	
8.	Elsyah Fadillah Hrp	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	0	0	0	0	1	1	0	17	289
9.	Febri Indah Dwi Utari	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	19	361
10.	Masdelima Harahap	1	1	1	0	1	0	0	0	0	0	1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1	0	16	256	
11.	Maydina Aulia	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	27	729	
12.	Miftahul Jannah Nst	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	24	576	
13.	Mila Aulia	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	22	484	
14.	Nurhalija Harahap	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	20	400	
15.	Raisya Muntazzia	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	23	529	
16.	Rika Sweety	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	22	484	
17.	Rodiyah Pulungan	0	1	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	0	0	1	1	11	121	
18.	Suci Amalia	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	21	441		
19.	Tasya Putri Azany	1	1	0	1	1	1	0	1	1	1	0	0	0	0	0	1	0	1	0	0	0	0	1	1	1	0	1	1	15	225	
20.	Tiaysah	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	1	20	400	
Right answer		17	17	14	15	14	8	9	13	9	11	13	17	17	15	15	16	12	16	10	14	17	16	9	12	9	12	17	13	12	<b>389</b>	<b>7949</b>
Presentation Right Answer (p)		0,85	0,85	0,7	0,75	0,7	0,4	0,45	0,65	0,45	0,55	0,65	0,85	0,85	0,75	0,75	0,8	0,6	0,8	0,5	0,7	0,85	0,8	0,45	0,6	0,45	0,6	0,85	0,65	0,6		
Wrong Answer (q = 1-p)		0,15	0,15	0,3	0,25	0,3	0,6	0,55	0,35	0,55	0,45	0,35	0,15	0,15	0,25	0,25	0,2	0,4	0,2	0,5	0,3	0,15	0,2	0,55	0,4	0,55	0,4	0,15	0,35	0,4		
$\sum p \cdot q$		0,1275	0,1275	0,21	0,1875	0,21	0,24	0,2275	0,2275	0,2275	0,2275	0,2275	0,1275	0,1275	0,1275	0,1275	0,24	0,1275	0,2275	0,2275	0,2275	0,1275	0,1275	0,2275	0,2275	0,2275	0,2275	0,1275	0,2275	0,2275	5.8075	
Variants total ( S <sub>t</sub> )		19,1475																														
Reliability (r <sub>11</sub> )		0,721																														

