THE CORRELATION BETWEEN READING INTEREST AND READING COMPREHENSION OF THE TENTH GRADE STUDENTS MAN PADANG LAWAS UTARA

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

JERNI MAYANTI HARAHAP
Reg. No. 18 203 00029

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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2022

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan, 30 November 2022

a.n. **Jerni Mayanti Harahap**

To: **Dean**

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Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Jerni Mayanti Harahap**, entitled **"The Correlation Between Reading Interest and Reading Comprehension of the Tenth Grade Students MAN Padang Lawas Utara"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you

Wassalamu'alaikum wr.wb.

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i

DECLARATION OF SELF THESIS COMPLETION

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iii

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, Oktober 2022.
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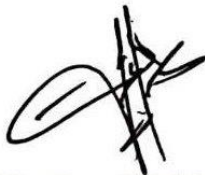NIP. 19750917 2000312 2 002

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ABSTRACT

This research was aimed to examine the correlation between reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara in the academic year 2021-2022. Objects of this research are reading interest and reading comprehension. It is firstly proven by the writer through her preliminary research before doing the research which shows the symptoms as explained as follow: some of the students were difficult to understand a text in their English textbook due to lack of vocabulary. They were lazy to learn English and have little interest in reading textbook. Finally the students don't catch the lesson well.

There were three purposes of this research. The first to describe the reading interest of the tenth grade students MAN Padang Lawas Utara. The second to describe the ability of the tenth grade students MAN Padang Lawas Utara in reading comprehension. The last to examine whether there is a significant correlation between reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara.

The design of this research was a quantitative research with correlational study. The population of the research was all of the students at grade eight with 100 students. By using simple random sampling technique, there were 50 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. rxy Product Moment Correlation Coefficient was used to analyze the data.

From the result of the data analysis, it was found that the r-count was (0.355) higher than r-table (0.279) the result showed that there was a correlation between students' reading interest and students' reading comprehension in weak category and t-count was (2.630) higher than significance value t-table (2.021) it means reading interest had a siginifant correlation to reading comprehension of the tenth grade students MAN Padang Lawas Utara.

Keywords: Reading, Reading Interest, Reading Comprehension, Correlation

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 Pemahaman Membaca Siswa Tingkat Sepuluh MAN
 Padang Lawas Utara

ABSTRAK

Penelitian ini bertujuan untuk menguji hubungan antara minat membaca dan capaian pemahaman membaca siswa tingkat sepuluh MAN Padang Lawas Utara tahun ajaran 2021-2022.Objek dari penelitian ini adalah minat membaca dan capaian membaca. Hal ini pertama dibuktikan oleh pra-research melalui penelitian awal sebelum melakukan penelitian yang menunjukkan gejala seperti dijelaskan sebagai berikut: beberapa siswa sulit memahami teks dalam buku pelajaran bahasa Inggris karena kurangnya kosata. Mereka malas belajar bahasa Inggris dan tidak tertarik membaca buku pelajaran. Akhirnya siswa tidak menangkap pelajaran dengan benar.

Ada tiga tujuan dari penelitian ini. Yang pertama untuk mendeskripsikan minat membaca siswa tingkat sepuluh MAN Padang Lawas Utara. Yang kedua untuk mendeskripsikan kemampuan siswa tingkat sepuluh MAN Padang Lawas Utara dalam capaian pemahaman membaca. Yang terakhir untuk memeriksa apakah ada hubungan yang signifikan antara minat membaca dan capaian pemahaman membaca siswa tingkat sepuluh MAN Padang Lawas Utara.

Model penelitian ini adalah penelitian kuantitatif dengan metode pendekatan korelasi. Populasi penelitian ini adalah seluruh siswa pada tingkat delapan sebanyak 100 siswa. Dengan menggunakan teknik pengambilan sampel acak yang sederhana, terdapat 50 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. rxy Product Moment Correlation Coefficient digunakan untuk menganalisis data.

Dari hasil analisis, ditemukan bahwa nilai r-hitung (0.355) lebih tinggi dibanding r-tabel (0.279) hasilnya menunjukkan adanya hubungan antara minat membaca dan capaian pemahaman membaca dalam kategori lemah dan t-hitung (2.630) lebih tinggi dari t-tabel (2.021) artinya minat membaca memiliki hubungan yang signifikan dengan capaian pemahaman membaca siswa tingkat Sepuluh MAN Padang Lawas Utara.

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

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Firstly, I would like to convey my grateful to Allah SWT. The most Creator and Merciful who has given my health, time and chance for finishing this thesis: "The Correlation Between Reading Interest and Reading Comprehension of The Tenth Grade Students MAN Padang Lawas Utara".Then, peace and salutation be upon to the prophet Muhammad SAW, his families, his companies, and his followers.

Especially thanks to my parents (Ali Sahbana Harahap and Megawati Pane) who has been teaching me how to be patient to face this life, who always give me motivation, pray, and moral encouragement to finish my study, my beloved to all of my siblings Sumiati Lestari Harahap, Rudi Salam Harahap, Eliana Harahap, Asni Alan Harahap, Aswin Amarullah Harahap, and my brother in law Muhammad Yani Hasibuan for their love and support.

In writing this thesis, I am assisted by some people and institutions. Therefore, in this opportunity I would like to express her gratitude to the following people:

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This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher respects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, October 2022
The Writer

JERNI MAYANTI HARAHAP
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TABLE OF CONTENTS

LIST OF TABLES

Page

LIST OF FIGURES

Page

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is an activity of getting the information from the written text, to obtain the information, and improve the science and knowledge of the readers. By reading, it will be much easier for students to interpret the language, and make students able to find every message of the text. William in Kadwa and Alshenqeeti discussed the meaning of reading as a process in which the reader sees and understands the passage.[1] It will help the students find solution from the problem they will find from the text and they also will learn how to get the meaning and conclusion until they truly understand about the text they read.

Reading is an important aspect in learning a language, especially in learning English as a second language or foreign language. Reading is language and language is thinking.[2] The reading skill is an important subject of study, because reading is one of the factors that can make students get success in their study depending on their greatest part of reading ability. Hence, the ability to read a text in many form will contribute a great deal advantage in our life.

Reading activity exposes to the new things include gain experience from other people and a way to improve vocabulary. By reading, someone

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[1]Mohammed Siddique Kadwa and Hamza Alshenqeeti, 'Factors and Problems Affecting Reading Comprehension of Undergraduate Students', *International Journal of Linguistics, Literature and Translation (IJLLT)*, Vol. 3.No. 11 (2021), P. 16 <https://doi.org/10.32996/ijllt>.

[2]Irene C Fountas and Gay Su, 'Guided Reading The Romance and The Reality', Vol. 66.No. 4 (2013), P. 10 <http://www.scusd.edu/sites/main/files/file-attachments/guided_reading_romance_reality.pdf>.

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. Then by reading the readers will find some new or unfamiliar words and phrases. 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.

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.

There are three factors that influence students' reading comprehension, they are : intelligence, readiness, and interesting.[3] Interest is an internal factors that come from inside to motivate someone in reading activity. According to Hidi, interest had an important role in readers' text processing.[4] The students will like reading if they have a good interest.

It becomes contrary for the students in MAN Padang Lawas Utara especially at the tenth grade. The result of interview with English teacher in

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[3]Destri Wahyuningsih and Ahmad Ridho Muis, 'Male Students' Reading Comprehension Difficulties', *AL-ISHLAH: Jurnal Pendidikan*, 12.2 (2020), P. 360-371 <https://doi.org/10.35445/alishlah.v12i2.265>.

[4]Suzanne Hidi, 'Interest , Reading , and Learning : Theoretical and Practical Considerations', *Educational Psychology Review*, 13.3 (2001), P. 191-209 <https://booksc.org/book/59998725/00f45a>.

the school shows that there are many problems happen in that school. [5] The result of observation and private interview conclude that there are problems in learning process, and got low score in English.

The first, the students of the tenth grade of MAN Padang Lawas Utara are not able to comprehend a text in their reading textbook well when they read. So that the students find it difficult to understand the meaning and knowledge contained in the textbook. Sometimes they need more time to comprehend the text slowly. While in answering the exam students need speed in understanding the text in the questions, because the length of time in understanding the text results in students not being able to answer all the questions and getting unsatisfactory scores. Fluency is also the difficult thing for them while reading.

The second, they are lazy to learn English and because of this laziness they become less interested in reading their textbook. Students' laziness arises due to lack of interest in reading. It makes the students are lack in information and knowledge in English and when the teacher asked in English, the students had difficulty answering the question.

The last, the students are lack of vocabulary. The students are difficult to comprehend the textbook because the lack of vocabulary. The teacher added that the students often don't know the meaning of the teacher's words in English. So that the process of teaching and learning English become boring. Finally the students don't catch the lesson well.

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[5]Juliana Harahap, "private interview with the teacher of MAN Padang Lawas Utara" (2021)

The chosen of interest is because reading interest has an important role in text comprehension. It acts as the basis for students to move towards their reading goals.[6] It is also 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. When students have low reading interest students will automatically feel lazy in reading.

Based on the explanation above, the researcher would like to investigate the correlation between students reading interest and their reading comprehension. It will be done to the tenth grade students of MAN Padang Lawas Utara"

B. Identification of the Problem

Reading interest means a high tendency towards reading activity or a high willingness in reading activity, or can be identified with the love for reading. Reading interest is a desire that comes from students' themselves to read. Reading interest is recognized as a multidimensional construct, incorporating one's affective, cognitive and behavioral tendencies towards an object, event or tasks related to reading.

There are three factors that influence students' reading comprehension, they are : intelligence, readiness, and interesting. Interest is an internal factors that come from inside to motivate someone in reading activity. Interest had an

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[6]Maile Käsper, Krista Uibu, and Jaan Mikk, 'Language Teaching Strategies' Impact on Third-Grade Students' Reading Outcomes and Reading Interest', *International Electronic Journal of Elementary Education*, 10.5 (2018), P. 601-610 <https://doi.org/10.26822/iejee.2018541309>.

important role in readers' text processing. The students will like reading if they have a good interest.

C. Limitation of the Problem

There are three factors that influence students' reading comprehension, they are : intelligence, readiness, and interesting. Interest is an internal factors that come from inside to motivate someone in reading activity. Interest had an important role in readers' text processing. The students will like reading if they have a good interest.

Based on the explanation above, the researcher limited the problem on the reading interest of the students they are cognitive interest and emotional interest. It would be correlated to their reading comprehension about descriptive text.

The chosen of interest is because reading interest has an important role in text comprehension. It acts as the basis for students to move towards their reading goals. It is also 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.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problem as follow:

1. How is the reading interest of the tenth grade students MAN Padang Lawas Utara?

2. How is the reading comprehension of the tenth grade students MAN Padang Lawas Utara?

3. Is there any significant correlation between reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara?

E. Objectives of the Research

Based on the formulation of the problem above, the purposes of the research are:

1. To describe the reading interest of the tenth grade students MAN Padang Lawas Utara.

2. To describe the ability of the tenth grade students MAN Padang Lawas Utara in reading comprehension.

3. To examine whether there is a significant correlation between reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara.

F. Significances of the Research

The significances of the research are:

1. English Teacher, to find out a better way for learning English in the class.

2. The students, to improve their reading interest, this research convince that reading is really useful for each aspect, especially for English subject in reading text.

3. The head master, to supervise and to give significant theory and practice contribution to English teaching in learning process.

4. The Researcher, as the reference for getting information to do related research.

G. The Definition of Operational Variables

This research is consisted of two variables. They are:

1. Reading Interest

Reading interest is the stimulus or motivation from inside of someone to do the reading activity.

2. Reading comprehension

Reading comprehension refers to reading for meaning and understanding the text that involves process of getting information and connecting it to reader background knowledge.

H. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow :

Chapter I, discuss of introduction : consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, the significances of the research, and definition of operational variables. Chapter II, contains about theoretical description with some sub theory about reading interest, reading comprehension, related findings, conceptual framework and hypothesis. Chapter III, is about methodology of the research that consist of place, time of

the research, research design, population and sample, the instrument of collecting data, technique of collecting data and technique of data analysis. Chapter IV is the result of the research talking about the analysis of the data. Consists of the result of research; description data, hypotheses of testing, discussion of result, and limitation of research. Chapter V consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Interest

a. Definition of Reading Interest

Interest refers to the dynamic or behavior, the proses of initiation, sustaining and directing activities of the organism.[7] Interest can be defined as a driver of behavior that encourages someone to do something. Interest is like a driving force that evokes activity in a person.

Reading interest means a high tendency towards reading activity or a high willingness in reading activity, or can be identified with the love for reading. Reading interest is a desire that comes from students' themselves to read.[8] Reading interest is recognized as a multidimensional construct, incorporating one's affective, cognitive and behavioral tendencies towards an object, event or tasks related to reading.[9] Environment is one of the factors that influence students' reading interest.

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[7] Abdul Rahman Shaleh and Muhbib Abdul Wahab, *Psikologi Suatu Pegantar Salam Perspektif Islam* (Jakarta: Prenada Media, 2004). P.131

[8] Sri Rahmadhani Siregar and Eka Sustri Harida, "Neurolinguistics Programming Method to Enhance Students ' Reading Interest," *English Education: English Journal for Teaching and Learning* 07, no. 02 (2019): 175–86, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

[9] Ratna Sari Dewi and others, 'Reading Interest And Reading Comprehension', *Talent Development & Excellence*, 12.1 (2020), P. 243 <http://okp.uinjkt.ac.id/wp-content/uploads/2020/10/artikel-reading-interest-and-reading-comprehension-ratna-sari-dewi-Talent-Journal-Q2.pdf>.

Reading interest is defined as reading done when students are outside the school compound. Furthermore, the US Department of Education defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.[10] So interest in reading can be seen from the habits of students when they are outside school and the number of books read in a month.

Reading interests refers variously to the following: an individual's interest in doing reading itself, as measured by the amount of reading actually done; what a reader wants to read "about" as expressed by a list of topics or subject areas or genres that the reader reads by preference; or the elements within a text, sometimes referred to as "appeal factors," that engage a particular reader with a text.[11] A person's interest in reading is influenced by the type of reading itself, for example, a poet likes to read poetry and an English teacher likes to read English books.

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

[10]Zurina Khairuddin, 'A Study of Students' Reading Interests in a Second Language', *International Education Studies*, 6.11 (2013), P. 162 <https://doi.org/10.5539/ies.v6n11p160>.

[11]Catherine Sheldrick Ross, 'Reading Interests', *Encyclopedia of Library and Information Sciences, Third Edition*, January 2009, 2016, 4423–32 P. 1 <https://doi.org/10.1081/e-elis3-120043679>.

also can be said the stimulus or want from someone to read what she or he like.

b. Types of Reading Interest

According to Alderma, interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn of perform well if they are uninterested.[12] Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest:

1) Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. Personal interest assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, and computer.

2) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. Its more contextual dependent or specific than personal interest. It result from some instructional activity used in the classroom that triggers an interest. Situational interest can be increased by the use of interesting text, media, presentation,

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[12]M. Kay Alderman, "Motivation for Achievement Possibilities for Teaching and Learning," 2004, P. 241, https://www.ptonline.com/articles/how-to-get-better-mfi-results.

and the like. It may trigger the students interest in a topic or activity leading to personal interest. Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interest students bring with them.

c. **Function of Reading Interest**

Fostering interest in reading is a unity that its components are interrelated with each other, starting from planning programs, arrangements, controls to the evaluation of implementation program. Therefore in coaching to increase interest and liking reading has planned everything that concerns the program activities to grow and increase interest in reading, financing, structure needed, the personnel involved in it, the preparation of reading material necessary, determining the timing of program implementation, controlling implementation programs, surveys in the context of evaluating programs that have been implemented.

According to Hamzah et.al there are three functions of reading interest, they are:[13]

1) Source for the implementation of the grower program develop interest in reading.

2) Guidelines or references to the activities carried out in developing interest in reading.

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[13]M . Hamzah A . Sofyan Nst, "MENINGKATKAN MOTIVASI MEMBACA," *Iqra'* Vol.09, no. No. 02 (2015): 1–11, file:///C:/Users/Administrator/Downloads/115-669-1-PB.pdf.

3) Benchmarks or parameters for success develop interest in reading

Thus reading interest at least has three functions, namely as a source of activity, guidance implementation of activities, and at the same time as a benchmark or parameter on the success of efforts to foster reading interest and fondness read.

d. Factors Influence Reading Interest

According to Triatma in Anjani et.al reading interest is influenced by factors internal of the student and external factors of the student.[14] Factors from students' internal include feelings, motivation, and attention. While the factors that influence reading interest from the outside consist of role of teacher, environment, family and facilities.

A teacher should be able to provide motivation, and attention continuously to students. Also able to use theory or learning strategy components as learning principles so that the learning process can take place properly also easily accepted by students. Furthermore, the factors that have influence on reading interest are availability of material, attitude towards reading, the competition for leisure time between reading and leisure time activities, guidance towards higher quality of reading and reading comprehension.

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[14]S. Ajnani, N Dantes, and G Artawan, "Pengaruh Implementasi Gerakan Literasi Sekolah Terhadap Minat Baca Dan Kemampuan Membaca Pemahaman Siswa Kelas v Sd Gugus II Kuta Utara," *PENDASI: Jurnal Pendidikan Dasar Indonesia* 3, no. 2 (2019): 74–83, https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_pendas/article/view/2869.

e. **Indicators of Reading Interest**

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

According to Silvia there are two indicators of interest: they are cognitive interest and emotional interest.[15] Then those indicators develop into reading interest indicators as follow:

1) Cognitive Interest

Cognitive interest results from organizational aspects of stories: "A story may be interesting because of the intricate pattern of events that are described, because of the surprises it holds, or because of the way it is being told". Cognitive interest comes from information contained in a story, such as its structure and the expectations it forms. Cognitive interest was measured with two items: "How much does this material help you to understand the process of lightning ?" and "How helpful is this material for organizing the steps involved in the process of lightning ?". This indicator develops in to five sub-indicators they are: focusing attention, curiousity, time spending, effort and concluding.

Attention is the ability a person has to concentrate on some things while ignoring others.[16] Focusing attention is the brain's

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[15]Paul J. Silvia, *Exploring the Psychology of Interest*, *Paper Knowledge . Toward a Media History of Documents* (New York: Oxford University Press, 2006).

ability to concentrate its attention on a target stimulus for any period of time. Focused attention is a type of attention that makes it possible to quickly detect relevant stimuli. So the researcher can see how the students' concentrate to their reading even in the different situation.

Curiosity as a psychological state or trait is characterized by a preference for uncertainty that motivates responses such as exploring, manipulating, and questioning.[17] Curiosity is an eager wish to know or learn about something. Curiosity is the urge you feel to know more about something like the topic of the text. If you find a diary in a coffee shop, curiosity will make you want to look inside but respect for the writer's privacy may convince you not to read it.

Time spending means how long the students could read a book in the class or at home. Effort has to do with how hard you're trying. If something is easy, it doesn't take much effort. If it's hard, it takes a lot of effort. Effort is about trying to get something done, even if it doesn't always work out. In reading, when the readers don't know the meaning of the word they still want to read and use the dictionary to find the meaning. Concluding means to know how

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[16]Jack C. Richard and Richard Schimidt, *Longman Dictionary of Language Teaching & Applied Linguistic*, Third Edit (London: Pearson Education Limited, 2002). P.37

[17]Alexandra To et al., "Integrating Curiosity and Uncertainty in Game Design," *Proceedings of 1st International Joint Conference of DiGRA and FDG*, 2016, 1–16, http://www.digra.org/wp-content/uploads/digital-library/paper_428.pdf.

well the students comprehend and know the conclusion of the reading text.

2) Emotional Interest

Emotional interest, in contrast, follows from a story's "direct emotional impact", such as portrayals of violence, sex, and arousing themes. Emotional interest requires prior background knowledge, such as general life themes. Emotional interest was measured with two other items: "How interesting is this material?" and "How entertaining is this material?".

This indicator develops in to three sub-indicators they are: pleasure, enthusiasm and impression. Pleasure is a feeling of happy satisfaction and enjoyment when the students read their text. Enthusiasm means a feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it. Impression is an idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence. It means how is the students' feel when they read a text or paragraph or what is their opinion after reading.

Antasari et.al use nine indicators in their article to measure reading interest, they are:

1) Spending the free time to read
2) Having a lot of English reading materials
3) Always seek new English reading material
4) Reading in outside the classroom
5) Reading for various purpose
6) Enjoy in reading

7) Like the various of English reading material
8) Having favorite author
9) Read for fun[18]

The researcher uses cognitive interest and emotional interest to measure the students' reading interest because these indicators are suitable to this research. Using these indicators the researcher would know the level of students' interest. The indicators can be seen in the following table.

Table 1

Table of Reading Interest Indicators[19]

No	Indicators	Sub-Indicators
1.	Cognitive Interest	Focusing attention
		Curiousity
		Time Spending
		Effort
		Concluding
2.	Emotional Interest	Pleasure
		Enthusiasm
		Impression

2. Reading Comprehension

a. Definition of Reading

Reading is an interaction between the reader and the author where the prior knowledge such as knowledge of content, structure, and vocabulary.[20] Its allow the readers to make meaning from the text

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[18]Yunita Antasari, Gita Muriara Hati, and Indah Damayanti, "A Study of Students' Reading Interest of English Diploma III Study Program at University of Bengkulu," *Proceeding of 1st International Conference on The Teaching of English and Literature* Vol. 1 No., no. 1 (2020): P. 204, http://repository.unib.ac.id/11989/.

[19]Silvia, *Exploring the Psychology of Interest*.

[20]Eka Sustri Harida, "Improving Students' Reading Narrative Text Comprehension Through Story Mapping Technique At Grade Viii Mtsn 2 Padangsidimpuan," *English Education :*

and transferring symbol on the text from writer brain to reader brain. Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode the printed words and also comprehend the text.

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension.[21] In other words, besides being read quickly, the reader must also know the essence of the reading, including the purpose of the text being read.

Reading is a complex undertaking and an impressive achievement.[22] Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[23] It means that how the reader combines every words to get a meaningful idea or information that they look for. In the other word,

English Journal for Teaching and Learning 5, no. 2 (2017): 103, https://doi.org/10.24952/ee.v5i2.1184.

[21]M Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures 2010,* no. September 2010 (2010): 1–5, https://www.researchgate.net/publication/261213403_Reading_Skills_and_Reading_Comprehension_in_English_for_Specific_Purposes.

[22]Peter Afflerbach, P. David Pearson, and Scott G. Paris, "Clarifying Differences Between Reading Skills and Reading Strategies," *The Reading Teacher* 61, no. 5 (2008): 364–73, https://doi.org/10.1598/rt.61.5.1.

[23]Nurhazizah, "Improving Students ' Reading Comprehension Through Prediction Strategy At Grade VIII SMP Negeri 2 Padangsidimpuan" (IAIN Padangsidimpuan, 2017), http://etd.iain-padangsidimpuan.ac.id/3682/1/11 340 0068.pdf.

reading involves perceiving the written form of language, either visually or kinaesthetically.

According to explanation above, it can be concluded that reading is a receptive skill, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. By reading a writer can communicate with the readers trough a text so that the readers understand the information or the messages from the writer.

b. Definition of Reading Comprehension

Reading comprehension is an activity to find meaning or message from the writer through the text they read.[24] Reading comprehension is a process of reading in order to build understanding. In order to understand the text students should apply some strategies in in reading according to the context of the text.

Reading Comprehension is a mental process when the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers.[25] Therefore In reading comprehension, the readers should pay attention for some aspects such as how they understand the words and the information from the text, understanding main ideas and details, and be able to make conclusion. Reading comprehension has aims; they are

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[24]Dewi et al., "Reading Interest And Reading Comprehension."
[25]Eka Sustri Harida, "Understanding Paragraph and Three Phases in Reading Comprehension," *English Education Journal* 4, no. 1 (2016): 102–13, jurnal.iain-padangsidimpuan.ac.id.

understanding the given passage or stories and getting ideas or opinion from the text.

Reading comprehension is a process of getting meaning from and bringing meaning to a text.[26] Reading is not merely just identification the word but it is also the process of investigated and know the meaning of every word, phrase, and sentences. It means when the readers comprehend a text the readers gain the information from the text.

From the statements above the researcher conclude that reading comprehension is a process of getting the meaning and information of the text. Reading comprehension is an important skill that needed by students to understand many subjects especially in English.

c. **Phases of Reading Comprehension**

There are three phases that the readers do in their reading activities, they are pre-reading, while-reading, and post-reading.[27]

1) Pre-reading

Pre-reading is an important phase that must be done by the students. It needs to be done better by the readers to make them easier in activating their background knowledge to help them understand the text. Pre-reading makes comprehension easier and better; the more difficult the material, the more pre-reading will help the comprehension.

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[26]Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes."

[27]Harida, "Understanding Paragraph and Three Phases in Reading Comprehension."

Pre-reading used for providing the necessary background information to the reader to facilitate comprehension and can lighten students' cognitive burden while reading. Then pre-reading is a way to familiarize the readers quickly with the organization and content of the materials. It involves getting a quick impression or overview of what the readers going to read before beginning to read. By pre-reading the students or readers will be able to read faster and follow the author's train of thought more easily. There are some strategies that can be used in pre-reading such as skimming and scanning.

Thus, it can be said that pre-reading is the introduction of the readers to the text to know the information firstly, so that they can build their map about the text, or activate their schemata about the text.

2) During reading

During reading is the activity that done by the readers when they read the text. During reading or while-reading guides the students through the text, make sense of complex text, and considering the relationship among ideas or characters in the text. Reading consist of summarizing, reacting, questioning, arguing, evaluating, and placing a text within one's own experience.

Thus, it can be stated that during reading is the activities in reading to get information in which the readers make sense of the

text, they also make the relationship between the text to their reading background knowledge.

3) Post-reading

Post-reading that extends ideas and information on the text are well understood by the readers. Post reading is also checking students' comprehension and leading the students to a deeper analysis of the text. This phase is about re-comprehend the text, it is to check the comprehending that has built in pre and during reading activities.

Based on the explanation above, it can be concluded that pre-reading stage used for helping students activating their background knowledge and provide the students with the new information to make them comprehending the text well, while reading stage happens in reading process to help readers in understanding the text and facilitate them the actual reading passages, and post-reading stage helps them to check and evaluate their comprehension.

d. Techniques in Teaching Reading Comprehension

A glance through what is now three decades of research reveals findings that will affect you and your approach to teaching reading skill. Some of the highlights are reviewed here.[28]

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[28]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Third Edit (New York: United Stated of America, 2007).

1) **Bottom-up and top-down processing**

Top-Down Theory is known as the psycholinguistic model in reading and theory developed by Goodman. The process of reading this model begins with the hypothesis and predictions by using a stimulus in the form of writing in the text. The essence of the Top-Down theory model is that the reader begins the process of understanding the text from a higher level.[29] Someone doing activities reading with top down technique is interpreting text based on his knowledge.

Top-down processing also known as concept-driven model emphasizes on contextual factors such as socio-cultural knowledge and proceeds from whole to part.[30] In other words, top-down processing happens when the reader activates his/her world knowledge to facilitate comprehending the text. On the other hand, in bottom-up reading model, the written or printed text is the center of attention and reading proceeds from part to the whole. Readers usually use their knowledge of lexical items, structural points and phonological patterns to decode the text learning. In bottom-up model, the reading process proceeds in serial fashion, from letter to sound, to words, to meaning.

[29]Dwi Darsa Prasetyo et al., "The Influence of Top-Down Strategy (Tds) on Students' Reading Comprehension," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 7, no. 1 (2018): 34, https://doi.org/10.26618/exposure.v7i1.1346.

[30]Azar Hosseini Fatemi, Vahideh Sadat Vahedi, and Zari Sadat Seyyedrezaie, "The Effects of Top-down/Bottom-up Processing and Field-Dependent/Field-Independent Cognitive Style on Iranian EFL Learners' Reading Comprehension," *Theory and Practice in Language Studies* 4, no. 4 (2014): 686–93, https://doi.org/10.4304/tpls.4.4.686-693.

2) **Schema theory and background knowledge**

The reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) to the printed word. Schema theory is not a new construct. More information is contributed by the reader than by the print out the page. Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from text.[31] That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

3) **Strategic reading**

Okasha indicates that effective or expert readers are strategic.[32] They have purposes for their reading and adjust these purposes for each reading task. Strategic readers use a variety of strategies and skills as they construct meaning. A strategy is a plan selected deliberately by the reader to accomplish a particular goal or to complete a given task. Learning to use strategies effectively is essential to constructing meaning. Readers who are not strategic encounter difficulties in their reading. These early difficulties in

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[31]Shuying An, "Schema Theory in Reading," *Theory and Practice in Language Studies* 3, no. 1 (2013): 130–34, https://doi.org/10.4304/tpls.3.1.130-134.
[32]Mohammed Ahmed Okasha, "Using Strategic Reading Techniques for Improving EFL Reading Skills," *Arab World English Journal* 11, no. 2 (2020): 311–22, https://doi.org/10.24093/awej/vol11no2.22.

reading may influence the way readers learn throughout the rest of their lives.

Strategic readers use a variety of strategies to construct meaning, such as predicting and questioning strategies. Students can learn strategies in a variety of ways. Some strategy learning takes place through reading and writing experiences. Strategic readers have strategies for dealing with many different learning. Therefore, learn to use strategic reading skills effectively is a crucial part of becoming a strategic reader. Helping students learn to use these skills requires continuous reading practice to help students become independent in their learning.

4) **Extensive reading**

Extensive reading (free volunteer reading) is a key to students gain in reading ability, linguistic competence, vocabulary, spelling and writing. Extensive reading, on the other hand, means reading some materials for pleasure outside the classroom. When students 'learn to read' (Extensive Reading), they are practicing the skill of reading by reading for information – reading a story book for example with the aim of enjoying the reading without consciously knowing they are learning.[33] Reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency.

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[33]Chothibul Umam, "Extensive Reading: What, Why, and How?," *Al Hikmah: Jurnal Studi Keislaman* 3, no. 1 (2013): 5, http://repository.iainkediri.ac.id/34/.

The researcher suggests that instructional programs in reading should give consideration to the teaching of extensive reading. It doesn't suggests of course, that focused approaches to specific strategies for intensive reading ought to be abandoned, but strengthen the nation that an extensive reading component in conjunction with other focused reading instruction is highly warranted.

5) **Fluency and reading rate**

The fluency link to word recognition, prosody completes the bridge by linking fluency to comprehension.[34] Fluency or reading rate has drawn the attention of some research. In learning 1 reading, fluency and reading rate have been a concern, but surprisingly, few studies have been carried out in learn reading 2. Teacher reference book is a notable exception, in which a chapter is devoted to increasing reading rate, with suggestion for using skimming, scanning, predicting, and identifying main ideas as approaches to increasing fluency.

6) **The role of affect and culture**

It's readily apparent from just a cursory survey of research on second language acquisition that affective factor play major roles in ultimate success.[35] Just a language ego, self-esteem, empathy, and motivation undergird the acquisition of spoken

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[34]Timothy V. Rasinski, 'Why Reading Fluency Should Be Hot!', *Reading Teacher*, 65.8 (2012), P. 516–22 <https://doi.org/10.1002/TRTR.01077>.

[35]Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*.

discourse, reading is subject to variability within the effective domain. The love of reading has propelled many learners to successful acquisition of reading skill. Instruction has been found to be effective when students' self-esteem is high.

The autonomy gained through the learning of reading strategies has been shown to be a powerful motivator, not to mention the affective power of reading itself. Similarity, culture plays an active role in motivating and rewarding people for literacy. We cannot simply assume that cognitive factors alone will account for the eventual success of second language readers.

e. **Assessing Reading Comprehension**

Assessment is a tool to measure how far the ability and comprehension of the student. In this case the researcher used descriptive text for measuring students" comprehension. The assessment in reading comprehension is divided into two types. The first type is informal assessment. It is done by the teacher without designing the assessment first.[36] 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 way in assessing reading comprehension is using 5 indicators, they are identifying topic sentence, identifying main idea,

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[36]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, *Book* (California: Pearson Longman, 2004).

identifying important information, identifying vocabulary and identifying conclusion.[37]

The explanation of them are as follow:

a. Identifying Topic Sentence

According to Angelo, topic sentence refers to the sentence that states the main idea in a paragraph.[38] Topic sentence is to let the reader know what is being discussed.[39] Topic is what is being talked about in a text and every paragraph must have a topic sentence. It is the one thing a paragraph about, the main idea sentence is also known as the topic sentence. Every good paragraph should have a topic sentence that became what is being talked about. The topic sentence is usually at the beginning of the paragraph.

b. Identifying Main Idea

A main idea sentence is the most general statement the author makes about the topic or subject of the paragraph. According to Mc Whorther in Sitohang et.al the main idea

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[37]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United State of America: Addison-Wesley Publishing Company, 1996).

[38]Frank J. D'Angelo, "The Topic Sentence Revisited," *College Composition and Communication* Vol. 37, N (2005): P.432, http://kc.gdmu.edu.cn/yyxz/news/upload/file/20170602/636320122296950858398519.pdf.

[39]Tim Clifford, *The Middle School Writing Toolkit*, ed. Emily Gorovsky (Gaiesville: Maupin Hause Publishes, 2007), https://www.google.co.id/books/edition/The_Middle_School_Writing_Toolkit/Ofntq_pjaocC?hl=id&gbpv=1&dq=topic+sentence&pg=PA68&printsec=frontcover.

generally describes or "covers" the details in the paragraph.[40] So, the main idea of paragraph is what the author wants you to know about the topic.

The main idea is not directly stated and must be inferred from the details given in the paragraph.[41] Identifying main sentence is the most challenging and least common the text for reader. So the reader has to focus herself to find the main idea in every paragraph.

c. Identifying important information

Important information is development of the main idea in paragraph. Important information also explains about main idea detail and also give explanation about the topic sentence. Important information can be state as supporting sentence in a text or paragraph. Descriptive text aimed for a lot of purpose.[42] It allowed the reader to find the important information of the text.

d. Identifying Vocabulary

Vocabulary is a representative collection of the words that exist in English language.[43] It means that vocabulary is a collection

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[40]Deniati Sitohang et al., "An Analiysis of Students' Ability in Identifying Main Idea in Narrative Paragraph of the First Grade At Sma Puteri Sion Medan," *Journal of English Educational Study (JEES)* 4, no. 1 (2021): 59–68, https://doi.org/10.31932/jees.v4i1.1120.

[41]Debra J. Housel, *Main Idea* (United States of America: Marry D. Smith, 2010) P.3 <https://www.google.co.id/books/edition/Main_Idea_Grade_3/fhA8L5QOrAwC?hl=id&gbpv=1&dq=main+idea&pg=PA4&printsec=frontcover>.

[42]Irma Khairunnisa, "The Effect of Make a Match Strategy on Students Reading Comprehension of Descriptive Text," *Ratna Sari Dewi Zaharil Anasy*, 2019, P.197, https://www.google.co.id/books/edition/ICEMS_2019/xMhdEAAAQBAJ?hl=id&gbpv=1&dq=conclusion+in+descriptive+text&pg=PA202&printsec=frontcover.

[43]Howard Jackson, *Words, Meaning and Vocabulary* (London: Casell, 2000).

of English words or it can be another language has a part and to make that collection be easier to find out. The most important skill of all recognizing is understanding vocabulary.[44] So the reader should identify the vocabulary in order to understand the passage of the text.

e. Identifying Conclusion

Conclusion is a result of what you have heard or seen. It is usually at the last part of a paragraph.[45] The conclusion of a text should tie all the important ideas together.[46] The closing should give the readers a clear understading of the written text. Conclusion is the last main division of a paragraph, usually containing a summing up of the points and a statement of opinion or decisions reached.