No.	Name	Items																								Total		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	26
1.	Abdul Rasad Harahap	1	1	2	1	1	1	1	5	2	3	1	1	2	5	1	2	1	2	1	3	4	4	1	3	4	5	
2.	Ade Arya	2	5	2	2	1	3	2	3	2	3	3	4	2	3	4	2	3	3	4	1	2	3	2	2	2	4	
3.	Al Fazri Rambe	3	1	2	2	1	1	1	5	3	4	1	4	2	5	1	2	1	2	1	3	4	3	2	4	5	5	
4.	Aswin Pratama Dalimunte	3	3	2	3	2	1	3	4	2	3	3	2	3	2	3	3	2	3	2	3	2	4	2	2	2	3	
5.	Bunga Try Annisa	3	4	1	2	3	2	3	2	1	1	5	2	3	2	5	3	5	1	3	2	3	5	3	3	3	4	
6.	Diki Wahyudi Batubara	3	3	2	3	3	1	2	4	3	4	2	2	3	2	3	2	2	3	3	3	4	5	3	2	3	2	
7.	Eka Safitri	3	3	3	2	3	4	2	3	3	1	1	2	4	3	1	3	3	1	4	1	3	1	5	1	1	3	
8.	Fatia Rahmahdani	3	1	2	2	5	2	2	3	2	1	5	1	2	3	5	5	5	2	5	1	3	3	3	5	5	5	
9.	Ganda Pardomuan Siahaan	3	1	4	5	4	1	1	5	3	3	4	2	3	2	2	3	3	5	4	1	1	5	5	1	3	4	
10.	Hali Umar Harahap	3	4	2	2	3	2	3	2	2	4	3	2	2	3	4	2	3	2	2	3	3	4	4	4	4	2	
11.	Imam Santoso	3	1	2	2	1	1	1	5	3	4	1	4	2	5	1	2	1	2	1	3	5	3	2	4	5	5	
12.	Junaina Harahap	3	2	3	4	1	1	2	3	2	1	5	3	4	5	1	4	4	4	3	1	4	3	4	4	4	5	
13.	Muhammad Rianto	2	5	2	2	1	3	2	1	1	2	3	4	4	2	2	2	3	2	2	3	3	4	3	4	4	2	
14.	Mutiah Lubis	3	3	2	3	1	1	2	3	2	5	5	4	2	3	4	3	4	2	3	1	1	5	3	1	3	5	
15.	Nia Amanda Muliani	3	1	3	3	3	4	3	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
16.	Nia Nur Hotima	3	2	4	3	3	2	3	3	3	2	3	2	3	2	3	3	4	3	3	2	3	3	2	3	3	2	
17.	Nisa Khairani Daulay	3	2	3	5	1	3	4	4	4	5	3	4	3	3	5	4	5	3	4	4	4	4	4	3	3	4	
18.	Priya Romaiti Harahap	2	3	2	1	2	1	2	4	5	1	2	1	2	4	5	5	2	2	4	1	5	4	3	5	5	5	
19.	Sahlan Afriadi Harahap	3	4	2	3	2	3	3	4	2	3	3	4	2	3	4	2	3	3	4	3	2	3	3	3	2	4	
20.	Sarifah Harahap	3	4	2	3	1	1	2	3	3	3	1	4	3	2	3	3	2	2	2	3	1	5	3	2	2	2	
21.	Sasta Juliana Daulay	3	4	1	2	3	2	2	4	1	5	4	1	2	4	4	2	1	3	2	1	2	3	3	2	3	4	
22.	Uswatun Hasana Hasibuan	3	3	2	3	2	1	2	5	4	3	2	3	2	3	2	3	2	3	2	3	3	4	2	3	2	3	
23.	Yunita Azhari Daulay	3	4	2	3	1	1	2	3	2	5	5	4	2	2	5	3	4	2	3	1	3	5	3	1	3	5	

## APPENDIX 7

### THE RESULT OF STUDENTS' READING COMPREHENSION

No.	Name	Classroom	Student's Score
1.	Abdul Rasad Harahap	VIII - 3	<b>32</b>
2.	Ade Arya	VIII - 5	71
3.	Al Fazri Rambe	VIII - 2	77
4.	Aswin Pratama	VIII - 3	35
5.	Bunga Try Annisa	VIII - 4	71
6.	Diki Wahyudi Batubara	VIII - 1	77
7.	Eka Safitri	VIII - 9	32
8.	Fatia Rahmahdani	VIII - 9	90
9.	Ganda Pardomuan Siahaan	VIII - 10	75
10.	Hali Umar Harahap	VIII - 1	81
11.	Imam Santoso	VIII - 2	52
12.	Junaina Harahap	VIII - 7	85
13.	Muhammad Rianto	VIII - 7	82
14.	Mutiah Lubis	VIII - 10	70
15.	Nia Amanda Muliani	VIII - 3	86
16.	Nia Nur Hotima	VIII - 5	68
17.	Nisa Khaerani Daulay	VIII - 2	<b>96</b>
18.	Priya Romaiti Harahap	VIII - 8	76
19.	Sahlan Apriadi Harahap	VIII - 6	76
20.	Saridah Harahap	VIII - 8	49
21.	Sasta Juliana Daulay	VIII - 1	45
22.	Uswatun Hasana Hasibuan	VIII - 6	44
23.	Yunita Azhari Daulay	VIII - 4	55
<b>Total</b>			<b>1525</b>

## APPENDIX 8

### THE RESULT OF VARIABLE X AND VARIABLE Y

No.	Initial	X	Y
1.	ABH	58	32
2.	AA	69	71
3.	AR	68	77
4.	AP	67	35
5.	BTA	74	71
6.	DWB	72	77
7.	ES	64	32
8.	FR	81	90
9.	GPS	78	75
10.	HUH	74	81
11.	IS	69	52
12.	JH	80	85
13.	MR	68	82
14.	ML	74	70
15.	NAM	77	86
16.	NNH	72	68
17.	NKD	94	96
18.	PRH	78	76
19.	SAH	77	76
20.	SH	65	49
21.	SJD	68	45
22.	UHH	70	44
23.	YAD	77	55
<b>Total</b>		<b>1674</b>	<b>1525</b>