The researcher chose the second one because assessing the students' reading comprehension by using these indicators is the right choice, and when students are able to identify the topic sentence, it means students know about what are students read generally. Also when the students are able to identify the main idea of a text, important

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[44]Lisa French, *Content-Area Strategies Social Studies* (United States of America: J. Weston Waltch, 2003) P.1 <https://www.google.co.id/books/edition/Content_Area_Vocabulary_Strategies_for_S/h7Gw36pJ BJAC?hl=id&gbpv=1&dq=vocabulary+is&pg=PA5-IA4&printsec=frontcover>.

[45]Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008).

[46]Peter Lang, *University of Basrah Studies in Emglish* (United States of America: International Academic Publisher, 2008) P. 285 <https://www.google.co.id/books/edition/University_of_Basrah_Studies_in_English/KooEROsyb FwC?hl=id&gbpv=1&dq=conclusion++in+descriptive+text&pg=PA285&printsec=frontcover>.

info, vocabulary and students make a correct conclusion, it means students are already understood what the students read about.

Based on the explanation above the indicator of reading comprehension are five aspects as seen in the table below:

Table 2

Table of Indicators of Reading Comprehension

No	Indicators
1.	Identifying topic sentence
2.	Identifying main idea
3.	Identifying important information
4.	Identifying vocabulary
5.	Identifying conclusion

Further more the researcher would comprehend about descriptive text. According to Gerot et.al in Noprianto's article, descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and or event to the readers or hearers.[47] The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.[48]

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[47]Eko Noprianto, "Student's Descriptive Text Writing In SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (2017): P. 65, https://doi.org/10.21093/ijeltal.v2i1.53.

[48]Ruminah, "Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University," *Ta'dib* 23, no. 1 (2018): 54–64, https://doi.org/10.19109/tjie.v23i1.2080.

A descriptive text has the two organizations they are identification and description. Identification refers to name, location, and specific information about a place. Description means quality and characteristics of the place being described. The language features of a description text are:

1) The use of "to be" and "to have"
2) The use of relating verbs
3) The use of opinion and fact adjectives
4) The use of degrees and comparison
5) The use of participle phrase
6) The use of compound adjectives
7) The use of adverbial phrases of time and place[49]

Example of descriptive text:

The Borobudur Temple

Borobudur is a Buddist temple built by the Syailendra Dynasty in the 9th century. It is located at Magelang, Central java. The temple is famous all around the world. For hundreds of year, it had been buried under volcanic ash and vegetation, until its discovery in the 1800s.

Influenced by Indian Gupta architecture, Borobudur temple stand on a hill-like construction with eight stone terraces. The first five are square, surrounded by walls with Buddist reliefs. The upper three are round. Each of these terraces has bell-shaped stupas.

A large stupa crowns the entire edifice at the center of the top circle. Passages and stairways stretch out 4.8 km to the park. Borobudur temple's architecture is similar to that of the temples at Angkor, Cambodia. They form montain-like structures that syimbolize the structure of the universe. Borobudur temple, rededicated as a national monument in 1983, is a treasure for the nation.[50]

The example above shows us about Borobudur temple. The temple is at the Magelang, Central Java. Some information about the

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[49]Th. M. Sudarwati and Eudia Grace, *Pathwat to English for SMA/MA Grade X*, ed. Dwi Wahyu Priyanto (Jakarta: Erlangga, 2016).

[50]Sudarwati and Grace.

temple are explained by the writer. The writer purpose in writing the descriptive text is to describe about the temple.

So, five points indicators that are stated above is a way to measure students' reading comprehension. The indicators are students can identify topic sentence, main idea, important information, vocabulary and conclusion.

B. Review of Related Findings

This research is not the first research, there have been many researches that related to this research. The first is Chotimah et.al who found that the correlation coefficient between reading interest (x) and reading comprehension (y) is (r) = 0.190 with a significance of 0.000. She concluded that the correlation of the two variables is significant, because the accompanying significance is smaller than 0.05 (0.000 <0.05). The correlation that occurs is positive, meaning that if the independent variable increases, it will be accompanied by an increase in the dependent variable, the correlation that occurs is in the very weak category.[51]

The second is Gultom et.al who found that mean score of students' reading motivation was 93 and mean score of students' reading comprehension was 65.66. She has found that t-count was higher than t-table (3.692>2.09) and the hypothesis (Ha) was accepted. She concluded that there

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[51]Nurul Siti Chotimah, Mahyuzar Rahman, and Hilma Suryani, "The Correlation Between Students' Reading Interest and Students' Reading Comprehension at Seventh Grade of Junior High School Baiturrohman Jambi" (State Islamic University Thaha Sifuddin, 2020), http://dx.doi.org/10.1016/j.jss.2014.12.010%0Ahttp://dx.doi.org/10.1016/j.sbspro.2013.03.034%0Ahttps://www.iiste.org/Journals/index.php/JPID/article/viewFile/19288/19711%0Ahttp://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.678.6911&rep=rep1&type=pdf.

was a significant correlation between reading motivation and reading comprehension of the grade X students SMA S Nurul 'Ilmi Padangsidimpuan in enough category.[52]

The third is Fajri et.al showed that from the calculation by using Pearson's Product Moment formula, it was obtained that the value of "r" was 0.51. The degree of freedom (df) was 22. The degree of significance 5% was 0.423 (r_t). So it means that the hypothesis is bigger than r_t (0.51 > 0.423). Therefore, the result of this research proved that there is a correlation between students' reading interest and their speed reading test. Based on this research, it can be suggested that students need to have an interest in order to be able to read fast and effectively.[53]

The fourth is Adiarti et.al showed that coefficient correlation is 0.59, it means that there is positive correlation between students' reading interest and students' reading comprehension at the first semester of the eleventh grade of SMA YP Unila Bandar Lampung in academic year of 2018/2019. From this research, it is suggested that students have a good reading interest, to get a good reading comprehension ability.[54]

Based on the researches above, it is known that there will be good reading comprehension when the students' reading interest is good. So the

[52]Desti Amelisa Gultom, Eka Sustri Harida, and Fitri Rayani Siregar, "The Correlation Between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan" (IAIN Padangsidimpuan, 2018), http://etd.iain-padangsidimpuan.ac.id.

[53]Mochamad Fajri, Ratna Sari Dewi, and Atik Yuliani, "The Correlation Between Students' Reading Interest and Their Speed Reading" (Syarif Hidayatullah State Islamic University, 2015), https://ptki.onesearch.id/Record/IOS3659.94973/TOC.

[54]Amirah Widia Adiarti, M. Muhassin, and Dian Reftya Wati, "The Correlation Between Students' Reading Interest and Students Reading Comprehension Ability at The First Semester of the Eleventh Grade of SMA YP Unila Bandarlampuang" (State University of Islamic Studies Raden Intan Lampung, 2019), http://repository.radenintan.ac.id/5165/1/SKRIPSI AMIRA.pdf.

researcher believes that there will be the correlation between reading interest and reading comprehension. The researcher needs to find the correlation between reading interest and reading comprehension.

C. The Framework of Thinking

Reading interest means a high tendency towards reading activity or a high willingness in reading activity, or can be identified with the love for reading. Reading interest is a desire that comes from students' themselves to read. Reading interest is recognized as a multidimensional construct, incorporating one's affective, cognitive and behavioral tendencies towards an object, event or tasks related to reading. Environment is one of the factors that influence students' reading interest.

Reading comprehension is an activity to find meaning or message from the writer through the text they read. Reading comprehension is a process of reading in order to build understanding. In order to understand the text students should apply some strategies in in reading according to the context of the text.

Reading skill has a significant 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 stated that interest has a strong positive influence on readers' comprehension and recall and consider the factors that have been found to increase readers' situational

interest.[55] 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.

For students by having interest, it will be enable the students to process the text, comprehend it deeply, and recall the information longer. So, the people who are interested in reading will become absorbed in the reading activity and finally gain more comprehension.

Based od the explanation above it can be assume that reading comprehension has a correlation to reading interest.

Variable X   Variable Y
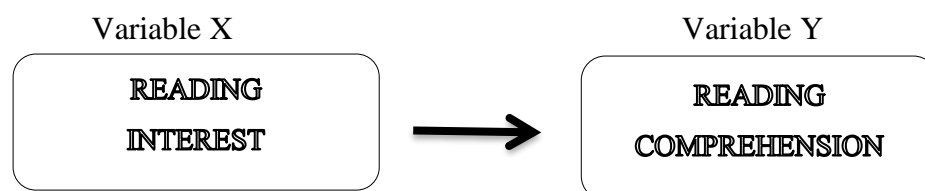
Figure 1 : The Relation of Reading Interest and Reading Comprehension

D. **Hypothesis**

Hypothesis is the first assumption of the researcher. Hypothesis of this research formulated into two, as follow:

Ha : There is a significant correlation between students' reading interest and students' reading comprehension at the tenth grade of MAN Padang Lawas Utara.

Ho : There is no significant correlation between students' reading interest and students' reading comprehension at the tenth grade of MAN Padang Lawas Utara.

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[55]Suzanne Hidi, "Interest , Reading , and Learning : Theoretical and Practical Considerations," *Educational Psychology Review* 13, no. 3 (2001): P. 191-209, https://booksc.org/book/59998725/00f45a.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The research was conducted at MAN Padang Lawas Utara. The location of the school is in Sigama, Padang Lawas Utara. The time of this research was on December 2021 up to Novemver 2022.

B. Research Method

The kind of this research was quantitative research as correlation method. Correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The basic correlational research design was not complicated: Scores for two (or more) variables of interest were obtained for each member of the sample, and the paired scores then correlated.

The result was expressed as a correlation coefficient that indicates the degree of relation between the two variables. There were two variables in this research they were reading interest as an independent variable (X) and reading comprehension as dependent variable (Y).

C. Population and sample

1. Population

The population on this research was all of the students at the tenth grade of MAN Padang Lawas Utara. They consist of three classes and the total numbers of them were 100 students.

Table 3
Population of the Research

No	Class	Quantity of Students
1.	X MIS 1	34
2.	X MIA 1	34
3.	X MIA 2	32
	Total	100

2. **Sample**

The sample of the research has been gotten by using random sampling because with using random, the research got the fair result from learners. The researcher found add and even number to take the sample and then choosing add number for sampling this research by using lottery.

The formula of collecting the sample size of known population was Slovin's formula.

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

n = The total of sample
N = The total of population
e = The percentage of leeway in the accuracy of sample
     errors that can stil be tolerated.
e = 0.1 (10%-15%) for small population
e = 0.2 (20%-25%) for large population[56]

So this reseach used the formula above to determine the sample size, with the limit error tolerance 10 % as follow:

$$n = \frac{100}{1 + 100.\,0.1^2}$$

$$n = \frac{100}{1 + 100.0.01}$$

$$n = \frac{100}{2}$$

[56]Husein umar, Metode Riset Bisnis (Jakarta:Gramedia Pustaka Utama, 2003) P.141-142

$n = 50$

From the explanation above, it can be said that all the number of sample were 50 students. After the name was taken from the box, the researcher got the numbers from each class, they were 13 from X MIS 1, 26 from X MIA 1 and 11 from X MIA 2.

Table 4
Sample of the Research

No	Classroom	Number of Students	Quantity of Sample
1.	X MIS 1	34	13
2.	X MIA 1	34	26
3.	X MIA 2	32	11
	Total	100	50

D. **Instrument of Research**

A good research is a research which have guarantee for taking the valid data. This research used two techniques they were test and questionnaire. The instrument for examining the reading interest was a questionnaire and instrument for examining the reading comprehension was a test.

1. Questionnaire

Questionnaire is a useful instrument for collecting data from a sample of respondents who can naturally be brought together for the purpose. Using this approach, the researcher delivers the questionnaire by hand to a member of an identified household for collection at some later date. This instrument used scale likert, it is level of agreement, which the given answers were : The scoring for items are always (five points), often

(four points), sometimes (three points) , seldom (two points), never (one point). They were described in the followig table below :

Table 5
The Classification of Scale Likert

No	Explanation	Favorable	Unfavorable
1.	Always	5	1
2.	Often	4	2
3.	Sometimes	3	3
4.	Seldom	2	4
5.	Never	1	5

The questionnaire used two indicators that have been state before. The indicators and numbers of items can be seen in the following table:

Table 6

Questionnaire of Reading Interest Before validity [57]

No	Indicators	Sub-Indicators	Number of Items	Total Items
1.	Cognitive Interest	Focusing attention	4, 27, 28	3
		Curiosity	1, 20, 24, 25	4
		Time Spending	16, 18, 30	3
		Effort	12, 15, 19, 21	4
		Concluding	2, 5, 9, 17	4
2.	Emotional Interest	Pleasure	3, 7, 8, 10, 13, 22, 26	7
		Enthusiasm	14, 29	2
		Impression	6, 11, 23	3
		Total		30

2. Test

Test is a method of measuring a person ability, knowledge, or performance in a given domain. The procedures of collecting the data through test were:

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[57]Paul J. Silvia, *Exploring the Psychology of Interest*, *Paper Knowledge . Toward a Media History of Documents* (New York: Oxford University Press, 2006).

a. The question and answer sheets were firstly distributed.

b. Then the researcher reads the instruction and explains how to do test.

c. The students were asked to put their identity on to the answer sheet.

d. After that, the researcher gave time for doing the test.

e. Finally, the researcher collected the answer sheet after the time is over.

The researcher used multiple choices to test the students' reading comprehension ability. There were 30 items of multiple choice prepared, the item was usually set out in such way an required students to select the right answer from the number of given options. The 30 items was validated and 25 valid items used as the instrument of reading test. The indicator can be seen below.

Table 7
Table of Indicators of Reading Comprehension before Validity [58]

No	Indicators	Before Valid		After Valid	
		Number of Item	Total Item	Number of Item	Total Item
1.	Identifying topic sentence	3, 6, 13, 16, 20, 21, 25, 30	8	3, 6, 13, 16, 20, 21, 25, 30	8
2.	Identifying main idea	11, 23,	2	11, 23,	2
3.	Identifying important information	1, 2, 4, 7, 9, 10, 15, 17, 22, 26, 27, 28, 29	13	1, 2, 4, 7, 9, 10, 15, 17, 22, 26, 27, 28, 29	13
4.	Identifying vocabulary	5, 8, 12, 14	4	5	1
5.	Identifying conclusion	18, 19, 24	3	18, 19, 24	3
	Total		30		27

[58]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United State of America: Addison-Wesley Publishing Company, 1996).

E. Validity and Reliability Instrument

1. Validity

Validity is to see the correctness an instrument to do the function to be measured. Validity is the extent to which a test measures what it claims to be measured. To validate questionnaire, the researcher used construct validity to establish validity of instrument. Construct validity concerns the qualities that the task measures. So, in this research the questionnaires validated by checking the test to the students.

Item validity is a part of the test as a test by Items. The test consisted of 30 multiple choices test that validated in other sample. There are 27 items categorized valid and there are 3 items categorized invalid. The number of items that taken by researcher are 1, 2, 3, 4, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30. The number of item didn't take by the resercher are 5, 8, 10, 11, 12. To get the validity of the test, the formula of r point biserial can be used as follow:

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

Where :
rpbi : coefficient item validity
Mp : mean score
Mt : mean score of the total score
SDt : 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.[59]

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[59]Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis, April 2015 (Medan: Perdana Publishing, 2015). P.128

2. Reliability

Reliability is also needed to create a good test because the test must be reliable as the measuring of instrument. The instrument becomes reliable when the instrument of the research is believable to use as an instrument of collecting data.

The reliability of the test can be found by using K-R 20 formula. The formula is as follow:

$$R_{11} = \left(\frac{n}{n-1}\right)\left(\frac{s_t2 - \sum pq}{s_t2}\right)$$

Where:
R_{11}: Reliability of the Instrument
N : Total of Question S_t2 : Variants Total
p : <u>Proporsi Subject who is right Answer(1)</u>
                N
q : <u>Proporsi Subject who is Wrong Answer (0)</u>[60]
                N

F. Technique of Collecting data

To collect the data of the research, researcher used examination. The questionnaires used for getting the data of students' reading interest, while the test used for getting the data of students' reading comprehension. The processes of collecting data are explained as follow :

1. The researcher gathered the sample to a classroom.

2. In the classroom, the researcher introduced herself and explained the aim, asking for sample's permission and gave them paper of test and questionnaire.

3. The researcher instructed the students to answer the questions truthfully and honestly.

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[60]Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2002). P.182

4. All of the samples answer the test and questionnaire.

5. The researcher gave time for doing the test.

6. The researcher collected the papers again.

7. The researcher said appreciation words to all students/respondents because of their kindness. Then the researcher exit from the classroom.

G. Technique of Analyzing Data

After doing data collection, the researcher analyzed the data. The researcher uses quantitative formula because this research is a quantitative research. The techniques are used for analyzing the data is a statistical process. The steps of analyzing are:

1. The researcher checked off all of the sample work sheets and give mark.

2. The researcher noted marks in tables and analyzed it. The analysis is consisted of highest, lowest, mean, median, and modus score.

3. To know the data was normal or not the researcher used chi-square formula below :

$$X^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right] \text{[61]}$$

4. To know the two variables were linear or not the researcher used linearity test. The formula is :

$$\text{F- count} = \frac{RJKreg\ a\ (b/a)}{RJKres} \text{[62]}$$

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[61] Rangkuti, *Statistik Untuk Penelitian Pendidikan*.

[62] Kadir, *Statistika Terapan* (Jakarta: PT RAJGRAFINDO PERSADA, 2015). P. 180

To know the correlation between reading interest and reading comprehension, the researcher used the formula of Pearson product moment. The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y)^2\}}}$$ [63]

Table 8
The Level of Correlation

Coefficient Interval	Relationship Level
0.80 – 1.000	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Enough Strong
0.20 – 0.399	Weak
0.00 – 0.199	Very weak

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

KP = r^2 x 100%

Where:

Kp = determine correlation

r   = coefficient correlation[64]

Further, to examine the hypothesis, it is the significances of correlation between reading interest (variable X) and reading comprehension (Variable Y), the researcher used t-test. The formula is :

$$t = r\sqrt{\frac{N-2}{1-r^2}}$$

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[63]Riduwan, *Belajar Mudah Penelitian* (Bandung: ALFABETA, 2010).
[64]Rangkuti

t = result of t-test

N = total of sample

r_{xy} = coefficient correlation between x and y[65]

The criteria of the hypothesis test is when t-count > t-table It meant that there is a significant correlation between two variables and the hypothesis is "accepted". On the contrary, if t-count < t-table It meant that there is no significant correlation between two variables and the hypothesis is "rejected".

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[65]Rangkuti

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 of the tenth grade students MAN Padang Lawas Utara. 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. Students' reading interest

The result score of students' reading interest (variable X) from highest score was 77 and the lowest score was 39. The researcher also calculated the mean score was 58.24, the median score was 60.5, and the modus are 62.16 (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 9
The Score Resume of Students' Reading Interest

No	Statistic	Variable X
1	High Score	77
2	Low Score	39
3	Range	38
4	Interval	5
5	Mean Score	58.24
6	Median	60.5
7	Modus	62.16

Based on the table 9, the mean score is 58.24. It means that students' reading interest is in Low category. The revelation of data is done to group of variable score of reading interest which the total classes are 9 and interval is 5. 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 Interest

Interval	Mid Point	Frequency	Percentage
36 – 40	38	1	2 %
41 – 45	43	1	2 %
46 – 50	48	5	10 %
51 – 55	53	8	20 %
56 – 60	58	10	26 %
61 – 65	63	13	14 %
66 – 70	68	7	8 %
71 – 75	73	4	2 %
76 – 80	78	1	2 %
I = 5		50	100 %

To get the description of the data clearly and easily, the researcher presents the students' reading interest in histogram below:
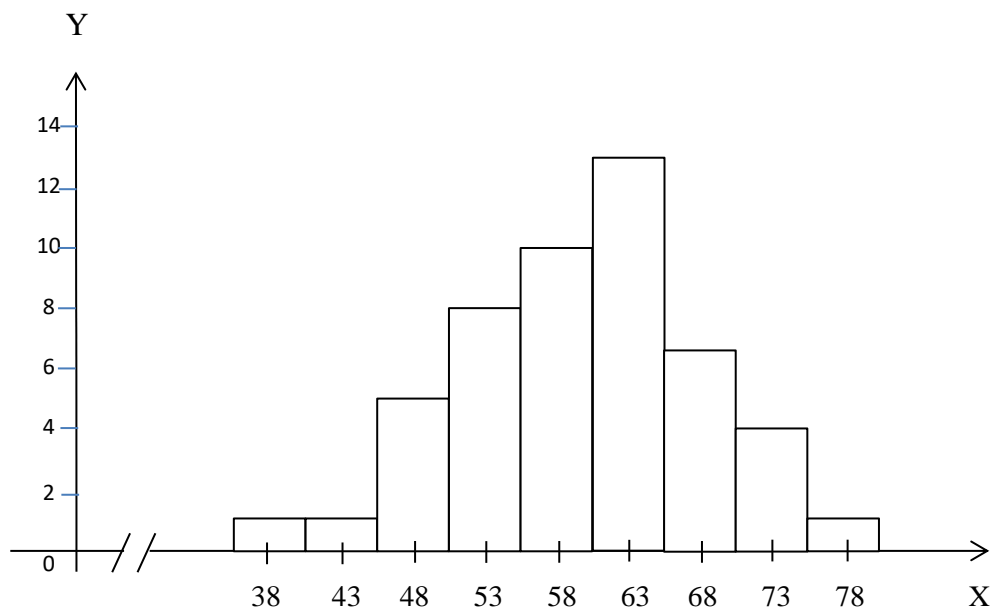
Figure 2: Description Data of Reading Interest

Based on chart above, it was known that the variable revelation of students' reading interest presented that the respondent in interval 36 – 40 were 1 student (2 %), interval 41 – 45 were 1 student (2 %), interval 46 – 50 were 5 students (10 %), interval 51 – 55 were 8 students (16 %), interval 56 – 60 were 10 students (20 %), interval 61 – 65 were 13 students (26 %), interval 66 – 65 were 7 students (14 %), interval 71 – 75 were 4 students (8 %), interval 76 – 80 were 1 student (2 %).

2. Students' reading comprehension

The result score of students' reading comprehension (variable Y) from highest score was 76 and the lowest score was 24. The researcher also calculated the mean score was 52.66, the median score was 51.65, and the modus was 52 (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 11
The Score Resume of Students' Reading Comprehension

No	Statistic	Variable X
1	High Score	76
2	Low Score	24
3	Range	52
4	Interval	7
5	Mean Score	52.66
6	Median	51.66
7	Modus	52

Based on the table eleventh, the mean score is 52.66. It means that students'reading comprehension is in low category. The revelation of data is done to group of variable score of reading interest which the total classes are 8 and interval is 7. Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table 12
The Frequency Distribution of Reading Comprehension

Interval	Frequency	Mid Point	Percentage
21 - 27	1	24	2 %
28 – 35	2	31	4 %
36 – 42	10	39	20 %
43 – 49	8	46	16 %
50 – 56	13	53	26 %
57 – 63	4	60	8 %
64 – 70	4	67	8 %
71 – 77	8	74	16 %
P=7	50	394	100 %

To get the description of the data clearly and easily, the researcher

presents the students' reading comprehension in histogram below:
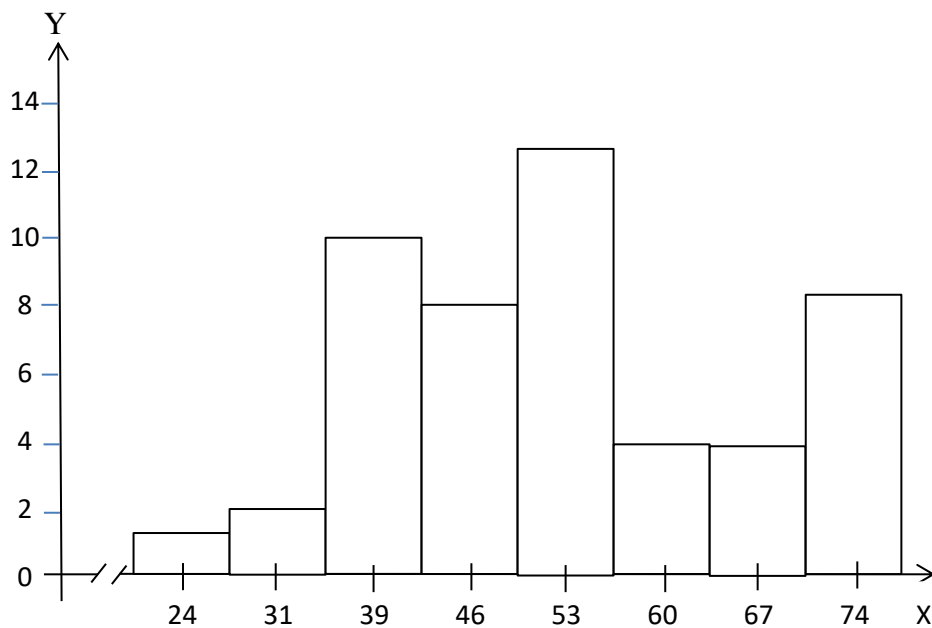
Figure 3: Description of Reading Comprehension

Based on chart above, it was known that the variable revelation of

students' reading comprehension presented that the respondent in interval

21 – 27 were 1 student (2 %), interval 28 – 35 were 2 students (4 %), interval 36 – 42 were 10 students (20 %), interval 43 – 49 were 8 students (16 %), interval 50 – 56 were 13 students (26 %), interval 57 – 63 were 4 students (8%), interval 64 – 70 were 4 students (8 %), interval 71-77 were 8 students (16 %).

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 = 50 and taraf significant 5%. It meant that data X and Y were distributed normal (appendix 10).

Table 13
Normality of Data X and Data Y

Class	Normality Test	
	t_{count}	t_{table}
Data X	3.2223	15.507
Data Y	11.5626	14.017

Based on the table above, the researcher found that X^2 count $< X^2$ table (3.2223< 15.507) with degree of freedom (dk) 9 – 1 = 8 and significant level α = 5%. Y^2 count $< Y^2$ table (11.5626 < 14.017) with degree of freedom (dk) 8 – 1 = 7 and significant level α = 5%. Distribution of data X and Y (Reading Interest and Reading Comprehension) is normal.

2. Linearity Test

    To find out whether the two variables were linear or not the researcher used linearity test. Based on the table below with n = 50 and taraf significant 5% (see appendix 13).

Table 14
Linearity of Data X and Data Y

Class	Linearity Test	
	F_{count}	F_{table}
Data XY	6.959	4.040

    From the table above the result show that F-count > F-table (6.959>4.040), it mean that there was a linear relationship between reading interest and reading comprehension.

3. Hypothesis Test

    The aim of hypothesis test was to determine the significant correlation between reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara. Firstly, it is to test the correlation by using product moment formula.

$\sum X = 2989$ $\sum X^2 = 182109$

$\sum Y = 2632$ $\sum Y^2 = 147040$

$\sum XY = 159260$ $N = 50$

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

$$= \frac{50(159260) - (2989)(2632)}{\sqrt{\{50(182109) - (2989)^2\}\{50(147040) - (2632)^2\}}}$$

$$= \frac{7963000 - 7867048}{\sqrt{72768929792}}$$

$$= \frac{95952}{269707.58}$$

$$= 0.355$$

Based on table above, the product moment has gotten correlation coefficients $r_{xy} = 0355$. The result showed that there was a correlation between students' reading interest and students' reading comprehension of the tenth grade students MAN Padang Lawas Utara in weak category. It has been writen in the table of coefficient correlation interpretation below:

Table 15
The Level of Correlation

Coefficient Interval	Relationship Level
0.80 – 1.000	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Enough Strong
0.20 – 0.399	Weak
0.00 – 0.199	Very weak

Contribution of Coefficient Correlation Determination Variables Test

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

$CD = r^2$ x 100%

$= (0.355)^2$ x 100%

$= 0.1265$x 100%

$= 12.65\%$

On calculating above, it is found that the contribution of reading interest toward reading comprehension there was 12.65% and 87.35%

influenced by other variables. The result in the table of XY interpretation is "weak" category. It means when the students have low interest in reading, it will affect to their reading comprehension, that make them will also low in comprehending English text.

To test the significant correlation it is seen in the follow :

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

$$= 0.355 \sqrt{\frac{50-2}{1-(0.355)^2}}$$

$$= 0.355 \sqrt{\frac{48}{1-0.126}}$$

$$= 0.355 \sqrt{\frac{48}{0.873}}$$

$$= 0.355 \sqrt{54.92}$$

$$= 2.630$$

Then, the researcher calculated t-count is 2.630, dk is (50-2) = 48, and taraf significant is 5% (2.021), and t-count > t-table (2.630> 2.021). It meant that there was a significant correlation between two variables and the hypothesis was "accepted". So it can be concluded that there is a significant correlation between reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara.

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 low category and the mean

score of students' reading comprehension was low 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 interest 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, Chotimah et.al,[66] she used the same method and design with this research but she has the different indicator in measuring the reading interest with this research. The result was r-count > r-table (0.160 > 0.05). So, the r-count is higher than r-table means hypothesis is accepted. The second is by Gultom et.al. She got the coefficient correlation level r-count > r-table (0.474 > 0.368). So, there are correlation between motivation and comprehension in reading. Based on these explanations, it was proved that

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[66]Nurul Siti Chotimah, Mahyuzar Rahman, and Hilma Suryani, 'The Correlation Between Students' Reading Interest and Students' Reading Comprehension at Seventh Grade of Junior High School Baiturrohman Jambi' (State Islamic University Thaha Sifuddin, 2020) <http://dx.doi.org/10.1016/j.jss.2014.12.010%0Ahttp://dx.doi.org/10.1016/j.sbspro.2013.03.034%0Ahttps://www.iiste.org/Journals/index.php/JPID/article/viewFile/19288/19711%0Ahttp://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.678.6911&rep=rep1&type=pdf>.

this research get the same result with Chotimah et.al[67] found in her research, where reading interest has a significant correlation to students' reading comprehension. So do with Gultom et.al[68] , 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-count was higher than t-table. So, it is clearly reading interest have a 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 reading interest has a significant correlation to reading comprehension of the tenth grade students MAN Padang Lawas Utara. This fact can be seen from r-count > r-table (0.355 > 0.279) and t-count > t-table (2.630 > 2.021). The correlation that occurs is positive, meaning that if the independent variable increases, it will be accompanied by an increase in the dependent variable, the correlation that occurs is in the weak category.

Reading interest plays important role in increasing students' reading comprehension.Therefore, it is very important to increase the students' reading interest by any means neccessary which can be done not only by the teacher, but also by the students themselves with the support from parents amd all of school elements in order to improve the students' reading interest optimally.

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[67]Chotimah, Rahman, and Suryani.

[68]Desti Amelisa Gultom, Eka Sustri Harida, and Fitri Rayani Siregar, 'The Correlation Between Reading Motivation and Reading Comprehension of the Grade X Students SMA S Nurul 'Ilmi Padangsidimpuan' (IAIN Padangsidimpuan, 2018) <http://etd.iain-padangsidimpuan.ac.id>.

D. Limitation of the Research

The researcher limited this research, as follows:

1. The researcher didn't know how serious and concentrate the students when they were answering the questionnaire and test.

2. 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.

3. Time for researcher to do the research was very limited, because the researcher did this research when they were in lecture time. The researcher only gave 40 minutes to answer questionnaire and multiple choices. The numbers of questionnaire and multiple choices are 45. One item for less then one minutes, it rushed them in answering the question, so they answer carelessly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter is described a brief result of data about the correlation between reading interest and reading comprehension at the tenth grade students MAN Padang Lawas Utara. Based on the result of the research that have been done, it could be concluded that :

1. The students' reading interest of the tenth grade MAN Padang Lawas Utara was low because the mean score was 58.24.

2. The students' reading comprehension at the tenth grade MAN Padang Lawas Utara was low because the mean score was 52.66.

3. The hypothesis was accepted from the score t-count (2.630) > t-table (2.021). It means there was a significant correlation between students' reading interest and reading comprehension of the tenth grade students MAN Padang Lawas Utara.

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 MAN Padang Lawas Utara, 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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CURRICULUM VITAE

A. Identify

Name	: Jerni Mayanti Harahap	
Reg. Number	:18 203 00029	
Place/Birthday	: Padang Garugur, 12th August 1999	
Sex	: Female	
Religion	: Islam	
Address	: Padang Garugur, Kec. Padang Bolak, Kab. Padang Lawas Utara	
Phone Number	: 0822 9386 4130	
Email	: jernimayanti@gmail.com	

B. Parents

Father's Name	: Ali Sahbana Harahap
Job	: Farmer
Mother's Name	: Megawati Pane
Job	: Farmer

C. Educational Background

Elementary School	: MIN Padang Garugur	(2012)
Junior High School	: MTsN Padang Bolak	(2015)
Senior High School	: SMA Negeri 1 Padang Bolak	(2018)
Collage	: IAIN Padangsidimpuan	(2022)

Appendix 1

QUESTIONNAIRE OF READING INTEREST

Research tittle : The Correlation Between Reading Intererst and Reading
Comprehension of the Tenth Grade Students of MAN Padang
Lawas Utara

Name   :

Class   :

Directions:
1. Write down your name
2. Give the mark (√) in the column which represents yourself during reading experiences.

No	Question	Always	Often	Sometime	Seldom	Never
				Answer		
1.	Saya tertarik untuk mengetahui isi buku atau teks yang saya baca setelah membaca judulnya					
2.	Saya akan mengkritisi isi sebuah buku/ koran/ majalah yang saya baca.					
3.	Saya merasa senang ketika membaca sebuah buku/ koran/ majalah					
4.	Saya bisa membaca dan memahami makna dengan akurat.					
5.	Saya bisa menangkap isi buku/ koran/ majalah yang saya baca.					
6.	Saya dapat pengalaman baru ketika saya membaca.					
7.	Saya tertarik membaca ketika melihat judul dari bacaam yang saya baca					
8.	Saya pergi ke perpustakaan walaupun tidak ada tugas membaca.					
9.	Pada akhit kegiatan membaca, saya dapat menyimpulkan teks yang saya baca.					
10.	Saya menyukai bacaan-bacaan ringan seperti komik, majalah					

atau novel.

11. Saya mudah tertarik ketika saya melihat buku/ koran/ majalah.

12. Saya mencoba meminjam buku kepada teman atau perpustakaan jika saya tidak punya buku yang saya inginkan.

13. Saya tidak bosan membaca buku/ koran/ majalah

14. Saya merasa tidak antusias untuk melakukan tugas membaca.

15. Saya akan membeli buku/koran /majalah yang saya sukai.

16. Saya membaca buku walaupun dihari libur.

17. Saya bisa menceritakan apa yang sudah saya baca.

18. Saya tidak suka membaca dalam waktu yang lama.

19. Saya berusaha meningkatkan pengetahuan bahasa Inggris saya degan membaca teks bahasa Inggris.

20. Saya membaca semua kalimat dalam bahasa Inggris jika ada latihan atau ujian membaca.

21. Ketika saya menemukan kosa kata baru dalam bahasa Iggris, saya akan menulis artinya.

22. Saya senang membaca sambil mendengarkan musik.

23. Saya merasa puas ketika saya mengetahui informasi dalam bacaan.

24. Ketika saya membaca teks bahasa Inggris, saya hanya membacanya dan belum dapat memahami maknanya.

25. Saya akan berusaha mencari arti dari kata / kalimat bahasa Inggris dengan segala cara.

26. Dengan membaca teks saya merasa kemampuan akademic saya meningkat.

27. Saya focus pada informasi inti dari bacaan yang saya baca.

28. Saya tidak konsentrasi jika teks bahasa Inggris terlalu banyak dan kalimat yang susah untuk

dipahami.