**APPENDIX 9****THE RESULT OF VARIABLE X AND VARIABLE Y**

<b>No.</b>	<b>Initial</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
<b>1.</b>	<b>ABH</b>	58	32	3364	1024	1856
<b>2.</b>	<b>AA</b>	69	71	4761	5041	4899
<b>3.</b>	<b>AR</b>	68	77	4624	5929	5236
<b>4.</b>	<b>AP</b>	67	35	4489	1225	2345
<b>5.</b>	<b>BTA</b>	74	71	5476	5041	5254
<b>6.</b>	<b>DWB</b>	72	77	5184	5929	5544
<b>7.</b>	<b>ES</b>	64	32	4096	1024	2048
<b>8.</b>	<b>FR</b>	81	90	6561	8100	7290
<b>9.</b>	<b>GPS</b>	78	75	6084	5625	5850
<b>10.</b>	<b>HUH</b>	74	81	5476	6561	5994
<b>11.</b>	<b>IS</b>	69	52	4761	2704	3588
<b>12.</b>	<b>JH</b>	80	85	6400	7225	6800
<b>13.</b>	<b>MR</b>	68	82	4624	6724	5576
<b>14.</b>	<b>ML</b>	74	70	5476	4900	5180
<b>15.</b>	<b>NAM</b>	77	86	5929	7396	6622
<b>16.</b>	<b>NNH</b>	72	68	5184	4624	4896
<b>17.</b>	<b>NKD</b>	94	96	8836	9216	9024
<b>18.</b>	<b>PRH</b>	78	76	6084	5776	5928
<b>19.</b>	<b>SAH</b>	77	76	5929	5776	5852
<b>20.</b>	<b>SH</b>	65	49	4225	2401	3185
<b>21.</b>	<b>SJD</b>	68	45	4624	2025	3060
<b>22.</b>	<b>UHH</b>	70	44	4900	1936	3080
<b>23.</b>	<b>YAD</b>	77	55	5929	3025	4235
<b>Total</b>		<b>1674</b>	<b>1525</b>	<b>123016</b>	<b>109227</b>	<b>113342</b>

## APPENDIX 10

### VARIABLE X (READING INTEREST)

1. Maximal and minimal score of students were gotten from by setting the variable score from the highest to the lowest score.

No.	Name	Student's Score
1.	Nisa Khaerani Daulay	94
2.	Fatia Rahmahdani	81
3.	Junaina Harahap	80
4.	Ganda Pardomuan Siahaan	78
5.	Priya Romaiti Harahap	78
6.	Nia Amanda Muliani	77
7.	Sahlan Apriadi Harahap	77
8.	Yunita Azhari Daulay	77
9.	Bunga Try Annisa	74
10.	Hali Umar Harahap	74
11.	Mutiah Lubis	74
12.	Diki Wahyudi Batubara	72
13.	Nia Nur Hotima	72
14.	Uswatun Hasana Hasibuan	70
15.	Ade Arya	69
16.	Imam Santoso	69
17.	Al Fazri Rambe	68
18.	Muhammad Rianto	68
19.	Sasta Juliana Daulay	68
20.	Aswin Pratama	67
21.	Saridah Harahap	65
22.	Eka Safitri	64
23.	Abdul Rasad Harahap	58

2. Highest Score = 94

3. Lowest Score = 58

4. Range

$$\begin{aligned} R &= \text{Highest Score} - \text{Lowest Score} \\ &= 94 - 58 \\ &= 36 \end{aligned}$$

5. Total of the Class (BK) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log (23)$   
=  $1 + 3.3 (1.361)$   
=  $1 + 4.5$   
= 5.5  
= 6

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Classes}} = \frac{36}{6} = 6$$

No.	Class Interval	F	X	FX	F <sub>kb</sub>	F <sub>ks</sub>
1.	58 – 64	2	61	122	23	2
2.	65 – 71	8	68	544	21	10
3.	72 – 78	10	75	750	13	20
4.	79 – 85	2	82	164	3	22
5.	86 – 92	0	89	0	1	22
6.	93 - 99	1	96	96	1	23
Total		23		1676		