29. Saya akan bersemangat ketika membaca buku.

30. Saya membaca buku 1-2 jam sehari.

Padangsidimpuan,   Juni 2022

Validator

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Appendix 2

TEST OF READING COMPREHENSION

Research tittle : The Correlation Between Reading Intererst and Reading
                 Comprehension of the Tenth Grade Students of MAN Padang
                 Lawas Utara
Name :
Class :
Instruction:
**Read the text carefully and answer the question below. Each one is follow by
several question about it. Choose the one best answer, A, B, C, D, or E to
each question. Give mark (x) on the best answer.**
Question number 1 to 5 is based on the following text.
Do you know the capital city of England? Right. London is the capital of the
United Kingdom.
Look at the map carefully. Here is London. Can you see it? It is situated in
southeastern England along the Thames River. London is a well-known city with
a population of about 7 millions. It is the largest city in Europe. Although it is no
longer included among the world's most populous cities, London is still one of the
world's major financial and cultural capitals.
Are you still with me? OK, thank you. Let's continue. London's climate is
generally mild and damp although it can be erratic. London is one of the driest
parts of Britain. However, the weather is generally cloudy, and sometimes it rains
on half the days of the year. With the mean temperature in July of about 18° C
(about 64° F), London has warmer summers than most of the island. It's frosty
during winters in London. Fog frequently develops in winter.
Now let me tell you about the city. London's metropolitan area extends for more
than 30 miles. Most of Central London is located north of the Thames. It contains
the City of London, the City of Westminster, and districts in the West End. The
City of London is the heart of the city. The City of Westminster is the seat of the
national government.

1. Where is the location of London ?
   A. Southeastern England
   B. In the river
   C. South England
   D. Asia
   E. Australia
2. How is the population of London ?
   A. About 7 million
   B. About 7 billion
   C. About 7 hundreds
   D. 17 million
   E. 17 billion

3. What is the purpose of the speakers telling us about London?
   A. To tell the capital of UK
   B. To describe the weather in London
   C. To describe the part of London
   D. To Inform the situation in London
   E. To describe London
4. How is the weather i London during the summer ?
   A. Warmer than other city
   B. Cooler than other city
   C. Hotter than other city
   D. Cloudy
   E. Rainy
5. The word " largest" can replace with...
   A. Narrow
   B. Big
   C. Solid
   D. Far
   E. Near

Read the following text to answer questions number 6 to 9

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

6. What does the text tell about?
   A. Gardening
   B. Rose species
   C. Flowers
   D. How to grow rose plant
   E. Where to plant rose
7. This statement is correct, except ….
   A. Rose has more than 100 species
   B. Rose is native to Asia
   C. Rose can be used for ornamental plant
   D. Rose only has one variant of shape and size
   E. Rose can be used in perfume
8. It is typically grown … (paragraph 2). The word "it" refers to ….
   A. Asia
   B. Beauty
   C. Rose species

D. Medicine

E. Commercial perfumery

9. Based on the text, which statement is true?

A. Rose has minor benefit for medicinal uses

B. People grow rose only for beauty

C. Rose is not a popular flowering plant

D. North America is not a native to rose species

E. Rose has less than 100 species

Read the following text for questions number 10 to 12

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world's largest archipelago country.

Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

10. What makes Indonesia one of most populous countries in the world?

A. It is located in South East Asia

B. Indonesia has more than 17,000 islands

C. Indonesia has more than 261 million people

D. Indonesia is rich

E. It has more ethnics and languages

11. What is the main idea of the paragraph?

A. Indonesia is one of South East Asia countries

B. Indonesia is 4th most populous country

C. Ethnics and languages make Indonesia rich

D. Indonesia is an Asian country which has many cultures, ethnics, as well as people

E. Indonesia is located between Pacific and Indian Ocean

12. The world "located" can be best replaced by ….

A. Situated

B. Allocated

C. Happened

D. Borrowed

E. Surrounded

Read the following text to answer questions number 13 to 16.

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats.

My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see

Shorty sleeping because it looks cute.
Shorty does not like to eat canned food,
instead it prefers fresh tuna.

13. The topic sentence of the text above is...
    A. New cat
    B. Flat nose
    C. Yellow eyes
    D. Fluffy hair
    E. Fresh tuna

14. My cat is ….. (line 1). The word "my" refers to ….
    A. Reader
    B. Cat
    C. Writer
    D. Mother
    E. Tuna

15. Which breed is Shorty?
    A. Persian
    B. Angora
    C. Half-breed
    D. Domestic cat
    E. Egypt

16. What does the writer tell about?
    A. New toy
    B. New cat named Shorty
    C. Writer's new hobby
    D. Family
    E. Job

The following text is for question 17 – 19

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asking to do. Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

17. Which of the following statement is not true about Peter?
    A. He plays football and tennis
    B. He has long and straight hair
    C. He has bright eyes
    D. He doesn't play badminton
    E. He has friendly smile

18. According to the passage, we know that Peter is…
    A. The writer's elder brother
    B. The writer's youngest brother
    C. A friendly boy
    D. A naughty boy
    E. The writer's teacher

19. From the text we may conclude that…
    A. Peter is a welcome person
    B. People is older than the writer
    C. Peter is not diligent at all
    D. Many people do not like Peter
    E. Many people hate the writer

The following text is to answer question from 20 -24

Puna Bakti Pertiwi museum it exhibits evidence of former President Soeharto's service to the country from independence until the national development era. Aside from that, it also displays at works that Mr. and Mrs. Soeharto received from their friends colleagues from all over the world.

Mrs. Tien Soeharto initiated the construction of the museum. Its architecture resembles the conic Indonesian "Tumpeng" a traditional Javanese rice dish. " Tumpeng" symbolize gratefulness to Almighty God. Just, the museum also expresses gratitude to God and the international community who supported Soeharto during his term as President.

The museum has five main hall. The Struggle Hall displays historical objects from the life of former President Soeharto from early independence until the national development era. The main Hall exhibits souvenirs from friends of the state. The Special Hall houses Soeharto's military decorations and medals of honour. The Asthabrata Hall displays "wayang" Wahyu Makutha Rama. The "wayang" illustrates Soeharto's leadership. The fifth and the last hall is library.

20. What is the text about ?
    A. Soeharto's Life History
    B. Purnama Bhakti Pertiwi Museum
    C. Library
    D. Traditional food from Javanese
    E. Historical of the Museum
21. What does the writer try to describe ?
    A. The historical of the museum
    B. The display of the museum
    C. How the museum was build
    D. How was Indonesia got the independence
    E. The historical and the display of the museum
22. The characteristic of Purna Bhati Pertiwi Museum can be found in paragraph...
    A. Paragraph 1
    B. Paragraph 2
    C. Paragraph 3
    D. Paragraph 1 and 2
    E. Paragraph 1 and 3
23. The main idea of the third paragraph is...
    A. The museum has five main hall
    B. The struggle hall display historical object from the life of former President Soeharto from early independence until the national development era.

C. The main Hall exhibits souvenirs from friends of the state.

D. The Special Hall houses Soeharto's military decorations and medals of honour.

E. The Asthabrata Hall displays "wayang" Wahyu Makutha Rama.

24. After reading the text what do you think of the "Purna Bhakti Pertiwi" ...

A. Purna Bhakti Pertiwi is older than Soeharto

B. Purna Bhakti Pertiwi is unique because it has a food called "Tumpeng"

C. Purna Bhakti Pertiwi is unique because It has such a conic shape resemble Indonesian traditional Javanese dish "Tumpeng"

D. Purna Bhakti Pertiwi express the gratitude to The President

E. Purna Bhakti Pertiwi was build for the military of Indonesia

The following text is to answer question from 25 to 30

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population about 3 million people. Most Singaporeans live in high-rise plat.

Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.

Now let me tell you about the old section city. In Chinatown there are rows of old shop houses. The government buildings in Singapore are unique and antique. They date from the British Colonial days.

Shopping! Wow, this is the part that I like very much. Singapore is famous for its many good shopping centers. Most of the goods are duty free. Its a heaven for shoppers.

What about food? Uhmm Yummy. Its delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you will like it.

Well since Singapore lies near the equatorial line, of course it has a tropical climate, with a nice weather in both dry and rainy season.

25. What is the topic of the text above ?

A. Food

B. Shop

C. Plat

D. Singapore

E. Chinese

26. What does Singapore look like?

A. Its a dirty city

B. Its a beautiful city
C. Its a unique city
D. Its an antique city
E. Its an ugly city

27. What can you find in the old part of the city ?
    A. Many shops
    B. Many high rise buildings
    C. Lots of park
    D. Open spaces
    E. Lots of clothes

28. Why is Singapore considered a heaven for shoppers ?
    A. Because most of the goods are free
    B. Because there are many shops there
    C. Because there are many delicious food there
    D. Because Singapore is a beautiful city
    E. Because it has two season

29. How is the weather of Singapore ?
    A. Sigapore is always rainy
    B. It has a dry season
    C. It has a winter season
    D. It has a fall season
    E. It has a tropical climate

30. What is the purpose of the writer?
    A. The writer wants to tell us about Singapore
    B. The writer want to describe us about Singapore
    C. The writer want us to visit Singapore
    D. The writer want us to eat food of Singapore
    E. The writer wants us to live in Singapore

Appendix 3

QUESTIONNAIRE OF READING INTEREST AFTER VALID

Research tittle : The Correlation Between Reading Intererst and Reading
Comprehension of the Tenth Grade Students of MAN Padang
Lawas Utara

Nama　　　　:

Kelas　　　　:

Instruksi :

1. Tulislah nama lengkap dan kelasmu

2. Beri tanda (√) pada kolom yang mewakili diri anda selama pengalaman membaca.

No	Pertanyaan	Selalu	Sering	Jawaban Kadang-kadang	Jarang	Tidak Pernah
1.	Saya tertarik untuk mengetahui isi buku atau teks yang saya baca setelah membaca judulnya					
2.	Saya akan mengkritisi isi sebuah buku/ koran/ majalah yang saya baca.					
3.	Saya merasa senang ketika membaca sebuah buku/ koran/ majalah					
4.	Saya bisa membaca dan memahami makna dengan akurat.					
5.	Saya bisa menangkap isi buku/ koran/ majalah yang saya baca.					
6.	Saya dapat pengalaman baru ketika saya membaca.					
7.	Pada akhit kegiatan membac, saya dapat menyimpulkan teks yang saya baca.					
8.	Saya menyukai bacaan-bacaan ringan seperti komik, majalah atau novel.					
9.	Saya mudah tertarik ketika saya					

	melihat buku/ koran/ majalah.
10.	Saya mencoba meminjam buku kepada teman atau perpustakaan jika saya tidak punya buku yang saya inginkan.
11.	Saya merasa tidak antusias untuk melakukan tugas membaca.
12.	Saya akan membeli buku/koran /majalah yang saya sukai.
13.	Saya membaca buku walaupun dihari libur.
14.	Saya bisa menceritakan apa yang sudah saya baca.
15.	Saya tidak suka membaca dalam waktu yang lama.
16.	Saya berusaha meningkatkan pengetahuan bahasa Inggris saya degan membaca teks bahasa Inggris.
17.	Saya membaca semua kalimat dalam bahasa Inggris jika ada latihan atau ujian membaca.
18.	Saya senang membaca sambil mendengarkan musik.
19.	Saya merasa puas ketika saya mengetahui informasi dalam bacaan.
20.	Ketika saya membaca teks bahasa Inggris, saya hanya membacanya dan belum dapat memahami maknanya.

Appendix 4

TEST OF READING COMPREHENSION AFTER VALID

Research tittle : The Correlation Between Reading Interest and Reading
Comprehension of the Tenth Grade Students of MAN Padang
Lawas Utara

Name   :

Class   :

Instruction:

Read the text carefully and answer the question below. Each one is follow by several questions about it. Choose the one best answer, A, B, C, D, or E to each question. Give mark (x) on the best answer.

Question number 1 to 4 is based on the following text.

Do you know the capital city of England? Right. London is the capital of the United Kingdom.

Look at the map carefully. Here is London. Can you see it? It is situated in southeastern England along the Thames River. London is a well-known city with a population of about 7 millions. It is the largest city in Europe. Although it is no longer included among the world's most populous cities, London is still one of the world's major financial and cultural capitals.

Are you still with me? OK, thank you. Let's continue. London's climate is generally mild and damp although it can be erratic. London is one of the driest parts of Britain. However, the weather is generally cloudy, and sometimes it rains on half the days of the year. With the mean temperature in July of about 18° C (about 64° F), London has warmer summers than most of the island. It's frosty during winters in London. Fog frequently develops in winter.

Now let me tell you about the city. London's metropolitan area extends for more than 30 miles. Most of Central London is located north of the Thames. It contains the City of London, the City of Westminster, and districts in the West End. The City of London is the heart of the city. The City of Westminster is the seat of the national government.

1. Where is the location of London ?
    F. Southeastern England
    G. In the river
    H. South England
    I. Asia

J. Australia
2. How is the population of London ?
    F. About 7 millions
    G. About 7 billion
    H. About 7 hundreds
    I. 17 million
    J. 17 billion
3. What is the purpose of the speakers telling us about London?
    F. To tell the capital of USA
    G. To describe the Thames River
    H. To describe financial and cultural
    I. To Inform the situation in London
    J. To describe London or the capital city of England
4. How is the weather in London during the summer ?
    F. Warmer than other city
    G. Cooler than other city
    H. Hotter than other city
    I. Cloudy
    J. Rainy

Read the following text to answer questions number 5 to 7

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

5. What does the text tell about?
    A. Gardening
    B. Rose species
    C. Flowers
    D. How to grow rose plant
    E. Where to plant rose
6. This statement is correct, except ….
    A. Rose has more than 100 species
    B. Rose is native to Asia
    C. Rose can be used for ornamental plant
    D. Rose only has one variant of shape and size
    E. Rose can be used in perfume
7. Based on the text, which statement is true?
    A. Rose has minor benefit for medicinal uses
    B. People grow rose only for beauty

C. Rose is not a popular flowering plant
D. North America is not a native to rose species
E. Rose has less than 100 species

Read the following text to answer questions number 8 to 11.

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats.

My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

8. The topic sentence of the text above is...
   F. New cat
   G. Flat nose
   H. Yellow eyes
   I. Fluffy hair
   J. Fresh tuna
9. My cat is … (line 1). The word "my" refers to ….
   A. Reader
   B. Cat
   C. Writer
   D. Mother
   E. Tuna
10. Which breed is Shorty?
    A. Persian
    B. Angora
    C. Half-breed
    D. Domestic cat
    E. Egypt
11. What does the writer tell about?
    A. New toy
    B. New cat named Shorty
    C. Writer's new hobby
    D. Family
    E. Job

The following text is for question 12 – 14

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asking to do. Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

12. Which of the following statement is not true about Peter?
    F. He plays football and tennis

G. He has long and straight hair
H. He has bright eyes
I. He doesn't play badminton
J. He has friendly smile

13. According to the passage, we know that Peter is…
    F. The writer's elder brother
    G. The writer's youngest brother
    H. A friendly boy
    I. A naughty boy
    J. The writer's teacher

14. From the text we may conclude that…
    F. Peter is a welcome person
    G. People is older than the writer
    H. Peter is not diligent at all
    I. Many people do not like Peter
    J. Many people hate the writer

The following text is to answer question from 15 -19

Puna Bakti Pertiwi museum it exhibits evidence of former President Soeharto's service to the country from independence until the national development era. Aside from that, it also displays at works that Mr. and Mrs. Soeharto received from their friends colleagues from all over the world.

Mrs. Tien Soeharto initiated the construction of the museum. Its architecture resembles the conic Indonesian "Tumpeng" a traditional Javanese rice dish. " Tumpeng" symbolize gratefulness to Almighty God. Just, the museum also expresses gratitude to God and the international community who supported Soeharto during his term as President.

The museum has five main hall. The Struggle Hall displays historical objects from the life of former President Soeharto from early independence until the national development era. The main Hall exhibits souvenirs from friends of the state. The Special Hall houses Soeharto's military decorations and medals of honour. The Asthabrata Hall displays "wayang" Wahyu Makutha Rama. The "wayang" illustrates Soeharto's leadership. The fifth and the last hall is library.

15. What is the text about ?
    F. Soeharto's Life History
    G. Purnama Bhakti Pertiwi Museum
    H. Library
    I. Traditional food from Javanese
    J. Historical of the Museum

16. What does the writer try to describe ?
    F. The uniquenee of Wayang
    G. The Construction of the museum
    H. How the museum was build

I. How was Indonesia got the independence

J. The uniqueness of Purna Bhakti pertiwi Museum

17. The characteristic of Purna Bhati Pertiwi Museum can be found in paragraph...
    F. Paragraph 1
    G. Paragraph 2
    H. Paragraph 3
    I. Paragraph 2 and 3
    J. Paragraph 1 and 3

18. The main idea of the third paragraph is...
    F. The museum has five main hall
    G. The struggle hall display historical object from the life of former President Soeharto from early independence until the national development era.
    H. The main Hall exhibits souvenirs from friends of the state.
    I. The Special Hall houses Soeharto's military decorations and medals of honour.
    J. The Asthabrata Hall displays "wayang" Wahyu Makutha Rama.

19. The first paragraph tells about ...
    F. Idetification of Tumpeng
    G. Characteristics of Mrs. Tien Soeharto
    H. Identification of Purna Bhakti pertiwi
    I. Characteristics of Museum
    J. Identification of President

The following text is to answer question from 20 to 25

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population about 3 million people. Most Singaporeans live in high-rise plat.

Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.

Now let me tell you about the old section city. In Chinatown there are rows of old shop houses. The government buildings in Singapore are unique and antique. They date from the British Colonial days.

Shopping! Wow, this is the part that I like very much. Singapore is famous for its many good shopping centers. Most of the goods are duty free. Its a heaven for shoppers.

What about food? Uhmm Yummy. Its delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you will like it.

Well since Singapore lies near the equatorial line, of course it has a tropical climate, with a nice weather in both dry and rainy season.

20. What is the topic of the text above ?
    F. Food
    G. Shop
    H. Plat
    I. Singapore
    J. Chinese
21. What does Singapore look like?
    F. Its a dirty city
    G. Its a beautiful city
    H. Its a small city
    I. Its an dependent city
    J. Its an ugly city
22. What can you find in the old part of the city ?
    F. Many old shops
    G. Many high rise buildings
    H. Lots of park
    I. Open spaces
    J. Lots of clothes
23. Why is Singapore considered as a heaven for shoppers ?
    F. Because most of the goods are free
    G. Because there are many shops there
    H. Because there are many delicious food there
    I. Because Singapore is a beautiful city
    J. Because it has two season
24. How is the weather of Singapore ?
    F. Sigapore is always rainy
    G. It has a dry season
    H. It has a winter season
    I. It has a fall season
    J. It has a tropical climate
25. What is the purpose of the writer?
    F. The writer is a Singaporean
    G. The writer want to describes us about Singapore
    H. The writer want us to visit Singapore
    I. The writer want us to eat food of Singapore
    J. The writer wants us to live in Singapore

KEY ANSWER

1. A
2. A
3. E
4. A
5. B
6. D
7. A
8. A
9. C
10. A
11. B
12. D
13. B
14. A
15. B
16. E
17. D
18. A
19. C
20. D
21. B
22. A
23. A
24. E
25. B

APPENDIX 5

VALIDITY OF THE TEST READING COMPREHENSION ABILITY

Calculation of the formulation $r_{pbi} = \dfrac{M_P - M_T}{SD_T} \sqrt{\dfrac{P}{q}}$

1. Mean score from score total (M_t)

$$\boldsymbol{M}_{t=\frac{x_t}{M}}$$

$$\boldsymbol{M}_{t=\frac{624}{47}} = 13.27$$

2. Standard Deviation (SDt)

$$S\,Dt = \sqrt{\frac{\sum x_t 2}{n} - \left(\frac{\sum x_t}{n}\right)2}$$

$$= \sqrt{\frac{9333}{47} - \left(\frac{624}{47}\right)2}$$

$$= \sqrt{198.57 - 176.26}$$

$$= \sqrt{22.31}$$

$$= 4.72$$

3. Mean Score

Item 1

$$\boldsymbol{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n1}}$$

$$\boldsymbol{M}_{pl=\frac{\substack{23+22+22+22+22+22+21+20+19+19+18+17+16+16+15+15+15+14 \\ +14+13+13+12+12+11+11+11+11+11+10+10+8+8+7+6+6+5+4}}{38}}$$

$$= \frac{544}{38}$$

$$= 14.31$$

Item 2

$$\boldsymbol{M}_{pl=\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n2}}$$

$$\boldsymbol{M}_{pl=\frac{\substack{23+23+22+22+22+22+22+22+21+21+20+19+19+18+17+16+16+15+15+ \\ 15+14+14+13+13+12+12+11+11+11+11+10+9+8+8+8+8+6+6+6+5+4}}{41}}$$

$$= \frac{568}{41}$$

$$= \boldsymbol{13.85}$$

Item 3

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

$$M_{pl} = \frac{23+23+22+22+21+20+18+16+15+14+13+13+12+8+8}{15}$$

$$= \frac{248}{15}$$

$$= 16.53$$

Item 4

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

$$M_{pl} = \frac{23+22+22+22+22+22+21+19+19+17+16+15+15+13+11+11+10+8+7+6+5}{22}$$

$$= \frac{349}{22}$$

$$= 15.86$$

Item 5

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

$$M_{pl} = \frac{23+23+21+21+20+19+19+16+16+15+15+14+13+11+11+11+8+7+6+6}{20}$$

$$= \frac{295}{20}$$

$$= 14.75$$

Item 6

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

$$M_{pl} = \frac{23+23+22+22+22+22+21+21+20+19+19+16+16+15+14+14+13+12+12+11+11+6+6+5}{24}$$

$$= \frac{385}{24}$$

$$= 16.04$$

Item 7

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

$$M_{pl} = \frac{23+22+22+22+22+17+16+15+14+12+11+10}{12}$$

$$= \frac{206}{12}$$

$$= 17.16$$

Item 8

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

$$M_{pl=}\frac{20+15+13+9+7}{5}$$

$$= \frac{64}{5}$$

$$= 12.8$$

Item 9

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

$$M_{pl=}\frac{23+22+22+22+22+22+21+20+19+19+13+11+11+9+6}{15}$$

$$= \frac{262}{15}$$

$$= 17.46$$

Item 10

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

$$M_{pl=}\frac{23+22+22+22+22+21+21+18+17+16+14+10+8+6}{14}$$

$$= \frac{242}{14}$$

$$= 17.28$$

Item 11

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

$$M_{pl=}\frac{23+21+20+19+15+15+15+13+12+8}{10}$$

$$= \frac{161}{10}$$

$$=16.1$$

Item 12

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

$$M_{pl=}\frac{21+21+13+12+11+11+9+8+4}{9}$$

$$=\frac{114}{9}$$

$$=12.66$$

Item 13

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

$$M_{pl=}\frac{23+23+22+22+22+22+22+21+21+20+19+19+18+17+16+}{15+14+13+13+12+11+11+11+10+10+9+8+8+6+4}{30}$$

$$=\frac{462}{30}$$

$$=15.4$$

Item 14

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

$$M_{pl=}\frac{23+23+22+22+22+22+22+21+19+18+16+15+14+14+12+11+11+11+11+6+4}{22}$$

$$=\frac{348}{22}$$

$$=15.81$$

Item 15

$$M_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n15}$$

$$M_{pl=}\frac{23+22+22+22+22+22+21+21+20+19+19+18+17+16+15+15+14+13+13+12+11+}{11+11+11+11+10+10+8+8+8+7+7}{32}$$

$$=\frac{459}{32}$$

$$=14.34$$

Item 16

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

$$M_{pl=}\frac{23+23+22+22+22+22+22+21+21+20+19+19+18+17+16+16+15+14+13+13+12+11}{+11+11+11+11+10+8+6+4}{30}$$

$$= \frac{463}{30}$$

$$= 15.43$$

Item 17

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

$$M_{pl=} \frac{23+22+22+22+22+22+21+20+19+19+18+17+16+15+15+14+13+11+8+8+6}{21}$$

$$= \frac{353}{21}$$

$$= 16.80$$

Item 18

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

$$M_{pl=} \frac{23+23+22+22+22+22+22+21+20+19+18+17+16+15+15+14+14+13+12+11+11+11+11+10+8+8+7}{28}$$

$$= \frac{438}{28}$$

$$= 15.64$$

Item 19

$$M_{pl=} \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n19}$$

$$M_{pl=} \frac{23+23+22+22+22+22+21+20+19+19+18+17+16+15+15+13+12+11+7}{20}$$

$$= \frac{359}{20}$$

$$= 17.95$$

Item 20

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

$$M_{pl=} \frac{23+23+22+22+22+22+22+21+20+19+19+17+15+14+13+11+10+7+6+4}{20}$$

$$= \frac{332}{20}$$

$$= 16.6$$

Item 21

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

$$M_{pl=}\frac{23+21+21+19+18+16+12}{7}$$

$$=\frac{130}{7}$$

$$=18.57$$

Item 22

$$M_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n22}$$

$$M_{pl=}\frac{23+23+22+22+22+22+21+19+17+16+15+9}{13}$$

$$=\frac{231}{13}$$

$$=17.76$$

Item 23

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

$$M_{pl=}\frac{23+23+22+22+22+22+22+20+19+18+17+16+15+15+12+11+8+7}{18}$$

$$=\frac{314}{18}$$

$$=17.44$$

Item 24

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

$$M_{pl=}\frac{23+22+21+21+19+19+18+15+15+14+12+11+11+11+10+7}{17}$$

$$=\frac{272}{17}$$

$$=16$$

Item 25

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

$$M_{pl=}\frac{\begin{array}{c}23+23+22+22+22+22+22+21+21+20+19+18+17+16+16+15+15+15+14+14+13+12\\+11+11+11+10+8+8+6+^\wedge+6\end{array}}{31}$$

$$= \frac{799}{31}$$

$$= 15.45$$

Item 26

$$M_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n26}$$

$$M_{pl=}\frac{\begin{array}{c}23+23+22+22+22+22+22+21+22+19+19+18+17+16+15+14_{14}+13+12+11+11+11\\+10+9+8+7\end{array}}{26}$$

$$= \frac{423}{26}$$

$$= 16.26$$

Item 27

$$M_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n27}$$

$$M_{pl=}\frac{23+23+22+21+21+20+19+18+16+16+15+14+12+12+11+11+10+8}{18}$$

$$= \frac{292}{18}$$

$$= 16.22$$

Item 28

$$M_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n28}$$

$$M_{pl=}\frac{22+22+22+22+21+21+20+19+18+16+15+15+15+14+13+12+11+8+7+6+6}{21}$$

$$= \frac{352}{21}$$

$$= 15.47$$

Item 29

$$M_{pl=}\frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n29}$$

$$M_{pl=}\frac{23+22+22+22+22+22+21+17+16+15+14+11+6+5}{14}$$

$$= \frac{238}{14}$$

$$= 17$$

Item 30

$$M_{pl} = \frac{total\ score\ of\ students'\ score\ that\ true\ item\ answer}{n30}$$

$$M_{pl} = \frac{\begin{array}{c}23+23+22+22+22+22+22+21+21+20+19+16+16+15+14+11+11+11+11+11+11+10\\+10+9+8+8+8+7+6+4\end{array}}{31}$$

$$= \frac{449}{31}$$

$$= 14.48$$

4. Calculating of the Formulation $r_{pbi=}$
$$\frac{M_{P-M_t}}{SD_t} \sqrt{\frac{p}{q}}$$

Item 1

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

$$r_{pbi=} \frac{14,31-13,27}{4,72} \sqrt{\frac{0,8}{0,2}}$$

$$r_{pbi=} \frac{1,11}{4,72} \sqrt{4}$$

$$r_{pbi=} 0.23 \text{ x } 2 = 0.47$$

Item 2

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

$$r_{pbi=} \frac{13,85-13,27}{4,72} \sqrt{\frac{0,9}{0,3}}$$

$$r_{pbi=} \frac{0,58}{4,72} \sqrt{9}$$

$$r_{pbi=} 0.12 \text{ x } 3 = 0.36$$

Item 3

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

$$r_{pbi=} \frac{16,53-13,27}{4,72} \sqrt{\frac{0,3}{0,7}}$$

$$r_{pbi=} \frac{3,26}{4,72} \sqrt{0,42}$$

$$r_{pbi=} 0.69 \text{ x } 0.64 = 0.44$$

Item 4

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

$$r_{pbi=} \frac{15,86-13,27}{4,72} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi=} \frac{2,59}{4,72} \sqrt{1}$$

$$r_{pbi=} 0.54 \text{ x } 1 = 0.54$$

Item 5

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

$$r_{pbi=} \frac{14,75-13,27}{4,72} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi=} \frac{1,48}{4,72} \sqrt{1}$$

$$r_{pbi=} 0.31 \text{ x } 1 = 0.31$$

Item 6

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

$$r_{pbi=} \frac{16,04-13,27}{4,72} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi=} \frac{2,77}{4,72} \sqrt{1}$$

$$r_{pbi=} 0.58 \text{ x } 1 = 0.58$$

Item 7

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

$$r_{pbi=} \frac{17,16-13,27}{4,72} \sqrt{\frac{0,3}{0,7}}$$

$$r_{pbi=} \frac{3,89}{4,72} \sqrt{0,42}$$

$$r_{pbi=} 0.82 \text{ x } 0.64 = 0.52$$

Item 8

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

$$r_{pbi=} \frac{12,18-13,27}{4,72} \sqrt{\frac{0,2}{0,8}}$$

$$r_{pbi=} \frac{0,47}{4,72} \sqrt{0,25}$$

$$r_{pbi=} 0.09 \text{ x } 0.5 = 0.049$$

Item 9

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

$$r_{pbi=} \frac{17,46-13,27}{4,72} \sqrt{\frac{0,3}{0,7}}$$

$$r_{pbi=} \frac{4,19}{4,72} \sqrt{0,42}$$

$r_{pbi=}$ **0.88 x 0.64 = 0.57**

Item 10

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

$$r_{pbi=} \frac{17,28-13,27}{4,72} \sqrt{\frac{0,3}{0,7}}$$

$$r_{pbi=} \frac{4,01}{4,72} \sqrt{0,42}$$

$r_{pbi=}$ **0.84 x 0.64 = 0.54**

Item 11

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

$$r_{pbi=} \frac{16-13,27}{4,72} \sqrt{\frac{0,2}{0,8}}$$

$$r_{pbi=} \frac{2,72}{4,72} \sqrt{0,25}$$

$r_{pbi=}$ **0.5 x 0.5 = 0.25**

Item 12

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

$$r_{pbi=} \frac{12,66-13,27}{4,72} \sqrt{\frac{0,2}{0,8}}$$

$$r_{pbi=} \frac{0,61}{4,72} \sqrt{0,25}$$

$r_{pbi=}$ **0.12 x 0.5 = 0.064**

Item 13

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

$$r_{pbi=} \frac{15,4-13,27}{4,72} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi=} \frac{2,13}{4,72} \sqrt{1,5}$$

$r_{pbi=}$ **0.45 x 1.10 = 0.55**

Item 14

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

$$r_{pbi=} \frac{15,81-13,27}{4,72} \sqrt{\frac{0,5}{0,5}}$$

$$r_{pbi=} \frac{2,54}{4,72} \sqrt{1}$$

$r_{pbi=}$ **0.5 x 1 = 0.53**

Item 15

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

$$r_{pbi=} \frac{14,34-13,27}{4,72} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi=} \frac{1,07}{4,72} \sqrt{2,33}$$

$r_{pbi=}$ **0.22 x 1.52 = 0.34**

Item 16

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

$$r_{pbi=} \frac{15,443-13,27}{4,72} \sqrt{\frac{0,6}{0,4}}$$

$$r_{pbi=} \frac{2,16}{4,72} \sqrt{1,5}$$

$r_{pbi=}$ **0.45 x 1.10 = 0.55**

Item 17

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

$$r_{pbi=} \frac{16,80-13,27}{4,72} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi=} \frac{3,53}{4,72} \sqrt{0,6}$$

$r_{pbi=}$ **0.74 x 0.81 = 0.60**

Item 18

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

$$r_{pbi} = \frac{15{,}64 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}6}{0{,}4}}$$

$$r_{pbi} = \frac{2{,}37}{4{,}72} \sqrt{1{,}5}$$

$$r_{pbi} = 0.50 \text{ x } 1.10 = 0.61$$

Item 19

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

$$r_{pbi} = \frac{17{,}95 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}4}{0{,}6}}$$

$$r_{pbi} = \frac{4{,}68}{4{,}72} \sqrt{0{,}6}$$

$$r_{pbi} = 0.99 \text{x } 0.81 = 0.80$$

Item 20

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

$$r_{pbi} = \frac{16{,}6 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}4}{0{,}6}}$$

$$r_{pbi} = \frac{3{,}33}{4{,}72} \sqrt{0{,}6}$$

$$r_{pbi} = 0.70 \text{x } 0.81 = 0.56$$

Item 21

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

$$r_{pbi} = \frac{18{,}57 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}1}{0{,}9}}$$

$$r_{pbi} = \frac{5{,}3}{4{,}72} \sqrt{0{,}11}$$

$$r_{pbi} = 1.12 \text{x } 0.3 = 0.37$$

Item 22

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

$$r_{pbi} = \frac{17{,}76 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}3}{0{,}7}}$$

$$r_{pbi} = \frac{4{,}49}{4{,}72} \sqrt{0{,}42}$$

$$r_{pbi} = 0.95 \text{ x } 0.65 = 0.62$$

Item 23

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

$$r_{pbi} = \frac{17{,}44 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}4}{0{,}6}}$$

$$r_{pbi} = \frac{4{,}17}{4{,}72} \sqrt{0{,}6}$$

$$r_{pbi} = 0.88 \text{x } 0.81 = 0.718$$

Item 24

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

$$r_{pbi} = \frac{16 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}4}{0{,}6}}$$

$$r_{pbi} = \frac{2{,}73}{4{,}72} \sqrt{0{,}6}$$

$$r_{pbi} = 0.57 \text{x } 0.81 = 0.461$$

Item 25

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

$$r_{pbi} = \frac{15{,}45 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}7}{0{,}3}}$$

$$r_{pbi} = \frac{2{,}18}{4{,}72} \sqrt{2{,}33}$$

$$r_{pbi} = 0.46 \text{ x } 1.52 = 0.702$$

Item 26

$$r_{pbi} = \frac{16{,}26 - 13{,}27}{4{,}72} \sqrt{\frac{0{,}6}{0{,}4}}$$

$$r_{pbi} = \frac{2{,}99}{4{,}72} \sqrt{1{,}5}$$

$$r_{pbi} = 0.63 \text{ x } 1.10 = 0.771$$

Item 27

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

$$r_{pbi} = \frac{16,22 - 13,27}{4,72} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{2,95}{4,72} \sqrt{0,6}$$