7. Mean Score

$$X = \frac{\sum FX}{F}$$

$$X = \frac{1676}{23}$$

$$X = 73$$

8. Median Score

$$\text{Me} = X_{(n+1)/2}$$

$$\text{Me} = X_{(23+1)/2}$$

$$\text{Me} = X_{12}$$

$$\text{Me} = 72$$

9. Modus

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

$$\text{Mo} = 71.5 + \left( \frac{2}{2+8} \right) \times 6$$

$$\text{Mo} = 71.5 + 1.2$$

$$\text{Mo} = 72.7$$

**VARIABLE Y**  
**(READING COMPREHENSION)**

1. Maximal and minimal score of students were gotten from by setting the variable score from the highest to the lowest score.

<b>No.</b>	<b>Name</b>	<b>Items</b>	<b>Scores</b>
1.	Nisa Khaerani Daulay	<b>21</b>	<b>96</b>
2.	Fatia Rahmahdani	20	90
3.	Nia Amanda Muliani	19	86
4.	Junaina Harahap	19	85
5.	Muhammad Rianto	18	82
6.	Hali Umar Harahap	18	81
7.	Al Fazri Rambe	17	77
8.	Diki Wahyudi Batubara	17	77
9.	Priya Romaiti Harahap	17	76
10.	Sahlan Apriadi Harahap	17	76
11.	Ganda Pardomuan Siahaan	16	75
12.	Ade Arya	16	71
13.	Bunga Try Annisa	15	71
14.	Mutiah Lubis	15	70
15.	Nia Nur Hotima	15	68
16.	Yunita Azhari Daulay	12	55
17.	Imam Santoso	12	52
18.	Saridah Harahap	11	49
19.	Sasta Juliana Daulay	10	45
20.	Uswatun Hasana Hasibuan	10	44
21.	Aswin Pratama	8	35
22.	Abdul Rasad Harahap	7	32
23.	Eka Safitri	<b>7</b>	<b>32</b>

2. Highest Score = 96

3. Lowest Score = 32

4. Range

$$R = \text{Highest Score} - \text{Lowest Score}$$

$$= 96 - 32$$

$$= 64$$

5. Total of the Class (BK) =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log (23)$$

$$= 1 + 3.3 (1.361)$$

$$= 1 + 4.491$$

$$= 5.491$$

$$= 6$$

6. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Classes}} = \frac{64}{6} = 10.6 = 11$$

No.	Class Interval	F	X	FX	F <sub>kb</sub>	F <sub>ks</sub>
1.	32 – 42	3	37	111	23	3
2.	43 – 53	4	48	192	20	7
3.	54 – 64	1	59	59	16	8
4.	65 – 75	5	70	350	15	13
5.	76 – 86	8	81	648	10	21
6.	87 - 97	2	92	184	2	23
Total		23		1544		

7. Mean Score

$$X = \frac{\sum FX}{F}$$

$$X = \frac{1544}{23}$$

$$X = 67$$

8. Median Score

$$\text{Me} = X_{(n+1)/2}$$

$$\text{Me} = X_{(23+1)/2}$$

$$\text{Me} = X_{12}$$

$$\text{Me} = 71$$

9. Modus

$$\text{Mo} = \ell + \left( \frac{fa}{fa+fb} \right) x i$$

$$\text{Mo} = 75.5 + \left( \frac{2}{2+5} \right) x 11$$

$$\text{Mo} = 75.5 + 3.14$$

$$\text{Mo} = 78.64$$

## APPENDIX 12

### NORMALITY DATA VARIABLE X AND VARIABLE Y

#### A. Normality of Data X (Reading Interest)

No.	Interval Score	F	X	x'	Fx'	x' <sup>2</sup>	Fx' <sup>2</sup>
1.	58 – 64	2	61	+2	4	4	8
2.	65 – 71	8	68	+1	8	1	8
3.	72 – 78	10	75	0	0	0	0
4.	79 – 85	2	82	-1	-2	1	2
5.	86 – 92	0	89	-2	0	4	0
6.	93 – 99	1	96	-3	-3	9	9
<b><i>i = 6</i></b>		<b>23</b>	-	-	<b>7</b>		<b>27</b>

$$\begin{aligned} SDt &= i \frac{\sqrt{\sum fx^2}}{n} - \left( \frac{\sum fx}{n} \right)^2 \\ &= 6 \frac{\sqrt{27}}{23} - \left( \frac{7}{23} \right)^2 \\ &= 6\sqrt{1,17 - 0,09} \\ &= 6 \sqrt{1,08} \\ &= 6 \times 1,04 \\ &= 6,24 \end{aligned}$$