$$r_{pbi} = 0.62 \text{x } 0.81 = 0.506$$

Item 28

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

$$r_{pbi} = \frac{15,47 - 13,27}{4,72} \sqrt{\frac{0,4}{0,6}}$$

$$r_{pbi} = \frac{2,2}{4,72} \sqrt{0,6}$$

$$r_{pbi} = 0.46 \text{x } 0.81 = 0.37$$

Item 29

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

$$r_{pbi} = \frac{17 - 13,27}{4,72} \sqrt{\frac{0,3}{0,7}}$$

$$r_{pbi} = \frac{3,73}{4,72} \sqrt{0,42}$$

$$r_{pbi} = 0.79 \text{ x } 0.65 = 0.51$$

Item 30

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

$$r_{pbi} = \frac{14,48 - 13,27}{4,72} \sqrt{\frac{0,7}{0,3}}$$

$$r_{pbi} = \frac{1,21}{4,27} \sqrt{2,33}$$

$$r_{pbi} = 0.25 \text{ x } 1.52 = 0.38$$

TABLE TEST VALIDITY

NO	Mp	Mt	SD	P	Q	$r_{pbi}=\dfrac{M_{P-M_T}}{SD_T}\sqrt{\dfrac{P}{q}}$	r1 on 5 % on significant	Interpretation
1	14.31	13.27	4.72	0.8	0.2	**0.47**	0.288	Valid
2	13.85	13.27	4.72	0.9	0.1	**0.36**	0.288	Valid
3	16.53	13.27	4.72	0.3	0.7	**0.44**	0.288	Valid
4	15.86	13.27	4.72	0.5	0.5	**0.54**	0.288	Valid
5	14.75	13.27	4.72	0.5	0.5	**0.31**	0.288	Valid
6	16.04	13.27	4.72	0.5	0.5	**0.58**	0.288	Valid
7	17.16	13.27	4.72	0.3	0.7	**0.52**	0.288	Valid
8	12.8	13.27	4.72	0.2	0.8	**0.049**	0.288	Unvalid
9	17.46	13.27	4.72	0.3	0.7	**0.57**	0.288	Valid
10	17.28	13.27	4.72	0.3	0.7	**0.54**	0.288	Valid
11	16.1	13.27	4.72	0.2	0.8	**0.29**	0.288	Unvalid
12	12.66	13.27	4.72	0.2	0.8	**0.064**	0.288	Unvalid
13	15.4	13.27	4.72	0.6	0.4	**0.55**	0.288	Valid
14	10.87	13.27	4.72	0.5	0.5	**0.53**	0.288	Valid
15	14.34	13.27	4.72	0.7	0.3	**0.34**	0.288	Valid
16	15.43	13.27	4.72	0.6	0.4	**0.55**	0.288	Valid
17	16.80	13.27	4.72	0.4	0.6	**0.60**	0.288	Valid
18	15.64	13.27	4.72	0.6	0.4	**0.61**	0.288	Valid
19	17.95	13.27	4.72	0.4	0.6	**0.80**	0.288	Valid
20	16.6	13.27	4.72	0.4	0.6	**0.56**	0.288	Valid
21	18.57	13.27	4.72	0.1	0.9	**0.37**	0.288	Valid
22	17.76	13.27	4.72	0.3	0.7	**0.62**	0.288	Valid
23	17.44	13.27	4.72	0.4	0.6	**0.71**	0.288	Valid
24	16	13.27	4.72	0.4	0.6	**0.46**	0.288	Valid
25	15.45	13.27	4.72	0.7	0.3	**0.70**	0.288	Valid
26	16.26	13.27	4.72	0.6	0.4	**0.77**	0.288	Valid
27	16.22	13.27	4.72	0.4	0.6	**0.50**	0.288	Valid
28	15.47	13.27	4.72	0.4	0.6	**0.37**	0.288	Valid
29	17	13.27	4.72	0.3	0.7	**0.51**	0.288	Valid
30	14.48	13.27	4.72	0.7	0.3	**0.38**	0.288	Valid

APPENDIX 6

RELIABILITY

Reliability Test

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{\sum s_i^2 - \sum pq}{s_t^2}\right)$$

$$r_{11} = \left(\frac{47}{47-1}\right)\left(\frac{22.31 - 6.34}{22.31}\right)$$

$$r_{11} = (1.02)(0.715)$$

$$r_{11} = 0.73$$

Appendix 7

No	Nama	Selalu	Sering	Kadang Kadang	Jarang	Tidak Pernah	Jumlah
1	Firnamsyah Siregar	0	8	18	14	4	44
2	Mutiara Misbah	0	16	24	10	3	53
3	Elyanti Siregar	5	20	27	10	1	63
4	Ali Alatas Harahap	0	8	32	8	4	52
5	Andri Nasati Harahap	5	40	12	10	0	67
6	Jeffry Lineman	0	12	24	12	3	51
7	Hazizah Putriani	0	4	18	12	5	39
8	Warman Ritonga	0	0	30	14	4	48
9	Gita Sari Murti	5	20	24	8	2	59
10	Ipe Danianti Siregar	0	8	27	14	2	51
11	Kami Hati Harahap	0	0	30	12	4	46
12	Raja Doli Natama	0	16	15	14	4	49
13	Rendi Ali Pandi	0	12	27	6	5	50
14	Isma Miftahul Zannah	0	8	24	16	2	50
15	Hamdani Siregar	0	12	27	10	3	52
16	Indah Wati Siregar	0	16	30	10	1	57
17	Lisna Wati Dasopang	0	12	27	8	4	51
18	Kholila Siregar	0	20	27	8	1	56
19	Arif Suryadin	30	12	12	8	3	65
20	Imam Romadon	0	12	27	10	3	52
21	Adi Romadon	10	20	15	12	3	60
22	Ahmad Rifai Siregar	15	16	21	9	3	64
23	Juni Astina Siregar	20	24	21	4	1	70
24	Fikih Pernanda Putra	15	24	15	8	1	63
25	Nazwa Nurul Ilfa	10	20	24	9	3	66
26	Deny Pernanda	15	20	18	8	3	64
27	Muhammad Fahri	15	12	21	12	2	62
28	Rahmad Fauzi	20	16	18	9	3	66
29	Sutan Nagaga Siregar	20	28	15	8	6	77
30	Iskandar Muda	10	20	24	8	2	64
31	Rafli Husaini Harahap	15	20	21	8	3	67
32	Farah Hamidah	5	24	15	10	3	57

33	Cindy Mutiara Aulia	20	32	12	8	0	72
34	Jefry Tanjung	10	16	21	10	2	59
35	Al-amin Harahap	10	20	18	4	4	56
36	Ayu Rahm Ashri	25	24	21	4	0	74
37	Marida Hannum	45	4	12	6	3	70
38	Hoirul Saputra Harahap	5	16	21	10	3	55
39	Eni Tanjung	20	8	18	10	3	59
40	Siska Lailan Harahap	15	16	9	18	1	59
41	Nabila Simamora	10	28	12	14	0	64
42	Randi Sukur Harahap	10	20	24	8	1	63
43	Aziza Sari Harahap	50	0	15	6	1	72
44	Riski Pahmi Saputra	10	28	12	4	5	59
45	zulfikar Siregar	10	16	33	4	1	64
46	Afriliya Puspita	55	0	9	4	4	72
47	Ade Kuriawan Daulay	20	24	18	0	1	63
48	Aldo Siregar	15	28	18	6	0	67
49	Restu Saputra	20	16	18	4	3	61
50	Deviana Siregar	35	8	15	4	3	65

Appendix 8

No	Nama	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	jumlah	Score
1	Firnamsyah Siregar	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	11	44
2	Mutiara Misbah	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	1	0	0	1	0	0	0	0	0	1	11	44
3	Elyanti Siregar	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	18	72
4	Ali Alatas Harahap	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	18	72
5	Andri Nasati Harahap	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	18	72
6	Jeffry Lineman	1	0	0	0	1	1	1	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1	1	10	40
7	Hazizah Putriani	1	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	1	1	1	1	0	1	0	11	44
8	Warman Ritonga	1	0	1	0	0	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	16	64
9	Gita Sari Murti	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	19	76
10	Ipe Danianti Siregar	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	18	72
11	Kami Hati Harahap	1	0	0	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	13	52
12	Raja Doli Natama	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	9	36
13	Rendi Ali Pandi	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	10	40
14	Isma Miftahul Zannah	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	10	40
15	Hamdani Siregar	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	10	40
16	Indah Wati Siregar	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	18	72
17	Lisna Wati Dasopang	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	1	1	1	0	9	36
18	Kholila Siregar	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	0	12	48
19	Arif Suryadin	1	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	18	72
20	Imam Romadon	1	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	7	28
21	Adi Romadon	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	1	1	0	1	1	0	14	56

No	Nama																										Total	Nilai
22	Ahmad Rifai Siregar	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	0	1	1	0	1	1	0	14	56
23	Juni Astina Siregar	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	17	68
24	Fikih Pernanda Putra	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	0	1	13	52
25	Nazwa Nurul Ilfa	1	1	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1	14	56
26	Deny Pernanda	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	1	1	0	12	48
27	Muhammad Fahri	1	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	1	10	40
28	Rahmad Fauzi	1	0	0	0	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	1	10	40
29	Sutan Nagaga Siregar	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	17	68
30	Iskandar Muda	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	0	0	0	15	60
31	Rafli Husaini Harahap	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	6	24
32	Farah Hamidah	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0	1	1	0	0	1	1	0	0	0	0	11	44
33	Cindy Mutiara Aulia	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	15	60
34	Jefry Tanjung	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	8	32
35	Al-amin Harahap	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	14	56
36	Ayu Rahmi Ashri	1	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	14	56
37	Marida Hannum	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	18	72
38	Hoirul Saputra Harahap	1	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	1	1	13	52
39	Eni Tanjung	1	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	1	9	36
40	Siska Lailan Harahap	1	1	0	0	1	0	0	0	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	0	13	52
41	Nabila Simamora	0	0	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	1	12	48
42	Randi Sukur Harahap	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0	14	56
43	Aziza Sari Harahap	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	15	60

44	Riski Pahmi Saputra	1	1	0	0	1	0	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	1	0	0	0	14	56
45	zulfikar Siregar	1	1	0	0	1	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	13	52
46	Afriliya Puspita	1	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	17	17
47	Ade Kuriawan Daulay	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	15	0
48	Aldo Siregar	1	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	1	1	1	1	1	12	12
49	Restu Saputra	1	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	0	10	10
50	Deviana Siregar	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	13	13

Appendix 9

THE RESULT OF VARIABLE X AND VARIABLE Y

No	Nama	X	Y	X2	Y2	XY
1	Firnamsyah Siregar	44	44	1936	1936	1936
2	Mutiara Misbah	53	44	2809	1936	2332
3	Elyanti Siregar	63	72	3969	5184	4536
4	Ali Alatas Harahap	52	72	2704	5184	3744
5	Andri Nasati Harahap	67	72	4489	5184	4824
6	Jeffry Lineman	51	40	2601	1600	2040
7	Hazizah Putriani	39	44	1521	1936	1716
8	Warman Ritonga	48	64	2304	4096	3072
9	Gita Sari Murti	59	76	3481	5776	4484
10	Ipe Danianti Siregar	51	72	2601	5184	3672
11	Kami Hati Harahap	46	52	2116	2704	2392
12	Raja Doli Natama	49	36	2401	1296	1764
13	Rendi Ali Pandi	50	40	2500	1600	2000
14	Isma Miftahul Zannah	50	40	2500	1600	2000
15	Hamdani Siregar	52	40	2704	1600	2080
16	Indah Wati Siregar	57	72	3249	5184	4104
17	Lisna Wati Dasopang	51	36	2601	1296	1836
18	Kholila Siregar	56	48	3136	2304	2688
19	Arif Suryadin	65	72	4225	5184	4680
20	Imam Romadon	52	28	2704	784	1456
21	Adi Romadon	60	56	3600	3136	3360
22	Ahmad Rifai Siregar	64	56	4096	3136	3584
23	Juni Astina Siregar	70	68	4900	4624	4760
24	Fikih Pernanda Putra	63	52	3969	2704	3276
25	Nazwa Nurul Ilfa	66	56	4356	3136	3696
26	Deny Pernanda	64	48	4096	2304	3072
27	Muhammad Fahri	62	40	3844	1600	2480
28	Rahmad Fauzi	66	40	4356	1600	2640
29	Sutan Nagaga Siregar	77	68	5929	4624	5236
30	Iskandar Muda	64	60	4096	3600	3840
31	Rafli Husaini Harahap	67	24	4489	576	1608
32	Farah Hamidah	57	44	3249	1936	2508
33	Cindy Mutiara Aulia	72	60	5184	3600	4320

34	Jefry Tanjung	59	32	3481	1024	1888
35	Al-amin Harahap	56	56	3136	3136	3136
36	Ayu Rahm Ashri	74	56	5476	3136	4144
37	Marida Hannum	70	72	4900	5184	5040
38	Hoirul Saputra Harahap	55	52	3025	2704	2860
39	Eni Tanjung	59	36	3481	1296	2124
40	Siska Lailan Harahap	59	52	3481	2704	3068
41	Nabila Simamora	64	48	4096	2304	3072
42	Randi Sukur Harahap	63	56	3969	3136	3528
43	Aziza Sari Harahap	72	60	5184	3600	4320
44	Riski Pahmi Saputra	59	56	3481	3136	3304
45	zulfikar Siregar	64	52	4096	2704	3328
46	Afriliya Puspita	72	68	5184	4624	4896
47	Ade Kuriawan Daulay	63	60	3969	3600	3780
48	Aldo Siregar	67	48	4489	2304	3216
49	Restu Saputra	61	40	3721	1600	2440
50	Deviana Siregar	65	52	4225	2704	3380
TOTAL		**2989**	**2632**	**182109**	**147040**	**159260**

Appendix 10

VARIABLE X

(READING INTEREST)

A. Normality of Data X (Reading Interest)

  1. The score of reading interest from low score to high score :

      39 44 46 48 49 50 50 51 51 51 52 52 52 53 55 56 56 57 57 59 59

      59 59 59 60 61 62 63 63 63 63 64 64 64 64 64 65 65 66 66 67 67

      67 70 70 72 72 72 74 77

      High : 77

      Low : 39

      N   : 50

  2. Range (R) = High Score – Low Score

$$= 77 - 39$$

$$= 38$$

  3. Total of Classes (k) $= 1 + 3.3 \log n$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 \,(1.69)$$

$$= 1 + 5.60$$

$$= 6.6$$

$$= 7$$

  4. Lenght of Classes $= \dfrac{Range}{Total\ of\ Classes}$

$$= \dfrac{38}{7}$$

$$= 5,4$$

  5. Mean

$$X' = \dfrac{\sum Fi.Xi}{\sum Fi}$$

$$= \dfrac{2912}{50}$$

$$= 58{,}24$$

6. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 60{,}5 + 5 \left(\frac{\frac{1}{2}50 - 25}{13} \right)$$

$$= 60{,}5 + 5 \left(\frac{25 - 25}{13} \right)$$

$$= 60{,}5 + 5 \left(\frac{0}{13} \right)$$

$$= 60{,}5 + 5 \,(0)$$

$$= 60{,}5$$

7. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 - b_2} \right)$$

$$= 60.5 + 5 \left(\frac{3}{3 + 6} \right)$$

$$= 60.5 + 5 \left(\frac{3}{9} \right)$$

$$= 60.5 + 5 \,(0.3)$$

$$= 60.5 + 1.6$$

$$= 62.5$$

Interval	fi	fk	Xi	Fi.Xi	Xi²	Fi.Xi²
36 – 40	1	1	38	38	1444	1444
41 – 45	1	2	43	43	1849	1849
46 – 50	5	7	48	240	2304	11520
51 – 55	8	15	53	424	2809	22472
56 – 60	10	25	58	580	3364	33640
61 - 65	13	38	63	819	3969	51597
66 – 70	7	45	68	476	4624	32368

71 – 75	4	49	73	292	5329	21316
76 - 80	1	50	78	78	6084	6084
p = 5	50	182	444	2990	176206	182290

8. Standar Deviation

$$S = \sqrt{\frac{\sum FiXi^2 - (\sum FiXi)^2/n}{n-1}}$$

$$= \sqrt{\frac{182290 - (2990)^2/50}{50-1}}$$

$$= \sqrt{\frac{182290 - 178802}{49}}$$

$$= \sqrt{\frac{3488}{49}}$$

$$= \sqrt{71.18}$$

$$= 8.43$$

Interval	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-Table	f_e	f_o	$\frac{(fo - fe)^2}{fe}$
36 – 40	35.5	-2.69	0.4964	0.0134	0.67	1	0.1625
41 – 45	40.5	-2.10	0.4821	0.0476	2.38	1	0.8001
46 – 50	45.5	-1.51	0.4345	0.1159	5.795	5	0.109
51 – 55	50.5	-0.91	0.3186	0.1931	9.655	8	0.2836
56 – 60	55.5	-0.32	0.1255	0.2281	11.405	10	0.173
61 - 65	60.5	0.26	0.1026	0.2025	10.125	13	0.8163
66 – 70	65.5	0.86	0.3051	0.1214	6.07	7	0.1424
71 – 75	70.5	1.45	0.4265	0.0528	2.64	4	0.7006
76 - 80	75.5	2.04	0.4793	0.0166	0.83	1	0.0348
	80.5	2.64	0.4959				
jumlah							3.2223

Based on the table above, the researcher found that x^2 count $= 3{,}2223$ while x^2 table $= 15.507$. Because x^2 count $< x^2$ table $(3{,}2223 < 15.507)$ with degree of freedom (dk) $9 - 1 = 8$ and significant level $\alpha = 5\%$, distribution of data X (Reading Interest) is normal.