**Table of Normality Data Questionnaire with Chi Quadrat Formula**

No.	Interval Score	F <sub>o</sub>	Class Limitation	Z - Score	Large of Each Area	Expected Frequency (F <sub>h</sub> )	$\frac{(F_o - F_h)^2}{F_h}$
1.	58 – 64	2	64,5	-1,36	0,08691	1,99893	0,0002
2.	65 – 71	8	71,5	-0,24	0,40517	9,31891	0,02
3.	72 – 78	10	78,5	0,88	0,3106	7,1438	0,159
4.	79 – 85	2	85,5	2,00	0,4772	10,9756	-0,817
5.	86 – 92	0	92,5	3,12	0,4991	11,4793	1
6.	93 - 99	1	99,5	4,24	0,4997	11,4931	0,833
<b>X<sup>2</sup></b>							<b>1,1952</b>

Based on the table above, the researcher found that  $x^2_{\text{count}} = 1,1952$  while  $x^2_{\text{table}} = 11,070$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $1,1952 < 11,070$ ) with degree of freedom (dk)  $6 - 1 = 5$  and significant level  $\alpha = 5\%$ , distribution of data X (Reading Interest) is normal.

**B. Normality of Data Y (Reading Comprehension)**

No.	Interval Score	F	X	x'	Fx'	x' <sup>2</sup>	Fx' <sup>2</sup>
1.	32 – 42	3	37	+2	6	4	12
2.	43 – 53	4	48	+1	4	1	4
3.	54 – 64	1	59	0	0	0	0
4.	65 – 75	5	70	-1	-5	1	5
5.	76 – 86	8	81	-2	-16	4	32
6.	87 – 97	2	92	-3	-6	9	18
<b><i>i = 11</i></b>		<b>23</b>			<b>-17</b>		<b>71</b>

$$\begin{aligned}
 SDt &= i \frac{\sqrt{\sum fx^2}}{n} - \left(\frac{\sum fx}{n}\right)^2 \\
 &= 11 \frac{\sqrt{71}}{23} - \left(\frac{-17}{23}\right)^2 \\
 &= 11\sqrt{3,08 - 0,55} \\
 &= 11\sqrt{2,53} \\
 &= 11 \times 1,59 \\
 &= 17,49
 \end{aligned}$$

**Table of Normality Data Test with Chi Quadrat Formula**

No.	Interval Score	F <sub>o</sub>	Class Limitation	Z - Score	Large of Each Area	Expected Frequency (F <sub>h</sub> )	$\frac{(F_o - F_h)^2}{F_h}$
1.	87 - 97	2	97,5	1,74	0,4591	10,5593	0,658
2.	76 - 86	8	86,5	1,11	0,3665	8,4295	0,002
3.	65 - 75	5	75,5	0,48	0,1844	4,2412	0,032
4.	54 - 64	1	64,5	-0,14	0,44433	10,21959	0,813
5.	43 - 53	4	53,5	-0,77	0,22065	5,07495	0,045
6.	32 - 42	3	42,5	-1,40	0,08076	1,85748	0,378
<b>X<sup>2</sup></b>							<b>1,928</b>

Based on the table above, the researcher found that  $x^2_{\text{count}} = 1,928$  while  $x^2_{\text{table}} = 11,070$ . Because  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $1,928 < 11,070$ ) with degree of freedom (dk)  $6 - 1 = 5$  and significant level  $\alpha = 5\%$ , distribution of data X (Reading Comprehension) is normal.

## APPENDIX 13

### PHOTOGRAPHY DOCUMENTATION

#### 1. Introduction and Explanation of the Process



#### 2. Questionnaire Section (Reading Interest)



#### 3. Test Section (Reading Comprehension)