Appendix 11

VARIABLE Y

(READING COMPREHENSION)

B. Normality of Data Y (Reading Comprehension)

1. The score of reading comprehension from low score to high score :

   24 28 32 36 36 36 40 40 40 40 40 40 40 44 44 44 44 48 48 48 48

   52 52 52 52 52 52 56 56 56 56 56 56 56 60 60 60 60 64 68 68 68

   72 72 72 72 72 72 72 76

   High = 76

   Low = 24

   N = 50

2. Range (R) = High score – Low Score

   $$= 76 - 24$$

   $$= 52$$

3. Total of Classes = 1 + 3.3 log n

   $$= 1 + 3.3 \log 50$$

   $$= 1 + 3.3 \ (1.69)$$

   $$= 1 + 5.6$$

   $$= 6.6$$

   $$= 7$$

4. Lenght of Classes $= \dfrac{Range}{Total\ of\ Classes}$

   $$= \frac{52}{7}$$

   $$= 7.4$$

   $$= 7$$

5. Mean

   $X' = \dfrac{\sum Fi.Xi}{\sum Fi}$

$$= \frac{2633}{50}$$

$$= 52.66$$

6. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 49,5 + 7 \left(\frac{\frac{1}{2}50 - 21}{13} \right)$$

$$= 49,5 + 7 \left(\frac{25 - 21}{13} \right)$$

$$= 49,5 + 7 \left(\frac{4}{13} \right)$$

$$= 49,5 + 7 \, (2.15)$$

$$= 51.65$$

7. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 - b_2} \right)$$

$$= 49.5 + 7 \left(\frac{5}{5 + 9} \right)$$

$$= 49.5 + 7 \left(\frac{5}{14} \right)$$

$$= 49.5 + 7 \, (0.3571)$$

$$= 49.5 + 2.5$$

$$= 52$$

Interval	fi	fk	Xi	Fi.Xi	Xi²	Fi.Xi²
21 - 27	1	1	24	24	576	576
28 – 35	2	3	31	62	961	1922
36 – 42	10	13	39	390	1521	15210
43 – 49	8	21	46	368	2116	16928
50 – 56	13	34	53	689	2809	36517
57 – 63	4	38	60	240	3600	14400
64 – 70	4	42	67	268	4489	17956

71 – 77	8	50	74	592	5476	43808
P=7	50	202	394	2633	21548	147317

8. Standar Deviation

$$S = \sqrt{\frac{\sum FiXi^2 - (\sum FiXi)^2/n}{n-1}}$$

$$= \sqrt{\frac{147317 - (2633)^2/50}{50-1}}$$

$$= \sqrt{\frac{147317 - 138653.78}{49}}$$

$$= \sqrt{\frac{8663.22}{49}}$$

$$= \sqrt{176.8}$$

$$= 13.29$$

Interval	Class Limit	Z-Score	Limit of Large of The Area	Large of Z-Table	fe	fo	$\frac{(fo - fe)^2}{fe}$
21 - 27	20,5	-2,41	0,492	0,0214	1,07	1	-0,0045
28 – 35	27,5	-1,89	0,4706	0,0687	3,435	2	-0,5994
36 – 42	35,5	-1,29	0,4019	0,1255	6,275	10	2,2112
43 – 49	42,5	-0,76	0,2764	0,1854	9,27	8	-0,1739
50 – 56	49,5	-0,23	0,091	0,2013	10,065	13	0,8531
57 – 63	56,5	0,28	0,1103	0,1807	9,035	4	-2,8058
64 – 70	63,5	0,81	0,291	0,1189	5,945	4	-0,6363
71 – 77	70,5	1,34	0,4099	0,0487	2,435	8	12,7183
P=7	77,5	1,86	0,4586		47,53	50	11,5626

Based on the table above, the researcher found that x^2 count = 11,5626 while x^2 table = 14.017. Because x^2 count < x^2 table (11,5626 < 14.017) with degree of freedom (dk) 8 – 1 = 7 and significant level α = 5%, distribution of data X (Reading Comprehension) is normal.

Appendix 12

LINEARITY TEST

1. Calculate the sum of regresion square ($JK_{reg(a)}$)

$$(JK_{reg(a)}) = \frac{(\sum Y)^2}{n}$$

$$= \frac{(2632)^2}{50}$$

$$= \frac{6927424}{50}$$

$$= 138548.48$$

2. Calculate the constant value of b

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$

$$= \frac{50\,(159260) - (2989)(2632)}{50\,(182109) - (2989)^2}$$

$$= \frac{7963000 - 7867048}{9105450 - 8934121}$$

$$= \frac{95952}{171329}$$

$$= 0.560$$

3. Calculate the sum of regression square ($JK_{reg\ a\ (b/a)}$)

$$(JK_{reg\ a\ (b/a)}) = b\left(\sum XY - \frac{(\sum X)(\sum Y)}{n}\right)$$

$$= 0.560\left(159260 - \frac{(2989)(2632)}{50}\right)$$

$$= 0.560\left(159260 - \frac{(7867048)}{50}\right)$$

$$= 0.560(159260 - 157340.96)$$

$$= 0.560(1920)$$

$$= 1075.2$$

4. Calculate sum of the square of residue (JK_{res})

$$(JK_{res}) = \sum Y^2 - \left[JKreg\ a\left(\frac{b}{a}\right) - JKreg(a)\right]$$

$$= 147040 - [1075 + 138548$$

$$= 147040 - 139623$$

$$= 7414$$

5. Calculate the average number of regression square ($RJK_{reg(a)}$)

   ($RJK_{reg(a)}$) = $JK_{reg(a)}$ = 138548.48

6. Calculate the average number of regression square ($RJK_{reg\ a\ (b/a)}$)

   ($RJK_{reg\ a\ (b/a)}$) = $JK_{reg\ a\ (b/a)}$ = 1075.2

7. Calculate the average of the sum of residuals' square (RJK_{res})

   $$RJK_{res} = \frac{JK_{res}}{n-2}$$

   $$= \frac{7417}{48}$$

   $$= 154.5$$

8. Calculate F- count

   $$\text{F- count} = \frac{RJKreg\ a\ (b/a)}{RJKres}$$

   $$= \frac{1075.2}{154.5}$$

   $$= 6.959$$

9. Calculate F- table

   F- table → with significance level α = 5 % = 0.05 two tails

   dk = $Reg_{(b/a)}$ = 1

   dk res = n-2

   $\quad\quad$ = 50-2

   $\quad\quad$ = 48

   Numerator dk $Reg_{(b/a)}$ = 1 and denominator dk Res = 48

   F-table = 4.040

   From the calculated above the result show that F-count >F-table (6.959>4.040), it means that there is a linear relationship between reading interest and reading comprehension.

APPENDIX 13

Table t (NILAI-NILAI DALAM DISTRIBUSI t)

dk	α untuk uji dua fihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	α untuk uji satu fihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.486	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.703
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	0.403
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.160	2.624	2.977
15	0.690	1.341	1.753	2.145	2.623	2.947
16	0.689	1.337	1.746	2.132	2.583	2.921
17	0.688	1.333	1.740	2.120	2.567	2.898
18	0.688	1.330	1.743	2.110	2.552	2.878
19	0.687	1.328	1.729	2.101	2.539	2.861
20	0.687	1.325	1.725	2.093	2.528	2.845
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	**2.021**	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

APPENDIX 14

Table r (NILAI-NILAI r PRODUCT MOMENT)

N	Taraf Signifi		N	Taraf Signif		N	Taraf Signif	
	5 %	1%		5%	1%		5%	1%
3	0.997	0.999	20	0.444	0.561	37	0.325	0.418
4	0.950	0.990	21	0.433	0.549	38	0.320	0.413
5	0.878	0.959	22	0.423	0.537	39	0.316	0.408
6	0.811	0.917	23	0.413	0.526	40	0.312	0.403
7	0.754	0.874	24	0.404	0.515	41	0.308	0.398
8	0.707	0.834	25	0.396	0.505	42	0.304	0.393
9	0.666	0.798	26	0.388	0.496	43	0.301	0.389
10	0.632	0.765	27	0.381	0.487	44	0.297	0.384
11	0.602	0.735	28	0.374	0.478	45	0.294	0.380
12	0.576	0.708	29	0.367	0.470	46	0.291	0.376
13	0.553	0.684	30	0.361	0.463	47	0.288	0.372
14	0.532	0.661	31	0.355	0.456	48	0.284	0.368
15	0.514	0.641	32	0.349	0.449	49	0.281	0.364
16	0.497	0.623	33	0.339	0.436	50	**0.279**	0.361
17	0.482	0.606	34	0.334	0.430	60	0.254	0.330
18	0.468	0.590	35	0.329	0.424	70	0.235	0.306
19	0.456	0.575	36	0.325	0.418	80	0.220	0.286

APPENDIX 15

DOCUMENTATION

Picture 1 : Validation of Test

Picture 2 : Introduction and explanation of the Process

Picture 3 : Questionnaire Section (Reading Interest)

Picture 4 : Test Section (Reading Comprehension)

Nomor : B - 2149   /In.14/E/TL.00/06/2022

Hal   : Izin Penelitian
Penyelesaian Skripsi

29 Juni 2022

Yth. Kepala MAN Padang Lawas Utara
Kabupaten Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Jerni Mayanti

NIM   : 1820300029

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Reading Interest and Reading Comprehension of the Tenth Grade Students MAN Padang Lawas Utara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

F. L... Hilda, M.Si.
NIP. 0920 200003 2 002

SURAT KETERANGAN
Nomor B167 /Ma.02.23/PP.006/07/2022

Saya Yang Bertanda Tangan Dibawah Ini:

Nama	: **Dra Tukmasari Siregar,M.Pd**
Nip	: **196806151995032001**
Jabatan	: Kepala MAN Padang Lawas Utara
Pangkat/Gol.Ruang	: Pembina/ IVa

Dengan ini memberikan ijin untuk melakukan Penelitian/riset pada
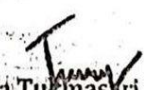Tanggal 23 April s/d 22 Juni 2022 kepada :

Nama	: Jerni Mayanti
NPM	: 1820300029
Prodi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

gan Judul "**The Correlation Between Reading Interest and Reading Comprehension of the**
h Grade Students MAN Padang Lawas Utara".

Demikain Surat Keterangan Ini dibuat untuk dapat dipergunakan seperlunya.

Nagasaribu,20 Juli 2022

Kepala,

Dra.Tukmasari Siregar, M.Pd
NIP. 196806151995032001

Research tittle : The Correlation Between Reading Intererst and Reading Comprehension of the Tenth Grade Students of MAN Padang Lawas Utara

Name : Rafli Husaini Harhap

Class : XI mia 3.

Instruction:

Read the text carefully and answer the question below. Each one is follow by several questions about it. Choose the one best answer, A, B, C, D, or E to each question. Give mark (x) on the best answer.

Question number 1 to 4 is based on the following text.

Do you know the capital city of England? Right. London is the capital of the United Kingdom.

Look at the map carefully. Here is London. Can you see it? It is situated in southeastern England along the Thames River. London is a well-known city with a population of about 7 millions. It is the largest city in Europe. Although it is no longer included among the world's most populous cities, London is still one of the world's major financial and cultural capitals.

Are you still with me? OK, thank you. Let's continue. London's climate is generally mild and damp although it can be erratic. London is one of the driest parts of Britain. However, the weather is generally cloudy, and sometimes it rains on half the days of the year. With the mean temperature in July of about 18° C (about 64° F), London has warmer summers than most of the island. It's frosty during winters in London. Fog frequently develops in winter.

Now let me tell you about the city. London's metropolitan area extends for more than 30 miles. Most of Central London is located north of the Thames. It contains the City of London, the City of Westminster, and districts in the West End. The City of London is the heart of the city. The City of Westminster is the seat of the national government.

1. Where is the location of London ?
   A. Southeastern England
   B. In the river
   C. South England
   D. Asia
   E. Australia

2. How is the population of London ?
   A. About 7 millions
   B. About 7 billion
   C. About 7 hundreds
   D. 17 million
   E. 17 billion

3. What is the purpose of the speakers telling us about London?
   A. To tell the capital of USA
   B. To describe the Thames River
   C. To describe financial and cultural

   D. To Inform the situation in London
   E. To describe London or the capital city of England

4. How is the weather in London during the summer ?
   A. Warmer than other city
   B. Cooler than other city
   C. Hotter than other city
   D. Cloudy
   E. Rainy

Read the following text to answer questions number 5 to 7

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

5. What does the text tell about?
   A. Gardening
   B. Rose species
   C. Flowers
   D. How to grow rose plant
   E. Where to plant rose

6. This statement is correct, except ....
   A. Rose has more than 100 species
   B. Rose is native to Asia
   C. Rose can be used for ornamental plant
   D. Rose only has one variant of shape and size
   E. Rose can be used in perfume

7. Based on the text, which statement is true?
   A. Rose has minor benefit for medicinal uses
   B. People grow rose only for beauty
   C. Rose is not a popular flowering plant
   D. North America is not a native to rose species
   E. Rose has less than 100 species

Read the following text to answer questions number 8 to 11.

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats.

My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

The topic sentence of the text above is...
A. New cat
B. Flat nose
C. Yellow eyes
D. Fluffy hair
E. Fresh tuna

My cat is ... (line 1). The word "my" refers to ....
A. Reader
B. Cat
C. Writer
D. Mother
E. Tuna

Which breed is Shorty?
A. Persian
B. Angora
C. Half-breed
D. Domestic cat
E. Egypt

What does the writer tell about?
A. New toy
B. New cat named Shorty
C. Writer's new hobby
D. Family
E. Job

The following text is for question 12 – 14

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he really does what he is asking to do. Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in the family.

Which of the following statement is not true about Peter?
A. He plays football and tennis
B. He has long and straight hair
C. He has bright eyes
D. He doesn't play badminton
E. He has friendly smile

According to the passage, we know that Peter is...
A. The writer's elder brother
B. The writer's youngest brother
C. A friendly boy
D. A naughty boy
E. The writer's teacher

From the text we may conclude that...
A. Peter is a welcome person
B. People is older than the writer
C. Peter is not diligent at all
D. Many people do not like Peter

E Many people hate the writer

The following text is to answer question from 15 – 19

Puna Bakti Pertiwi museum it exhibits evidence of former President Soeharto's service to the country from independence until the national development era. Aside from that, it also displays at works that Mr. and Mrs. Soeharto received from their friends colleagues from all over the world.

Mrs. Tien Soeharto initiated the construction of the museum. Its architecture resembles the conic Indonesian "Tumpeng" a traditional Javanese rice dish. " Tumpeng" symbolize gratefulness to Almighty God. Just, the museum also expresses gratitude to God and the international community who supported Soeharto during his term as President.

The museum has five main hall. The Struggle Hall displays historical objects from the life of former President Soeharto from early independence until the national development era. The main Hall exhibits souvenirs from friends of the state. The Special Hall houses Soeharto's military decorations and medals of honour. The Asthabrata Hall displays "wayang" Wahyu Makutha Rama. The "wayang" illustrates Soeharto's leadership. The fifth and the last hall is library.

15. What is the text about ?
A. Soeharto's Life History
B. Purnama Bhakti Pertiwi Museum
C. Library
D. Traditional food from Javanese
E. Historical of the Museum

16. What does the writer try to describe ?
A. The uniquenee of Wayang
B. The Construction of the museum
C. How the museum was build
D. How was Indonesia got the independence
E. The uniqueness of Purna Bhakti pertiwi Museum

17. The characteristic of Purna Bhati Pertiwi Museum can be found in paragraph...
A. Paragraph 1
B. Paragraph 2
C. Paragraph 3
D. Paragraph 2 and 3
E. Paragraph 1 and 3

18. The main idea of the third paragraph is...
A. The museum has five main hall
B. The struggle hall display historical object from the life of former President Soeharto from early independence until the national development era.
C. The main Hall exhibits souvenirs from friends of the state.
D. The Special Hall houses Soeharto's military decorations and medals of honour.
E. The Asthabrata Hall displays "wayang" Wahyu Makutha Rama.

Research tittle : The Correlation Between Reading Intererst and Reading Comprehension of the Tenth Grade Students of MAN Padang Lawas Utara

Nama   : HAZIZAH PUTRIANI

Kelas   : XI MIA 2

Petunjuk :

1. Tulislah nama lengkap dan kelasmu

2. Beri tanda (√) pada kolom yang mewakili diri anda selama pengalaman membaca.

No	Pertanyaan	Jawaban				
		Selalu	Sering	Kadang-kadang	Jarang	Tidak Pernah
1.	Saya tertarik untuk mengetahui isi buku atau teks yang saya baca setelah membaca judulnya				√	
2.	Saya akan mengkritisi isi sebuah buku/ koran/ majalah yang saya baca.			√		
3.	Saya merasa senang ketika membaca sebuah buku/ koran/ majalah					√
4.	Saya bisa membaca dan memahami makna dengan akurat.					√
5.	Saya bisa menangkap isi buku/ koran/ majalah yang saya baca.			√		
6.	Saya dapat pengalaman baru ketika saya membaca.				√	
7.	Pada akhit kegiatan membac, saya dapat menyimpulkan teks yang saya baca.		√			
8.	Saya menyukai bacaan-bacaan ringan seperti komik, majalah atau novel.			√		
9.	Saya mudah tertarik ketika saya melihat buku/ koran/ majalah.				√	
10.	Saya mencoba meminjam buku kepada teman atau perpustakaan jika saya tidak punya buku yang saya inginkan.			√		
11.	Saya merasa tidak antusias untuk melakukan tugas membaca.					√
12.	Saya akan membeli buku/koran /majalah yang saya sukai.			√		
13.	Saya membaca buku walaupun dihari libur.					√
14.	Saya bisa menceritakan apa yang sudah saya baca.			√		
15.	Saya tidak suka membaca dalam				√	

	waktu yang lama.					
16.	Saya berusaha meningkatkan pengetahuan bahasa Inggris saya degan membaca teks bahasa Inggris.			✓		
17.	Saya membaca semua kalimat dalam bahasa Inggris jika ada latihan atau ujian membaca.				✓	
18.	Saya senang membaca sambil mendengarkan musik.					✓
19.	Saya merasa puas ketika saya mengetahui informasi dalam bacaan.			✓		
20.	Ketika saya membaca teks bahasa Inggris, saya hanya membacanya dan belum dapat memahami maknanya.				✓	